

Cycle 6 Academic Audit

The report for the Cycle Academic Audit of Te Herenga Waka—Victoria University of Wellington was released earlier this week and is available on the [AQA website](#). The Panel made seven commendations, affirmed eleven initiatives that are planned or in progress and made twelve recommendations. The report acknowledges the ongoing impact of COVID-19 and a significant renewal programme for the university's digital teaching and learning infrastructure as contextual matters which have shaped this audit.

The University is expected to report in twelve months on the progress it has made in progressing affirmations and addressing recommendations.

AQA and Te Tiriti o Waitangi

Hana Meinders-Sykes, Deputy Director, AQA

AQA has been working towards becoming a Te Tiriti o Waitangi (Te Tiriti/ Tiriti) organisation that honours our obligations and responsibilities as a good Tiriti partner. This will be an ongoing journey for us, but two key milestones have been completed so far:

AQA's Te Tiriti o Waitangi Action Plan

Our Te Tiriti o Waitangi Action Plan provides high-level direction for AQA to help us grow our capability to embed Te Tiriti throughout all our functions, and to help ensure that this becomes our business-as-usual approach. The plan is based on Goal 1 of AQA's **Strategic Framework** 2022-2027 and expands on the indicators identified to outline the initial pieces of mahi we need to undertake to embed Te Tiriti into our organisation.

The **Te Tiriti o Waitangi Action Plan** identifies six Strategic Action Areas: *Te Tiriti o Waitangi foundations, Te Reo Māori, Enhancing Māori experiences, Developing relationships, Building AQA's capability, and Cultural competencies*. Actions have been established under each Strategic Action Area. The actions draw from one another and are sequenced across short-, medium-, and long- timeframes. To underpin AQA's approach to its Te Tiriti mahi, Core Pou have also been outlined to help guide the work and ensure that the intention behind Te Tiriti remains at the forefront of this mahi.

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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.

AQA's Te Tiriti o Waitangi Policy

The aim of this **policy** is to help guide AQA's application of Te Tiriti to the organisation's work while also providing direction for how the organisation can honour its obligations as a Tiriti partner. The policy outlines the purpose, a policy statement, and guidelines, which include a commitment to the te Reo Māori text, while also defining how the provisions of Te Tiriti provide the framework for how we will meet its obligations in our day-to-day work. The policy is high-level to ensure it can sit across the broad range of AQA's work. The policy outlines connections and alignment to the Critical Te Tiriti Analysis Tool (CTA) and the United Nations Declaration of the Rights of Indigenous Peoples (UNDRIP). It also includes framing questions that will help us understand what we need to consider in the development of our work. This policy will be considered annually, while also going through a systematic review every five years to ensure it remains relevant and in line with good practice.

Quality Enhancement – Academic Integrity

Three members of the TEQSA Academic Integrity Unit visited AQA on 1 March to hold two meetings with universities. The first meeting was a more strategic discussion that canvassed trends in academic integrity and current developments, including the potential that artificial intelligence tools may be used in cheating. However, this discussion soon broadened out to consider how artificial intelligence may be a positive disruptor for teaching and learning, with a renewed focus on assessment.

The second session featured an overview of the work of the Academic Integrity Unit including the impact of site blocking and removing social media advertising for cheating services, resources for students and professional development modules for educators.

AQA thanks the members of the Academic Integrity Unit for their visit and Neil Miller (NZQA) and Rochelle Gribble (UNZ) for organising this visit. These international and sector-level discussions of academic integrity complement those happening in universities. University initiatives include a presentation at the International Center for Academic Integrity 2023 Annual Conference from Waipapa Taumata Rau, University of Auckland, a webinar at the University of Waikato and a webinar examining wider implications of ChatGPT for the future of teaching and learning hosted by Massey University.

AI – related Teaching and Learning Development Activities at University of Waikato Te Whare Wānanga o Waikato

Contributed by Associate Professor Tracy Bowell

Like other universities in Aotearoa, Waikato is taking a primarily educative approach to ChatGPT and other generative AI tools trying to ensure that we provide opportunities for students to use AI tools competently, critically and ethically while mitigating the risks to academic integrity posed by those tools.

To learn about and address colleagues' concerns, questions and interests, we kicked off a series of teaching development activities with a webinar. The format was a panel presentation followed by general discussion. The panel comprised an AI specialist from Computer Science, colleagues from a range of disciplines who had been teaching during our summer semester and had begun designing assessments with ChatGPT in mind; our data analytics specialist in Te Puna Ako Centre for Tertiary Teaching and Learning, who has been using ChatGPT to automate some of the tasks undertaken by the team who deal with teaching evaluations; a colleague from our joint institute in China, who shared his insights on the intense interest in ChatGPT in China and his experiences of using ChatGPT to generate exercises and texts for his Academic English students, and, finally, the Chair of the University's Student Discipline Committee. At the peak, 152 colleagues joined the webinar.

The discussion provided an opportunity for the teaching development team to identify themes for further activities, such as a workshop for learning developers focussed on using AI tools to generate materials for their work with students on developing academic literacies and our next webinar, which will concentrate on assessment design with ChatGPT. These activities will also inform the University's guidelines on generative AI and assessment which will be devised by drawing upon good practice from a broad range of disciplinary and professional contexts.

Trust and academic integrity at Waipapa Taumata Rau, University of Auckland

Contributed by Rebecca White

Waipapa Taumata Rau, University of Auckland, used trust as a central principal when implementing a new system to manage academic integrity breach cases. Given the emotional nature of academic misconduct allegations for students and staff, it was important to design a solution that everyone could trust, and which promoted trust between students and staff. The system tracks the management of cases from end to end, promotes better communication between students and staff, and builds trust in these relationships. David Hayward and Rebecca White from the Academic Quality Office, and Julia Hook from the University Strategic Programme Office, presented the new system and lessons from implementing it at the International Centre for Academic Integrity 2023 Annual Conference.

Student Voice

Contributed by Ellen R. Dixon, President, New Zealand Union of Students' Associations (NZUSA)

The New Zealand Union of Students' Associations (NZUSA) is proud to announce the election of its National Office 2023 in late November 2022. An experienced team of former student leaders - Tangihaere Gardiner (2023 Co-Vice President), former Vice President of the National Disabled Students' Association; Minnie Kalo Voi (2023 Co-Vice President), former International Officer for Tauria Pasifika and Vice President for the New Zealand International Students' Associations, and Ralph Zambrano (National Strategic Officer), former Victoria University of Wellington Students' Association President - were elected in alongside myself, former NZUSA representative in 2021 and 2022, and current Global Student Forum Steering Committee Member.



Above: L-R: The first all-female led NZUSA National Office, Minnie Kalo Voi, Ellen Dixon and Tangihaere Gardiner for 2023

NZUSA has emerged into a year of uncertainty. Education resilience is at the heart of a global conversation on the future of education, with the pandemic and recent Northland flooding and Cyclone Gabrielle evidencing a continued disruption of students' educational journeys across Aotearoa New Zealand. Such has morphed into existential questions including the accessibility of education itself during these crises - in addition to ones on academic quality. The student movement has been impacted by sensationalised accounts of essay-writing AI in an "arms war" with anti-cheating AI. Recent conversations facilitated between the student movement and the Australian Tertiary Education Quality and Standards Agency ask the question: what is education going to look like in the future?

The answers to these questions are unclear for students and educators. Yet one thing for NZUSA this year is clear: we must return to our heritage, our whakapapa, our roots, our community, to ensure that we have the resilience to weather these storms. The first thing is to remember those who have gone before us. As we approach a year of elections ahead, we remember the work of the activists who have come before us. Inspired by them, we are rebuilding relationships with national, regional and international organisations.

Messages resonating across this year include a return to the land, sharing intergenerational knowledge, and building a unifying narrative of the impact of the cost-of-living crisis on the people of Aotearoa New Zealand. While there is no certain roadmap yet for NZUSA or the state of education in general, what is clear is that we are making history. We are making a history that future generations will draw upon in the uncertainties that they will encounter. Such is our pathway to walk today as NZUSA: being mindful of the past while looking towards the future of academic quality as we welcome in a new Government, solutions to the global education crisis and recession, and new ways of thinking to combat austerity and welcome in a truly reciprocal ako into the heart of Aotearoa New Zealand.

Have You Seen This?

The *Journal of the Australian and New Zealand Student Services Association* (JANZSSA) has released the [first issue](#) under new Editors-in-Chief, Dr Caroline Rueckert and Amy Heise. The release marks a revitalised model for JANZSSA, including an Editorial Board uniting student experience experts from institutions across Australasia. JANZSSA is an open access journal focusing on the role of student services in post-secondary education in enhancing engagement, participation, wellbeing, and success. Moving forward, JANZSSA will build upon its national and international presence, cementing its reputation as a distinctive space for practice-based research on student services in higher education. [Submissions are currently open.](#)

The University of Southern Queensland is the new host organisation for [Student Voice Australasia](#).

The Australian Government has released a [Discussion paper](#) for consultation on the fundamental challenges and opportunities facing the Australian higher education sector.

Always worth a read, Karen Gravett and David Carless have a new [paper](#) “Feedback literacy-as event: relationality, space and temporality in feedback encounters”, which is available as open access.

The Central and Eastern European Network of Quality Assurance Agencies in Higher Education have released a [report](#) on the “Independence of Quality Assurance Agencies”. The report is based on a workshop held in September 2022.

Meetings and Conference Calendar

16-18 April

Brisbane

The Higher Education Technology Agenda (THETA), **Making Waves**

5-8 June 2023

Astana, Kazakhstan

INQAAHE Conference 2023, Roadmap to Enabling Quality in Tertiary Education 2030

14-14 June

Scotland

Enhancement Themes **Conference**
Shaping the Student Experience Together: 20 Years of Enhancement

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)

8-11 November 2023

Utrecht, The Netherlands

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



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

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