



March 2020

*Te Pokapū Kounga Mātauranga mō ngā Whare Wānanga o Aotearoa*

## Cycle 6 Academic Audit Update

The mature quality cultures and well-developed quality systems of New Zealand universities mean universities are well placed to ensure that academic quality is maintained, as courses, assessment and support for students are moved on-line. The Covid-19 pandemic, however, is having an enormous impact on New Zealand universities. AQA recognises that this may affect preparation for the audit phase of Cycle 6 Academic Audit. If changes are required to audit timelines, AQA will discuss these with universities. If we need to make changes, we will do this.

The current situation is unprecedented, but previous experience of responding to and recovering from earthquakes is likely to be relevant, as is experience with other infectious diseases. Expertise in moving to on-line teaching, learning and support exists and a great deal of advice and expertise is being shared across the world as many universities and quality assurance bodies face the same challenges. The 'Have you seen this?' column of this newsletter provides links some of this advice and AQA will continue to monitor and pass on key advice.

An increase in on-line delivery and support will be relevant for the audit phase of Cycle 6 as it will expect to see evidence that guideline statements are met for all students, all delivery and all staff who undertake or support teaching or supervision. AQA recognises that universities will be making changes to support student and staff wellbeing and appreciates that this is the priority for universities at this time. If there is anything that AQA can assist with, please let us know.

### AQA Staff

Nau mai, haere mai ki a Tiana. AQA is pleased that Tiana Mihaere has joined us in the Academic Quality Support & Administration role. Tiana is of Kāi Tahu, Ngāti Kahungunu and Rangitāne descent. She is a Medical Student at the University of Otago and is taking a gap year to study Te Reo Māori, Rongoā Māori and Mau Rakau. We welcome the indigenous knowledge that Tiana brings to our team alongside her experience with Te Mana Ākonga, the national Māori Student Association and other local Student Associations.

AQA Staff are working remotely until the Government advises that COVID-19 alert levels are no longer in place. Please contact us via email or phone as normal.

### **AQA | About**

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

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

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

## Quality Enhancement

### Enhancement Theme Steering Group

The Enhancement Theme Steering Group held their last meeting on 12 March 2020. They discussed a draft of the report from the 2019 Symposium and summary thoughts on undertaking an enhancement theme to date. Evidence of effectiveness and value of the enhancement theme is expected to be seen in Cycle 6 audit reports. Enhancement theme materials and resources have now moved onto a dedicated website hosted by Universities New Zealand. <https://www.enhanceunz.com/>



### Academic Integrity Workshops

AQA, together with Universities New Zealand and NZQA, was pleased to host Drs Christine Slade and Margot McNeill to deliver two TEQSA academic integrity workshops. The two workshops were attended by approximately 150 people in total – from all across the New Zealand tertiary sector.



Slides from the workshop are available on the AQA website at [https://www.aqa.ac.nz/previous\\_events](https://www.aqa.ac.nz/previous_events) and Rachel Fulton from the University of Waikato is exploring the establishment of a community of practice.

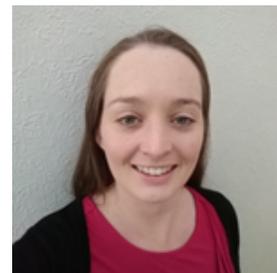
### Academic Integrity – Community of Practice. *Contributed by Rachel Fulton, University of Waikato*

I have noticed that working in the area of academic integrity can often feel quite isolated as there are few others working in this area within my University. I had, therefore, been thinking about developing a Community of Practice for those interested in academic integrity issues across all NZ tertiary institutes.

Following the recent Academic Integrity workshops, I contacted Sheelagh Matear for advice about how to progress this idea. She then emailed the workshop participants asking them to contact me if they were interested in being part of a Community of Practice. Over 30 people responded expressing interest.

The idea of the Community of Practice is to have regular catch ups to talk about things that are impacting the sector, or things that are happening in everyone's institution. This could include issues that have been brought to their attention, things that they have tried (and succeeded or failed with), or things that others should be aware of. The group would be confidential so that people could speak freely. It would primarily be for those who administer the academic integrity process at their institution, but could also include anyone with an interest in the area.

I have been in touch with all those who expressed interest in the Community of Practice to ask them what their preferences were for running the Community of Practice. Their ideas are now being collated and will then be recirculated. If you would like to be part of the Community of Practice, please get in touch with me at [Rachel.fulton@waikato.ac.nz](mailto:Rachel.fulton@waikato.ac.nz).



## Student Voice

*Contributed by Isabella Lenihan-Ikin, National President, NZUSA*

Kia ora koutou. It is a privilege to contribute to the first AQA Newsletter for 2020 as the National President of the New Zealand Union of Students' Associations. I come to this role having dabbled in student politics for a couple of years. I served as the Academic Vice President on the Victoria University of Wellington Students' Association (VUWSA) in 2017, the University Council at VUW (from 2018-2020) and as the NZUSA representative on CUAP for the past two years. I also come into this role with a real passion for enhancing student voices in learning and teaching. For the past three years I've worked on various projects at VUW focusing on just this. The most recent being 'Ako in Action', a student partnership project, inspired by similar projects in North America, which involves partnering students with lecturers to lead reflective conversations about teaching.

In the NZUSA National Office this year I am joined by two Vice Presidents – Matthew Schep and Sam Smith – both former Otago University Students' Association representatives. 2020 has already been a busy year for us from hosting National Conferences to visiting tertiary campuses across Aotearoa.

I write this column on day four of our nationwide lockdown. The past week has been hard for everyone – students included. Although our work over the past week has focused on ensuring that students have enough money to live on and secure housing to live in, the question of academic quality has also been on my mind. As we try and navigate ourselves through these uncharted waters, we need to remain committed to delivering high quality teaching to students. Although the issue of academic quality sits directly in the hands of universities, I also encourage the sector to ensure that students have the resources – money, food, technology, housing and just as important, hope – to get through. Students won't be able to achieve their academic goals and reach success if their basic needs aren't met.



Whilst I look forward to continuing to foster the relationship that my predecessors have nurtured with AQA, I also look forward to working together to guide our community through the turbulent and uncertain times ahead.

### Cycle 6 Workshops and Guides

In other Cycle 6 Academic Audit news, AQA has now delivered three workshops that have provided an Introduction to Cycle 6 and self-review for universities. Slides from the workshops are available at [https://www.aqa.ac.nz/previous\\_events](https://www.aqa.ac.nz/previous_events). AQA is developing an iQualify site, as a community partner with the Open Polytechnic, to explore whether this would be useful for future workshops and, possibly, auditor training.

The second editions of the Guide to Cycle 6 Academic Audit and the (short) Guide to the Cycle 6 Academic Audit Framework have been published and are available on the AQA website at <https://www.aqa.ac.nz/cycle6>. Unfortunately, we will not be able to send out second editions of the guides to Cycle 6 until we return to the office.

## Have You Seen This?

The have you seen column in this issue highlights advice and resource compilations on academic continuity and maintaining academic quality.

The New England Commission of Higher Education Covid-19 <https://www.neche.org/covid-19-update/> page has links to several sets of resources including a link to Remote teaching resources .

This is a Google doc spreadsheet of over 400 resources from universities and colleges across the world (although mainly USA). It has plans, how to guides and other resources. See <https://docs.google.com/spreadsheets/d/1VT9oiNYPyiEsGHBoDKlwLIWAsWP58sGV7A3oluEUG3k/htmlview#gid=1552188977>

From the UK, the QAA have released advice on maintaining quality and academic standards. See <https://www.qaa.ac.uk/news-events/news/covid-19-support-new-qaa-guidance-for-he-providers-on-maintaining-quality-and-academic-standards> It is a useful checklist of things to consider and responds to questions and issues raised by universities and colleges in the UK.

Ascite has hosted a panel session on what can be learnt from previous crises including the Canterbury earthquakes. <https://ascilite.org/weathering-the-storm-higher-education-crisis-and-technology-enhanced-learning-25-march-2020/>

The University of New England (UNE) has delivered a webinar on Implementing remotely invigilated online exams at scale. The recording and resources are available at <https://transformingassessment.com/civcrm/event/info?reset=1&id=143>

### Meetings and Conference Calendar

Most, if not all, of the conferences and meetings of interest to readers of this newsletter have been cancelled or postponed. Others are exploring online options for professional engagement. In the absence of conferences and meetings, we have included links to webinar, tweetchats and other online events calendars that may be of interest.

The Transforming Assessment group has upcoming and past webinars listed at <https://transformingassessment.com/events.php>

The Ascilite events calendar can be found at <https://ascilite.org/events-calendar/2020-04/>

<https://twitter.com/virtualnotviral> is a twitter account to support PhD students during the pandemic. Among other things they host a weekly tweetchat. <https://lthechat.com/> also hosts a weekly tweetchat and has a wish list for future topics.

3-4 September (postponed from June)  
**The Learning Leaders 2020 Conference.**  
 Pan Pacific Hotel, Docklands, Melbourne.  
 Contact Jacqui Elson-Green for details.  
 0417 086 691.



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

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

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