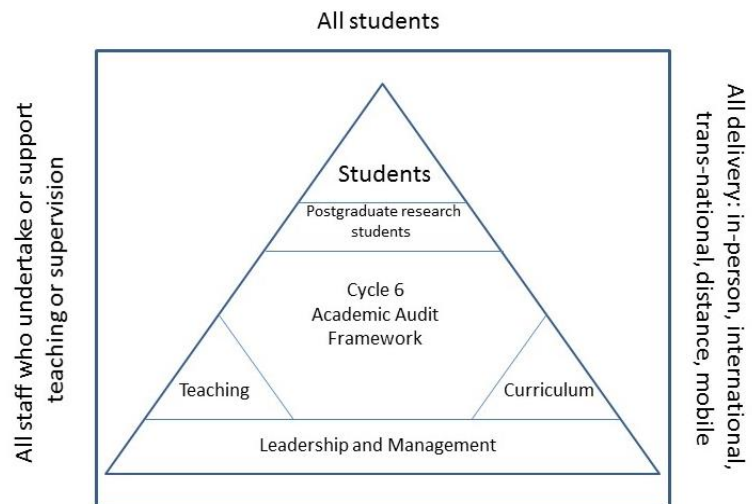


Cycle 6 Audit Framework

Much of the attention in Cycle 6 Academic Audit has so far been on the enhancement theme component, but work has also been progressing on the refresh of the Cycle 5 audit framework for use in Cycle 6. The AQA Board has now approved the refreshed framework, which has also been endorsed by the Vice-Chancellors.

The audit framework for Cycle 6 has 30 guideline statements, organised into five sections:

1. Leadership and management of teaching and learning and academic quality
2. Student profile, life-cycle, support and well-being
3. Curriculum, assessment and delivery
4. Teaching quality
5. Postgraduate students.



Self-review portfolios should reflect:

- University obligations under Te Tiriti o Waitangi
- The interdependence of university research and teaching
- Universities' role as critic and conscience of society

The sections of the audit framework are inter-connected. Students are placed at the 'top' of the framework as the focal point of academic quality assurance is the experience and achievement of students and having confidence in the standards achieved. Student experience and achievement is delivered through good quality curricula and teaching; and all are underpinned by good quality university-level processes and systems in the leadership and management of teaching and learning.

In addressing the guideline statements, universities will be expected to consider **all students, all delivery and all staff** who teach or supervise or support teaching or supervision, and give emphasis to specific groups as is appropriate to their priorities, student body and delivery profile. The scope of Cycle 6 academic audit therefore extends to:

- all students, reflecting diversity and inclusivity. Taught postgraduate students should be included in sections 1-4; section 5 focuses on postgraduate research students

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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

Members of the Enhancement Theme Steering group presented a plenary panel at the STARS conference in Auckland in July. The panel was ably moderated by Dr Joseph Te Rito, Kaihautū Mātauranga Māori from Ako Aotearoa.



Members of the Enhancement Theme Steering Group at the STARS conference in July. Left to right: Professor Robyn Longhurst, Professor Giselle Byrnes, Dr Darryn Russell, Dr Tasileta Teevale, Ali Leota, Parekura Pewhairangi

October is a busy month for quality enhancement, with quality professionals meeting in a Quality Forum at the start of the month and the first symposium being held for the Enhancement Theme at the end of the month.

The Enhancement Theme Symposium will bring together teams working on enhancement theme initiatives and plans from across the universities. While this will provide an opportunity for teams to connect and share good practice, the Steering Group will also use the day to explore new ways of working. Space is limited, so plenary sessions will be recorded, and a report developed.

Cycle 6 Audit Framework *(continued)*

- all modes and forms of delivery, including flexible, blended, online, distance, offshore, other campuses, with partner universities or other providers
- all staff who teach or supervise or support teaching or supervision.

The Cycle 6 academic audit framework is also underpinned by relevant New Zealand legislation and a constitutional framework. In addressing the Cycle 6 guideline statements, universities and audit panels will be expected to reflect:

- university obligations under Te Tiriti o Waitangi
- the close interdependence of university research and teaching and most university teaching being undertaken by people who are research-active
- universities' role as critic and conscience of society.

Enhancement theme activities may recommend new cross-cutting themes, new guideline statements or amendments to existing guideline statements. Two guideline statements have currently been 'reserved' in section 1 for the enhancement theme.

The guideline statements provide a structure for universities to self-evaluate and audit panels to evaluate the academic quality of a university. They are intended to be a guide and not to act as a constraint. While all guideline statements are important and all need to be addressed, they are not all at the same level of importance, size or complexity. Universities will need to emphasise statements that are of greater importance in their context.

The Guide to Cycle 6 is scheduled for release at the end of the year. In the meantime, please contact director@aqa.ac.nz for further information.

Student Voice

Student Voice activities are currently focused on the 3rd Student Voice in Universities Summit which is jointly organised with NZUSA. This year, Te Mana Ākonga (TMA) has joined the organising group for the Summit, and TMA members will contribute. The Summit's objectives are to support professional development and knowledge transfer for incoming student administrations by:

- learning from outgoing administrations, sharing good practices, ideas and updates on current issues
- gaining an overview of academic quality processes and academic decision making in the university sector
- making connections among incoming administrations and between incoming administrations and quality professionals in universities.

The Summit involves incoming and outgoing student administrations, staff who support student voice and representation, and quality managers. It looks like being an engaging day and the level of registrations means we have had to needed to move to a bigger venue!

Visitors to AQA

AQA was pleased to host visits from the Higher Education Evaluation & Accreditation Council of Taiwan (HEEACT) and the Samoan Qualifications Authority (SQA). Both visits involved in-depth discussions of quality assurance systems and explored opportunities for future interaction and engagement.



AQA is 25!

AQA was established in 1993 as the New Zealand Universities Academic Audit Unit. Although the unit did not begin operating until February 1994 when the first director—Dr David Woodhouse—took up his role, 1993 is generally taken as the establishment date. Therefore AQA (and its predecessor) are 25 this year.

A small function to mark 25 years of continuous commitment to quality assurance by the New Zealand universities will be held in Wellington, following the AQA Board meeting on 13 November 2018.

Have you seen this?

INQAAHE is seeking a Chief Executive Officer, see <http://www.inqaahe.org/blog/position-announcement-inqaahe-chief-executive-officer>

The Grattan Institute has released a comprehensive summary of higher education in Australia: <https://grattan.edu.au/wp-content/uploads/2018/09/907-Mapping-Australian-higher-education-2018.pdf>. It covers definitions of higher education, trends in the student mix, the student experience, education workforce, research, funding and graduate employment.

The proceedings of the STARS conference are available at: <http://unistars.org/proceedings/>

Presentations from the 15th Enhancement Theme Conference – Evaluation, Evidence and Enhancement - in Scotland can be found at: <https://www.enhancementthemes.ac.uk/news-events/conference>

The contract cheating and assignment design website makes a range of research and practical resources available: <https://cheatingandassessment.edu.au/>

In the UK, Wonkhe has launched a new weekly podcast series on higher education happenings and issues: <https://wonkhe.com/blogs/wonkhe-weekly-episode-1/>. It has also introduced an Australian section with Julie Hare as Associate Editor in Australia.

In our June newsletter we missed noting that the revised UK Quality Code had been released: <https://www.qaa.ac.uk/quality-code/the-revised-uk-quality-code>. The full code and guidance are due to be published in November.

AdvanceHE in the UK has released three specially commissioned films on good governance: <https://www.lfhe.ac.uk/en/governance-new/governor-dialogues.cfm>

Meetings and Conference Calendar

18 – 19 October 2018 on the Gold Coast
Regional Universities: Anchor Institutions Transforming their Regions:

<https://www.hes.edu.au/events/regional-universities-anchor-institutions-transforming-their-regions>

19 – 21 November 2018 in Melbourne
AAIR Annual Forum: Reflecting on the past, experiencing the present, shaping the future:
<http://www.aairforum.com.au/>

3 October 2018 in Wellington
Quality Forum

4 October 2018 in Wellington
Student Voice Summit, in partnership with NZUSA and Te Mana Ākonga. **Note change of Venue to Executive Suite, Massey University Wellington**

5 October 2018 in Wellington
Students and internal programme review processes, in conjunction with CUAP

31 October 2018 in Wellington
Enhancement Theme Symposium: Access, outcomes and opportunity for Māori students and for Pasifika students.

28 – 30 November 2018 in Melbourne
TEQSA Conference and Higher Education Quality Forum 2018:
<https://www.hes.edu.au/events/teqsa-conference-and-higher-education-quality-forum-2018>

25 – 28 March 2019 in Sri Lanka
15th Biennial INQAAHE Conference:
<http://www.inqaahe2019srilanka.lk/>

28 – 31 March 2019 in Sri Lanka
APQN Conference – Quality Assurance in the Asia-Pacific Region: Insight into the Future:
<https://www.apqn.org/>



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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