Report of the 2023 Academic Audit of Te Whare Wānanga o Waitaha | University of Canterbury
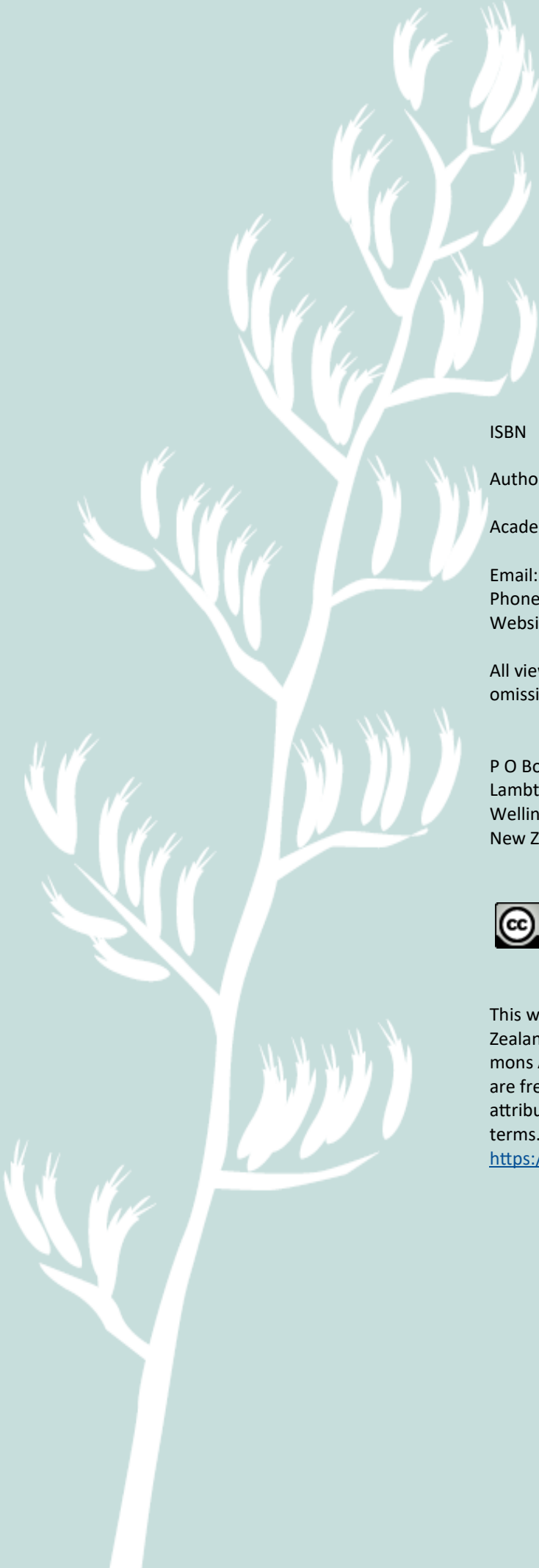
Cycle 6 academic audit undertaken by the Academic Quality Agency for New Zealand Universities

December 2023

Te Pokapū Kounga Mātauranga

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

Report of the 2023 Academic Audit of Te Whare Wānanga o Waitaha | University of Canterbury

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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.

He mea tuku e Te Whare Wānanga o Waitaha (te Whare Wānanga) tana arotake whaiaro i te 23 o Āperira 2023, ā, i tukua ētahi kōrero anō i tonoa e te Pae i te 31 o Mei 2023. E ai ki te Paewhiri, i tautokona paitia te arotake whaiaro e ngā taunakitanga. E rua ngā hui (ā-ipurangi) a te Pae i mua i te toro ā-tinana atu i te Whare Wānanga i te 10-12 o Hūrae 2023. I taua toronga, e 23 ngā uiuitanga, ā, i hui atu ki tētahi tokorua nō te Kaunihera, e 70 ngā kaimahi, e 30 ngā tauira. Ko ngā kōrero i whāia nō ngā uiuitanga ka tautoko i ērā kei ngā kāhua whaiaro. Whirinaki ai te Pae ki ngā puna e rua kia puta ai ana kitenga.

I tū te Arotakenga Huringa 6 o Te Whare Wānanga o Waitaha i te tau 150 nō te whakatūnga o te Whare Wānanga. Ko tō te whare wānanga takohanga aronehe kia whai wāhi ai ki ngā akoranga ā-whare wānanga, tana whakatūnga anō i muri i ngā rū o 2010 me 2011, ngā whakaeketanga o 2019 Al Noor Mosque me Linwood Islamic Centre, te whakaurunga o te Education (Pastoral Care of Tertiary and International Learners) Code of Practice, me te wheako mate urutā KOWHEORI-19, katoa kua whāngai i tētahi whare wānanga kua whakawhanake i tētahi tukanga mahi tahi hei urupare ki ngā wero.

Nō nā tata nei whakahoungia ai, whakapakarihia ai hoki te hononga o Ngāi Tūāhuriri me Ngāi Tahu, ka kitea i te mahere rautaki a te Whare Wānanga e aro pū ana ki ngā whai wāhitanga. E whakamīharo ana te Paewhiri ki te tukanga whiriwhiri, whai wāhi a te Whare Wānanga ki te whakarautaki i ngā whakawhanaketanga me ngā huringa. He hōtaka huringa nui tā te Whare Wānanga i te wā o te arotakenga, ā, e tautohu ana te Pae kia whakaroa te Whare Wānanga i tana tukanga whiriwhiri, whai wāhi ki te aroturuki me te whakapā hoki i te hōtaka huringa whānui. Waihoki, te tuku i ētahi ara kōrero whakahoki atu anō i te wā o te whakatinanatanga.

E aro ana te wāhanga tuatahi (A) o te anga arotake ki te hautūtanga me te taha whakahaere o ngā akoranga, waihoki te kounga ā-whare ako. E whakamīharo ana te Pae ki te wātea o ngā raraunga mō ngā whakatau me te takune o te Whare Wānanga ki te whakawhanake kē atu i tana kaupapa tātari. Hei tāna, ka whakapakarihia kē atu te āheitanga nei mā te tuku tonu i ngā ara whakawhanake ngaio. He mea tautoko te āheitanga whakawhanake kia hoa Tiriti pai ai e ngā Kaiārahi Māori puta noa i te Whare Wānanga. E kite ana te Paewhiri he tauira pai tēnei e whai pānga atu ana.

E kite ana te Paewhiri i ētahi taunakitanga anō o te whai wāhi me te mahi tahi o taua hononga ki te University of Cantervury Student's Association (UCSA). Heoi anō, ko tana tautohutanga, kia whakaū te Whare Wānanga i te rite tonu o te urupare ki ngā kōrero whakahoki a ngā tauira me te koke tonu i ngā mahi me Te Akatoki me UCSA ki te whakapakari i ngā ara me ngā momo tautoko mō ngā reo o ngā tauira Māori. Waihoki, o ngā tauira nō ētahi atu rōpū tauira mātāmua kia rangona ai.

Kua whai te Whare Wānanga i tētahi tukanga pāhekoheko, mahi tahi hoki ki ngā whakamaheretanga me te whakawhanaketanga o ngā taiao akoako. Ka whakatauira hoki i ngā mahi tūtika i roto i tana whakahaere tūraru, ohotata hoki ka whakararu nei pea i te kounga me te mauroatanga o ngā akoakotanga. E ai ki te Paewhiri, he whanaketanga pai ngā aronga o nā noa nei ki ngā tūraru whare ako. Otirā, ngā whakamaheretanga ki te aroturuki i ngā tukunga me te rite tonu o ngā whakatau e pā ana ki te kounga ā-akoako me ngā hōmiromirotanga ā-rangahau.

Ka aromatawaihia anō hoki i tēnei wāhanga ngā kokenga i te kaupapa whakarākeitanga. I te wā o te arotakenga, i tīmata ngā panonitanga ā-hanganga ki te tukunga o ngā tautoko ki ngā tauira Māori me ērā nō Te Moananui a Kiwa. Ko te whāinga o ēnei panonitanga ko te tuku i te māramatanga ā-rautaki whānui ake, e mihia nei e te Paewhiri. Heoi anō, e hāngai ana i konei ngā kōrero a te Paewhiri e pā ana ki ngā whakapāpā me te tono kōrero whakahoki mō ngā panonitanga.

E aro ana te wāhanga tuarua o te anga arotake (B) ki te huringa nohonga o te tauira, ki ngā tautoko me te oranga. E whakamīharo ana te Paewhiri ki te kaupapa rautaki a te Whare Wānanga - Kia Angitu - e whai ana i tētahi tukanga torowhārahi ki te whakakore i ngā taupā me te aro ki ngā āputa tautikatanga. Kitea ai tēnei tukanga torowhānui i te whakawhanaketanga o tētahi anga tohutohu, te whakaū i ngā akoranga whakawhanake aramahi i te marautanga me te tukanga a te Whare Wānanga ki te haumaru me te oranga. Heoi anō, ko tā te Paewhiri, me whakamahi te Whare Wānanga i ana hātepe aroturuki, arotake o nāianei ki te whakaaroaro ake mēnā e whāia tika ana tētahi wāhanga ako tautoko ā-pia o Kia Angitu. E tautohu ana hoki kia titiro te Whare Wānanga ki te whai hua rānei o ana whakapātanga e pā ana ki ngā hātepe me ngā putanga o ngā amuamu, ngā pīra me ngā nawe.

Ka arotake te wāhanga tuatoru (C) o te anga arotake i te marautanga, ngā aromatawai me ngā tukunga. E koa ana te Paewhiri ki te kite i ngā tukanga whiriwhiri, torowhārahi hoki e whāia ana i ngā kōhi me ngā whakawhanaketanga o ngā hōtaka. Ka whakapakarihia ēnei mā te whakaurunga o tētahi pūnaha whakahaere marautanga. He nui ngā mahi kua tīmata i roto i te arotake i te kāhua Ihuputa o te Whare Wānanga me te whakaaroaro ake i te anamata o ngā aromatawai. E tautohu ana te Paewhiri, i roto i te arotakenga o te Kāhua Ihuputa o Te Whare Wānanga, kia whai whakaaro te Whare Wānanga ki tā ngā āhuatanga taumata-Whare Wānanga hāngai ki ngā āhuatanga whai tohu me tā te Whare Wānanga whakaū i te whakatutukitanga, te aromatawaitanga rānei. E tautohu ana hoki kia nui ake te aro a te Whare Wānanga ki te whakaū i te mārama o ngā tauira ki te āhua o tā ngā kāhua ihuputa hoatu i ngā mātauranga matua me ngā pūkenga. I tana koke i ngā mahi aromatawai, e tautohu ana te Pae kia whai wāhi ngā tauira ki te rōpū mahi, ā, kia aroturuki tonu te Whare Wānanga i te tonoa o ngā aromatawai. Tae ana ki ērā nā ngā tauira rangahau paerunga, i te reo Māori.

E whakamātau ana te wāhanga tuawhā o te anga arotake (D) i te Kounga Whakaako, ā, ka whai wāhi o te taritari kaimahi, te whakatau, te whakawhanake me te āhukahuka. He tukanga ā-rangahau tā te Whare Wānanga ki te tautoko i ngā mahi akoako me te hoahoa marautanga. E koa ana te Paewhiri nā ngā pūrongo mō tētahi hātepe taritari, whakatau hoki e whakaū ana i te ahurea. Heoi anō, e mahara ana hoki ki ētahi ara hei whakaū i te hāngai me te tika ā-ahurea o ngā ara whakaū i te

whakawhanaketanga ngaio me ngā hātepe āhukahuka i ngā akoako pai. E mahara ana ki tā te Whare Wānanga whakawhanake waeine, e whai ana i tētahi ara torowhārahi ki te kounga akoako, ā, kia whakaatahia i roto i ngā herenga e whai pikinga ai, he hirahira.

E aro ana te wāhanga whakamutunga (E) o te anga arotake ki ngā tauira rangahau paerunga. Ko taua kōrero anō, he nui ngā mahi kua tīmatahia e te Whare Wānanga me te whakaurunga o tētahi kura rangahau ihuputa. I koa te Paewhiri ki te kite i te pai o te tukanga ā-rangahau i whāia e te Whare Wānanga ki tēnei kaupapa. E tautohu ana kia āta aro te Whare Wānanga ki te wātea o ngā kōrero ki ngā tauira rangahau paerunga, me te whakaū i te matatapu o ngā māharahara ka tukua e ngā tauira rangahau paerunga. Mēnā rānei ka hāngai ngā anga i whakawhanakehia mō ngā tauira paeraro hei whakatika i ngā āputa tautika i roto i ngā whakawhitinga me te angitu o ngā tauira rangahau paerunga.

Ka tonoa hoki e te angamahi arotake Whare Ako Huringa 6 kia huritao ngā whare wānanga ki ō rātou takohanga i raro i te Tiriti o Waitangi, the whirinakitanga o ngā rangahau whare wānanga me te ako, me te wāhi ki ngā whare wānanga hei arohaehae, hei arotika o te porihanga. Me kapi i te aromatawai arotake whaiaro ngā tauira katoa, ngā tukunga katoa me ngā kaimahi katoa e pīkau ana, e tautoko ana rānei i ngā mahi ako, i ngā mahi tāwharau rānei.

I rongo, i kite hoki te Paewhiri i tā te Whare Wānanga mānawa i tana haere kōtui me Ngāi Tūāhuriri me Ngāi Tahu. E whanake tonu ana tēnei hononga, ā, kitea ai te pakari i te taumata kāwana, ārahi, whakahaere anō hoki. I rongo, i kite hoki te Paewhiri i ētahi taunakitanga o te motuhaketanga o ngā rangahau ā-whare wānanga me ngā mahi akoako i runga i tētahi tukanga ā-rangahau i roto i ngā kaupapa huhua e pīkauria ana e te Whare Wānanga. E ai ki te Paewhiri, e mānawa ana te Whare Wānanga i te wāhi ki a ia hei arohaehae, hei arotika o te porihanga.

I te wāhi ki ngā wāhanga hōkaitanga o te angamahi arotakenga, i rongo te Paewhiri e tūoho ana te Whare Wānanga ki ngā matea kanorau o ngā tauira, ā, e urupare atu ana anō hoki. E ai ki te Paewhiri, tērā ētahi wā mā tētahi tirohanga tautika, kanorau, kauawhi hoki e whakapakari tā te Whare Wānanga tautoko i te whakawhanaketanga o ngā kaiako me te āhukahuka hoki, me te aha, kua tukua ētahi tūtohutanga mō te take nei. Me whai whakaaro te Whare Wānanga ki ētahi atu ara tukunga tērā i te tae ā-tinana. Nā te KOWHEORI-19 i kitea ai te matea nui ki te whai ara tuku ranu, ā-ipurangi hoki i roto i tana takohanga ā-rautaki ki te mātauranga toropai, tāwariwari hoki.

I runga i ngā taunakitanga i wātea ki a ia i te wā o te arotakenga, e ai ki te Paewhiri, kua kapi i te Whare Wānanga, ā, i ētahi wā kua kapi noa atu ngā putanga me ngā paerewa me whakatauira e tētahi whare wānanga tūnga pai i te ao. Nā reira kua tutuki ngā hiahia o te Anga Arotake Whare Ako Huringa 6. E tekau mā whitu ngā mihinga, e tekau mā toru ngā whakaūnga, e tekau mā toru ngā tautohutanga e tautoko ana, e akiaki ana hoki i ngā mahi tūtika. I tōna tikanga ka 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 – 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 theme's website.[1] 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.[2]

Te Whare Wānanga o Waitaha | University of Canterbury (the University) submitted its self-review on 23 April 2023 and provided further information requested by the Panel on 31 May 2023. The Panel found the self-review to be well supported by evidence. The Panel met twice (online) before undertaking an in-person site visit to the University from 10-12 July 2023. During the site visit, the Panel held 23 interview sessions and met with two members of Council, 70 members of staff and 30 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 Te Whare Wānanga o Waitaha | University of Canterbury took place in the 150th year since the founding of the University. Many elements have contributed to a university that has developed a cohesive and collaborative approach to responding to challenges, including: its historical commitment to enabling access to university study; its rebuild and recovery following the 2010 and 2011 earthquakes; the 2019 Al Noor Mosque and Linwood Islamic Centre attacks; the introduction of the Education (Pastoral Care of Tertiary and International Learners) Code of Practice; and the experience of the COVID-19 pandemic.

The University's history and a recent renewal and strengthening of a relationship with Ngāi Tūāhuriri and Ngāi Tahu are evident in its strategic plan, which centres on engagement. The Panel is impressed by the consultative and engagement-oriented approach the University has taken to strategy development and change. The University did have an extensive programme of change underway at the time of the audit and the Panel recommends the University extend its consultative and engagement-oriented approach into monitoring and communicating the overall programme of change as well as providing opportunities for early feedback on implementation.

The first section (A) of the audit framework is concerned with leadership and management of teaching and learning, and academic quality. The Panel is impressed by the availability of data for

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

decision making and the University's intention to develop its analytics project further. It considers the ongoing provision of professional development opportunities would strengthen this capability further. Capability development to become a good Treaty partner is supported by Kaiārahi Māori across the University and the Panel sees this as a good model that is having impact.

The Panel sees further evidence of engagement and collaboration in the relationship with the University of Canterbury Students' Association (UCSA). It recommends, however, that the University ensure it consistently responds to student feedback and continues to work with Te Akatoki and UCSA to strengthen opportunities and support for the voices of Māori students and students from other priority student groups to be heard.

The University has taken an integrated and collaborative approach to planning and developing teaching and learning environments. It also demonstrates good practice in its management of risks and emergencies with the potential to disrupt the quality and continuity of teaching and learning. The Panel sees recent attention to academic risks as a positive development, along with plans to monitor delegations and consistency of decision making for teaching and learning quality and research supervision.

Progress on the enhancement theme is also assessed in this section. Structural changes to the provision of support for Māori students and Pacific students were underway at the time of the audit. These changes are intended to provide greater strategic clarity, which the Panel endorses. However, the Panel's comments about communication of and seeking feedback on change are relevant here.

The second section of the audit framework (B) focuses on student life cycle, support and wellbeing. The Panel is impressed with the University's strategic initiative—Kia Angitu—which takes a holistic approach to removing barriers and addressing equity gaps. This comprehensive approach is evident in the development of an advising model, embedding of career development learning in curricula and the University's approach to safety and wellbeing. The Panel suggests, however, that the University utilse its existing monitoring and review processes to consider whether a peer-assisted learning component of Kia Angitu is optimally targeted. It also suggests the University assess how effectively it is communicating information about complaints, appeals and grievances processes and outcomes.

The third section (C) of the audit framework examines curriculum, assessment and delivery. The Panel is pleased to see consultative and holistic approaches being taken to course and programme development. These will be strengthened by implementing a curriculum management system. Significant work is underway reviewing the University's graduate profile and considering the future of assessment. The Panel recommends that, as part of the review of the graduate profile, the University consider how university-level attributes align with qualification attributes and how the University can ensure that attributes are met or assessed. It also recommends the University pay further attention to ensuring students understand how graduate profiles equip them with key knowledge and skills. In progressing its work on assessment, the Panel recommends that students be included in the working group and that the University continues to monitor the demand for assessment, including from postgraduate research students, in te reo Māori.

The fourth section for the audit framework (D) examines Teaching Quality and includes staff recruitment, induction, development and recognition. The University has a research-based approach

to supporting teaching practices and curriculum design. The Panel is pleased by reports of a culturally affirming recruitment and induction process but considers there are opportunities to ensure that professional development and processes for recognising good teaching are also culturally appropriate and affirming. It considers the University's development of metrics, which take a holistic view of teaching quality and are reflected in requirements for promotion, to be important.

The final section (E) of the audit framework focuses on postgraduate research students. Again, the University has significant work underway here, implementing a graduate research school. The Panel is pleased to see the research-based approach the University is taking to this initiative. It suggests the University pay further attention to how information is made available to postgraduate research students and ensure confidentiality of concerns raised by them. It could also consider whether models developed for undergraduate students might also be relevant for addressing equity gaps in transitions and success for postgraduate research 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 heard and saw evidence that the University values its partnership with Ngāi Tūāhuriri and Ngāi Tahu. This partnership continues to evolve and strengthen and is reflected at governance, leadership and operational levels. The Panel also heard and saw evidence of interdependence of university research and teaching with a research-based approach evident in several initiatives the University is undertaking. The Panel considers the University values its role as a critic and conscience of society.

With respect to the scope components of the audit framework, the Panel gained a sense that the University is aware of and responds to diverse student needs. The Panel considers there are opportunities where an equity, diversity and inclusivity lens could strengthen how the University supports teacher development and recognition, and has made recommendations to this effect. The University needed to consider modes of delivery other than on-campus/in person, during the COVID-19 pandemic and has placed emphasis on blended and online delivery in its strategic commitment to accessible and flexible education.

Based on the evidence available to it at the time of the audit, the Panel considers the University meets, and in a number of instances exceeds, the outcomes and standards a university of good international standing would be expected to demonstrate. It therefore meets the expectations of the Cycle 6 Academic Audit Framework. The Panel has made seventeen commendations, thirteen affirmations and thirteen recommendations that support and encourage good practices and are intended to assist the University as it progresses its own strategic direction.

Te Whare Wānanga o Waitaha | University of Canterbury 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

AAC	Academic Administration Committee
ACE	Analytics for Course Engagement
AQA	Academic Quality Agency for New Zealand Universities – Te Pokapū Kounga mō ngā Whare Wānanga o Aotearoa
ASC	Te Pokapū Pūkenga Ako | Academic Skills Centre
CDL	Career Development Learning
CMS	Curriculum Management System
CRM	Customer Relationship Management system
CUAP	Universities New Zealand Committee on University Academic Programmes
DVC	Deputy Vice-Chancellor
(the) Code	Education (Pastoral Care of Tertiary and International Learners) Code of Practice
EFTS	Equivalent Full-Time Student(s)
FE	Further evidence provided by the University
FTE	Full-time Equivalent (staff)
GEM	Graduate Education Manager
KD	Key (supporting) document (forms part of the University's Self-review Portfolio)
KPI	Key Performance Indicator
LMS	Learning Management System
LTC	Learning and Teaching Committee
NCEA	National Certificate of Educational Achievement
Panel	Unless otherwise specified, 'the Panel' refers to the Academic Audit Panel engaged by AQA to conduct the 2023 audit of the University
PALS	Peer Assisted Learning Sessions
PD&R	Professional Development and Review
PGCertTertTchg	Postgraduate Certificate in Tertiary Teaching
PVC	Pro-Vice-Chancellor
SAS	Te Ratonga Whaikaha|Student Accessibility Service
SLT	Senior Leadership Team
SMS	Student Management System
SRR/SRP	Self-review report/ Self-review portfolio
UCSA	University of Canterbury Students' Association
UNZ	Universities New Zealand—Te Pōkai Tara
WIL	Work-integrated-learning

Introduction

Academic audits for universities in Aotearoa New Zealand are undertaken 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, recognised as being fully aligned with the International Network of Quality Assurance Agencies in Higher Education (INQAAHE) Guidelines of Good Practice (GGP).[3] Further information about AQA can be found in Appendix 1 and on the AQA website.[4]

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'.[5] 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, and 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 after consultation in 2018.[6] 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.

Te Whare Wānanga o Waitaha | University of Canterbury (the University) submitted its self-review on 23 April 2023, ahead of the due date of 27 April 2023. The self-review report (SRR) and key documents (KD) were provided both in hard copy and loaded onto an AQA OneDrive site. Supporting documents were provided as links in the SRR and included links to internal university documents and

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[3] https://www.inqaahe.org/ggp-aligned-agencies. (Accessed 23 February 2022).

[4] www.aqa.ac.nz

[5] https://www.enhanceunz.com/ (Accessed 4 August 2022).

[6] 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).

dashboards. Panel members were provided with university usernames and logins to be able to access internal documents. They appreciated the transparent access to supporting evidence this provided and the responsiveness of the University to some difficulties with access. This approach to providing supporting documents presented some challenges for the Panel but has the potential to inform practice for future audits. The Panel found the SRR to be well supported by evidence.

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 (26-27 April 2023 and 5 July 2023) before the site visit to the University from 10-12 July 2023. Following its first meeting, the Panel requested further information from the University. This was also provided electronically and added to the OneDrive folder.

During the site visit, the Panel (see p. 53) held 23 interview sessions and met with two members of Council, 70 members of staff and 30 students. All meetings were held in person and all interviewees were prepared to engage constructively and candidly with the Panel and to provide helpful insights to the audit areas.

About the University

Te Whare Wānanga o Waitaha | University of Canterbury was founded in 1873 as Canterbury College, the second institution in Aotearoa New Zealand to offer tertiary-level education. Today the University considers itself to be a "medium-sized, research-intensive, comprehensive university".[7] This Cycle 6 academic audit in 2023 took place in the year the University celebrated its 150th anniversary.

In its 150th year, the University remains conscious of its history and founding purpose, both of which are reflected explicitly in its current strategy. The University has reflected on its founding purpose and continues to assess how this purpose remains relevant to the University's current vision and strategy.

The University's Strategic Vision 2020-2030—Tangata Tū, Tangata Ora—centres on engagement at local, national and global levels interacting with education that is accessible, flexible and future-focused; research with impact in a changing world; and people (nurturing staff, thriving students). These elements are further augmented with goals for internationalisation, sustainability and efficiency.[8] The seven areas of strategic emphasis (goals) are referred to as "chapters" by the University.

The University's emphasis on engagement and its sense of place is also reflected in the 2019 renewal of its partnership with Ngāi Tahu. This partnership is led by Ngāi Tūāhūriri and operates at governance, leadership and operational levels. It is clear to the Panel that the partnership continues to evolve and reflects the University's commitment to Te Tiriti o Waitangi.[9, 10] The University has established Kā

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[7] KD7, p. 5.
[8] KD1; https://www.canterbury.ac.nz/strategy/ (Accessed 19 July 2023.); AR22, p. 48.
[9] KD 1; https://www.canterbury.ac.nz/strategy/ (Accessed 19 July 2023.)
[10] This report uses both the terms Te Tiriti o Waitangi and the Treaty of Waitangi. AQA's Cycle 6 audit framework refers to obligations under Te Tiriti o Waitangi and the University uses Te Tiriti o Waitangi | The

Waimaero | Office of Treaty Partnership, led by the Upoko of Ngāi Tūāhuriri as Pou Whakarae, with a direct relationship with the Vice-Chancellor, the Tumu Whakarae. [11] [12]

The Panel clearly heard the message that partnership meant the University would have one strategy, developed with and relevant to its Treaty Partner. The Panel was advised that consequently, the current Rautaki Māori would not be revised, but will be incorporated into a single university strategy.[13]

> *Kā Waimaero is of the view that as a Treaty Partner, there is no need for a separate Treaty strategy. Instead, there needs to be a UC wide commitment to successfully execute the University of Canterbury Strategic Vision 2020-2030 and related documents.*

The Strategic Vision 2020-2030 demonstrates this integration by including explicit statements about "working towards an education system that includes te ao Māori, Māori world views, and mātauranga Māori". Each of the seven goals (or chapters) in the Strategic Vision refers to partnership with Ngāi Tūāhuriri and Ngāi Tahu, indigenous knowledge systems or economies, or biculturalism.

> **Commendation:** *The Panel **commends** the strengthening of the partnership with Ngāi Tūāhuriri and Ngāi Tahu as part of the University's journey to become a Te Tiriti o Waitangi-led University.*

Engagement is also a feature of the University's approach to developing its Strategic Vision 2020-2030. The Panel recognises the attention that has been paid to strengthening relationships with communities and stakeholders, and a consultative approach to change that brought staff along with the changes. The deliberate approach to engagement, led by the Vice-Chancellor, is reflected at other levels and processes in the University. The Panel heard an understanding of the University's strategy reflected clearly in interviews it held.

> **Commendation:** *The Panel **commends** the University's consultative and engagement-oriented approach to strategy development and change, led by the Vice-Chancellor and reflected throughout the University.*

The Strategic Vision 2020-2030 marks a shift from the University's previous strategic focus "on recovering and rebuilding physical infrastructure and student numbers following the [2010 and 2011] earthquakes". A UC Futures programme guided building renewal and the development of the UC graduate profile as part of recovering student numbers and restoring financial health.[14] In 2022, student enrolments exceeded pre-earthquake levels and all large buildings have either been replaced or re-built.[15] This has been a decade of recovery for the University, its students and staff.

Treaty of Waitangi and the Treaty. To ensure this report reflects the University within its own context, the University's terminology is used in reference to University initiatives and developments.

[11] https://www.canterbury.ac.nz/ntrc/ (Accessed 19 July 2023.)

[12] SRR, p. 1; AR22, p. 49.

[13] FE Index; FE GS 13.

[14] SRR, p. 5; https://blogs.canterbury.ac.nz/ucfutures/ (Accessed 19 July 2023.)

[15] KD 7, pp. 3-4.

The University operates predominantly from its main campus in Ilam, Christchurch, with some specialist programmes and services in Christchurch City Centre. A small number of courses are taught elsewhere, including in the University's field stations.[16] Ninety percent of EFTS are delivered on campus.[17] The University also hosts related organisations and entities on its Ilam campus including the UC International College (UCIC) which is a collaborative arrangement between the University and Navitas Ltd.[18]

The University has recently restructured into seven faculties and a graduate school:
- Toi Tangata | Arts
- Umanga | Business
- Ako | Education
- Pūhanga | Engineering
- Oranga | Health
- Ture | Law
- Pūtaiao | Science
- Te Kura Tāura | UC Graduate School.

Each faculty is led by an executive dean. The Faculty of Engineering is the largest in terms of EFTS and staffing, followed by the Faculties of Arts and Science.[19]

The current Vice-Chancellor has been in the role since February 2019. The University's senior leadership team comprises two DVCs (Academic and Research); a General Counsel and Registrar; an AVC Engagement; the Executive Directors of Planning, Finance, Digital Services, and People and Culture; the seven Executive Deans of faculties; plus the Pou Whakarae and PVC Pacific.[20] At the time of the 2023 academic audit, some appointments to the executive dean positions were very recent or filled by acting deans.

The Academic Board is a sub-committee of Council and is responsible for institutional quality assurance. Its sub-committees include an Academic Administration Committee (AAC), a Learning and Teaching Committee (LTC), a Graduate Research Committee and Faculty Boards.[21] The AAC advises the Academic Board on matters to do with students (admissions, progress, examinations), proposals for new programmes and quality assurance for academic programmes.[22] The LTC leads learning and teaching strategy for the University including oversight of the University's Learning and Teaching Framework.[23] Both the AAC and LTC are chaired by the DVC Academic. The sub-committees of Faculty Boards include Faculty Learning and Teaching Committees and Faculty Academic Programmes Committees.[24]

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[16] SRR, p. 2.
[17] FE (Dec 2022 Trend Analysis).
[18] https://www.canterbury.ac.nz/get-started/transition/ucic/ (Accessed 21 July 2023.)
[19] FE (Dec 2022 Trend Analysis).
[20] SRR, p. 2.
[21] SRR, p. 2; KD5.
[22] AAC Terms of Reference (internal document).
[23] https://www.canterbury.ac.nz/about/governance/plans/uc-plans-documents/UC-Learning-and-Teaching-Framework-2022-approved.pdf (accessed 29 July 2023.)
[24] KD5.

Context for this Audit

The Panel appreciates that all audits take place at a point in time and in a particular context. In addition to 2023 being 150 years since the founding of the University, the Panel was aware of other contextual factors such as the COVID-19 pandemic, the tragedy of the 2019 Al Noor Mosque and Linwood Islamic Centre attacks, and the sad occurrence that was part of initiating the Education (Pastoral Care of Tertiary and International Learners) Code of Practice (the Code).

The University's experience of COVID-19 and Government responses to the pandemic presented challenges. In common with other universities in Aotearoa New Zealand, teaching was switched online, labs were delivered virtually, and assessments redesigned.[25] In contrast perhaps to universities in the North Island, the experience of COVID-19 was less long-lived. Due to low case levels in Canterbury, the University was able to return to on-campus teaching and fewer restrictions than universities in other parts of the country. In common with other universities, however, the COVID-19 pandemic had a profound impact on thinking about how teaching, learning and support services could be delivered. Good practice changes have been retained and incorporated into ongoing activities.

The Panel gained a sense that the experiences of COVID-19, the mosque attacks and a death in student accommodation—following from the post-earthquake rebuild of the University campus— appear to contribute to the ways in which the University works together. The staff and leadership of the University are recognised for this.

> **Commendation:** *The Panel **commends** the University for its cohesive and collaborative approach to responding to challenges.*

The ability to respond cohesively and collaboratively is important, as the University continues to experience a series of changes—both structural and technological—some of which are yet to be fully implemented. The changes in process at the time of the audit include embedding the new faculty structure and operations, restructuring of Te Waka Pākākano, the development of Te Kura Tāura | UC Graduate School, the review of the University Graduate Profile, and some major IT systems. The Panel sees good practice models being developed for new staff, new curricula and new students— and a systems approach to consistency of academic matters being implemented—and will comment further on these. However, it is too early to be able to see the impact of these initiatives.

With the change programme underway, it is important to carefully manage the inter-dependencies, staging and prioritisation between initiatives to gain a sense of a cohesive whole. Overall, the Panel considers the University is managing this complexity well. The people it talked to understood that change was linked to delivering on the strategic vision.

Inevitably however, tensions are arising from some areas of change yet to be fully resolved. The Panel considers there is an opportunity to extend the University's consultative and engagement-oriented approach into implementation of change. This would include ongoing monitoring and communication of progress on the overall change programme and making inter-relationships visible. It also considers the impact of change on students needs to be managed. Further, the Panel

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[25] SRR, p. 2.

considers that opportunities should be created for students and staff to provide feedback on changes. This should include early feedback within the first year of implementation of a change.

> **Recommendation:** *The Panel **recommends** the University extend its consultative and engagement-oriented approach into implementation and develop a mechanism for monitoring and communicating its overall and ongoing programme of changes that allows staff and students to appreciate progress and inter-relationships and provide early feedback on implementation.*

This report

This report presents the Panel's findings based on the evidence it has considered. Documentary evidence is referenced in footnotes. Where a publicly available reference is available it has been used. Hyperlinks are used only for publicly available references.

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

A draft of this report was submitted to the Board of the Academic Quality Agency for a quality assurance check on 1 September 2023 and to the University for a review of matters of factual accuracy on 19 September 2023. Following this review, changes to the report were approved by the AQA Board on 7 November 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 Panel for the 2014 Cycle 5 academic audit of the University made fourteen recommendations. The University reported on progress in addressing recommendations in a one-year follow-up report, again in an inter-cycle report in 2018, and finally as part of its self-review report for this Cycle 6 academic audit. The Panel reviewed the University's response to its Cycle 5 recommendations, both from a Cycle 5 perspective and in the context of their relevance to guideline statements in the Cycle 6 academic audit framework.

The Panel considers aspects of recommendations made in the Cycle 5 audit report for the University remain relevant and will comment further in the context of specific Cycle 6 guideline statements. These are recommendations concerned with the University Graduate Profile (R5), the assessment of teaching quality (R10), opportunities to access professional development (R12), and responsibilities for postgraduate research (R14). The Panel acknowledged the University's response to a recommendation concerned with articulating the University's approach to benchmarking. While the University had decided not to develop a specific statement, the Panel considers the substantive matters of ensuring curricula and assessment met expected standards were being addressed. Overall, however, the Panel is satisfied the University has responded appropriately to recommendations made in its Cycle 5 academic audit.

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.[26]

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.

As noted above, the Panel is impressed by the clarity and strength of vision the University has developed, and how this and the strategy have been communicated (p. 3). Planning and reporting are aligned with and guided by the University's Strategic Vision 2020-2023 and its seven goals. Each goal has a series of key objectives.[27] The University's strategic vision is supplemented by an Investment Plan; Kia Angitu—a major strategic initiative focused on student success (and the first-year experience in particular) set out in the University's Learner Success Plan;[28] the UC Learning and Teaching Framework[29] and other plans.

Annual plans are developed from the strategic vision and other plans. Key performance indicators (KPIs) for faculty and service units are aligned with KPIs for the University overall. The Panel was provided with an example of how the University Strategic Vision and goals cascaded into detailed KPIs in faculties.[30] These are reported biannually.[31] The statement of service performance in the annual report reports on progress for each of the seven goals of the strategic vision.[32]

The University has invested in its data provision and dissemination capabilities. This includes PowerBI dashboards, a range of student surveys, and analytics. The Panel was provided with dashboards that gave an integrated view of teaching and learning for faculties. The dashboards include data from student surveys, student evaluations of teaching, course pass rates, and progress for student cohorts on courses highly correlated with successful qualification completion ('catapult' or important courses).[33] The Panel heard a consistent message that data were available, presented in usable forms and discussed as part of planning and monitoring, including in academic committees.

Student survey data is drawn both from university-administered surveys and those administered by third parties. However, both internally and externally administered surveys allow for benchmarking of the University's performance. This is achieved for internally administered surveys by including

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[26] AQA (2020). Guide to Cycle 6 Academic Audit. p. 3.
[27] KD 1.
[28] KD 2.
[29] https://www.canterbury.ac.nz/about/governance/plans/uc-plans-documents/UC-Learning-and-Teaching-Framework-2022-approved.pdf (accessed 29 July 2023.)
[30] FE, GS1b.
[31] SRR, p. 6.
[32] AR22, pp. 48-62.
[33] FE, Gen 2.

scales from the Australian Quality Indicators in Learning and Teaching (QILT) in the University's surveys. The Panel is pleased to see the attention the University has paid to increasing response rates for student surveys and student evaluations of teaching.[34]

The Panel paid particular attention to the University's analytics initiative—Analytics for Course Engagement (ACE)—and requested a demonstration of its capability and use. A machine learning component of ACE utilises data from engagement with the learning management system and other sources to predict academic risk. ACE encourages and supports engagement, and identifies students who have not engaged with their course on the Learning Management System (LMS) in the preceding seven days, triggering an automated text and email to encourage re-engagement.[35] If this is not successful, efforts to support re-engagement escalate through student advisors, student care teams and ultimately emergency contacts for a student.[36] The University is monitoring the impact of this pattern of contact and re-engagement closely and engages with professional peer networks in assessing its progress.[37]

ACE dashboards are also available to academic (and other) staff to monitor and manage engagement in courses. This allows academic staff to monitor engagement with certain activities and resources, providing both prompts and direction for course re-design. This can be either proactive or reactive. When a course is identified as having lower levels of engagement, additional resources from learning developers can be allocated to course re-design.

ACE also provides dashboards for individual students that allow them to understand their engagement with their courses better. Every student has a personalised page. Students can see, for example, what tasks their peers are working on and the amount of time, on average, spent by others on a task. Students have the option of whether to see comparative data, as the University has responded to feedback that some students found that this increased anxiety while others find it helpful in being able to manage their engagement. Student (and other) dashboards include information 'explainer' buttons to help them understand and make use of these data. Student dashboards are also supported by a communications programme.

The University has identified an enhancement initiative to *"continue development of ACE to allow more proactive outreach and personalisation of learning and teaching activities to support student success".*[38] The Panel endorses this enhancement initiative that will also monitor engagement and progress by student demographic groups more closely and at programme as well as course-level.

> **Affirmation:** *The Panel **affirms** the University's intention to develop its Analytics for Course Engagement (ACE) initiative further.*

The Panel is impressed by the University's efforts to develop and make data available for planning and particularly to support teaching and learning. They heard that the impact of these efforts was felt in faculties and other units that support students. Teaching and learning committees utilise

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[34] SRR, p. 6.
[35] https://unistars.org/papers/STARS2023/04E.pdf (Accessed 26 July 2023.)
[36] SRR, p. 7.
[37] SRR, p. 8.
[38] SRR, p. 8.

dashboard data on achievement, student evaluations of courses and perceptions of teaching quality and the student experience.

> **Commendation:** *The Panel **commends** the University for how it is making data accessible for use in decision-making and improving teaching and learning.*

With the greater availability of data, the University has recognised the need to provide support for staff (and students) to use data appropriately. The Panel agrees with this assessment. Although academic developers are members of faculty learning and teaching committees and able to assist with data interpretation and use, they are a finite resource. The Panel considers there would be value in ongoing professional development opportunities for staff (and students) to improve their understanding and use of the range of good quality data the University makes available.

> **Recommendation:** *The Panel **recommends** the University provide ongoing professional development opportunities and support for staff (and students) to use data appropriately and effectively.*

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 signed a partnership agreement with the University of Canterbury Students' Association (UCSA) in 2021.[39] The partnership agreement sets out principles, obligations and responsibilities of the University and UCSA and the intent to ground their engagement in a bicultural context. An academic engagement plan and services provided through the Student Services Levy are reviewed annually.[40]

Student voices are heard through a range of channels including surveys and student evaluations of courses and teaching; class representatives; and student membership of a wide range of committees and boards,[41] advisory groups (which UCSA also uses to inform its feedback to the University), and consultation processes. UCSA provides formal feedback on the University's Attestation Report for the Code of Practice.[42] Voices are also heard at different levels in the University, from undergraduate to postgraduate, and from class reps to the Council. Some committees have also created a standing agenda item for students. Less formal mechanisms also exist with meetings between UCSA and members of SLT, as well as between class representatives and academic staff.

> **Commendation:** *The Panel **commends** the University's partnership with the University of Canterbury Students' Association, which enables opportunities for student voices to contribute to improved outcomes for students.*

With respect to the above commendation, the Panel understands that, while its remit is to undertake an academic audit of the University, in commending the partnership it also wishes to acknowledge the contribution of UCSA to supporting student voices.

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[39] SRR, p. 9.
[40] KD 10.
[41] FE, GS2a (UCSA representation diagram); SRR, p. 9.
[42] FE, GS13.

UCSA undertakes training for class representatives, with the University contributing as requested. Mentoring and guidance may also be provided. This is a significant undertaking as UCSA and the University in semester 1 2023 had almost 500 class representatives in place, a coverage of 84% of classes.

Student voices and contributions are recognised in a variety of ways. Some contributors are in paid roles with the Students' Association, other may receive meeting fees or vouchers or food. Other recognition may include acknowledgement of co-curricular contribution on a transcript or granting academic credit.[43]

The University provided examples of both mechanisms and changes that respond to student voices. The main mechanisms are closing the loop on student surveys and student evaluations. The University recognises that compliance with expectations that the loop be closed on student feedback varies and is continuing to address this.[44] The Panel heard examples of student voices being welcomed and responded to across the University but considers that a more systematic approach to responding to feedback and closing the loop is warranted.

> **Recommendation:** *The Panel **recommends** the University ensure it is consistent across the University in responding to student feedback.*

Although the Panel was satisfied a range of opportunities exists for student voices to engage and contribute across the University, it also became aware of specific areas where student voices could be strengthened. These are: the range of student voices heard by the University; support for those voices on academic committees; consultation and engagement with students in change processes that affect them; and participation and contribution in work underway on matters of relevance to students.

With respect to the range of voices heard by the University, the Panel considers that more support, especially for Māori students and Te Akatoki to contribute, would be beneficial. Opportunities to support the voices of other priority student groups could be considered, as could an orientation and development programme to support student voices on committees. It appreciates the University is aware of these matters and that faculty learning and teaching committees do have Te Akatoki membership.[45]

The Panel also heard that students were not engaged with on a recent structural change to how some aspects of support were provided for Māori students, Pasifika students, and students from equity groups and were concerned about a potential loss of connections. Similarly, the Panel noted that there were no student members of a working group on assessment and encourages the University to rectify this situation.

Overall, however, the Panel considers the University's partnership with UCSA provides a good framework and support for student voices and that these voices are supported and valued by the University. It suggests that the priority for strengthening student voices further is to continue working

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[43] KD 10.
[44] SRR, p. 10.
[45] SRR, p. 10.

with Te Akatoki and UCSA to provide more opportunities and support for the voices of Māori students and voices from other priority student groups.

> **Recommendation:** *The Panel **recommends** the University continue to work with Te Akatoki and UCSA to strengthen opportunities and support for the voices of Māori students and students from other priority student groups to be heard.*

This will include training and developing guidance for both students and staff. Staff who are members of academic committees have an important role to play in supporting and strengthening student voices.

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

External disruptions have provided impetus for significant attention to be paid to planning and development of infrastructure and learning environments. The Canterbury earthquakes of 2010 and 2011 led to a rebuild of the university campus, while the COVID-19 pandemic accelerated the development of virtual teaching and learning spaces, and of online learning.[46] This also responds to the Cycle 5 recommendation that the University develop and implement its e-learning strategy.[47]

The education goal in the current University Strategic Vision 2020-2030 seeks to provide education that is accessible, flexible and future-focused. This goal has an objective of providing "a learning environment that uses effective pedagogies, facilities and learning technologies …". The Panel heard that physical and digital teaching and learning environments need to work together and are designed to promote blended learning.

Development of the campus environment is guided by the Campus Master Plan, which is underpinned by ten design principles and a cultural narrative that aims to "ensure(s) the values and aspirations of Mana Whenua are visible, accessible and are rendered in culturally appropriate ways".[48]

The digital learning environment is based on a Moodle 4.0 learning management system (LMS) and is known as AKO | LEARN. A second digital environment is known as Tuihono UC | UC Online, and hosts MOOCs, micro-credentials and online-to-campus pathways.[49] The importance of this second environment is likely to increase as the University progresses an internationalisation objective to expand online educational offerings.

The intentional relationship between physical and digital teaching and learning environments impressed the Panel. As does the University's collaborative and engaged approach to developing its environments and its understanding of the impacts that changes in environments could have on staff and students, particularly disabled students and students in priority student groups. Infrastructure

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[46] SRR, p. 10.
[47] SRR, p. 72.
[48] SRR. p. 10.
[49] SRR, pp. 10-11.

developments engaged with and took advice from the Kā Waimaero | Office of Treaty Partnership, academic and learning designers. Regular meetings are also held with UCSA.

> **Commendation:** *The Panel* **commends** *the University for the significant attention that has been paid to planning and developing teaching and learning environments and the integrated and collaborative approach it has taken in these activities.*

The University has a strategic goal of nurturing staff and [having] thriving students. The Panel explored how teaching and learning environments were perceived as being culturally sustaining and affirming. It did not gain much insight here but conversely did not hear of any particular challenges.

GS 4   Academic delegations
Academic delegations support consistent and effective decision making and accountability for teaching and learning quality and research supervision.

Given the recent structural change to establish faculties and a Cycle 5 academic audit recommendation "that the University review the delegation and implementation of core academic processes and processes related to the assurance of teaching quality ….",[50] the Panel explored the operationalisation and reporting of delegations. It was particularly interested in how consistency of decision making on common academic matters, including for postgraduate research students, was ensured across the University.

A delegations of authority policy was developed in 2016 (following the 2014 Cycle 5 academic audit) and reviewed in September 2019 and March 2023, with these reviews being approved by the University Council.[51] The 2019 review was before the Education and Training Act (2020) came into law and the 2023 review reflected structural changes to the University with the establishment of faculties.

Schedules for academic, research and general delegations are published on the University website and the financial delegations schedule is available on the university intranet.[52] The academic delegations schedule includes delegations to both academic committees and roles. Delegations are included in the terms of reference for academic committees and the Academic Administration Committee (AAC) has a particular role in ensuring consistency of academic decision making across the University.

The University has paid attention to delegations and consistency of decision making. One of the drivers for this structural change to faculties was to improve consistency of decision making across the University. This is further supported by having a single strategy for the University, data being available consistently, and implementing IT platforms such as the curriculum management system (CMS) and software to support staff induction (Enboarder). Other roles, which connect across the University, also support consistent decision making. The Panel heard that Kaiārahi Māori and academic staff

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[50] AQA (2015), Report of the 2014 Academic Audit of the University of Canterbury – Te Whare Wānanga o Waitaha, p. 8. https://www.aqa.ac.nz/canterburycycle5 (Accessed 18 July 2023.)
[51] https://www.canterbury.ac.nz/about/governance/ucpolicy/general/delegations-of-authority-policy/Delegations-of-Authority-Policy-v4.pdf (Accessed 27 July 2023).
[52] https://www.canterbury.ac.nz/about/governance/delegations-of-authority/ (Accessed 27 July 2023).

developers made valuable contributions to consistency and anticipates that Te Kura Tāura | UC Graduate School will make this contribution for postgraduate research students (see Section E).

The Panel considers the University's processes for managing delegations reflect good practice. It notes the University intends to monitor and update delegations schedules annually.[53] The Panel endorses this intention and suggests the University also monitor the consistency and effectiveness of policies and academic processes, risk management and delegations across the University. This is particularly important given the newness of the faculty structure and appointment of some executive deans.

> **Affirmation:** *The Panel **affirms** the University's plans to monitor delegations and suggests this is extended to also monitor the consistency of policy implementation and decision making for teaching and learning quality and research supervision.*

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.

As noted previously, the University has experienced a series of major disruptions to its teaching and learning. Its risk management, emergency management and business continuity processes have been well tested. The Panel has commended the University "for its cohesive and collaborative approach to responding to challenges". Risk management, emergency management and business continuity policies and frameworks contribute to this approach.

Managing disruption to teaching and learning and academic risks operates at governance, senior management and operational management levels, with risks and mitigations being escalated and cascaded between levels. The University Council is responsible for governance of risk and is advised by an Audit and Risk sub-committee. A Risk Advisory Committee provides advice to the SLT.[54]

A strategic risk register is reviewed quarterly by SLT. Before each review, the members of SLT, who are strategic risk owners, are contacted by the Director of Risk and Insurance and asked to provide comment on risks for their area of responsibility. This includes confirming that information previously provided is still current, updating this if necessary and identifying any new risks. The strategic risk report is then considered by the Risk Advisory Committee before being reviewed by SLT. 'Top' risks (plus controls and plans to manage the risk) are then reported to the Audit and Risk committee.[55] The Panel reviewed risk registers and reports demonstrating how this system operates.

The University has recently paid more attention to academic risks (as distinct from risk such as failure of IT systems that would impact on academic activity). This has involved work across the University to identify potential risks. These will now be consolidated and assessed. Development of mitigations and controls will follow.

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[53] SRR, p. 12.
[54] SRR, p. 13.
[55] FE, GS5 (Strategic Risk – May 2023).

> **Affirmation:** *The Panel **affirms** the University's attention to academic risks and the development of an academic risk register.*

The University's Emergency Management Plan was updated in April 2023. It is a comprehensive document that outlines how the University seeks to reduce the ways in which it is ready or prepared to respond including the structure and role of the incident management team, the response itself, recovery and learning from experience. Training is part of readiness. The emergency management plan explicitly recognises potential impacts on students and that students may have roles in emergency management.[56]

Each service unit, faculty and school, plus UCSA, has a business continuity owner and plan. These are held in a central repository and are reviewed annually and tested periodically.[57]

The Panel considers the University's approach to risk management, emergency management and business continuity to be mature and to demonstrate good practice.

> **Commendation:** *The Panel **commends** the University for its management of risks and emergencies that have the potential to disrupt the quality and continuity of teaching and learning.*

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 SRR characterised the University's enhancement theme plan as being "focused on institutional change".[58] The Enhancement Theme Plan itself indicated that the University would consider three themes in its enhancement theme work. The other two themes were 'data and evidence' and the 'life cycle of the student' and noted a lack of cohesion in existing interventions and recognition that the first year of university was particularly challenging.[59] The institutional change theme included developing bicultural competence and confidence within the curriculum and more broadly.

The Panel appreciates that work on these themes did not start with the enhancement theme. However, it heard these themes continued to resonate in other major initiatives the University has subsequently engaged in. It has already commended the University's approach to data availability and use and has affirmed the University's intention to develop its ACE initiative further (GS 1). The Panel will comment further on the student life cycle in section B and on the bicultural competence and confidence graduate profile attribute in GS 17.

The numbers of Māori students enrolled at the University increased by over 80% between 2017 and 2022 and the numbers of postgraduate Māori students increased by over 200% over the same period. While the Panel has already commented on this, it recognises that this is a substantial increase, especially given it will have been affected by the COVID-19 pandemic. A 2015 Māori recruitment

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[56] FE, GS5 (Emergency Management Plan).
[57] SRR, p. 14.
[58] SRR. P. 15.
[59] FE, GS6a.

strategy that responded to the Cycle 5 recommendation—"University gives consideration to the development of strategies and, where appropriate, KPIs and the provision of appropriate resources to enhance its recruitment of Māori, Pasifika and other under-represented groups"—seems to have been effective.

The University is making good progress towards closing the participation gap for Māori students. It will continue to address this and intends to close participation and success gaps by 2030. The initial focus is on first-year students. The University's Learner Success Plan and Kia Angitu initiative demonstrate the commitment the University is making (see also Section B).[60] In 2022, the retention rate for Māori students was 82.2% (87.9% for all students), although the first-year retention rate is lower at 70.9% (78.2% for non-Māori, non-Pacific students). The successful course completion rate for Māori students was 81.0% (86.9% for non-Māori, non-Pacific students).[61]

As part of supporting institutional change and the development of bicultural awareness in quality teaching, Kaiārahi Māori support academic staff to implement the bicultural competence and confidence graduate attribute in designing and developing curricula. The Panel heard a great deal of positive comment about the support and advice provided by the Kaiārahi Māori and their accessibility due to roles having clear faculty responsibilities. The Panel understands that a Kaiārahi Māori role will also be established to support Te Kura Tāura | UC Graduate School. Although the Kaiārahi Māori have strong faculty connections and are members of faculty leadership teams, they also connect back to a single office that includes Kaiurungi (Māori student advisors). The Panel considers this 'hub and spoke' model to be effective.

> **Commendation:** *The Panel **commends** the work of the Kaiārahi Māori in helping to build the University's capability to become a 'good Treaty partner'.*

Professional development workshops also support academic staff to build bicultural confidence. The uptake of these workshops is monitored and reported to faculty Executive Deans. Uptake has been good with over 600 staff having participated.[62] Although Kāiarahi Māori deliver these professional development workshops, the Panel was less clear about the availability for professional development for the Kāiarahi Māori themselves and will comment further on this in GS 24.

At the time of this audit the University was engaged in a structural change involving some of the provision of support for Māori students. The change is intended to better align with the University's Treaty of Waitangi partnership and provide greater clarity of leadership and support for Māori students.[63] The Panel understands the rationale for this change. However, it did hear some concerns about potential loss of inter-sectional support that existed under the previous structure, as well as a potential lessening of responsiveness to matters raised by students due to competing priorities within a more focused organisational structure. Further, the Panel heard some concern questioning the place of Māori students in relation to these recent changes, especially for students who did not whakapapa to Ngāi Tūāhuriri or Ngāi Tahu. The Panel considers the University is aware of these potential

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[60] KD 2.
[61] AR22, p.56.
[62] SRR, p. 16.
[63] https://www.stuff.co.nz/pou-tiaki/130691538/staff-and-students-concerned-about-proposed-restructure-of-mori-pacific-equity-office (Accessed 29 July 2023.)

challenges and is addressing them. The Panel encourages ongoing engagement and communication, particularly with Māori students and Te Akatoki, about these changes.

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.

The second guideline statement derived from the work of the Cycle 6 Enhancement Theme focusing on Pasifika students. The University's enhancement theme plan for Pasifika students was 'intertwined' with its enhancement theme plan for Māori students. Consequently, institutional change, understanding key points in the student life cycle and data are also included in the University's enhancement theme with respect to Pasifika students.

As the enhancement theme progressed however, it became apparent that a greater focus on Pasifika students was required.[64] This greater focus is reflected in the UC Pasifika Strategy 2019-2023.[65] The UC Pasifika Strategy 2019-2023 has three strategic goals:
1. improve transitions
2. maintain quality culturally responsive practice
3. Active transformation of teaching and learning spaces.

The UC Pasifika Strategy 2019-2023 also set KPIs for recruiting Pasifika students, further responding to recommendation #4 in the Cycle 5 academic audit of the University.[66] Progress against these KPIs is reported in annual reports. Although the number of Pasifika students has increased since 2017, the percentage of these students remains below target.[67] Gaps in first-year retention of Pasifika students have fluctuated (65.5% for Pasifika compared with 78.2% for non-Māori, non-Pacific students in 2022) and remain a priority for the University, as do persistent gaps in achievement (71.0% successful course completion rate for Pasifika students in 2022, compared with 86.9% for non-Māori, non-Pacific students in 2022).[68] This is acknowledged in the University's Learner Success Plan and Pacific[69] students are a priority group in the Kia Angitu strategic initiative.[70]

The University has made progress in increasing both the numbers and completion rates for postgraduate Pasifika students. Although the numbers are relatively low, this is still important progress.

The institutional change component of the enhancement theme for Pasifika students is also reflected in professional development activities. A Pasifika Talanoa workshop helps staff "strengthen their cultural responsiveness to Pasifika students, families and communities". Pasifika staff also

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[64] SRR, p. 18.
[65] KD 9.
[66] SRR, p. 73.
[67] AR22, p. 52.
[68] AR22, p. 56.
[69] The SRR uses Pasifika while the Learner Success Plan refers to Pacific. The UC Pasifika Strategy 2019-2023 (KD9) indicates that the terms may be used interchangeably (p. 5).
[70] KD 2.

contribute to curriculum design, particularly for blended and fully online courses, and led a whole of sector initiative to develop a Pasifika Student Success Toolkit.[71]

The University has identified a need for further attention to be paid to achieving success for Pasifika students and has recently appointed a Te Amorangi | Pro-Vice Chancellor Pacific (PVC Pacific). The PVC Pacific represents Pasifika on SLT.[72] The structural change referred to in GS 6 will also provide greater strategic focus for Pasifika, although the Panel has the same caveats about not losing sight of the value of inter-sectional support for students.

Overall, the Panel sees that several elements are in place and there are some early indications of progress. It anticipates that the Learner Success Plan (Kia Angitu); the redevelopment of the Pasifika Strategy; a change in organisation structure (and the planned creation of a Pacific Knowledge and Culture Hub);[73] and the PVC Pacific will provide the further momentum needed. The PVC Pacific and the Pacific Development Team will work with faculties to set KPIs, and closer attention to monitoring progress is anticipated. The Panel affirms the University's enhancement initiative to "strengthen the whole-of-university focus on access, outcomes and opportunities for Pasifika students and staff, led by the new SLT Pasifika representative".[74]

> **Affirmation:** *The Panel **affirms** the University's enhancement initiative to strengthen the whole-of-university focus on access, outcomes and opportunities for Pasifika students and staff, led by the new PVC Pasifika.*

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[71] SRR, p. 20; https://ako.ac.nz/knowledge-centre/evaluating-pasifika-success-toolkit/ (Accessed 29 July 2023.)
[72] SRR, p. 16.
[73] FE, GS13.
[74] SRR, p. 20.

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.

In 2022 the University enrolled 22,734 students (16,105 EFTS), including 2,236 Māori students (10.2% EFTS) and 648 Pasifika students (3.0% EFTS).[75] Numbers of Māori students and Pasifika students have increased by 1000 students over the past decade,[76] although both remain below national population proportions. The proportion of Pasifika students is also lower than the 2018 census figure of 3.8% of the Christchurch City population who are Pacific Peoples.[77]

The University's student profile is oriented towards younger students with only 7% EFTS aged 35 and over in 2022; 52% EFTS in 2022 were female and 1% non-binary; and 92% EFTS were studying full-time.[78] In 2022, just over 5% EFTS were from international fee-paying students, compared with 12% in 2018.[79] In 2020, 77% EFTS were enrolled in undergraduate qualifications and almost 5% in doctoral qualifications.[80]

The University's Kia Angitu initiative provides direction for and is relevant to the guideline statements in this section of the audit framework. Kia Angitu (as set out in the University's Learner Success Plan) is a six-year major strategic initiative that aims to remove barriers and close equity gaps in participation, retention and success by 2030. It focuses initially on first-year success, seeing this as fundamental to overall success. The Kia Angitu initiative is research-based and takes an 'inter-connected' approach to success for under-served students (particularly Māori (GS 6), Pasifika (GS 7), first-in-whānau, disabled[81] and low SES background students). It is guided by three imperatives:

1. creating pathways that foster equity
2. ensuring all students are supported throughout first year (and at critical transition points)
3. leveraging data and analytics to improve student success.

The Kia Angitu initiative includes pathway and access initiatives (GS 8), supported transitions and careers advice (GS 9), academic and coordinated advising (GS 10, GS 12, GS 13), use of data and analytics (GS 1), learning support (GS 12), and curriculum design (GS 14, GS 15, GS 16). The Kia Angitu initiative has been resourced with a director and an advisory board appointed. The University anticipates extending Kia Angitu across the student-life cycle, improving outcomes for all students as the initiative matures.[82]

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[75] AR22, p. 6.
[76] FE GS13
[77] https://www.stats.govt.nz/tools/2018-census-place-summaries/christchurch-city (Accessed 21 July 2023.)
[78] FE (Dec 2022 Trend Analysis).
[79] AR22, p. 9.
[80] KD 7, p. 9.
[81] The University uses the terms 'disabled' and 'with disabilities'. This report follows the lead of the National Disabled Students' Association and uses the term 'disabled'. See https://www.ndsa.org.nz/ (Accessed 31 July 2023.)
[82] KD2.

Commendation: *The Panel **commends** the establishment of Kia Angitu and its inter-connected approach to removing barriers and closing equity gaps for under-served students.*

GS 8   Access

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

Accessibility of education is a key component of the University's education goal in its Strategic Vision 2020-2030 and referred to as part of the founding rationale for the University.[83] Further attention is paid to access in the Learner Success Plan, an Equity Review undertaken in 2020-2021 and the University's Disability Action Plan 2022-2027. While 'access' in this GS refers to the ways in which students can enrol in qualifications and courses, the University uses the term 'access' more broadly and considers the accessibility of curricula to a diverse student body and how flexibility of delivery can support greater access.[84] The Panel again heard a coherent narrative about how different parts of the University were working together. The Equity Review and Disability Action Plans are informing developments and priorities in the physical and digital infrastructures for the University.

Comprehensive information about access to the University is available on the University website.[85] This is supplemented by a domestic liaison team (Te Rōpū Takawaenga | UC Liaison) and Te Tari Hononga ki Tāwāhi | International Relationships Office. Prospective students may also attend open days or contact faculties directly.[86]

Most (72%) students access the University through the University Entrance (NCEA) pathway. The next most frequently used mechanism is the 20+ Adult Admission (14%).[87] Foundation and university preparation programmes provide access for a further 4% of students.[88] Foundation programmes for international students are available through UCIC. The University monitors the subsequent academic success of students accessing University through these (and other) pathways.[89]

As noted previously, the University's Learner Success Plan recognises that gaps in university participation exist for Māori, Pacific, first in whānau, disabled students and those from low socio-economic backgrounds.[90] The University has undertaken research to better understand barriers (including inter-generational and systemic barriers) to entry and intends to work with schools to reduce barriers. It has introduced a new scholarship to support participation from students from lower decile schools.[91]

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[83] KD 1.

[84] KD 1, p. 12.

[85] https://www.canterbury.ac.nz/enrol/ (Accessed 30 July 2023.)

[86] SRR, p. 26.

[87] SRR, p. 22.

[88] FE (Dec 2022 Trend Analysis).

[89] SRR, p. 22.

[90] KD 2.

[91] https://www.canterbury.ac.nz/media/documents/uc-150/Te-Kakau-a-M%C3%84%C2%81ui-Scholarship.pdf (Accessed 30 July 2023.)

Information about access and enrolment for (non-doctoral) postgraduate students is less clear on the University website, and this was reflected in comments heard by the Panel.

At the time of the audit, the University was reviewing its policy and regulations for credit transfer and recognition of prior learning. The Panel endorses this review, which has the potential to further address access to the University for under-served and priority students.

The Panel considers the University is giving effect to its strategic focus on access. It has a range of mechanisms to deliver its strategic intentions including scholarships, engagement with schools, and plans to further recognise prior learning.

> **Commendation:** *The Panel **commends** the University for its strategic focus on access and the range of mechanisms in place to support this.*

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 Learner Success Plan and the Kia Angitu strategic initiative emphasise interventions at key points in the student life cycle. There is a focus on the first-year experience as a contributor to further success.[92] However, support for career planning is another component of Kia Angitu and is intended to be included in first year courses.[93]

The University has dedicated advisors (Kaitoko) for first-year students, plus specialist Māori and Pasifika advisors (Kaiurungi). All first-year students have a Kaitoko and the Kaitoko will make contact, initially by email, with new students. Kaiurungi, who work with Māori and Pasifika students, have a more proactive approach and will call students. Kaitoko and Kaiurungi provide first-year course advice and pastoral and wellbeing support as part of an integrated approach to supporting transitions. The Panel will comment further on academic advice in GS 10.

There is also targeted and dedicated support for international students transitioning into the University.[94] However the University has identified unevenness in providing culturally specific transitions support for international students and is considering how best to improve this.[95]

Within the first year, there is early transition support for Māori and Pasifika students through the Takere programmme. Takere is an intensive, residential programme that aims to develop skills and confidence for Māori and Pasifika students to transition successfully from school into university study. Data presented by the University indicate that students' ability to navigate the University, develop academic skills and gain a sense of belonging were increased by participating in the programme, while a fear of failure was reduced. The numbers involved in Takere are still relatively

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[92] KD 2.
[93] SRR, p. 25.
[94] SRR, p. 24.
[95] SRR, p. 25.

low, but this programme does seem to have a positive impact. The Panel also heard that Takere contributed to the University experience being culturally affirming for students.

> **Commendation:** *The Panel **commends** the University's emphasis on and support for successful management of undergraduate students' transitions into study.*

The Panel was less clear how transitions into postgraduate study were being facilitated and supported, especially for Māori students and Pasifika students. The approaches the Panel heard of tended to be informal and rely on existing relationships. These are important but the Panel encourages the University to consider how transitions to postgraduate study could be better supported as both Kia Angitu and Te Kura Tāura | UC Graduate School develop (see GS 29).

The University currently provides careers advice through Te Rōpū Papuara | UC Careers. This unit assists students with job-seeking skills and contributes to programmes in faculties. The University also offers a range of work-integrated-learning (WIL) opportunities, including internships and volunteer work. The careers and WIL units have been recently brought together for better coordination.[96]

The University has analysed student feedback on the perceived usefulness of these opportunities as a basis for a programme of 'curriculum-embedded Career Development Learning' (CDL).[97] It is intended that CDL will be embedded in large first-year courses. The Panel endorses this approach.

The Panel explored how the development of CDL would support disabled students. It was pleased to learn that the University is exploring how to ensure equity and accessibility in CDL.

> **Affirmation:** *The Panel **affirms** the University's intentions to embed Career Development Learning in curricula.*

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.

Research undertaken in the development of the Learner Success Plan indicated that students, particularly those who were considering leaving university, wanted access to support services but didn't know where to find the service they needed.[98] The University has recently brought support services, including advising, together into a single hub—Te Pātaka.[99]

As noted above (GS 9), Kaitoko and Kaiurungi provide "academic and co-ordinated advising". Although the Kaitoko and Kaiurungi are part of a centrally coordinated team, they are also assigned to specific faculties and work with those faculties to provide degree-specific advice. Formal advising

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[96] SRR, p. 25.
[97] SRR, p. 25.
[98] KD 2.
[99] SRR, p. 26.

decisions are recorded in the Student Management System (SMS) and other interactions in a Customer Relationship Management system (CRM).[100]

Initial indications are that first-year students are satisfied with the advice they receive, and satisfaction levels are higher for Māori students and Pasifika students.[101] However, the University is developing an academic advising framework to ensure "coordinated and consistent advising processes for all students"[102] and has identified an enhancement initiative that acknowledges this further work.[103] The Panel affirms this initiative.

> **Affirmation:** *The Panel **affirms** the University's intention to develop a coordinated and comprehensive advising framework.*

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 has procedures for concerns, complaints, appeals and grievances. Revised regulations and procedures, aligning with the expectations of the Code, came into effect in January 2022. Advice for students is available on the University website[104] and UCSA has an advocacy and welfare team to assist students.[105] A Grievance and Academic Processes Advisor can also provide advice.

Complaints are recorded centrally and the University tracks trends in complaints raised. When a complaint or grievance cannot be resolved informally, it is referred to a 'responsible officer', usually an Associate Dean (Academic) for further investigation and/or an assisted resolution process.[106] Provision for anonymous reporting is also available.

The Code has introduced requirements for public reporting of statistics on complaints and satisfaction with the process. The Panel was able to see internal University reporting and considers it to be comprehensive and reflect good practice.[107]

The University is aware that lodging a grievance or appeal can be difficult for students. Translators can be made available. However, the Panel did not hear whether a tikanga process was available to enhance this process, particularly for Māori students. The Panel also reminds the University that postgraduate research students may face specific challenges in raising a complaint or grievance. It notes that, although it includes some demographic data (age, gender, ethnicity of students), the University reporting does not currently differentiate between undergraduate and postgraduate complaints, grievances or appeals.

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[100] SRR, p. 26.
[101] SRR, p. 27.
[102] FE, Gen 1e.
[103] SRR, p. 27.
[104] https://www.canterbury.ac.nz/support/concerns/students/ (Accessed 31 July 2023.)
[105] https://ucsa.org.nz/support/advocacy/ (Accessed 31 July 2023.)
[106] SRR, p. 28.
[107] FE, GS20.

Although information is available and the University reports on complaints, grievances and appeals, the Panel heard a need for greater awareness and clarity of processes for raising and responding to complaints and grievances, including making sure new staff can support complaints. It understands the University is considering a new system and the Panel encourages this.

> **Recommendation:** *The Panel **recommends** the University assess the effectiveness of its communication of complaints, appeals and grievances processes and outcomes. This assessment should allow differentiation by student groups, including postgraduate students.*

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

Central learning support services are co-located with other support services and student advisors in Te Pātaka. The SRR indicates the University has four strands of learning support:
1. Te Pokapū Pūkenga Ako | Academic Skills Centre (ASC)
2. Te Ratonga Whaikaha|Student Accessibility Service (SAS)
3. Peer Assisted Learning Sessions (PALS)
4. Kaiurungi support.[108]

ASC offers a range of workshops, consultations and resources.[109] It provides support for all students from first year to PhD, including distance students, and will also work with academic staff. Support is available in person and at a distance (phone or online).

SAS provides support services for disabled students.[110] This support was reviewed in 2020.[111] The numbers of students self-declaring a disability had increased to 8.7% in 2021.[112] The Panel heard that about 50% of self-declaring students will self-manage. Across the University, students registered with SAS had similar pass rates to all students.[113] However, the percentage of disabled students who agreed that the University "has a strong commitment to diversity, equity and inclusion" is lower than for all students.[114] The Panel anticipates that as the Disability Action Plan is progressed, perceptions of the University's commitment should improve.

Given the range of support services available, the Panel wondered how easy it was for students to be able to navigate the range of options. It considers that the co-location of student advisors, (Kaitoko and Kaiurungi) as the first points of contact for students, with other services in Te Pātaka, plus clearly laid out information on the University website and guides[115] to study means that access to services should be navigable. The University records all interactions with Te Pātaka and is well placed to identify any groups of students it is not engaging with.

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[108] SRR, pp. 29.
[109] https://www.canterbury.ac.nz/support/academic/ (Accessed 31 July 2023.)
[110] https://www.canterbury.ac.nz/accessibility/ (Accessed 31 July 2023.) in 2020.
[111] SRR, p. 29.
[112] FE, GS12b (Disability Action Plan).
[113] FE, GS12b (Disability Action Plan), p. 13.
[114] SRR, p. 30.
[115] https://www.canterbury.ac.nz/media/documents/equity-amp-disability-service/eds-pdfs/SAS-Handbook-2023.pdf (Accessed 31 July 2023.)

Centralised and discipline-specific peer learning and mentoring services are available in the University. The centrally co-ordinated PALS is part of the Kia Angitu strategic initiative. It is a peer learning programme aligned with the University's 'catapult' first-year courses (see GS 1). The first iterations of PALS targeted students who performed poorly on their first assessment and who had low self-efficacy.[116] Development of the programme led to it being available to all students in these courses. The University assesses that PALS is available to almost 90% of first-year students and accessed by just over 20%.

Students who participate in PALS achieve better academically (as assessed by grade point average) than students who do not. The Panel notes that PALS differs from other support in Kia Angitu as it is now not targeted to priority student groups. However, analysis presented by the University used demographically matched pairs and it appears that PALS does have a positive impact on pass rates for priority students. The Panel did hear, however, that, while PALS was accessible, at times it lacked a culturally affirming approach and students have other support available. The Panel notes the University does have an ongoing programme of monitoring and review in place for PALS. It considers this is important in refining the programme and ensuring it is optimally supporting all students, including priority student groups.

> **Affirmation:** *The Panel **affirms** the University's ongoing monitoring of the peer-assisted learning support component of Kia Angitu to ensure it is optimally supporting all students, including priority student groups.*

GS 13   Safety and wellbeing
Student wellbeing is supported through the provision of appropriate pastoral and social support services in safe and inclusive environments.

The University has undertaken considerable work in reviewing its safety and wellbeing services. While COVID-19 and the introduction of the Code have provided impetus for this work, it is also guided by the 'People—Nurturing Staff, Thriving Students' goal in the University's Strategic Vision 2020-2030.[117] This goal includes objectives to develop and provide targeted interventions, adopt Te Pae Māhutonga wellbeing model (Durie, 1999),[118] and create "a diverse and inclusive community where all staff and students have a sense of belonging, building on our bicultural foundations".

The University's Attestation report against the Code outlines the services available and the resources that have been committed to this work, including the appointment of a Director of Student Wellbeing, additional Rainbow Advisors, and arrangements to provide mental health and addiction support for Muslim and students of colour.[119] Specific attention was paid to postgraduate students and recommendations developed that will be implemented by Te Kura Tāura | UC Graduate School.[120] The

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[116] KD2, p. 11.
[117] KD1.
[118] Durie, Mason (1999), 'Te Pae Māhutonga: a model for Māori health promotion', Health Promotion Forum of New Zealand Newsletter 49. Accessed from https://www.cph.co.nz/wp-content/uploads/TePaeMahutonga.pdf 31 July 2023.)
[119] https://www.canterbury.ac.nz/support/code/UC_Pastoral_Care_Code_Attestation_Report_2022_.pdf (Accessed 31 July 2023).
[120] FE, GS13, p. 11.

voices of students are clearly expressed in their feedback on the University's attestation report and the University has also published their comments.[121]

Other work already referenced is also relevant to this GS. The Equity Review, Disability Action Plan and Kia Angitu (particularly the coordinated advising model), and ACE all contribute to safety and wellbeing. The University's management of risk (GS 5) also reflects safety and wellbeing, with the Code being reflected in the strategic risk register.[122]

The Panel read and heard positive comments about the establishment of Kaiwhakatere Oranga roles but was unable to see these roles reflected in Te Pātaka information on the University website. The wellbeing hub section of the Te Pātaka webpage also seems to be differently structured from other services accessible through Te Pātaka. Given the attention the University has paid to having single places to find information, there could be value in reconsidering how wellbeing services are communicated within Te Pātaka.

The University's Wellbeing Implementation Plan (Mahere Oranga) is guided by Te Pae Māhutonga.[123] It includes both students and staff. The plan is being redeveloped in 2023 to support continued alignment with the Code. Although the Code has been and will continue to be a focal point for safety and wellbeing, the Panel was pleased to hear how other legislative frameworks were also considered and how health and safety was operationalised in monthly meetings in accommodation. It was also pleased to hear that the equity function, previously located in Te Waka Pākākano, would come under the responsibilities of the Director of Student Wellbeing.

The Panel considers the University's focus on wellbeing support to extend beyond compliance requirements of the Code, from both Tiriti and equity perspectives. It is pleased to see the University acknowledges that wellbeing support is also a matter to be considered for staff as well as students.

> **Commendation:** *The Panel **commends** the University for its comprehensive approach to safety and wellbeing that extends beyond the compliance requirements of the Education (Pastoral Care of Tertiary and International Learners) Code of Practice, from both Te Tiriti o Waitangi and equity perspectives.*

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[121] https://www.canterbury.ac.nz/support/code/UCSA-Feedback--UC-2022-Self-Attestation-Report.pdf (Accessed 31 July 2023).
[122] FE, GS5 (Strategic Risk – May 2023).
[123] https://www.canterbury.ac.nz/support/health/wellbeing-plan/RECN286_Wellbeing_Plan.pdf (Accessed 31 July 2023)

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.

The University offered 106 qualifications in 2022 across the range of subject areas indicated by the faculties. These include over 70 professionally accredited qualifications,[124] one of only two comprehensive engineering programmes in Aotearoa New Zealand, and the only university-level natural resources engineering and forestry programmes.[125] In 2022, the Bachelor of Engineering (Hons.) was the largest programme by EFTS, followed by the Bachelor of Commerce and Bachelor of Science.[126]

Tuihono UC | UC Online offers short courses, MOOCs and micro-credentials.[127] MOOCs are offered on the edX platform.[128]

Curriculum and pedagogy objectives in the University's Learning and Teaching Framework help connect learning and teaching to the University's Strategic Vision 2020-2030.[129] The curriculum objective includes embedding bicultural perspectives, ensuring curricula are research informed, and fostering interdisciplinarity and multidisciplinarity. Other curriculum aims connect to student success including content and pedagogy that reduce equity gaps and support transition and student success. The development of 'catapult' courses is an example of how curriculum is leveraged to support student success.

The pedagogy objective in the Learning and Teaching Framework is to "Provide a learning environment that uses effective pedagogies, facilities, and learning technologies, to support the needs of each generation of learners and employers". Along with other universities, the University made a significant shift to online learning and teaching during COVID-19. In response to student reports of lower engagement with the online experience during COVID-19, the University established a blended learning working group under the Learning and Teaching Committee. The University also intends to increase its provision of online courses and qualifications through UC Online.

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[124]
https://search.canterbury.ac.nz/s/search.html?f.Type%7CFUN82757btwest8gy993hab1h3pe=Qualification&query=accreditation&collection=university-of-canterbury%7Esp-search&f.Tabs%7Cuniversity-of-canterbury%7Eds-subjects=Subjects+and+Qualifications&num_ranks=50 (Accessed 1 August 2023.)

[125] Developed from https://www.engineeringnz.org/engineer-tools/ethics-rules-standards/accredited-engineering-qualifications/accredited-four-year-engineering-degrees/ (Accessed 21 July 2023.)

[126] FE (Dec 2022 Trend Analysis); FE Gen 3b.

[127] https://www.canterbury.ac.nz/study/online/ (Accessed 21 July 2023.)

[128] SRR, p. 11; https://www.edx.org/school/ucx (Accessed 21 July 2023.)

[129] https://www.canterbury.ac.nz/about/governance/plans/uc-plans-documents/UC-Learning-and-Teaching-Framework-2022-approved.pdf (Accessed 28 August 2023.)

> **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's processes for introducing and approving new programmes are well documented and supported by templates. The Panel is impressed by the attention to consultation that ensures engagement with the Office of Treaty Partnership, Māori staff, students, industry and employer representatives, and other stakeholders in programme development. While stakeholder contribution to programme development is sought, the Panel considers further attention could be paid to closing the loop with stakeholders as to how their feedback has been used and the outcomes of the process it has contributed to.

Kaiārahi play an important role in advising on the inclusion of Mātauranga Māori in curricula and capacity and capability to be able to deliver this. They also advise on how new programmes and courses can contribute to the graduate profile attribute of bi-cultural confidence and competence (see GS 17).

> **Commendation:** *The Panel **commends** the University for its consultative model of new course and programme development.*

The University reports that, while approval processes for new courses are managed through an online portal, the processes for new and amended qualifications are more manual. The existing portal for courses is also limited in its ability to support ongoing maintenance.[130] The University identified the introduction of a curriculum management system (CMS) with respect to GS 10, noting that it will also be relevant here. The Panel endorses this enhancement initiative, which will lead to efficiencies and ensure consistency of process, and suggests that the implementation of the CMS be given priority. The CMS will also ensure consistency of information, support academic advising, programme approval, course and programme monitoring and management, attainment of graduate attributes, and assessment.

> **Affirmation:** *The Panel **affirms** the University's development and implementation of a curriculum management system.*

> **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.

The University has a proactive and holistic approach to monitoring courses, strongly informed by Kia Angitu and ACE, and focused on student success. As part of the development of Kia Angitu, the University analysed courses associated with future success that have high enrolment volumes but lower achievement rates. These are referred to as catapult courses and are targeted for redevelopment, including embedding of PALS. Data on catapult courses, including trend analysis, is

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[130] SRR, p. 36.

then specifically identified in dashboards provided to faculties and academic committees (GS 1). The Panel has commended the use of data for course monitoring in GS 1 (p. 9).

The Panel understands that this level of monitoring and reporting primarily utilises data on courses. The opportunity to extend to programme level is consistent with the affirmation made with respect to GS 1.

Monitoring courses and programmes also draws on course evaluations provided by students. Courses with poor evaluations are notified via the DVC (Academic) to the relevant executive dean who will discuss the matter with the head of department or school and the course coordinator. If warranted, the University has been developing a collaborative model of course redevelopment (Taipapaki).[131] This collaborative redevelopment model may include advice from learning developers, redesign of the course within the LMS and embedding additional support such as PALS. Student feedback and success are monitored following redevelopment.[132] The Panel is impressed by this model of holistic course redevelopments and considers it good practice.

> **Commendation:** *The Panel **commends** the University's identification of catapult courses and its holistic course redevelopment model.*

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.

Processes for programme review conform to normally accepted practice and are set out in policy and guidelines for academic reviews. Reviews are again well supported and informed by data dashboards.

All new qualifications undergo a Graduating Year Review (GYR), normally within three years of the first graduating cohort. Qualifications are then reviewed every five years, although professionally accredited qualifications may be reviewed more frequently.[133] Schedules for GYRs and programme reviews are published on the intranet.[134]

Review panels include academics external to the University, including an overseas academic, and a member who can provide appropriate advice from a Māori perspective.[135] The current policy refers to Rautaki Whakawhanake Kaupapa Māori, but the Panel anticipates this will be updated to reflect the University's renewed partnership with Ngāi Tūāhuriri. Students are not members of the review panel, but UCSA is invited to provide a submission, along with other stakeholders.

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[131] https://www.canterbury.ac.nz/about/ako/future-learning-and-development/blended-learning-and-academic-development-team/workshops/ (Accessed 7 August 2023.)
[132] SRR, p. 38.
[133] SRR, p. 39.
[134] https://www.canterbury.ac.nz/about/governance/ucpolicy/general/academic-reviews-policy-and-guidelines/Academic-Reviews-Policy-and-Guidelines-v.3.00.pdf (Accessed 1 August 2023.)
[135] https://www.canterbury.ac.nz/about/governance/ucpolicy/general/academic-reviews-policy-and-guidelines/Academic-Reviews-Policy-and-Guidelines-v.3.00.pdf (Accessed 1 August 2023.)

Review reports are submitted to the DVC (Academic) and considered by AAC and LTC sub-committees of Academic Board. An implementation summary is developed for each review and a 'one-year-on' report is also considered by Academic Board and relevant sub-committees.[136]

The Academic Reviews Policy is being reviewed in 2023.

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.

A University graduate profile was introduced in 2014 and was therefore relatively new at the time of the Cycle 5 academic audit. The University graduate profile has four attributes:
1.   bicultural competence and confidence
2.   employable, innovative and enterprising
3.   globally aware
4.   community engagement.[137]

A series of kaupapa and examples of how attributes might be developed are then provided for each attribute. The kaupapa are characterised as "overarching ideas on which to base more specific content, pedagogy, activities and experiences".[138] They therefore provide guidance on how to connect curricula and assessment to the University graduate profile.

The Cycle 5 audit report included a recommendation that the University give greater attention to the plans to embed the graduate profile in curricula. The University reports that since the last academic audit all undergraduate courses have been mapped against the University Graduate Profile, staff have been appointed to provide oversight of each attribute, and the University seeks student and graduate feedback on perceptions of the attributes. [139]

The University reported on how student perceptions of how their attainment of graduate profile attributes develop over time. A sense of greater development does seem to exist for the 'employable, innovative and enterprising' attribute, but increases in a sense of an attribute being present seem to be low or negligible for the other attributes.[140] Conversely, the Panel also heard that the bicultural competence and confidence attribute is the most well developed across the University.

The University is currently reviewing the graduate profile and the Panel endorses this activity. The reviews of the different attributes are at different stages and the approaches taken for review of the individual attributes seem to differ.

In addition to the University graduate profile, qualification-specific graduate profiles also need to be met and professionally accredited qualifications may have further attributes to be achieved. While the Panel gained a sense that constructive alignment of attributes with learning outcomes with

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[136] SRR, p. 39.
[137] https://www.canterbury.ac.nz/study/graduate-profile/students/what-are-the-graduate-attributes/
(Accessed 3 August 2023.)
[138] UC's Bicultural Competence and Competence Framework (provided at site visit).
[139] SRR, p. 73.
[140] SRR, p. 41.

assessment tasks was utilised and assessed in programme approval, monitoring and review processes, this was not necessarily consistent or required. It also heard of complexity in managing multiple graduate profiles and attributes. The Panel anticipates that the planned CMS will assist in managing (and reducing) this complexity.

> **Recommendation:** *The Panel **recommends** that, in undertaking the planned comprehensive review of the University Graduate Profile attributes to ensure that they are fit for purpose and align with the University strategy, the University also examine how it ensures graduate profiles for qualifications are met.*

Although the University seeks student feedback on their development of graduate profile attributes and information is available on the University website, the Panel came to the view that the University graduate profile was not well understood by students. The Panel recommends the University pay further attention to the effectiveness of its communication in developing students' understanding of both the University graduate profile and their individual qualification graduate profile.

> **Recommendation:** *The Panel **recommends** the University ensure students are aware how graduate profile attributes, being developed through their programme of studies, equip them with key knowledge and skills.*

GS 18   Assessment
Assessment is appropriate and effective.

The University has undertaken significant work on its assessment policy and practice. The Assessment policy and principles were reviewed in 2022 to better reflect the ongoing use of online assessment. Six principles guide assessment. Assessment should be:

1. reliable
2. valid
3. fair and equitable
4. transparent, clear and inclusive
5. relevant and aligned with learning outcomes
6. manageable and have reasonable workloads.[141]

The policy also sets out roles and responsibilities. The fourth principle specifies that assessment should not discriminate based on disability, *inter alia*. "Alternative assessment delivery mechanisms and conditions" can be approved by the relevant Head of Department/School or nominee. The Panel thinks this provision of alternative assessment is rather limited and finds little connection between the Disability Action Plan and the Assessment Policy. However, the Panel did hear of work to ensure that assessment was culturally appropriate.

The University presented evidence that showed, despite the significant disruptions caused by the COVID-19 pandemic, student perceptions of the appropriateness of assessment and usefulness of

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[141] https://www.canterbury.ac.nz/about/governance/ucpolicy/general/assessment-policy-principles/Assessment-Policy-and-Principles.pdf (Accessed 3 August 2023.)

feedback, had remained consistent over the period of the pandemic.[142] Ako Anamata | Future Learning and Development provided a series of workshops on online assessment (and online pedagogy) over the pandemic.[143]

The University recognises there is diversity in assessment practices. The Learning and Teaching Committee has established an Assessment working group that will work with Ako Anamata | Future Learning and Development to provide good practice advice and resources. The Panel endorses this initiative and encourages the University to ensure this work is informed by the Disability Action Plan and the Learner Success Plan to support consideration of alternative methods of assessment. It also encourages the University to include students as members of the working group.

> **Affirmation:** *The Panel **affirms** the establishment of an assessment working group to support appropriate and effective assessment practices, in line with the Assessment Policy, across all programmes, within faculties, and for diverse student groups.*

The Panel anticipates the planned CMS will also benefit the management of assessment, including the management of assessment workload for students.

GS 19   Assessment standards
Assessment and outcome standards are appropriately set and moderated.

The Cycle 5 Academic audit recommended the University develop policy and guidelines on expectations of moderation of assessment.[144] These were addressed in a 2017 review of the Assessment policy and principles and updated in the 2022 review. The Assessment policy sets out responsibilities for moderation at university, faculty, department/school and course levels. Requirements for pre-assessment moderation are established at faculty level. Professionally accredited programmes may have external requirements for assessment standards and moderation.

Assessments were revised during the COVID-19 pandemic with the University paying attention to the maintenance of academic standards.[145] The University did not implement an overall lift in grades but compared student performance with previous years and adjusted if necessary. Other adjustments were put in place, including temporary assessment guidelines.

The Panel agrees that the revised assessment policy will provide for greater consistency in moderation processes across the University.[146] Appropriate structures are in place and support is available from academic staff developers. It is too early to assess whether implementation of moderation policies is as expected, and the Panel encourages the University to seek feedback from staff and students as this proceeds.

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[142] SRR, p. 43.
[143] SRR, p. 42.
[144] SRR, p. 73.
[145] SRR, p. 2; Good Practice Assessment of Online Teaching in the COVID-19 period – response from the University of Canterbury (internal document).
[146] SRR, p. 44.

> **GS 20 Academic integrity**
>
> Universities promote and ensure academic integrity and demonstrate fairness, equity and consistency in addressing concerns.

Academic integrity is included in the Assessment policy with detail provided in the Misconduct Procedures – Guide for Students.[147] The University has recently updated its Academic Misconduct Regulations.[148]

Expectations of academic integrity are communicated through the Student Code of Conduct,[149] at orientation, and in Guides to Study,[150] academic skills workshops and course outlines.[151] Guidance is also provided for staff, including in the induction programme for new Heads of School.

The University has been trialling an academic integrity module. The module is available both as a stand-alone module and has been embedded in compulsory courses for some degrees. The numbers of students completing the module have increased rapidly. The intention is that the module will be compulsory for all first-year students.

The Academic Misconduct Procedures also set out the processes for investigating and responding to allegations of misconduct. Academic Integrity Officers are responsible in the first instance for investigating. The Academic Integrity Officer may impose a penalty or refer the case to the Pou Uruhi |Proctor. Findings of misconduct are recorded on a Misconduct Register. Access to the Misconduct Register is strictly limited but Academic Integrity Officers can seek advice whether a student is already recorded on the Register.[152] An academic misconduct report is included in the University's risk reporting (see GS 5).

The University is conscious of emerging challenges to academic integrity, such as the widespread availability of artificial intelligence tools including ChatGPT. It has held staff briefings to explore the implications of these technologies for academic integrity and teaching more broadly.[153]

The Panel considers the University has appropriate structures, processes and reporting in place to ensure academic integrity and address concerns consistently and fairly.

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[147] https://www.canterbury.ac.nz/media/documents/about-uc/Misconduct-Procedures-2023-Guide-for-Students-.pdf (Accessed 3 August 2023.)
[148] https://www.canterbury.ac.nz/media/uc-policy-library/templates-and-exemplars/general-regs-academic-misconduct.pdf (Accessed 3 August 2023.)
[149] https://www.canterbury.ac.nz/about/governance/ucpolicy/general/student-code-of-conduct/Student-Code-of-Conduct.pdf (Accessed 3 August 2023.)
[150] https://www.canterbury.ac.nz/support/academic/content-blocks/COMR3409_Ako_Learn_HBK_WEB.pdf (Accessed 3 August 2023.)
[151] SRR, p. 45.
[152] FE, GS 20 b.
[153] FE, GS 20 e.

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

The University's assessment in te reo Māori has been reviewed regularly over the last decade.[154] The policy sets out processes for assessment in te reo Māori, which include an evaluation of a student's proficiency in te reo Māori and the advance notification needed. The Panel appreciates that the intent of these requirements is to ensure that the University is able to undertake assessment in te reo Māori and heard that students doing this were regarded as "precious" and the University wanted to ensure they were supported. However, they also heard that the requirements were also perceived as barriers and the language used did not always come across as enabling or encouraging.

Challenges in having capacity and capability to assess in te reo Māori, including developing technical vocabularies, are not unique to this university. The Panel understands the University is anticipating growth in demand for assessment (and assignments) in te reo Māori and is planning for this.

The current Assessment in te reo Māori policy only deals with taught courses. The Panel understands that a Kaiārahi Māori has been appointed for Te Kura Tāua | UC Graduate School. This role is intended to support both students and staff and the University recognises the need for more Māori academics to be able to grow research supervision and assessment capacity. The Panel heard that the University's Treaty Partner was able to provide some assistance and other support was available from Ngā Pae o te Māramatanga.

Although the numbers of students involved are currently low and the University can manage the current level of demand, there is a need to monitor the demand for assessment in te reo Māori and ensure the University can facilitate its provision and scale as required, recognising there will be different requirements for undergraduate and postgraduate students.

> **Recommendation:** *The Panel **recommends** the University continue to monitor the demand for assessment, including from postgraduate research students, in te reo Māori.*

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[154] https://www.canterbury.ac.nz/about/governance/ucpolicy/general/assessed-work-in-maori-policy/Assessment-in-Te-Reo-M%C3%84%C2%81ori-Policy.pdf (Accessed 4 August 2023.)

Section D: Teaching quality

This section of the audit framework focuses on teachers and teaching.

The University employed 5,522 people (2,152 FTE) in 2022.[155] Of these, 43% FTE are categorised as academic staff. Māori academic staff FTE have increased steadily from 25 in 2018 to 61 in 2022 but remain below the proportion of students who are Māori. Pasifika academic staff have also increased from fewer than five FTE in 2018 to twelve FTE in 2022. Professorial FTE for both Māori and Pacific remain below 5 FTE in 2022, despite professorial staff FTE increasing by 35% from 2017 to 2022.[156]

A Pūmanawa Tangata | People and Culture unit is responsible for oversight and support of staff recruitment, development and recognition processes.[157] The Unit was restructured in 2020. The Panel appreciates the period since then has been challenging but notes that several 'People' policies are overdue for review. It encourages the University to address this. It notes that the Cycle 5 academic audit report included a composite recommendation with respect to several guideline statements in this section of the audit framework (GS 22, GS 23, GS 24). The University advises that all the processes identified as needing attention have changed since the Cycle 5 academic audit.[158]

> **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.

Academic staff recruitment is typically led by the relevant Head of Department/School although Executive Deans have a role in ensuring recruitment works in partnership with Kā Waimaero | Office of Treaty Partnership and align with the University's Strategic Vision 2020-2030.[159] Kaiārahi Māori are members of the selection Panel for Māori roles. The University has a target of 9.3% of all staff being Māori by 2025.[160] The 2022 percentage was 6.8%.[161]

The Panel heard that appointment processes for kaimahi Māori were mana enhancing and undertaken in a culturally appropriate way. New staff were welcomed appropriately (e.g., with a mihi whakatau or talanoa approach) and felt well supported. The Panel also heard of some variability of experience for new staff who were appointed from within the University, for example, post-doctoral students being appointed to academic roles. Further attention may be required to develop processes for internally appointed staff to ensure they too are appropriately onboarded as new staff.

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[155] AR22, p. 6; https://www.canterbury.ac.nz/about/leadership/senior-leadership-team/ (Accessed 21 July 2023.)
[156] FE, Gen 3b.
[157] SRR. p. 47.
[158] SRR, p. 74.
[159] SRR, p. 47.
[160] SRR, p. 48.
[161] FE, Gen 3b.

Recruitment processes were reviewed in 2022. The review involved an independently conducted audit and an Academic Board working group. The University is progressing the recommendations from this review.[162]

> **Commendation:** *The Panel **commends** the University for its attention to culturally affirming recruitment and appointment processes.*

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 University has recently enhanced its onboarding and induction systems and processes. It differentiates between onboarding and induction. It also acknowledges that induction is an ongoing process which may take five years.

The University intends to strengthen consistency of onboarding processes and experiences by adopting a new digital platform (Enboarder).[163] A pilot has been completed and the University intends to make it available to all new staff. The onboarding process includes preparation for the arrival of new staff, arranging a buddy, and ensuring that key documentation and any compliance training is completed.

> **Affirmation:** *The Panel **affirms** the adoption of a digital platform to ensure consistency in onboarding new staff.*

The emphasis in the overall process for new staff shifts from onboarding to induction around week one of employment. Induction reinforces onboarding and adds further elements. This is through a programme for new staff on the university intranet and guides both the new staff member and their line manager. For academic staff, the line manager is normally their Head of School/Department. The Panel heard that Heads of School/Department were available to and supportive of early career staff. It considers the information available on the intranet to be clear and appropriate, although it notes that this information is largely static and wonders if more use of videos might improve accessibility.

The induction process recognises that individual new staff will have different needs. However, it involves the professional development and review process (PD&R), which should be started within three months of the new staff member commencing in the role, and making connections with other important parts of the University—Kā Waimaero, Ako Anamata, the Library, Research and Innovation, for example.[164]

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[162] SRR, p. 48.
[163] SRR, p. 50.
[164] SRR, pp. 50-51.

The University notes there is inconsistency in the practice of whether new academic staff have a lighter workload in their first year.[165] The Panel reminds the University that ensuring "central oversight of the fairness and strategic appropriateness of workload management practices" was a component of the recommendation made in the Cycle 5 academic audit report.[166]

The University has signalled intentions for further review and enhancement of the induction programme. Research is underway, led by Ako Anamata | Future Learning and Development.[167] The Panel suggests that this research explore ways to create a more bespoke experience for diverse staff groups (i.e., Māori, Pasifika, disabled staff, Rainbow, those transitioning from PG/Post-Doc to employees, etc.). The Panel also suggests that the variability in the management of workload for new staff be included in further review and enhancement.

> **Affirmation:** *The Panel **affirms** the University's intention for further review and enhancement of the induction programme for new staff.*

A compulsory induction programme for new academic heads has been in place since 2016.[168] It includes:
- briefing sessions with key people, including members of SLT
- an Academic Heads' Forum
- an online site for discussion and sharing resources
- coaching to develop understanding of the expectations of supporting new staff.

The Panel is pleased to see the continued attention to induction and support for academic heads, following a recommendation in the Cycle 5 academic audit that it be reviewed and made compulsory.[169] A set of professional development modules for academic heads is under development and due to be launched in 2023.

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 University has increased its capacity and capability substantially since the Cycle 5 academic audit. That report had recommended the University review capability and needs. A new unit has been developed and capacity increased from a single academic developer to six academic developers and flexible learning advisors. In addition, five Kaiārahi support the development of bicultural competence in the curriculum.[170]

Opportunities to develop teaching and supervision practices are provided by a range of units in the University, including:

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[165] SRR, p. 51.
[166] SRR, p. 74.
[167] SRR, p. 52.
[168] SRR, p. 74.
[169] SRR, p. 74.
[170] SRR, p. 75.

- Kā Waimaero| Office of Treaty Partnership offers a module in 'Culturally Responsive and Sustaining Pedagogy: From Theory to Practice' and an overview of Te Tiriti o Waitangi and its relevance to the University.
- Ako Anamata | Future Learning and Development has a range of offerings including blended learning strategies, course and assessment developments, implementing the Graduate Profile, pedagogical use of digital technologies, teaching portfolio developments, observations on teaching and individual consultations.
- Ako | Faculty of Education offers a Postgraduate Certificate in Tertiary Teaching (PGCertTertTchg). Ako Anamata | Future Learning and Development contributes to this.
- Te Kura Tāura | UC Graduate School offers workshops for supervisors.[171]

These, and other professional development opportunities, are coordinated into a Capability Portal and the University has a LMS for staff. The University also subscribes to LinkedIn Learning and has options for supporting staff members undertaking tertiary study, including the PGCertTertTchg, under the University's Staff Tertiary Study Assistance programme.[172]

The Panel has earlier commended the University's holistic approach to course redevelopment (GS 15) and noted its contribution to supporting staff to undertake online assessment (GS 18). It considers Ako Anamata | Future Learning and Development brings a valuable, research-based, approach to this and its other activities. It heard other positive comment about the contribution made by Ako Anamata | Future Learning and Development.

> **Commendation:** *The Panel **commends** Ako Anamata | Future Learning and Development for its research-based approach to supporting teaching practices and curriculum design.*

Engagement with teaching development opportunities is also guided by the University's annual PD&R process. This is moving to an online system and the Learning and Teaching Committee has provided advice on redeveloping the academic PD&R template to give heads of school/department improved guidance.[173] The online PD&R process is still bedding in but will provide more consistent and transparent processes.

The Panel has no doubt that a well-developed portfolio of professional development opportunities, including opportunities with a bi-cultural focus, is available to staff. It suggests however, that further attention should be paid to opportunities to develop teaching and supervision that are culturally positioned and culturally affirming. The University could consider variations on existing programmes facilitated by people with a lived experience that matches the target audience, for example, assessment practices for Pasifika women.

The Panel heard of time and workload barriers to engagement and of some staff being denied access to professional development opportunities. Staff from under-represented groups, who may hold community or peer group leadership roles, face specific challenges. The Panel considers the University should pay further attention to how staff from under-represented groups, for example, are supported to engage with opportunities to develop their teaching and supervision. This may also

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[171] SRR, p. 53.
[172] https://www.canterbury.ac.nz/about/governance/ucpolicy/staff/staff-tertiary-study-assistance-policy-and-procedures/Staff-Tertiary-Study-Assistance-Policy-and-Procedures.pdf (Accessed 5 August 2023.)
[173] SRR, p. 53.

ensure that staff who provide professional opportunities for others also have access to appropriate professional development for themselves.

The Panel was not clear how the University sought and consolidated feedback on its professional development offerings, and therefore how this information could be used for refining options. The move to an online PD&R process is likely to assist here.

> **Recommendation:** *The Panel* **recommends** *the University ensure that all staff have access to culturally affirming opportunities to develop their teaching and supervision practices and that staff who provide professional development for others also have access to opportunities to develop their practices.*

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.

The Panel has commended the University for making available and using data to improve teaching and learning (GS 1), including teaching quality. It has also commented on the mechanisms available to provide student feedback (GS 2), raise concerns (GS 11), and the ways in which monitoring courses may identify issues and lead to course redevelopment (GS 15).

Teaching quality is monitored at the individual, course, school/department, faculty and institutional levels. The University's Learning and Teaching Framework refers to further developing faculty processes to monitor teaching quality.[174] This is ongoing work.[175] However, the Panel is satisfied that systems to monitor teaching quality are robust. From the evidence presented, the Panel is also satisfied that the quality of teaching overall, as benchmarked through use of the QILT scales, remains high.[176]

Where concerns about teaching quality are raised, the University has resources and processes to address issues. These include the PD&R process, teaching development opportunities and mentoring (GS 24).[177]

The University has been working on a set of teaching metrics that will provide a more holistic and contextual sense of good teaching practice and align with the University's Strategic Vision 2020-2030. This work has been undertaken carefully with attention paid to diverse perspectives.

The teaching quality metrics are organised by four categories of teaching attributes:
1. an overall attribute of meeting the graduate profile
2. attributes that reflect how teachers shape the learning environment to allow learning outcomes to be met
3. attributes that reflect individual reflective practice

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[174] https://www.canterbury.ac.nz/about/governance/plans/uc-plans-documents/UC-Learning-and-Teaching-Framework-2022-approved.pdf (accessed 29 July 2023.)
[175] FE, Gen 1k.
[176] SRR, p. 56.
[177] SRR, p. 57.

4. attributes that demonstrate reflection above the individual level, including moderation.

More detailed attributes are developed for categories 2-4. Further dimensions of the metrics framework indicate whether an attribute reflects aspects of what is considered good teaching at the University and the level at which an attribute should be assessed. Good teaching is characterised by four areas:
1. creation and maintenance of learning environments
2. teaching aligned with graduate attributes, qualification and course learning outcomes
3. teaching delivery and student success being measured against outcomes
4. supportive and inclusive learning environments.

The teaching quality metrics matrix then indicates whether an attribute might be assessed at individual teacher, course, department, programme or institutional level. Finally, the matrix sets out general indicators of quality and indicators suitable for summative purposes.[178]

The teaching quality metrics are intended to utilise a greater breadth of evidence than that provided by student evaluations of teaching.[179] This includes use of peer review of teaching as an indicator of quality. The Cycle 5 academic audit of the University made a recommendation about the use of peer review. The University response to this recommendation was that a pilot initiative to make use of peer review had met with only limited success. Those participating were positive, but the numbers participating were low.[180] The approach the University is now taking to teaching quality metrics situates peer review in an overall context of teaching quality and measurement. This should increase its use.

The teaching quality metrics have now been adopted and implemented in the PD&R and promotions processes. Addressing the University Graduate Attributes, including the Bicultural Confidence and Confidence attribute[181] and engaging in culturally responsive and sustaining pedagogy are 'core elements' of the teaching quality metrics and required for promotions at all levels.[182] The Panel considers the work on the development and use of teaching quality metrics important with the potential to broaden understanding of what is considered good teaching practice.

> **Affirmation:** *The Panel **affirms** the University's development of metrics that take a holistic view of teaching quality and are strategically aligned.*

Further work is underway to develop guides for appropriate use and to consolidate resources and processes for monitoring teaching quality into a single place.[183] As this work progresses, the Panel encourages the University to continue to consider how good quality teaching from Māori and Pacific perspectives is characterised and promulgated. This will also have implications for recognition of high-quality teaching (GS 26).

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[178] https://www.canterbury.ac.nz/media/documents/about-uc/Teaching-quality-measures(V10)_Working-Group-report_020620-(1)-(1).pdf (Accessed 5 August 2023.)
[179] FE, Gen 1k.
[180] SRR, p. 74.
[181] https://www.canterbury.ac.nz/about/leadership/senior-leadership-team/avc-maori/bicultural-competence-and-confidence-framework/ (Accessed 30 October 2023.)
[182] Teaching Promotions Framework, 1 May 2023.
[183] SRR, p. 57.

High quality teaching is formally recognised and rewarded through promotions and awards for teaching excellence. The implementation of teaching quality metrics in promotions processes has already been noted. The Panel endorses the University's intent to monitor this implementation and address any issues.[184]

The University has three categories of awards for teaching:

1. teaching excellence award—a holistic award, open to individuals and teams
2. outstanding teaching and learning transformation award—may focus on a specific aspect of teaching or initiative; a holistic award, open to individuals and teams
3. Hapori community of practice award—a specific aspect of teaching that supports students from a wider perspective; open to staff who are not academics. [185]

Winners of teaching excellence awards (university or faculty) may be encouraged to apply for the University Teaching Medal and/or an Ako Aotearoa Te Whatu Kairangi national teaching award. The UC Teaching Medal is awarded periodically.[186] Ten University staff have received national teaching awards since 2015.[187]

In the previous five years, only one University teaching excellence award has been made to a Māori staff member. The Panel explored reasons for this and heard both that the models for recognising teaching excellence are not necessarily reflective of the contributions made by Māori and Pacific staff and that workload and other priorities may preclude these staff from engaging in the process. Māori staff may also be called upon to help develop cultural capability in other parts of the University and this can lead to a contribution that appears more fragmented. Kā Waimaero | Office of Treaty Partnership has recognised these challenges for Māori professorial staff and sought to reduce demands that could detract from their academic leadership.

The Panel has already made recommendations on the need to ensure teaching developments and teaching quality processes are culturally appropriate and affirming. It reiterates this point with respect to the recognition of teaching excellence.

> **Recommendation:** *The Panel **recommends** the University consider how its recognition of teaching excellence can be culturally appropriate and affirming and more effectively engage Māori and Pacific staff.*

Faculties also make awards for teaching excellence. The models differ between faculties, with some making an award for early career teaching and another for online teaching. Less formal recognition may also occur at the department/school level. Other recognition of teaching excellence may be

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[184] SRR, p. 59.

[185] https://www.canterbury.ac.nz/about/ako/academic-quality/awards/teaching-awards/ (Accessed 5 August 2023.)

[186] SRR, p. 58.

[187] FE, Index.

through Advance HE recognition. As at January 2023, 36 UC staff had been accredited as Fellows and six as Senior Fellows.[188]

All those recognised, whether formally or less so, for high-quality teaching are encouraged to share their practices. Recognition and dissemination of practice occur through a variety of channels including the University annual report, the University website, guest lectures to the PGCertTertTchg, other guest lectures, presentations and EdTalks at the UC Staff Club.[189]

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[188] SRR, p. 59.
[189] AR22, p. 30; SRR, p. 59; https://www.canterbury.ac.nz/about/ako/academic-quality/awards/teaching-awards/winners/ (Accessed 5 August 2023.)

Section E: Supervision of postgraduate research students

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

Postgraduate student EFTS grew between 2017 and 2020 but have declined since. This may be a COVID-19 impact but undergraduate EFTS grew over the same period. However, postgraduate students tend to be older, face different responsibilities, are more likely to be international students, and consequently show greater impacts of COVID-19 on enrolment. In 2022, 16% of EFTS were postgraduate.[190] The University seeks feedback from postgraduate research students in a postgraduate experience questionnaire and a postgraduate exit survey. Survey results are available as part of the suite of data dashboards developed by the University.[191] A Graduate Research sub-committee of Academic Board has responsibility for the quality of graduate research programmes.[192]

The development of Te Kura Tāura | UC Graduate School is the major issue in considering the final section of the audit framework. Te Kura Tāura | UC Graduate School has been developed in partnership with Kā Waimaero | Office of Treaty Partnership.[193] Kaiārahi and Kaitoko roles have been included in Te Kura Tāura.[194] The establishment of Te Kura Tāura has a significant IT component with the implementation of Graduate Education Manager (GEM) software to improve student experience, management and reporting.[195]

The SRR outlines factors contributing to the development of Te Kura Tāura | UC Graduate School, including responding to a recommendation in the Cycle 5 academic audit of the University.[196] Other factors included student feedback, external benchmarking, increasing numbers of Māori and Pacific doctoral students, and improving the student experience.[197] The development of a graduate school is later than for other universities in Aotearoa New Zealand. However, this has allowed the University to learn from and benchmark with other comparable schools and faculties, both nationally and internationally. The Panel is impressed by the research and consultative approach that has informed the development of Te Kura Tāura | UC Graduate School and saw significant engagement with the Academic Board of the University in its development.[198]

> **Commendation:** *The Panel **commends** The University's partnership and research-based approach to the development of Te Kura Tāura | UC Graduate School.*

At the time of this Cycle 6 academic audit, Te Kura Tāura | UC Graduate School had responsibilities (along with their host faculties) for doctoral students, with research master's students expected to be included before the end of the year.[199] Obviously, further work is needed to fully establish and

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[190] AR22, p. 9.
[191] SRR, p. 6.
[192] Terms of Reference for Graduate Research Committee (internal document).
[193] SRR, p. 60.
[194] SRR, pp. 65-66.
[195] SRR, p. 67.
[196] SRR, p. 75.
[197] FE, GS 27 a.
[198] FE, GS 27; FE, GS27 b.
[199] SRR, p. 60.

make visible Te Kura Tāura | UC Graduate School and the University has identified an enhancement initiative to fully implement and review it. The Panel affirms this initiative and appreciates that there is work in progress with respect to the GS in this section of the audit framework.

> **Affirmation:** *The Panel **affirms** the University's intention to fully implement the establishment and operation of Te Kura Tāura | UC Graduate School, including GEM, researcher and supervisor development frameworks, and feedback mechanisms; and a review.*

In undertaking this review, the Panel suggests the University should consider, *inter alia*, the need to invest further in Te Kura Tāura | UC Graduate School; whether the space allocated to it is fit for purpose; whether the relationship with faculties is working smoothly; and whether the right balance has been struck between process efficiency and academic risk assessment.

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

Regulations and policy set out the University's expectation for supervision.[200] The composition of supervision teams is specified in the regulations for the degree[201] and the new research student supervision policy sets out principles of quality supervision, responsibilities and requirements for registration of supervisors.[202]

Supervisors must be recognised as being research active and registered before they can be appointed as supervisors. The Amo Rangahau | Dean of Postgraduate Research is responsible for maintaining the register of supervisors. To gain registration, a supervisor must complete a professional development module on Research Student Supervision: Policy, Processes and Support. This module is delivered by Te Kura Tāura. To maintain registration, a supervisor must complete the above module at least once every five years; at least one supervisor workshop every two years; and remain research active. These requirements apply to all supervisors, including external supervisors who must agree in writing to their roles and responsibilities.[203]

In the establishment phase of Te Kura Tāura | UC Graduate School, all existing supervisors were "grandparented to registration". Supervisors must complete the required professional development module by 31 December 2024 to remain registered and able to supervise in 2025.[204] The implementation of GEM will assist in maintaining records of supervisors who meet these requirements and other supervisory reporting.[205]

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[200] The Research Student Supervision Policy was in draft form when the SRP was submitted. However, it had been approved by the time of the site visit and this report therefore refers to it.
[201] For example, https://www.canterbury.ac.nz/regulations/academic-regulations/phd-36/academic-regulations-doctorate-PhD.pdf (Accessed 6 August 2023.)
[202] https://www.canterbury.ac.nz/media/uc-policy-library/general/Research-Student-Supervision-Policy.pdf (Accessed 6 August 2023.)
[203] https://www.canterbury.ac.nz/media/uc-policy-library/general/Research-Student-Supervision-Policy.pdf (Accessed 6 August 2023.)
[204] https://www.canterbury.ac.nz/graduate-school/information-for-supervisors/
[205] SRR, p. 63.

Other professional development modules for supervisors include building capacity to supervise Māori students. The Kaiārahi role appointed to Te Kura Tāura | UC Graduate School will assist with these developments, which include assisting Māori academic staff to develop their supervision capability. The University recognises the need to also grow capacity to supervise Pasifika postgraduate research students.[206] The Panel sees these as important developments. It notes that, although numbers are low, satisfaction with supervision has declined for Māori and Pacific postgraduates, while remaining relatively stable for postgraduate students overall.[207]

The University has signalled the development of a supervisory development framework and has made an appointment to lead this work. The Panel has endorsed this initiative in its above affirmation that the University fully implement Te Kura Tāura | UC Graduate School.

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

The University categorises resourcing of postgraduate research students in terms of scholarships, operational funds, facilities and equipment, and advice and support. It has analysed these components with respect to trends relative to other institutions and by student feedback.[208]

Scholarship support has increased since 2020 and stipends have been reintroduced for master's students. The Panel acknowledges the stipend for doctoral students has increased. It is not clear however, whether the stipend will be CPI-adjusted over the period of the scholarship. It encourages the University to keep this matter under review to ensure the stipend provides sufficient support for students.

Responsibilities for ensuring equipment and funding to meet the agreed goals of the research are established in the research student supervision policy. The University recognises that not all students agree they have sufficient resources for research and that there is also variability between faculties.[209] Again the Panel suggests the University continue to monitor this issue.

Te Kura Tāura | UC Graduate School is still developing resources for postgraduate research students but has established Kaitoko roles, a wellbeing support role, and curated a series of online resources. Other units, including the Academic Skills Centre and the University Library, also run courses for research students and the Panel is pleased to see that the University's Code attestation report explicitly addressed postgraduate students.[210] Reflecting this, the postgraduate research supervision policy highlights the relevance and importance of the Code for postgraduate research students.[211] Further support is available in departments and from supervisors. The University recognises that,

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[206] SRR, p. 63.
[207] Internal University dashboard (Postgrad Experience).
[208] SRR, p. 64.
[209] SRR, p. 64.
[210] FE, GS 13.
[211] https://www.canterbury.ac.nz/media/uc-policy-library/general/Research-Student-Supervision-Policy.pdf (Accessed 6 August 2023.)

while support exists, it is not necessarily well coordinated or cohesive. The development of a researcher development framework is intended to help provide cohesion.[212]

The University has also analysed themes in feedback from postgraduate research students and recognised the need for a combination of standalone and integrated support.[213] The Panel endorses the university's intent to continue to monitor feedback and reconfigure support to better meet needs.

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.

The postgraduate research student supervision policy[214] sets out responsibilities for student progress and the Te Kura Tāura | UC Graduate School website has a series of forms for the required reports on progress.[215] However, the Panel was unable to determine where processes, key steps or milestones, were set out in a single place. It anticipates at least some of this information is available at orientation and advice is also available from Kaitoko in Te Kura Tāura | UC Graduate School. However, the Panel suggests there would be merit in considering a comprehensive handbook or guide for postgraduate research students. Such a resource would include flowcharts of processes or checklists, as well as expectations, where to find support, and career/researcher development opportunities. This information must be available at key times. Information about steps to take when requirements are not met should be included. The Panel heard that the consequences of reporting were not always clear.

In the first instance this could involve elevating the information on the doctoral lifecycle and adding some narrative to the list of forms available. While supervisors (and kaitoko) might be expected to guide students through the process, the research student supervision policy establishes that students also have responsibilities for ensuring they undertake processes and complete requirements.

> **Recommendation:** *The Panel **recommends** the University review its communications model for postgraduate research students to ensure that comprehensive and coherent information is available to guide students.*

The research student supervision policy sets out processes for both supervisors and postgraduate research students to raise concerns. It also provides guidance on support for students in raising concerns. The Panel has previously commented that postgraduate research students may face specific challenges in raising a complaint or grievance.

The Panel appreciates the University has implemented an anonymous process for escalating concerns to the Associate Dean of the Graduate School. However, students may still feel uncomfortable with this approach if they feel a resolution requires coming forward. The Panel recommends that Te Kura

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[212] SRR, pp. 64-65.
[213] SRR, p. 65.
[214] https://www.canterbury.ac.nz/media/uc-policy-library/general/Research-Student-Supervision-Policy.pdf (Accessed 6 August 2023.)
[215] https://www.canterbury.ac.nz/graduate-school/policies-guidelines-and-forms/ (Accessed 6 August 2023.)

Tāura | UC Graduate School consider putting in place additional channels and support for students to raise concerns or complaints about the quality of their supervision and satisfactory progress of their thesis. An additional channel would ensure that concerns can be raised confidentially.

> **Recommendation:** *The Panel **recommends** the University consider how its processes, whereby postgraduate research students may raise concerns, can ensure confidentiality.*

The University monitors student retention and completion. Such data is valuable in identifying where challenges exist and will be enhanced with the implementation of GEM.

Some aspects of the support available for postgraduate research students, referenced above, reflect elements of how the University is focusing on success for undergraduate students in its Kia Angitu initiative. The Panel suggests there would be merit in examining whether a similar model for postgraduate research students (through Te Kura Tāura | UC Graduate School) would provide further focus for postgraduate student success. Such an approach would help address the issue of transitions into postgraduate study identified with respect to GS 9 and contribute to closing parity gaps.

> **Recommendation:** *The Panel **recommends** the University consider whether Kia Angitu provides an accessible model for postgraduate student transitions into and through qualifications and success that would support priority group students and contribute to closing parity gaps.*

GS 30   Thesis examination

Thesis standards are assured through examination processes that are nationally and internationally benchmarked.

Examination processes for PhD theses are set out in the degree regulations and for master's degrees in the General Regulations for Research Courses. The general regulations establish that an oral examination for a PhD student must be conducted in English, or te reo Māori, or New Zealand Sign Language.[216] Advice on examination processes for both PhD and master's degrees is available on the Te Kura Tāura | UC Graduate School website.[217] Examiners are provided with guidelines, including the criteria to be met, for examination.[218]

Two external examiners are appointed for PhD theses and supported by an Examination Chair. Two examiners are also appointed for master's theses, one of whom must be external to the University.

Examinations processes align with national expectations, and these are discussed at fora such as the Deans and Directors of Graduate Research meetings. The University has also assessed its examination processes against the Australian Council of Graduate Research Good Practice Principles

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[216] https://www.canterbury.ac.nz/regulations/academic-regulations/phd-36/academic-regulations-doctorate-PhD.pdf (Accessed 6 August 2023.); 2023 Maramataka |Calendar, p. 45.
[217] https://www.canterbury.ac.nz/media/documents/postgraduate-/information-sheets/Information-Sheet---Doctoral.pdf (Accessed 6 August 2023.)
[218] SRR, p. 58.

to ensure they also align with good international practice. This assessment led to strengthening of conflicts of interest checks in the processes for appointing examiners.[219]

The University has undertaken a small-scale review of examiners' reports and determined that more useful reports were received from Master's examiners. Master's examiners are provided with more direction for their comments. The University is updating its Doctoral reporting template to provide more specific prompts for examiners.[220]

The University has also recognised that feedback on the examination process could be improved. This is also reflected in the affirmation regarding implementation of Te Kura Tāura | UC Graduate School made earlier in this section.

As with other aspects of postgraduate research supervision, the Panel anticipates that—as Te Kura Tāura | UC Graduate School progresses and GEM is implemented—consistency of process across the University and reporting will improve. However, it has no concerns about the robustness of the examination processes.

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[219] FE, GS 30 e.
[220] FE, GS 30 e.

Conclusion

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

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.[221]

With respect to Te Tiriti o Waitangi, the Panel heard and saw evidence that the University values its partnership with Ngāi Tūāhuriri and Ngāi Tahu. This partnership continues to evolve and strengthen and is reflected at governance, leadership and operational levels.

The Panel also heard and saw evidence of interdependence of university research and teaching. A research-based approach is also evident in several of the initiatives the University is undertaking. Research has informed, *inter alia*, Kia Angitu, Te Kakau a Maui scholarships, the wellbeing plan and the academic staff induction programme. A research-based approach continues to inform ongoing analysis of these and other initiatives.

The Panel considers the University values its role as a critic and conscience of society as laid out in the New Zealand Education and Training Act 2000 (s. 268) and defined in the New Zealand Education Act 1989 (s. 161). It supports and encourages academic staff and students to exercise academic freedom responsibly and articulates through its policy the responsibilities of individual students and members of the academic staff as well as the responsibility of the University.[222] The role as critic and conscience of society is central to the proper conduct of teaching, administration, research and scholarship. This underpinning is made clear (although not explicitly) in the SRR and was confirmed by those the Panel met with. The Panel also heard the view that to be a critic was not sufficient and criticism needed to be accompanied by research-informed and robustly debated solutions.

With respect to the scope components of the audit framework, the Panel gained a sense the University is aware of and responds to diverse student needs. It has commented where this could be strengthened. The Panel considers there are opportunities where an equity, diversity and inclusivity lens could strengthen how the University supports teacher development and recognition. It has made recommendations to this effect with respect to GS 24, GS 25 and GS 26. The University needed to consider modes of delivery other than on-campus/in person during the COVID-19 pandemic and has placed emphasis on blended and online delivery in its strategic commitment to accessible and flexible

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[221] Guide to Cycle 6 Academic Audit, p. 11.
[222] https://www.canterbury.ac.nz/about/governance/ucpolicy/general/critic---conscience-of-society-academic-freedom-principles-and-policy/Critic-&-Conscience-of-Society-and-Academic-Freedom--Principles-and-Policy.pdf (Accessed 7 August 2023.)

education. The Panel is pleased to see the retention of good-practice models for both teaching and support services developed during COVID-19.

Enhancement initiatives

Identification of enhancement initiatives 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 identified five enhancement initiatives. The Panel has commented on and endorsed the direction of all the University's enhancement initiatives.

Summary of commendations, affirmations and recommendations

The Panel considers the University meets, and in several instances exceeds, the outcomes and standards a university of good international standing would be expected to demonstrate. It therefore meets 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 reflects 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:

	C1	*The Panel **commends** the strengthening of the partnership with Ngāi Tūāhuriri and Ngāi Tahu as part of the University's journey to become a Te Tiriti o Waitangi-led University.*
	C2	*The Panel **commends** the University's consultative and engagement-oriented approach to strategy development and change, led by the Vice-Chancellor and reflected throughout the University.*
	C3	*The Panel **commends** the University for its cohesive and collaborative approach to responding to challenges.*
GS 1	C4	*The Panel **commends** the University for how it is making data accessible for use in decision-making and improving teaching and learning.*
GS 2	C5	*The Panel **commends** the University's partnership with the University of Canterbury Students' Association, which enables opportunities for student voices to contribute to improved outcomes for students*
GS 3	C6	*The Panel **commends** the University for the significant attention that has been paid to planning and developing teaching and learning environments and the integrated and collaborative approach it has taken in these activities.*

GS 5	C7	*The Panel **commends** the University for its management of risks and emergencies that have the potential to disrupt the quality and continuity of teaching and learning.*
GS 6	C8	*The Panel **commends** the work of the Kaiārahi Māori in helping to build the University's capability to become a 'good Treaty partner'.*
Section B	C9	*The Panel **commends** the establishment of Kia Angitu and its inter-connected approach to removing barriers and closing equity gaps for under-served students.*
GS 8	C10	*The Panel **commends** the University for its strategic focus on access and the range of mechanisms in place to support this.*
GS 9	C11	*The Panel **commends** the University's emphasis on and support for successful management of students' transitions into study.*
GS 13	C12	*The Panel **commends** the University for its comprehensive approach to safety and wellbeing that extends beyond the compliance requirements of the Education (Pastoral Care of Tertiary and International Learners) Code of Practice, from both Te Tiriti o Waitangi and equity perspectives.*
GS 14	C13	*The Panel **commends** the University for its consultative model of new course and programme development.*
GS 15	C14	*The Panel **commends** the University's identification of catapult courses and its holistic course redevelopment model.*
GS 22	C15	*The Panel **commends** the University for its attention to culturally affirming recruitment and appointment processes.*
GS 24	C16	*The Panel **commends** Ako Anamata	Future Learning and Development for its research-based approach to supporting teaching practices and curriculum design.*
Section E	C17	*The Panel **commends** The University's partnership and research-based approach to the development of Te Kura Tāura	UC Graduate School.*

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 1	A1	*The Panel **affirms** the University's intention to develop its Analytics for Course Engagement (ACE) initiative further.*

GS 4	A2	*The Panel **affirms** the University's plans to monitor delegations and suggests this is extended to also monitor the consistency of policy implementation and decision making for teaching and learning quality and research supervision.*
GS 5	A3	*The Panel **affirms** the University's attention to academic risks and the development of an academic risk register.*
GS 7	A4	*The Panel **affirms** the University's enhancement initiative to strengthen the whole-of-university focus on access, outcomes and opportunities for Pasifika students and staff, led by the new PVC Pasifika.*
GS 9	A5	*The Panel **affirms** the University's intentions to embed Career Development Learning in curricula.*
GS 10	A6	*The Panel **affirms** the University's intention to develop a coordinated and comprehensive advising framework.*
GS 12	A7	*The Panel **affirms** the University's ongoing monitoring of the peer assisted learning support component of Kia Angitu to ensure it is optimally supporting all students, including priority student groups.*
GS 14	A8	*The Panel **affirms** the University's development and implementation of a curriculum management system.*
GS 18	A9	*The Panel **affirms** the establishment of an assessment working group to support appropriate and effective assessment practices, in line with the Assessment Policy, across all programmes, within faculties, and for diverse student groups.*
GS 23	A10	*The Panel **affirms** the adoption of a digital platform to ensure consistency in onboarding new staff.*
GS 23	A11	*The Panel **affirms** the University's intention for further review and enhancement of the induction programme for new staff.*
GS 25	A12	*The Panel **affirms** the University's development of metrics that take a holistic view of teaching quality and are strategically aligned.*
Section E	A13	*The Panel **affirms** the University's intention to fully implement the establishment and operation of Te Kura Tāura	UC Graduate School, including GEM, researcher and supervisor development frameworks, and feedback mechanisms; and a review.*

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:

	R1	*The Panel **recommends** the University extend its consultative and engagement-oriented approach into implementation and develop a mechanism for monitoring and communicating its overall and ongoing programme of changes that allows staff and students to appreciate progress and inter-relationships and provide early feedback on implementation.*
GS 1	R2	*The Panel **recommends** the University provide ongoing professional development opportunities and support for staff (and students) to use data appropriately and effectively.*
GS 2	R3	*The Panel **recommends** the University ensure it is consistent across the University in responding to student feedback.*
GS 2	R4	*The Panel **recommends** the University continue to work with Te Akatoki and UCSA to strengthen opportunities and support for the voices of Māori students and students from other priority student groups to be heard.*
GS 11	R5	*The Panel **recommends** the University assess the effectiveness of its communication of complaints, appeals and grievances processes and outcomes. This assessment should allow differentiation by student groups, including postgraduate students.*
GS 17	R6	*The Panel **recommends** that, in undertaking the planned comprehensive review of the University Graduate Profile attributes to ensure that they are fit for purpose and align with the University strategy, the University also examine how it ensures graduate profiles for qualifications are met.*
GS 17	R7	*The Panel **recommends** the University ensure students are aware how graduate profile attributes, being developed through their programme of studies, equip them with key knowledge and skills.*
GS 21	R8	*The Panel **recommends** the University continue to monitor the demand for assessment, including from postgraduate research students, in te reo Māori.*
GS 24	R9	*The Panel **recommends** the University ensure that all staff have access to culturally affirming opportunities to develop their teaching and supervision practices and that staff who provide professional development for others also have access to opportunities to develop their practices.*

GS 26	R10	*The Panel **recommends** the University consider how its recognition of teaching excellence can be culturally appropriate and affirming and more effectively engage Māori and Pacific staff.*
GS 29	R11	*The Panel **recommends** the University review its communications model for postgraduate research students to ensure that comprehensive and coherent information is available to guide students.*
GS 29	R12	*The Panel **recommends** the University consider how its processes whereby postgraduate research students may raise concerns can ensure confidentiality.*
GS 29	R13	*The Panel **recommends** the University consider whether Kia Angitu provides an accessible model for postgraduate student transitions into and through qualifications and success that would support priority group students and contribute to closing parity gaps.*

Follow-up report

The Panel invites Te Whare Wānanga o Waitaha | University of Canterbury 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

Emeritus Professor Marion Jones *Chair of the Panel*	Auckland University of Technology (AUT) (retired)
Janine Kapa (Kāi Tahu, Kāti Māmoe, Waitaha)	Kaikōkiri (Director), Te Pae Tawhiti Te Pūkenga
Emeritus Professor Debbie Clayton, AM	Higher Education Consultant, formerly Central Queensland University
Professor Stuart Brock	Deputy Vice-Chancellor, Academic Te Herenga Waka—Victoria Univrsity of Wellington
Caitlin Barlow-Groome	Senior Consultant, Pollock Consulting Limited Graduate, University of Otago

Secretariat:

Sheelagh Matear	Executive Director Academic Quality Agency for New Zealand Universities
Hana Meinders-Sykes	Deputy Director Academic Quality Agency for New Zealand Universities

Acknowledgements

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Thanks also to Sharon Cuzens for proofreading the report.

The translation of the Summary into te reo Māori was undertaken by Ōkupu.[223]

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[223] 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.[224]

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 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:
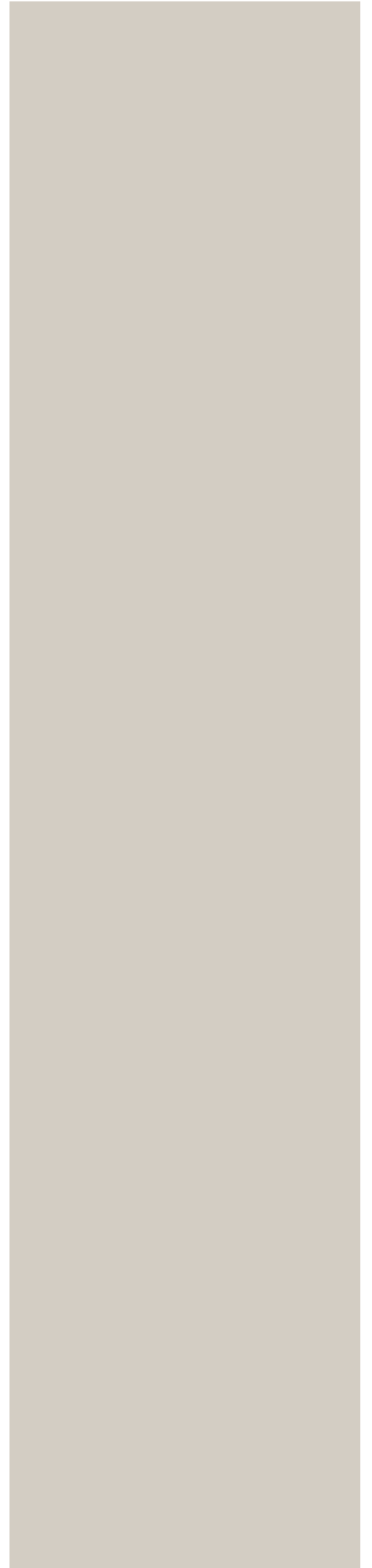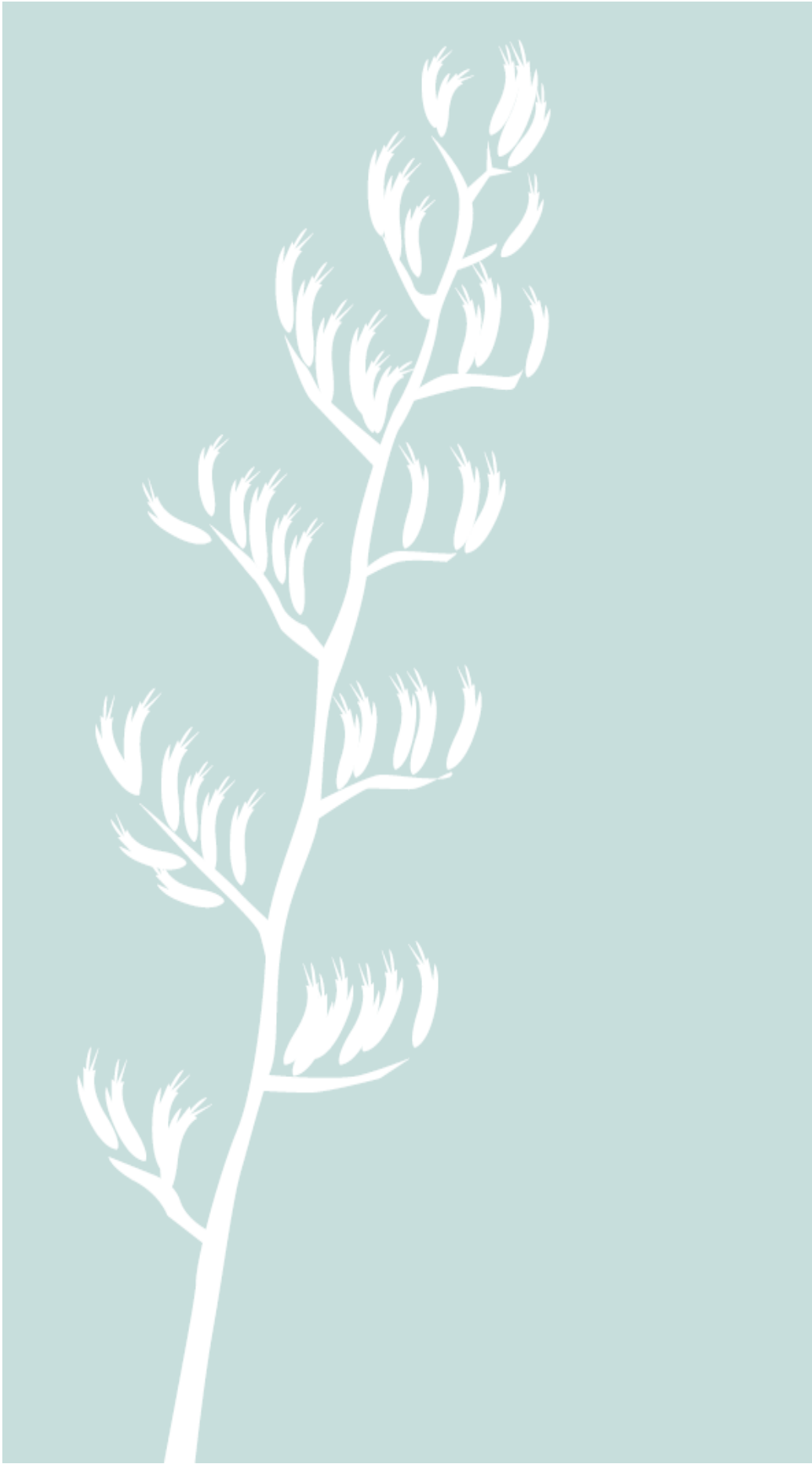
- developed by the universities
- evidence-based
- enhancement-led
- founded on self review
- assured by peer review
- collective and collegial
- individually binding
- internationally benchmarked
- independently operated
- publicly accountable
- in partnership with students.

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[224] AQA (2020), Constitution. Available at
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