

## Cycle 6 Academic Audit

The audit phase of Cycle 6 is now well underway with the first university in the cycle - Waipapa Taumata Rau | The University of Auckland - due to submit its self-review portfolio next month, with Te Herenga Waka | Victoria University of Wellington following shortly after that. A summary of the audit schedule is in the [AQA website](#).

### Auditor Training

Training for members of Cycle 6 audit panels is also getting underway. The ongoing COVID-19 pandemic has caused a rethink of how auditor training can take place and we are moving to a model of small group online workshops. This should also mean being able to provide more opportunities for auditor training which will be easier to access. Auditor training will consist of 3 modules:

- Module 1:** Introduction to Te Tiriti o Waitangi for non-Māori auditors who haven't previously experienced Te Tiriti o Waitangi training (or equivalent). This is an Ako Aotearoa workshop. Māori auditors are welcome to take another Ako Aotearoa Te Tiriti workshop designed for Māori.
- Module 2:** Cycle 6 Academic Audit – Framework, good practice and audit processes. Working with and support student voices will be included in this module.
- Module 3:** Te Tiriti o Waitangi and Academic Audit. This is a new workshop developed and delivered by Ako Aotearoa and will examine how Te Tiriti o Waitangi informs academic audit and how academic audit can contribute to upholding Te Tiriti o Waitangi. Māori auditors are welcome to participate in the workshop, but it is not a requirement.

The first set of workshops will give first priority to members of the Register who have been appointed to or long-listed for appointment to audit panels. Further dates will be released soon.

## Work with AQA

AQA is continuing to seek a Deputy Director – Pou Ārahi Arotake to guide AQA's strategic goal of becoming a Te Tiriti o Waitangi responsive organisation and a good Te Tiriti partner. This is a full-time role based in Wellington. However, there is the potential for the role to be flexible. We would also consider a secondment. Informal enquiries are welcome. Please contact [Sheelagh.matear@qa.ac.nz](mailto:Sheelagh.matear@qa.ac.nz).

### 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.

## Seeking international experts in PNG

The Department of Higher Education, Research, Science and Technology (DHERST) in Papua New Guinea is seeking applications from international experts for membership of the National Higher and Technical Education Board. The Board is responsible for quality assurance of all higher education institutions in PNG. Please contact [Sheelagh.matear@aqac.ac.nz](mailto:Sheelagh.matear@aqac.ac.nz) for more information or [Welmah.Wakit@dherst.gov.pg](mailto:Welmah.Wakit@dherst.gov.pg) for an information pack. Note that the closing date for applications is **8 April 2022**.

## Nau mai, nau mai

The AQA Board was pleased to welcome Dr Sharon Toi as a new lay member of the Board.

In other Board news Daniel Haines has been appointed as Deputy Chair of the Board and former Deputy Chair Professor Emerita Deborah Willis has been appointed for a second term on the AQA Board. Daniel's appointment as Deputy Chair responds to the recommendation in the External Review of AQA that an appropriately qualified Māori member of the Board should be appointed as Deputy Chair. AQA looks forward to Sharon's contribution and Daniel and Deborah's further advice and guidance.

Welcome also to David Hayward who has been appointed as Manager Academic Quality at Waipapa Taumata Rau | The University of Auckland.

## Review of CUAP

The 'site visit' for the Review of the Committee on Academic Programmes (CUAP) was held remotely from the 1-3 February 2022. The online nature of this site visit did make an intense time for the Review Panel. Dr Darryn Russell (Chief Executive, Heretaunga Tamatea Settlement Trust) is the Chair of the Panel. The other panel members are Professor Mahsood Shah (international panel member), Professor Lois Surgenor (NZ panel member), and Mary Jane Kivalu (student member of the panel).

Thank-you to everyone who took the time to make a submission on the review and who met with the Panel.

The report is expected to be published in June.



*The CUAP Review Panel - from L-R Dr Darryn Russell (Chair), Professor Mahsood Shah, Professor Lois Surgenor, and Mary Jane Kivalu.*

# Student Voice

*Contributed by Andrew Lessells, President, NZUSA*

Tēnā koutou. It is an immense pleasure to write this column in the AQA Newsletter at the start of my second year as National President of the New Zealand Union of Students' Associations. Building on the successes of 2021 is a huge focus of mine and progressing the transition to a learner-centric education system is a major part of this. One of my members charmingly described me as an elder statesman of the student movement and in my last year in the role genuinely embedding learner partnership in everything we and our providers do is the top priority.

Fatima Imran and Sam Blackmore join me in National Office this year as Co-Vice Presidents. Fatima was President of the Massey University Students' Association (MUSA) in 2021 and Sam is a stalwart of the student movement with roles as Lincoln University Students' Association (LUSA) President and NZUSA Mental Health Project Lead. Ellen Dixon has returned as our International Engagement and Research Officer and will be leading much of the mahi on our Income and Expenditure Report.

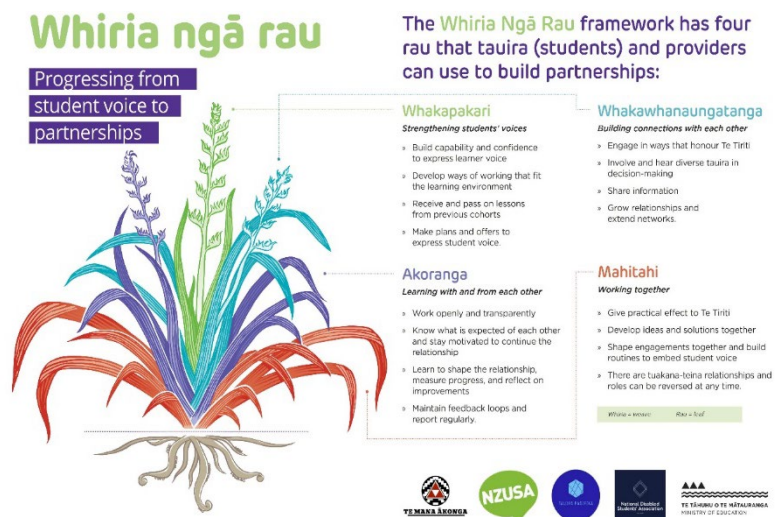
Last year's Waikato Students' Union President Kyla Campbell-Kamariera (Te Rarawa, Te Aupōuri, Taranaki Tūturu) is the 2022 Te Mana Ākonga Tumuaki. TMĀ have a real focus on growing the voice of Māori taura and rebuilding Māori student activism post-Covid.

Alice Mander returns as Co-President of the National Disabled Students' Association alongside Lauren Dewhurst, a University of Otago graduate and former Otago Disabled Students' Association President. NDSA in its second year is committed to building strategic partnerships across the sector to grow the voices of learners who have gone unheard for decades.

Vikram Selvaraj, a student at UC is the new President of the New Zealand International Students' Association and has a real interest in working with providers to grow the voice of international learners in their education and make sure that they are genuinely involved in embedding the Code of Pastoral Care.

Tauira Pasifika will be holding their AGM soon to elect their new leadership soon and with that we will have our full roster of national student leaders for 2022.

Uniting us in all our mahi is Whiria Ngā Rau | Progressing from student voice to partnerships which we launched at the end of 2021. Whiria Ngā Rau is envisaged as a gift from students to the tertiary sector and contains what we believe to be the essential ideas underpinning genuine partnership with learners. The four rau that support Whiria; Whakapakari, Whakawhanaungatanga, Akoranga and Mahitahi for us get to the core of what a learner-centric education system means. While the middle of an Omicron outbreak may seem like an odd time to be talking about partnership, Covid has demonstrated two things. Firstly, we now know that we can do things differently. Secondly, across the sector, where providers have working meaningfully with students, better outcomes have followed. What better time to work with learners than when hearing their voices could be the difference between them dropping out or completing their degree?



## Have You Seen This?

The first Have you seen this column for 2022 highlights recent publications and reports that may be relevant for guideline statements in the Cycle 6 Academic Audit Framework, as well as work examining students' experiences on COVID-19, new resources from the Scottish Enhancement Themes and the results of the Australian National Student Safety Survey.

A report from the 2021 Precarious Academic Work Survey, funded by the TEU and supported by NZUSA is available in [figshare](#). It may be relevant for how universities consider all staff in undertaking their self-reviews.

A paper by Soar et al. (2022) in the New Zealand Journal of Educational Studies on Student Scholarships in Aotearoa New Zealand's Universities may be relevant for GS28 Resourcing of postgraduate research students. <https://doi.org/10.1007/s40841-022-00244-5>

A guide to Culturally Responsive Teaching and Learning for the Tertiary Sector – Ngā Hau e Whā o Tāwhirimātea published by the University of Canterbury may help universities consider how their self-review reflects Te Tiriti o Waitangi <https://ir.canterbury.ac.nz/handle/10092/103380>

Other potentially useful reports include an international review of university efforts to maintain access to study though COVID-19 for students from minoritized and inter-sectional backgrounds. See [https://www.ncsehe.edu.au/wp-content/uploads/2022/03/Mercer-Mapstone\\_USYD\\_Final.pdf](https://www.ncsehe.edu.au/wp-content/uploads/2022/03/Mercer-Mapstone_USYD_Final.pdf)

The first sets of resources from the Anti-Racist Curriculum Project as part of the current QAA Scotland Enhancement Theme are now available <https://www.advance-he.ac.uk/anti-racist-curriculum-project/project-guide>

The reports from the Australian National Student Safety Survey available at <https://www.nsss.edu.au/> make for challenging but important reading. As part of the process, universities and sector bodies respond to these reports.

## Meetings and Conference Calendar

### 4-6 May 2022

*Porto and online*

European Conference on Academic Integrity and Plagiarism - Ethics and integrity in the changing world. <https://academicintegrity.eu/conference/>

### 6-9 June 2022

*Mexico City*

**13th INQAAHE Biennial Forum** - Sustainable Quality Assurance: Optimizing Synergies between Artificial and Human Intelligence.

### 8-9 June 2022

*Glasgow, Scotland and online*

**Enhancement Conference 2022: Resilient Learning Communities – Inclusive, Flexible and Accessible**

<https://www.qaa.ac.uk/scotland/news-events/events/enhancement-conference-2022-resilient-learning-communities-inclusive-flexible-and-accessible>

### 27-30 June 2022

*Melbourne and online*

**HERDSA Annual Conference**

### 4-7 July 2022

*Online*

Students Transitions Achievement Retention & Success (STARS) **Conference**

### 26-30 September 2022

*Tarndanya, Adelaide, South Australia and in hybrid mode*

**World Indigenous Peoples' Conference on Education**

### 4-7 December 2022

*Sydney*

ASCILITE 2022: 39th International Conference on Innovation, Practice and Research in the Use of Educational Technologies in Tertiary Education.

<https://ascilite.org/annual-conference/>

### 16-19 April 2023

*Brisbane*

The Higher Education Technology Agenda (THETA)

<https://theta.edu.au/>



**AQA** | Academic  
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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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