

## Cycle 6 Academic Audit

The report for the Cycle 6 Academic Audit of Massey University Te Kunenga ki Pūrehuroa was released last week and is available on the [AQA website](#). The Panel made fifteen commendations, ten affirmations and seventeen recommendations. The report acknowledges the relative complexity of the University with three campuses, a large distance/on-line cohort of learners, a diverse student body and the ongoing impacts of the COVID-19 pandemic as contextual matters which have shaped this audit. The University is expected to report in twelve months on the development it has made in progressing affirmations and addressing recommendations.



Above: The Panel for Cycle 6 Academic Audit of Massey University Te Kunenga Ki Pūrehuroa.

L-R: Professor Karen Nelson, Dr Hamish Cochrane, Professor Helen Nicholson, Dr Sarah-Jane Tiakiwai, Dr Ashalya Noa.

## Quality Enhancement – Longitudinal Analysis

Congratulations to Dr Martin Boswell, who has recently completed his PhD in higher education quality assurance at the Faculty of Education, Te Herenga Waka—Victoria University of Wellington. Martin, who undertook a longitudinal study of 25 years of academic audit at a New Zealand university, says he responded to the call to action in much of the academic literature about quality and quality assurance for studies on how QA processes play out in practice, particularly over a long time period. His study covers 25 years from 1994, when the New Zealand Universities Academic Audit Unit (as the AQA was known until 2013) was founded, until 2019, after Cycle 5. Martin was surprised to detect ‘recurrence’, in which the university was given the same or similar recommendation more than once: “This was fascinating and made me glad I had decided to take a longitudinal approach – you wouldn’t find this phenomenon if you only looked at one audit cycle”. Martin focused on three sets of recurrent recommendations and looked at the case study university’s response over time.

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### 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 – Longitudinal Analysis (*continued*)

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“I was lucky to have the support of the case-study university and my patient supervisors, Professor Stephen Marshall and Associate Professor Kate Thornton”, says Martin, who studied part-time whilst working in the polytechnic sector – something that gave him a useful contrasting perspective. “We selected three areas that we thought would be topical to any university: closing the student feedback loop; monitoring postgraduate students’ progress; and how quality is enacted and led in university structures”. Martin’s findings are not only topical, but also thought-provoking for academic audit and the university sector. “Despite some challenges and areas for improvement, it is a credit to the AQA that it has been able to keep quality on university agendas since 1994, at a low cost compared with other jurisdictions and agencies”, says Martin.

One feature of Martin’s research is that he not only used the five audit reports, but also the self-review and follow-up reports and many institutional documents, such as Academic Board minutes: “I think really, only people who work in a tertiary institution, or maybe the AQA, could easily get their hands on such a comprehensive set of information, which was very valuable”. Would he recommend someone else try a similar approach? “Hmmm, studying half-time was a mission” he admits, “But if anyone is keen to do something similar, or a comparative study, I’d be happy to talk to them”.

You can read Martin’s thesis [here](#).

## AQA’s 2023 Communication Survey Results

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AQA regularly seeks feedback on its communications with stakeholders, particularly in relation to its website and newsletters. A communications survey has been conducted since 2011, with the 2023 communications survey running from the end of March to the end of May. 23 people responded to the survey, a response rate of 8% - this is quite low when compared with recent AQA communication surveys.

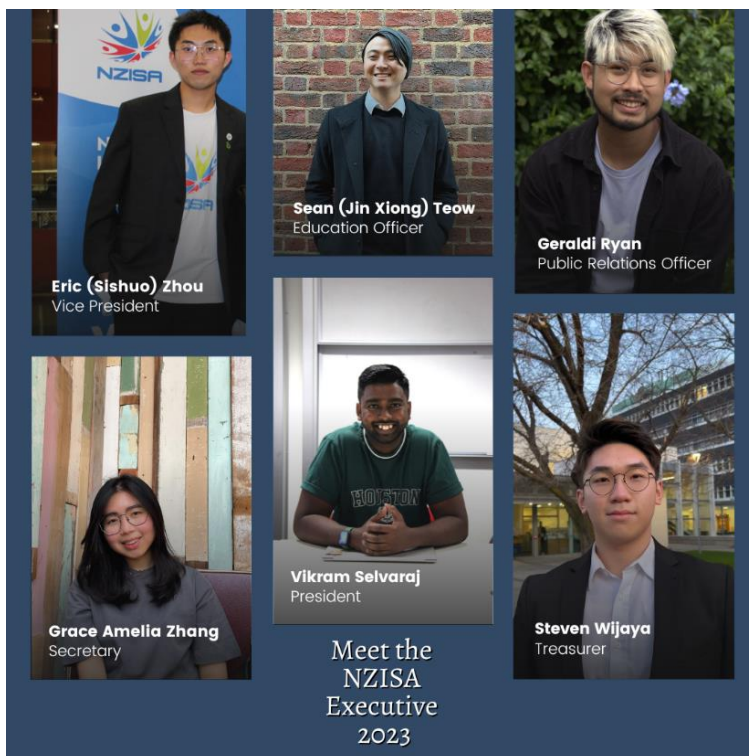
Overall, respondents found that AQA communications were helpful in keeping them up to date, though these figures have decreased slightly from our last survey in 2021. The order of things that respondents find helpful is also in line with AQA’s priorities at this point in the audit cycle. The main conclusion from this survey is that, for the small number of people that responded to the survey, AQA communications are appropriate. There has been a slight variation across several areas in comparison to the 2021 communications survey, though these could be attributed to the current point in the audit cycle, COVID-19, and the low response rate to the 2023 communications survey.

Analysis of the feedback also showed that 17% of respondents identified as Māori, and, while their feedback was in line with the general results of the survey, further work is needed to ensure that AQA’s communications are reflective of its Te Tiriti o Waitangi policy. Additionally, as AQA is revising its stakeholder analysis and engagement plan, it has been suggested that emphasis is placed on how AQA can increase its reach through its communications to better engage across the tertiary sector.

Ngā mihi nui to everyone who provided feedback.

## Student Voice

*Contributed by Vikram Selvaraj, National President, New Zealand International Students' Associations (NZISA)*



The New Zealand International Students' Association (NZISA) is the peak student body advocating for international students in Aotearoa. Our mission involves collaborating with government agencies, institutions, and student associations to create a supportive and enriching educational experience. In 2023, our objectives are to enhance student support services, facilitate professional development, and prioritize well-being and mental health.

The COVID-19 pandemic presented unique challenges for international students. Border closures forced many to choose between continuing their studies or returning home, leading to separation from loved ones and significant impacts

on well-being and academics. Education should empower us to drive positive change, not leave us feeling neglected. NZISA played a crucial role in designing the Tertiary and International Learners Code of Practice to address these gaps.

We take pride in our diversity and organize the "Unlocking Potential" 2023 conference for students and professionals. This event aims to foster leadership skills, employability, and meaningful connections to contribute positively to Aotearoa. Our cultural backgrounds and global perspectives often bring unique solutions to local problems. The conference is scheduled for September 6th in Tāmaki Makaurau (Auckland). We invite all professionals working with international students to join us in this endeavour.

## Vale Dr Tasileta Teevale

Our heart-felt condolences go out to whānau, friends and colleagues of Dr Tasileta Teevale, who passed away on 21 April.

Tasileta was the Director of Pacific Development at the University of Otago, the Deputy Chair of Universities NZ's Komiti Pasifika, and was a Panel Member for the Cycle 6 Audit of Waipapa Taumata Rau, University of Auckland.

In 2021 Tasileta was made a member of the New Zealand Order of Merit for services to Pacific education and public health research.

She will be greatly missed.



## Have You Seen This?

The impact that artificial intelligence (AI) will have on education continues to attract attention. This 'have you seen this' column highlights recent presentations, reports and resources from around the world.

The European Network for Academic Integrity (ENAI) have published recommendations on the ethical use of artificial intelligence in education. <https://edintegrity.biomedcentral.com/articles/10.1007/s40979-023-00133-4>

The Times Higher Education (THE) has compiled a collection of resources on using and responding to AI tools. <https://www.timeshighereducation.com/campus/collections/ai-transformers-chatgpt-are-here-so-what-next>

UTS have developed a Quick-start guide for adapting to AI.

<https://lx.uts.edu.au/collections/artificial-intelligence-in-learning-and-teaching/resources/quick-guide-for-adapting-to-ai/>

TEQSA and CRADLE hosted a series of webinars examining impacts of ChatGPT.

<https://blogs.deakin.edu.au/cradle/teqsa-cradle-webinar-series/>

From Canada, the University of Calgary has an update on a research project on academic integrity and artificial intelligence.

<https://drsaraheaton.wordpress.com/2023/06/22/academic-integrity-and-artificial-intelligence-research-project-update/>

## Meetings and Conference Calendar

### 3-5 July 2023

*Brisbane*

Students Transitions Achievement Retention & Success (STARS) **Conference** in conjunction with Australasian Mental Health and Higher Education Collaboration (AMHHEC)

### 4-7 July 2023

*Brisbane with some online options*

**HERDSA**

### 12-14 July

*Derby, England*

9th European **Conference** on Ethics and Integrity in Academia (ECEIA)

### 2-4 November 2023

*Dhaka, Bangladesh*

Asia Pacific Quality Network Academic **Conference**

### 8-11 November 2023

*Utrecht, The Netherlands*

International Society for the Scholarship of Teaching and Learning (issotl) **Conference**

### 22-23 November 2023

*Melbourne*

TEQSA Annual Conference

### 23-25 November 2023

*Portugal*

European Quality Assurance **Forum**



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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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