



THE UNIVERSITY OF  
**WAIKATO**  
*Te Whare Wānanga o Waikato*

**2015**

## **Cycle 5 Academic Audit**

Self-Review Portfolio – May 2015



## Foreword

The University of Waikato is pleased to present the Cycle 5 Self-Review Portfolio as evidence of our focus on and ongoing commitment to academic quality. The University affirms to the Academic Quality Agency for New Zealand Universities that the following document is an accurate summary of activities undertaken and processes currently in place.

Continuous improvement is an essential process for the University, and the academic audit makes an important contribution to that process. The University staff look forward to their engagement with the audit panel and the opportunities for improvement that will be identified as part of the audit.

A handwritten signature in black ink, appearing to read 'N. Quigley', with a stylized flourish at the end.

Professor Neil Quigley  
Vice-Chancellor

## Introduction

### The University of Waikato

The University of Waikato enrolled its first students in 1964 and celebrated its first 50 years in 2014. During its first half century it has grown steadily to become one of New Zealand's major research organisations, playing a key role in the economy and making a significant contribution to the international innovation system. Today, there are approximately 12,500 students who choose to study at campuses based in Hamilton and Tauranga, and online. The University provides over 80 qualifications in 200 different subjects, with more than 3,700 qualification completions annually.

In 2015, the University embarks on a post-50th anniversary future guided by its commitment to excellence. The pursuit of excellence is embedded within the culture of every great university, and the University of Waikato is no different. During the course of this year members of the University community will be engaging in discussions about activities to continue that focus on excellence over the next 50 years, and some of the major projects that we will be implementing as part of that commitment over the next five years.

Distinctiveness is also a feature of the University of Waikato. In its 50-year history the University has demonstrated a commitment to innovation and to serving the needs of the community that was the driving force behind its creation. The University has an emphasis on community engagement and work placement as part of its teaching programmes, and an outstanding track record for engaging in applied research that brings to bear the highest levels of scholarship to the analysis and solution of real world problems. It also has links with some of the best universities in the world, providing students with outstanding overseas study opportunities at undergraduate and graduate level.

The University's ties with iwi, proud Māori heritage and high proportion of Māori students set it apart from other universities. These links show others in New Zealand what the partnership between Māori and Pākehā means in tertiary education.

### Organisational Structure

The Office of the Vice-Chancellor is the administrative headquarters and the chief executive office of the University. The office currently includes the [Vice-Chancellor](#), [Deputy Vice-Chancellor](#), [Pro Vice-Chancellors](#), [Assistant Vice-Chancellors](#), and the [Chief Financial Officer](#).

The Vice-Chancellor has overall responsibility for the academic and operational arms of the University.

The [Senior Leadership Team](#) (SLT) comprises the Vice-Chancellor, Deputy Vice-Chancellor, Pro Vice-Chancellors, Assistant Vice-Chancellors, Deans, Heads of Divisions, and the Chief Financial Officer, The Tauranga Liaison Manager, the University Librarian, and the Director of Development. The role of the SLT is to support the Vice-Chancellor in actioning his responsibilities for all academic and operational matters.

### Strategic direction

The University [Vision](#) (2005-2015) defines the aspirations of the institution and is informed by our existing high quality teaching and research, The *Vision* is to:

- deliver a world-class education and research portfolio
- provide a full and dynamic university experience which is distinctive in character
- pursue strong international linkages to advance knowledge.

The over-arching themes of the Vision are:

- Excellence
- Distinctiveness
- International Connectedness.

In December 2013, the University Council approved the [Strategy](#) (2014-2017) which describes the ambitions and contributions that will provide the University's foundations for the next 50 years and outlines actions to help us achieve the *Vision*. The *Strategy* aims to invest in the best people, the best facilities, and systems and structures to operate a sustainable financial model. The *Strategy* comprises six interrelated actions:

- Action 1: Provide a relevant, future-focussed curriculum and world-class student experience
- Action 2: Conduct world-leading research and develop innovative researchers
- Action 3: Strengthen engagement and partnerships regionally and nationally
- Action 4: Implement a comprehensive programme of internationalisation
- Action 5: Embed a culture of innovation, entrepreneurship and leadership across the University
- Action 6: Ensure sustainable practices in all aspects of University activity

Embodied in the *Vision* and the *Strategy* is a shared understanding that the University of Waikato is a university of and for our people.

### **The Curriculum Enhancement Programme**

The University has detailed its expectations for the next three years and beyond in its *Strategy* (2014-2017) signalling the intention to build on its strong reputation and to forge new pathways into the future. As part of this, the University is currently undertaking a Curriculum Enhancement Programme, which will run from 2014 to 2016. The Curriculum Enhancement Programme aims to ensure courses and qualifications meet the objectives in the University *Strategy*, and to ensure the sustainability of the organisation.

The Curriculum Enhancement Programme is being undertaken in three phases over the period 2014–2016. Phase one focussed on analysis of current approaches, including teaching, learning and the student experience; Phase two is exploring future options, including new curriculum developments and workforce considerations and; Phase three will focus on implementation. The desired outcomes of the three-stage process are to:

- design a dynamic and forward-looking curriculum, that is more relevant to changes in student, employment and societal needs
- enhance the student experience and support provided, including ways students are supported into further study and work
- suggest new ways of effective teaching, including blended and fully online delivery, so staff have enough time for their research
- identify new and cost-effective ways of delivering a revised and enhanced curriculum
- identify investment strategies for appropriate workforce development.

The programme is also expected to help the University crystallise its thinking around the distinctiveness of its teaching and research, which will in turn flow through to how the University promotes and positions itself, recruits students, and attracts research funding and philanthropy. The programme is focused on four distinctive areas with clear enhancement initiatives being considered within each.



### Transition to university

- Rethinking the structure of the academic year with respect to initiating a trimester system.
- Commencing an academic orientation week for first year students prior to the first week of classes. The focus of this development is to better prepare and transition students to university through preliminary lectures and programme planning sessions.
- Introducing an academic integrity module for completion by all students.
- Developing academic support papers.
- Introducing a university-wide system for monitoring and tracking student academic progress.

### Undergraduate programmes

- Building and investing in distinctive programmes by examining our current offerings with a focus on reducing the number of courses being offered and providing clear pathways from pre-degree through undergraduate to postgraduate study.
- Enhancing and developing our online offerings to provide better opportunities for people within our region to access tertiary education from a distance.
- Recognising non-academic activities on student transcripts.

### Postgraduate Masters programmes

- Developing a clear profile of taught and research masters.
- Investigating the University's Postgraduate taught portfolio with respect to international student recruitment demand.
- Developing a transition programme specifically for masters students, to better prepare them for study at Waikato. This will include the development of a foundation masters programme aimed at international students.
- Centralising the processes for monitoring masters students' supervision and academic progression, to ensure they all receive the same high level of support.

### Postgraduate Doctoral programmes

- Developing a 60-point taught component for doctoral programmes.
- Introducing a transferable skills programme to better prepare doctoral students for future employment.
- Developing scholarships and teaching assistantships for doctoral students.

Many of the enhancement initiatives identified under these four key areas have been further explained in the Self-Review Report as initiatives that the University is undertaking to address identified shortfalls in our processes. The University welcomes feedback and guidance from the audit panel on the initiatives identified as part of the Curriculum Enhancement Programme.

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## Glossary of Terms

<b>Bachelors Degree</b>	This is a first degree. It is sometimes also called an undergraduate degree. It takes a minimum of three or four years of study to complete.
<b>Calendar</b>	The University's official record of rules and regulations, staff, papers, dates, etc.
<b>Chairperson of Department (or equivalent)</b>	Located within the faculties the Chairperson of Department (or equivalent) also refers to Heads of Schools.
<b>Degree</b>	A programme of study which meets the requirements set down by the University to complete a qualification.
<b>Department</b>	An academic unit within a Faculty that is responsible for teaching a particular subject.
<b>EFTS (Equivalent Full-time Student)</b>	This relates directly to points –120 points equate to one EFTS.
<b>EdLinked</b>	EdLinked is the Faculty of Education's internal staff and student learning platform.
<b>eLearning</b>	eLearning encompasses all forms of technology enhanced (or enabled) learning (TEL) whether that happens on campus or at a distance. This includes computers, tablets, mobile devices and handheld devices. It also includes services supplied by the University such as Moodle and Google Apps as well as external services which are not directly controlled by the University.
<b>Faculties</b>	The University is made up of seven faculties (inclusive of the School of Māori and Pacific Development). Each faculty consists of a number of different departments or schools.
<b>Graduate</b>	A person who has been awarded a university degree.
<b>iWaikato</b>	iWaikato is the University's intranet which contains University information and services, student details and information, news, events and more.
<b>Masters degree</b>	A graduate degree which requires the prior completion of a Bachelors or Honours degree.
<b>Moodle</b>	Moodle is the University's online learning platform. Many papers have course resources and discussion forums in Moodle.
<b>MyWeb™</b>	MyWeb™ is the Waikato Management School's online learning platform.
<b>Nexus</b>	Nexus is the weekly student magazine printed by the WSU.
<b>Panopto</b>	Panopto is the University wide solution for capturing video and audio content for teaching, learning, research, and iTunes U.
<b>Paper</b>	A named set of lectures, tutorials, labs or field trips which gives credit towards a degree. Sometimes referred to as a course.
<b>Paper outline</b>	Provides detail about the content, readings and assessments required for a paper.
<b>Postgraduate</b>	This refers to study above undergraduate level.
<b>Programme</b>	A set of papers that make up a programme of study. Also referred to as a degree or qualification.
<b>School</b>	An academic unit within a Faculty that is responsible for teaching a particular subject.
<b>Undergraduate</b>	A person who is studying at university for a first degree.
<b>Waikato Pathways College</b>	Waikato Pathways College (WPC) provides pathways to degree study which include academic, specific purpose and English Language programmes. WPC also provides academic support for all tertiary students.



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## Chapter 1: Leadership and Management of Teaching and Learning

### 1.1 Delegations

Universities should have clear delegations for decision-making related to teaching and learning quality and research supervision, and for accountability for quality assurance programmes and courses.

#### 1.1.1 The University's delegations framework

The University of Waikato Delegation of Powers Statute 2014 sets out the powers of delegation that the University has under the Education Act 1989. The statute includes provisions for altering or revoking delegations, and requirements for monitoring and reporting on the performance of delegations.

Delegations made pursuant to the Act are set out in various committee constitutions and terms of reference, policies and regulations, employment agreements, and individual agreements made between relevant parties.

Delegations are communicated to staff on the University's website through the *Governance and Management Guidelines*, the Committee Directory, the Policy Framework and the University Calendar.

Delegations for decision-making related to teaching and learning quality and research supervision, and for accountability for quality assurance programmes and courses, rest largely with the University's Academic Board, the Deputy Vice-Chancellor and the Pro Vice-Chancellors.

Matters that affect students are usually communicated to them through the University Calendar, handbooks, brochures and online.

#### 1.1.2 Academic Board delegations to committees

The Academic Board is established as a committee of the Council under the Education Act 1989. It advises the Council on matters relating to courses of study or training, awards and other academic matters, and exercises the powers delegated to it by the Council. These powers are detailed in its terms of reference.

The Academic Board has overall responsibility for University regulations and policies relating to academic matters and quality assurance and is chaired by the Vice-Chancellor. The Academic Board may, subject to the prior approval of the Council or the Vice-Chancellor, delegate those functions further to a subcommittee or a staff member.

[CH1-1] [The University of Waikato Delegations of Powers Statute](#)

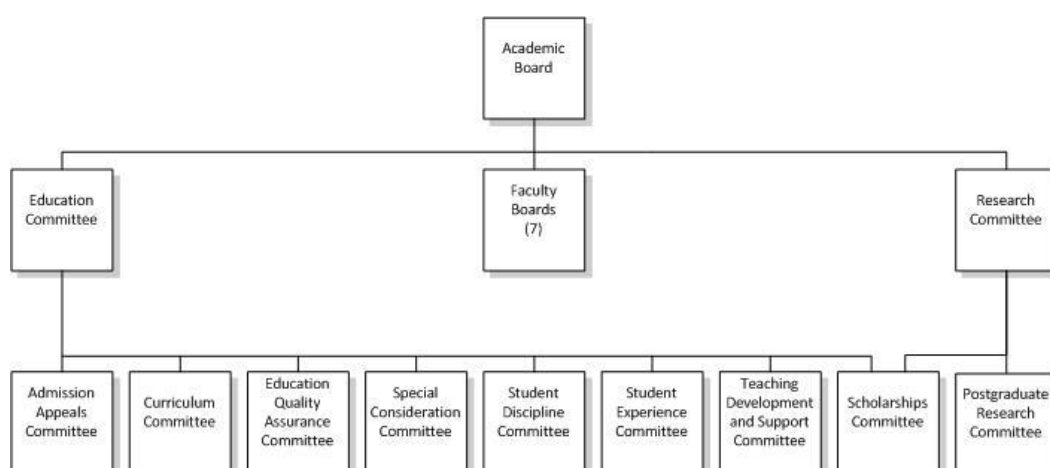
[CH1-2] [Governance and Management Guidelines](#)

[CH1-3] [Committee Directory](#)

[CH1-4] [Policy Framework](#)

[CH1-5] [University of Waikato Calendar - 2015](#)

The subcommittees of the Academic Board are:



**Figure 1. Academic Board and its subcommittees**

The Academic Board's subcommittees each have their own responsibilities and delegated authorities for academic matters. The terms of reference and constitutions of these committees can be found in the Committee Directory.

[CH1-3] [Committee Directory](#)

#### 1.1.2.1 Review of the committee framework

The University reviewed its committee authorities and delegations as part of a larger review of the University committee framework in 2012. The review strengthened and clarified the role of each committee, including their terms of reference, accountabilities and delegated authorities.

To ensure ongoing evaluation of the effectiveness of the committee framework, the University introduced a biennial system of committee self-evaluation. This was completed by the committees of the Academic Board (excluding Faculty Boards) for the first time in 2013/2014. Committee members completed a questionnaire about their committee's effectiveness in relation to its terms of reference, roles and responsibilities; membership, meetings and operations; and planning, monitoring and reporting.

#### 1.1.3 Delegations to staff

The Deputy Vice-Chancellor has delegated responsibility for monitoring and delivering outcomes in relation to teaching and research, and is responsible for coordinating the development of plans to ensure the academic outcomes detailed in the University's *Charter*, *Vision*, *Strategy* and *Academic Plan* are achieved. He or she is responsible for leading academic and research initiatives and ensuring targets associated with research, teaching and learning, and postgraduate supervision are monitored.

[CH1-6] [University Charter](#)

[CH1-7] [University Vision](#)

[CH1-8] [University Strategy](#) - **HARDCOPY**

[CH1-9] [Academic Plan](#)

Three Pro Vice-Chancellors support the Deputy Vice-Chancellor to develop strategies and plans linked to their portfolio areas.

- The Pro Vice-Chancellor (Education) leads the development of the *Teaching and Learning Plan*, facilitates ongoing enhancement of teaching and learning, and oversees and monitors targets relating to teaching quality and the student experience.
- The Pro Vice-Chancellor (Postgraduate) is responsible for delivering high-quality postgraduate teaching, supervision and student support, including overseeing the processes and policies affecting research masters students.

[CH1-10] [Teaching and Learning Plan](#)

- The Pro Vice-Chancellor (Research) leads the development of the *Research Plan* and strategies relating to research, and oversees and monitors targets relating to research capability, quality and performance.

[CH1-11] [Research Plan](#)

The Pro Vice-Chancellors work closely with the faculty Deans. The Deans are responsible for ensuring their faculties comply with University strategies, policies and plans, and that agreed teaching and research performance outcomes are delivered.

Deans hold delegated authorities and responsibilities to operate their faculties that are detailed in their employment agreements. Deans may delegate some day-to-day matters to staff within their faculty who hold particular portfolio responsibilities, such as Deputy Deans, Associate Deans, Faculty Managers and Registrars.

Faculties also contribute to strategic decision-making on academic matters through their Faculty Boards, and through membership on key academic committees.

All staff are expected to partake in annual professional goal-setting conversations with their line managers, which include a review of their performance in relation to any delegated authorities.

[CH1-12] [Professional goal setting](#) webpage

#### 1.1.4 Delegations through policies and regulations

The University has a framework of organisational policies and regulations that set out the delegations of authority relating to quality assurance of its programmes and courses.

[CH1-13] [Official Information index](#)

Policies, which largely apply to staff, are available on the Official Information section of the University website and regulations, which largely apply to students, can be found in the *University Calendar*.

[CH1-5] [University of Waikato Calendar](#) - 2015

Organisational policies are reviewed regularly: usually every five years, with the exception of those that are required by legislation to be reviewed more frequently. Policies may be reviewed on an ad-hoc basis in response to changes in external requirements or internal projects and reviews. The authorities and responsibilities of individual staff, staff groups and committees are reviewed as part of all policy reviews.

As well as conducting regular reviews, the University also monitors compliance with its policies through its annual ComplyWith survey; ComplyWith is an external tool that helps the University assess its compliance with external legislation, as well as internal policy.

[CH1-14] [ComplyWith](#) website

As part of this process, staff who are responsible for the policies (as set out in each policy) are required to confirm that compliance monitoring systems are in place and to judge the effectiveness of those systems. Where systems are not in place or are not effective, staff must identify the steps being taken to develop systems or address any obstacles.

#### 1.1.5 Unauthorised delegations

The Delegation of Powers Statute allows delegations made under it to be altered or revoked at any time by the party that made that delegation, at their sole discretion.

[CH1-1] [The University of Waikato Delegations of Powers Statute](#)

Under the Vice-Chancellor's Special Powers, if a student has acted on official advice that is subsequently found to be contrary to regulations, the Vice-Chancellor may take action to relieve any undue hardship caused.

[CH1-15] [Vice-Chancellor's Special Powers](#)

## 1.2 Strategic and operational planning

Universities should have appropriate strategic and operational planning documents which include objectives related to student achievement and teaching quality, with key performance indicators which inform academic quality assurance processes.

### 1.2.1 The strategic planning framework

The University of Waikato has an integrated strategic planning framework, through which it pursues its commitment to continuous improvement in relation to student achievement and teaching quality.

[CH1-16] [Integrated Strategic Planning Framework](#)

The framework is headed by the University *Charter* and *Vision*. Below these, the University's *Strategy* is underpinned by the *Academic Plan*, which is in turn supported by a range of operational plans. The interrelationship of these documents ensures that activities at all levels of the University focus on the same goals and priorities and investment decisions are well-informed and transparent.

[CH1-6] [University Charter](#)

[CH1-7] [University Vision](#)

#### 1.2.1.1 The Strategy

The University of Waikato *Strategy* identifies six interrelated strategic actions that enable the University to fulfil its commitment to its *Charter* and *Vision*, and contribute to New Zealand's social, economic, environmental and cultural wellbeing. The six strategic actions are:

[CH1-8] [University Strategy](#) - **HARDCOPY**

1. Provide a relevant, future-focused curriculum and world-class student experience
2. Conduct world-leading research and develop innovative researchers
3. Strengthen engagement and partnerships regionally and nationally
4. Implement a comprehensive programme of internationalisation
5. Embed a culture of innovation, entrepreneurship and leadership across the University
6. Ensure sustainable practices in all aspects of University activity.

#### 1.2.1.2 The Academic Plan

The *Academic Plan* guides curriculum development, provides a focus for the services that support academic activities and signals the University's commitment to teaching and learning and student support.

[CH1-9] [Academic Plan](#)

#### 1.2.1.3 The Teaching and Learning Plan

The *Teaching and Learning Plan* provides further, more focused support for the objectives in the *Academic Plan*. The *Teaching and Learning Plan* aims to provide specific learning goals and KPIs for teaching and postgraduate supervision that foster student engagement, develop and transform students, and enhance academic achievement.

[CH1-10] [Teaching and Learning Plan](#)

#### 1.2.1.4 The Research Plan

The *Research Plan* focuses on staff, rather than student research (which is covered by the *Teaching and Learning Plan*), although one of its objectives is to support postgraduate research by increasing the number of postgraduate research students and enhancing postgraduate research outcomes.

[CH1-11] [Research Plan](#)

### 1.2.1.5 The Māori Advancement Plan, the Pacific Plan and the International Plan

Actions for delivering high-quality teaching, learning and student support for specific groups of students are set out in the *Māori Advancement Plan*, *Pacific Plan* and *International Plan*.

The *Māori Advancement Plan* aims to strengthen the capability and responsiveness of the faculties for supporting Māori student achievement and success. The *Pacific Plan* aims to ensure that student learning activities provide appropriately resourced, accessible, and comprehensive academic learning development for Pacific students. The *International Plan* includes a focus on providing excellent learning support that ensures high standards of achievement by international students.

[CH1-17] [Māori Advancement Plan](#)

[CH1-18] [Pacific Plan](#)

[CH1-19] [International Plan](#)

### 1.2.1.6 The Student Plan

The *Student Plan* aims to develop an excellent and distinctive University of Waikato student experience that underpins all teaching and learning. This includes excellent pastoral care, a beautiful campus, a rich campus culture and a strong regional presence, informed by an international outlook.

[CH1-20] [Student Plan](#)

## 1.2.2 Monitoring performance

The University uses a range of processes to monitor its performance against the actions and key performance indicators (KPIs) in its strategic plans. These actions and KPIs align with those in the University's *Investment Plan*. Achieving the KPIs in operational plans contributes to the overall achievement of the KPIs in the *Investment Plan*.

[CH1-21] [Investment Plan](#)

### 1.2.2.1 Institutional KPIs

The current KPIs related to student participation and performance are:

- successful course (paper) completion rate for ministry-funded students (with specific analyses for Māori and Pacific students)
- successful course (paper) completion rate for full-cost international students
- qualification completions by domestic students
- qualification completions by Māori students
- qualification completions by Pacific students
- qualification completions by international students
- doctoral qualification completions.

KPIs in the biennial Domestic Student Barometer Survey are:

- student satisfaction rating with overall University experience
- student satisfaction rating with learning experience
- student satisfaction rating with student support services.

See Section 5.5.3 – student barometer surveys

KPIs in the biennial International Student Barometer Survey are:

- student satisfaction rating with overall University experience
- student satisfaction rating with learning experience
- student satisfaction rating with student support services.

### 1.2.2.2 Progress monitoring reports

The Office of the Assistant Vice-Chancellor (Executive) prepares progress monitoring reports for the various plans, in consultation with the plan owners. These reports focus on progress to date against the plans' KPIs, changes that have been identified as necessary to the plan



since the previous report, and any risks that have been identified that could potentially impact on the achievement of the plan or any of the agreed performance commitments.

The progress monitoring reports are provided to the University's Senior Leadership Team for discussion, and to identify activities in the plans that require high-level support to ensure that results are delivered. Any risks identified through the progress monitoring reports form part of the University's Risk Management Framework.

[CH1-22] [Senior Leadership Team](#) webpage

### 1.2.2.3 Reporting to Council

The University Council receives regular progress reports on the University's institutional KPI targets. These reports are used to inform the University's *Annual Report* and *Investment Plan*, to establish future targets.

[CH1-23] University of Waikato [2014 Annual Report](#) - **HARDCOPY**

[CH1-21] [Investment Plan](#)

## 1.2.3 The strategic planning framework and quality assurance

The University reviews the plans in its strategic planning framework regularly (normally on a three-year cycle). As part of this process, the University applies any learning gained from the progress monitoring reports, thereby ensuring that quality assurance is a primary consideration in its ongoing planning. Plan reviews and subsequent developments also take into account national and international trends and demographics, to ensure that targets and objectives are appropriate and realistic.

The University recognises that new factors will come into play during the lifespan of its plans that might undermine their delivery. These risks are identified during the plan reviews and mitigations put in place.

In respect of its strategic planning framework, the University is addressing a need for actions and accountabilities (both individual and shared) for the delivery of plans and their targets to be made more explicit. This will ensure that the plans' objectives are achievable and accountabilities are clear.

## 1.3 Student input

Universities should facilitate student input to planning, policy development and monitoring of key academic activities.

### 1.3.1 How the University facilitates student input

Since 2012, the University has been undertaking enhancements to the ways it facilitates student input. This process is supported by the Student Experience Committee and is ongoing. Its main focus is on how best to achieve Goal 2 of the *Student Plan*, which is to: “Develop an excellent and distinctive Waikato student experience that responds to the needs of our diverse student profile and stakeholders.” The enhancements have been based on recent New Zealand research into what constitutes best practice when using the student voice to improve quality in tertiary education settings.

[CH1-20] [Student Plan](#)

At present, the University has several ways that it ensures that there is student input into its academic activities:

- class representative system
- student members of committees
- student survey framework.

See Section 5.5.1 – Student Survey Framework

### 1.3.2 Class representatives

Every occurrence of every paper taught at the University is required to have one or more class representatives. Class representatives are elected by their fellow students. They act as conduits for passing information between the students and the lecturer, are required to attend programme meetings, and are eligible to become members of the Faculty Boards. The Group Manager of Student Services provides training and pastoral support for the class representatives. Support and information is also available on the University’s website.

The University has recently integrated its class representative data into its student management system (Jade). This makes it easier to communicate with class representatives and use them as a resource for accessing student input, for example for committee appointments, working groups, University consultations and important announcements. Previously, the undertaking of these tasks were handled by the individual faculties.

In 2015, the University extended the role of the class representatives and provided them with additional training and resources. The change was in response to feedback that the class representative role lacked clarity and breadth, and that students were not always aware of who their class representatives were.

### 1.3.3 Student members of committees

The University is required by the Education Act 1989 to have student members on its Academic Board. The University also has student members on all of its Faculty Boards and many of its academic and advisory committees. Student members of the Academic Board are elected by and from student members of the Faculty Boards. Typically, student members of the various committees are either appointed or elected.

Committees that have student members include: the University Council, Academic Board, Finance Committee, Honours Committee, Education Committee, Admission Appeals

Committee, Curriculum Committee, Postgraduate Research Committee, Scholarships Committee, Special Consideration Committee, Student Experience Committee, Cultural Committee, Environmental Sustainability Committee, Human Research Ethics Committee, Library Committee and the Faculty Boards. The terms of reference for these committees, and details of their membership, are detailed in the University's Committee Directory.

[CH1-3] [Committee Directory](#)

The University has recently made improvements to its processes for recruiting and training the student members of many of its committees. This has included providing more resources and a dedicated support person for student members, as well as ensuring that student members understand their role and what is (and is not) required of them as a committee member.

### **1.3.4 Student feedback for accreditation**

A number of the University's programmes and faculties are accredited by external professional bodies. During accreditation site visits, it is usual for accreditation panels to meet with student and alumni representatives to hear their perspectives. Also, some accreditation processes require separate student reports prepared by a student group.

*See Section 3.5.3 for information on accreditation*

### **1.3.5 Challenges around facilitating student input and the University's response**

While the review and benchmarking exercises around student voice have confirmed that the University of Waikato has effective systems for facilitating student input, there are areas for improvement. The University has a number of initiatives underway for this purpose, including:

- improving recognition of student input – from 2015, the University will record students' membership of committees on their academic transcripts, and there is a project underway to extend student transcripts so that they incorporate other types of leadership and participation
- improving consultation and feedback mechanisms – the University is planning to make greater use of focus groups and think tanks for consultation and feedback. A hui (Taumata Tauira Māori) held in 2014 with Māori student leaders was very valuable and similar fora will be explored for use with different cohort groups
- reviewing cohort representation – the constitutions of the University's various committees, programme meetings and Faculty Boards will be reviewed on an ongoing basis to identify where additional representation may be needed from students from the various cohort groups, including Māori, Pacific, international, Tauranga and distance students.

## 1.4 Infrastructure

Universities should have strategies and/or use processes for ensuring that their teaching and learning spaces and facilities are appropriate for their teaching and learning needs.

### 1.4.1 Managing the University's teaching and learning spaces

The University's teaching and learning spaces and facilities are managed, on a day-to-day basis, primarily by its Facilities Management and Information Technology Services divisions in liaison with the Pro Vice-Chancellor (Education).

At a strategic level, the University ensures that there are connections between current and emerging pedagogical developments and facilities management perspectives when planning teaching and learning spaces and facilities. The University has indicated in the *University Strategy* that it intends to increase its national and global profile by providing flexible, online and collaborative research, teaching and learning through direct investment into:

- excellent teaching and flexible learning and delivery modes that are responsive to changes in student and social needs
- increased facilities and opportunities for blended forms of learning and engagement
- seamless integration of technology into pedagogy, to create learning, experiences and extension of learning beyond the classroom
- development and support for flexible learning opportunities.

Other plans and policies that guide space and facility management and development include the *Capital Asset Plan*, the *Finance Plan* and the *Space Allocation and Management Policy*.

#### 1.4.1.1 Committees

Reporting links between academic and operational committees ensure that a variety of perspectives inform University infrastructure and facilities investments, and that these are sufficiently flexible to meet changing research, teaching and learning needs, and styles of work.

- The Teaching Development and Support Committee provides a forum for the monitoring and reviewing of policies and processes that support high-quality teaching
- The Capital Asset Committee advises and makes recommendations to the Vice-Chancellor about investment in capital planning, including in relation to buildings, built infrastructure, and support infrastructure and equipment
- The ICT Committee makes recommendations to the Head of the Information Technology Services division, Assistant Vice-Chancellor (Operations) and the Vice-Chancellor in relation to information and communications technology infrastructure, services and support
- The Environmental Sustainability Committee advises the Vice-Chancellor with regard to the University's activities, operations, buildings and campuses from an environmental sustainability perspective.

[CH1-8] [University Strategy](#) - **HARDCOPY**

[CH1-24] [Capital Asset Plan](#)

[CH1-25] [Finance Plan](#)

[CH1-26] [Space Allocation and Management Policy](#)

[CH1-27] [Teaching Development and Support Committee](#) terms of reference – **GOOGLE DRIVE**

[CH1-28] [Capital Asset Committee](#) terms of reference – **GOOGLE DRIVE**

[CH1-29] [ICT Committee](#) terms of reference – **GOOGLE DRIVE**

[CH1-30] [Environmental Sustainability Committee](#) terms of reference – **GOOGLE DRIVE**

#### 1.4.1.2 Other tools

The University completes an annual, and more comprehensive biennial, survey of its teaching rooms, which records the rooms' occupancy and uses. This data is compared with equivalent data from other universities, and used to facilitate more efficient space planning.

#### 1.4.2 Keeping abreast of emerging developments and changing needs

Staff from the University's Facilities Management and Information Technology Services divisions regularly attend international workshops and conferences that focus (among other things) on changes in teaching methods and pedagogy and how these influence the types of spaces required. These events enable staff to stay abreast of, and be prepared for, emerging trends and developments, and usually involve site visits to other universities.

The University also trials innovative teaching and learning spaces, where an emerging need is identified. For example, in 2015 the University intends to develop and pilot a 'sandbox' teaching space that will be used for experimental methods of teaching delivery. A feature of this space will be that it can be reconfigured into any layout desired, with a view to facilitating group work and interactive teaching styles.

#### 1.4.3 Gauging student and staff satisfaction

The University includes targeted questions regarding campus facilities in both the regular staff survey and the Domestic and International Student Barometer Surveys. Results from the latest surveys, conducted in 2013 and 2014, show a high degree of satisfaction:

- 77 per cent of staff agreed that campus facilities, including the building, grounds and social/sport/recreation facilities were in good condition
- 90.5 per cent of international students and 86.8 per cent of domestic students were satisfied with the campus building. These ratings are higher than the global average.

#### 1.4.4 Facilities for particular cohorts of students

Te Kohinga Mārama Marae is an integral part of the University, located on the University's grounds. It is widely used for formal welcome ceremonies, graduation, wānanga and other celebrations, and contributes to the University of Waikato experience for all students.

The marae is also used as a place of teaching and learning. For example, the Faculty of Education distance teacher education programmes are delivered mainly online, with some Hamilton on-campus (block) attendance required. The faculty uses the marae as a base for students attending the block courses.

The University of Waikato is committed to ensuring its campus is as accessible as possible for students, staff and visitors with disabilities. As such, many campus facilities (including most buildings) are designed to enable universal access. Dedicated computer labs for students with disabilities are located in the Student Services Building and the Student Centre, and incorporate specialist software and equipment. Staff can provide help with accessing and using this equipment where required. There are also a number of mobility parks available on campus that can be accessed via most entrances to the University.

[CH1-31] [2014 Staff Survey report](#) – [GOOGLE DRIVE](#)

See Section 5.5.3 – student barometer surveys

[CH1-32] [Te Kohinga Mārama Marae](#) webpage

[CH1-33] [Disability access](#) webpage

## 1.5 Information resources

Universities should use processes for ensuring that their information resources are appropriate and sufficient for research-informed teaching and learning.

### 1.5.1 The University's information resources

The University has a detailed Information and Communication Technology (ICT) Plan which is reviewed, updated and approved by the ICT Committee annually.

[CH1-34] [ICT Plan 2015-2019](#) – [GOOGLE DRIVE](#)

The University uses electronic media and forums to provide students with course-related information resources and to foster student engagement in their learning. Tools used include Moodle, MyWeb™, EdLinked, and Panopto.

*See Section 4.1.5 for information about these tools*

The physical library is part of the multi-functional Student Centre – Te Manawa. The centre provides a student-centred learning and social environment that combines traditional library resources with state-of-the-art information technology facilities. The University's library website provides access to information about the Library, its services and Library provided information resources.

#### 1.5.1.1 The University Librarian and the Library Committee

The University Librarian holds overall responsibility for the University's library resources, and works closely with senior managers and committees to ensure the library meets the information needs of their areas of responsibility.

The Library Committee advises the University Librarian about matters relating to the library, its services and operations, and how they fulfil the University's strategic goals and the *Library Regulations*. The committee includes members from all of the faculties and is an effective forum for sharing information about library matters among the University community.

[CH1-35] [Library Regulations](#)

Decisions about capital asset spending for the library, which includes books, journals, databases, information and communications technology, and research equipment, are considered by the University's Capital Asset Committee.

*See Section 1.4.1 for information about this committee*

### 1.5.2 Monitoring and evaluating resources

The University uses numerous systems and processes to ensure its information resources remain suitable and adequate.

#### 1.5.2.1 Paper outlines

The University's *Paper Outline Policy* requires course convenors to provide a paper outline for every occurrence of every paper taught at the University. Paper outlines must specify any required and recommended readings for the paper, as well as the nature, availability and method of access for any online resources. The library uses the outlines to ensure it has the relevant information resources available, including as reserve stock where appropriate.

[CH1-36] [Paper Outline Policy](#)

#### 1.5.2.2 Assessment and liaison

University librarians research and read widely in their specialised subject areas. Subject librarians continually assess the print book collections in their areas to ensure they remain



current. In addition, there is a library-wide assessment of all areas of the University's print book collection every two years.

Subject librarians regularly meet with academic staff from their subject areas to assess the suitability of existing course resources and to identify any gaps or additions that may be required. This includes new resources required to cater for new subject areas, teaching styles and other pedagogical developments. A mid-year review enables significant purchases to be fed into the University budget process, and subscriptions to be cancelled if appropriate, as most subscription renewals need to be processed by late October.

### 1.5.2.3 Usage data

The library systematically collects and assesses data to inform annual planning and purchasing. This includes:

- borrowing data for print books
- usage data for its electronic resources, including e-books and journals. The data is collected using international standards (COUNTER – counting online usage of networked electronic resources), and analysed at least once a year to determine whether resources should be renewed
- turn-away statistics for when users are denied access to the e-books and databases due to insufficient licences available. This helps determine if extra licences are needed.

[CH1-37] [COUNTER](#) website

In 2015, the library is planning to purchase a new online resource (Intota Assessment) that will make it easier to collect and analyse usage statistics. The library is also experimenting with software (Raptor) that allows electronic resource use to be analysed by user type, i.e. the data not only shows how many times a particular resource has been accessed, but also whether the user was a staff member, postgraduate or undergraduate student.

[CH1-38] [Intota Assessment](#) website

In addition, the library conducted a client survey offered by Insync Surveys in 2014. The survey is benchmarked against Australasian university libraries and the results placed the University of Waikato library in the top 25% of participating Australasian university libraries.

[CH1-39] [Insync Surveys Pty Ltd](#) website

[CH1-40] University of Waikato [Library Insync survey report](#) – **GOOGLE DRIVE**

### 1.5.2.4 Purchasing systems

The library has approval plans with a number of its suppliers, where books that meet set subject criteria are automatically purchased.

For e-books, the library operates a patron-driven acquisition programme, where records for e-books are placed into the library catalogue, but the books are only purchased when triggered by a user, through reading, printing or downloading the book. This helps ensure resources are relevant, as they are chosen through user demand.

## 1.5.3 Planning and purchasing new resources

The University runs two faculty-driven processes whereby new and amended programmes and papers can be put forward for consideration: the annual prescriptions round and the Significant Academic Development process.

See Section 3.4.5 – prescriptions round

See Section 3.1.1 – Significant Academic Developments

As part of both processes, staff must indicate the information resources required for new or amended papers and programmes. The library uses this information to ensure the required resources are available.

#### 1.5.3.1 Other processes

The University uses several other processes to ensure its information resources remain up to date.

- Staff and students can request new resources online through the library webpages or by contacting their subject librarian.
- The library has a new library subscriptions group, which meets quarterly to assess and prioritise requests for new resources.
- Turn-away statistics are collected that show where users are attempting to access resources that the University does not hold subscriptions for. The library assesses these statistics to see if new subscriptions are needed and to indicate subject areas that may not be adequately covered by the existing collections.
- Library staff are represented on the University's Teaching Development and Support Committee, Student Digital Literacy Framework Project working group, Professional Development Network, and Academic Board, all of which discuss pedagogical developments.

## 1.6 Risk management

Universities should have recovery plans and procedures which are designed to facilitate continuity of teaching and learning in instances of infrastructure system failure.

### 1.6.1 Responsibility for business continuity at the University

The Assistant Vice-Chancellor (Operations) is responsible for developing and maintaining a business continuity framework for the University that demonstrates the University's potential to be ready for, respond to, recover from and restore services during or after a critical event.

Deans of faculties, Heads of divisions and other managers are required to develop, maintain and monitor business continuity plans for their areas of responsibility, in accordance with University guidelines.

### 1.6.2 Business continuity planning and management

In 2012, the University undertook a Business Continuity Planning and Management Project to initiate business continuity plans for all areas of the University. The project aimed to establish a network of interrelated and effective business continuity plans in order to mitigate, as far as possible, the impacts of infrastructure failure, natural disaster and other risks to the University's core business of teaching and learning.

A Business Continuity Planning and Management Coordinator is working with all areas of the University on developing business continuity plans that fit their particular circumstances. Guidelines, templates and other resources have been developed to assist staff with this process.

### 1.6.3 Internal audit

The Assistant Vice-Chancellor (Executive) is responsible for developing and maintaining the University's risk management framework, which includes an annual programme of internal audits. An internal audit of business continuity planning and management is scheduled to take place in 2015. This audit will assist the University to identify gaps and weaknesses in the processes used to develop the business continuity plans.

### 1.6.4 Evaluation and testing

The University has disaster recovery plans for its key information and communications technology systems, and their dependencies, including those that facilitate teaching and learning. These plans are tested biennially.

Over the past 12 months, various systems and their dependencies have had their disaster recovery plans tested. These tests have highlighted opportunities for improving the plans. For example, the test of the Moodle disaster recovery plan in February 2014 highlighted how the system's document storage configuration could be improved to reduce the post-disaster recovery time. This change has now been made and a follow-up test of the plan is being scheduled.

[CH1-41] [Guidelines for developing a Business Continuity Plan](#) –  
**GOOGLE DRIVE**

### 1.6.5 Future measures

In 2015, the University is reviewing organisational resilience to assess staff confidence in the University's preparedness for infrastructure failure, natural disaster and other threats to the University's business. This will be done by a specific survey, analysis of the existing staff survey and focus groups, and should be useful for identifying areas of perceived weakness and gaps.

## Chapter 2: Student Profile: Access, Admission and Transition Processes

### 2.1 Admission and selection

Universities' admission and selection policies and practices should be clear and publically available to students.

#### 2.1.1 The University's student profile

The University of Waikato student profile is detailed in 2014 Annual Report (pp. 44–49). A summary of this statistical information is set out in Appendix 3.

#### 2.1.2 Admission and selection policies and practices

The University of Waikato's admission and selection policy is outlined in its *Admission Statute*. The statute applies to all students seeking admission to the University at undergraduate level and higher. It includes information about the various bases upon which potential students may qualify for admission, including University entrance, discretionary entrance, special admission, and admission at entrance level or with credit from previous study.

Table 1 shows how students gained admission to the University in the past five years.

**Table 1: Total students by form of admission**

Admission reason	2010	2011	2012	2013	2014
Admission at entrance level or with credit based on previous tertiary study	3,429	3,603	3,671	3,596	3,618
Discretionary entrance	575	486	439	340	354
Provisional entrance	175	145	119	109	104
Special admission	2,448	2,386	2,327	2,128	1,981
University entrance	5,676	5,691	5,755	5,974	5,887
Information unavailable	1	1	-	-	-
Admission not required*	338	251	210	197	288
<b>Total (headcount)</b>	<b>12,642</b>	<b>12,563</b>	<b>12,521</b>	<b>12,344</b>	<b>12,232</b>
*Admission not required' relates to programmes, mainly foundation certificates, that do not require formal admission to University.					

All of the University's faculties follow the *Admission Statute* which is set out in the University *Calendar* and available on the website for all staff, students and potential students, and other stakeholders.

The *Calendar* also sets out the criteria for admission to particular qualifications, including admission into bachelor's degrees, certificates and diplomas, and admission for transferring and returning students. These criteria stipulated that some qualifications have special admission processes attached to them, due to the need to meet professional accreditation standards. These processes may include referee reports, interviews, police clearance checks, personal statements, auditions, portfolios and proof of relevant professional experience.

[CH1-23] University of Waikato [2014 Annual Report](#) - **HARDCOPY** (pp. 44–49)

[CH2-1] [Student Profile - statistical summary](#) – **GOOGLE DRIVE**

[CH2-2] [Admission Statute](#)

[CH2-3] [Criteria for Admission to Particular Qualifications](#)

Also, some qualifications have limited places available and special admission criteria and procedures apply, as set out in the *Limitations Statute*.

[CH2-4] [Limitations Statute](#)

Students are informed of the admission criteria through faculty student handbooks (print and online) or through faculty undergraduate and graduate student advisors who assist potential students understand the admission requirements and processes for the programmes they offer.

The University's Student and Academic Services Division holds overall responsibility for student administration processes, and for ensuring that these processes comply with University policy. This includes processes related to admission and selection, including recruitment, student information, admissions and appeals.

[CH2-5] [Student and Academic Services Division webpage](#)

### 2.1.2.1 Māori and Pacific students

Māori and Pacific students have been identified as priority student groups for the University of Waikato, and the University is committed to increasing the number of students enrolled from both ethnic groups. This commitment is set out in the University's *Academic Plan*, which specifies a key objective, in relation to teaching and learning, that: "Higher levels of achievement, retention and completion rates are attained for all students, particularly Māori and Pacific learners." (pp. 14–15)

[CH1-9] [Academic Plan](#)

Strategies to achieve higher levels of enrolment and retention for Māori students are also set out in the *Academic Plan*. For Māori students, the plan specifies:

Recruitment from kura kaupapa and Māori communities in the University's catchment area is prioritised and student numbers increased. Also, the Māori student population is maintained at least 21% of Ministry-funded EFTS, with an intention to significantly increase this proportion to match the demographic profile of the region. (p. 21)

The University will achieve this by:

Continuing to develop academic pathways and programmes of study that have a high degree of relevance to Māori, and providing support for students to engage with Māori communities through research, internships and scholarships. (p. 21)

For Pacific students, the plan specifies the University's intention to increase the number of EFTS generated by Pacific students, particularly at postgraduate level. (p. 22)

The University will achieve this by:

Developing a marketing and recruitment strategy to target Pacific students, and enhancing staircasing and partnership programmes (such as CUP) to encourage the transfer of Pacific undergraduate and postgraduate students to this University. (p. 22)

In recent years, the University has succeeded in increasing the proportion of enrolled Māori and Pacific students.

*See Section 2.2 – access and transition of priority groups*

### 2.1.2.2 International students

International students gain admission to the University on the same bases as other students. However, students whose first language is not English must also provide evidence of English language proficiency as set out in the English language requirements for admission the University *Calendar*.

[CH2-6] [English language requirements for admission](#)



### 2.1.2.3 Pre-degree students

The University's pre-degree programmes are offered by the Waikato Pathways College. The College sits within the Faculty of Education and offers the following courses:

- Certificate of Attainment in English Language and Certificate of Attainment in Academic English – English language programmes for international students
- Certificate of Attainment in Foundation Studies – broad University preparation course for international students whose entry qualifications are assessed as not equivalent to New Zealand University Entrance
- Certificate of University Preparation, offered in partnership with Wintec – a pathway programme for students who have studied at secondary school, but missed gaining University Entrance (or a similar overseas qualification).

The entry requirements for pre-degree programmes are listed in the *University Calendar*, *Waikato Pathways College Admissions Policy for CAFS and CUP* and *Waikato Pathways College Placement Policy*. Further information about processes and contacts for applying to study at the College are available on the University website.

The method of entry to pre-degree and English language programmes is determined by the Waikato Pathways College and varies by qualification. For admission into the Certificate of University Preparation, students must either have adequate results from their secondary school studies, or if they are mature students (aged 25+ years), pass entry tests in reading, writing and (sometimes) maths. In 2014, the proportions of Māori and Pacific students in the certificate course were 28 and 16 per cent, respectively.

### 2.1.2.4 Postgraduate students

Students seeking to undertake postgraduate study at the University must fulfil the admission criteria for the particular qualification they are interested in. Potential Doctoral students are encouraged to contact the University's Postgraduate Studies Office to learn more about this process. Enrolment in a qualification that incorporates a thesis is subject to a suitable supervisor being available.

The University's Postgraduate Study Guide outlines the application process for graduate certificates, graduate diplomas, postgraduate certificates, postgraduate diplomas and masters degrees. Information on doctorate higher degrees is available in the *Higher Degrees Handbook* and on the University's website.

### 2.1.3 Informing students

The University publishes three prospectuses to inform students about their study options and the University's policies and processes for admission and selection. The *Undergraduate Prospectus* and *Tauranga Prospectus* include information on University entrance and admission, and bridging, foundation and pathway programmes for students who have not met entry requirements. The *International Prospectus* includes information on English language proficiency, and entry requirements for a range of countries, at undergraduate and postgraduate level.

The University's Future Students Team, within the Marketing and Communication Division, is responsible for connecting and communicating with prospective students. Annually in January, the University also runs a series of information sessions for prospective students in

[CH2-7] [Waikato Pathways College Admissions Policy for CAFS and CUP](#) – [GOOGLE DRIVE](#)

[CH2-8] [Waikato Pathways College Placement Policy](#) – [GOOGLE DRIVE](#)

[CH2-9] [Postgraduate Study Guide](#)

[CH2-10] [Higher Degrees Handbook](#)

[CH2-11] [Undergraduate Prospectus](#)

[CH2-12] [Tauranga Prospectus](#)

[CH2-13] [International Prospectus](#)

See Section 2.3.1 – for information on academic advice

Hamilton, Tauranga, Rotorua and Auckland. Sessions include information on, and help with, eligibility, paper selection and enrolment.

### 2.1.3.1 Recent enhancements

In 2013, the University redesigned its website to ensure that all important student information was available on the home page. As a result, the public part of the website is now more tailored to prospective and future students' needs. The website team tracks hits to ensure that the most commonly searched for information is easily accessible from the home page.

## 2.1.4 Student satisfaction with admission processes

Domestic student satisfaction with the University's admission practices is high. Results from the 2014 Domestic Student Barometer Survey (see Table 2) show that over 80 per cent of the three groups of domestic students surveyed were satisfied with the University's admission practices from application to offer of a place.

See Section 5.5.3 – student barometer surveys

Results from the 2013 International Students Barometer Survey were significantly, especially for postgraduate research applications. The University has since been working to improve its processes, including, in 2013, launching a new online application-to-enrolment portal, to make the process easier and faster for all students.

**Table 2: Student barometer survey – application to offer satisfaction results**

Application to offer – satisfaction	Domestic direct online application	Domestic direct paper application	International application
<b>Undergraduate</b>	89%	90%	81%
<b>Postgraduate</b>	87%	N/A	76%
<b>Postgraduate research</b>	82%	N/A	68%

## 2.1.5 Admission appeals process

Students whose admission is declined can appeal to the University's Admission Appeals Committee. Appeals related to first-time admission are rare. Where they are received, they generally relate to teacher education and law programmes, which have additional (subjective) entry requirements. Unsuccessful students will often be offered a pathway (eg one year of study in another qualification) which, if successfully completed, may gain them access to their programme of choice.

[CH2-14] [Admission Appeals Committee](#)  
terms of reference –  
**GOOGLE DRIVE**

### 2.1.5.1 Process improvements

In 2010, an issue was identified with the depth of information that some faculties were providing to unsuccessful candidates, making it difficult for applicants to make, and the Admission Appeals Committee to assess, appeals.

The Admission Appeals Committee subsequently considered how the appeals process could be improved, particularly in relation to providing information to declined students, and sought legal advice about the University's obligations when declining an application. As a result, faculty staff have received training and templates to ensure their letters include specific information about the reasons an application or appeal was declined. These initiatives, along with some changes to the way re-entry is calculated and appeals are administered through the University's student management system (Jade), have resolved the issue.

## 2.2 Access and transition

Universities should use policies and/or procedures which are designed to assist the access and transition of equity groups or other priority groups.

### 2.2.1 Priority student groups

The University of Waikato provides specific programmes and services to support access and transition to the University for four priority groups of students:

- Māori students
- Pacific students
- international students
- students with disabilities.

General services are offered by the University's Student and Academic Services Division and incorporate student welfare, support and accommodation, and policies, information and advice relating to student administration and academic matters.

It is important to note that although the University works to increase access and ease transition for students from the four identified priority groups, it does not privilege or prioritise their admission in any way. Instead, the University seeks to engage widely with the community to promote the University of Waikato as the preferred option for tertiary education.

#### 2.2.1.1 Strategic commitment

The University's support for Māori, Pacific and international students, and students with disabilities is encapsulated at a strategic level in various policies and plans:

- the *Academic Plan* contains clear objectives and targets for achieving growth in the numbers of Māori, Pacific and international students attending the University
- the *Māori Advancement Plan*, *Pacific Plan* and *International Plan* outline the University's specific targets and key performance indicators relating to access and transition for these groups
- the *Teaching and Learning Plan* contains key performance indicators relating to the success of students within these priority groups
- the *Disability Policy* outlines the University's commitment to providing these students with full access to education and all campus services.

### 2.2.2 Māori students

A strength of the University of Waikato is the well-established relationships and support network that it enjoys with local iwi and Māori communities. This is reflected within the University in its vibrant Māori student communities. These internal and external connections make it easier for Māori students to access and transition into University life.

The University has several work streams dedicated to strengthening relationships with iwi and Māori communities. These are outlined under goal 2 of the University's *Māori Advancement Plan*, and include the following:

- Te Rōpū Manukura ensures that the University's partnership with Māori and local iwi is reflected at governance and strategic planning levels

[CH2-5] [Student and Academic Services Division](#) webpage

[CH1-9] [Academic Plan](#)

[CH1-17] [Māori Advancement Plan](#)

[CH1-18] [Pacific Plan](#)

[CH1-19] [International Plan](#)

[CH1-10] [Teaching and Learning Plan](#)

[CH2-15] [Disability Policy](#)

[CH2-16] [Te Rōpū Manukura](#) Committee terms of reference –  
**GOOGLE DRIVE**

- at a secondary school and community level, dedicated Māori student advisors and recruitment staff are located in the University's Marketing and Communications Division, and are supported by a team of Māori student ambassadors
- Māori dimensions in community outreach events, delivered by the faculty-based Māori mentoring units in collaboration with the Māori recruitment advisors
- Kīngitanga Day – a signature community event designed to showcase the University's Māori distinctiveness to the community and to make the University accessible to the wider community
- faculty-based initiatives and promotions – for example, Te Huakirangi pilot project in Faculty of Science and Engineering, which aims to engage Māori high-school students with science
- the University's diverse networks of Māori staff, students, alumni and friends, which provide an informal but invaluable outreach into Māori professional and community networks nationwide.

The University offers a number of entrance scholarships targeted at Māori students, such as the Northland Future Leaders' School Leaver Scholarship, Te Tohu Paetahi Entrance Scholarship and the Te Pua Wananga ki te Ao Undergraduate Scholarship. Local iwi and central government also provide scholarships and funding for Māori students.

Scholarships help reduce the financial barriers that Māori students may face in accessing University. For example, in 2014, the University awarded more than \$174,000 in scholarships to 17 Māori science and engineering students, towards their undergraduate, masters or PhD studies.

After Māori students have enrolled, the University provides numerous services and events to help them transition into and succeed at their studies. These include:

- faculty-based Māori mentoring units – offer pastoral care and support for students, with a focus on students new to the University; and, together with the Pro Vice-Chancellor (Māori) organise University-wide social-cultural activities
- a University-wide student pōwhiri – provides an opportunity for all students to be welcomed to the University, under the traditions and tikanga of Waikato, Tainui and the Kīngitanga, and for students to connect with other students, the Waikato Students' Union, and with the various University support staff, including the Māori mentors
- Māori information day – connects Māori students to the various support networks, programmes, opportunities and activities available across the University
- faculty-based Māori student groups – provide key support network for Māori students within the faculties
- Te Waioa – a prominent and proactive Māori student group that brings Māori students across campus together in a supportive environment.

A current priority is giving prominence to the Māori student voice. Progress is being made in this area, with collaborations between the Pro Vice-Chancellor (Māori), Student and Academic Services Division, the Student Experience Committee, Waikato Students' Union and the various Māori student groups. Other initiatives include a collaboration between the Pro Vice-Chancellor (Māori), Waikato Students' Union, Māori student groups and the faculty-based Māori mentors to review the University's approach to Māori student recruitment, including community engagement, and the induction needs of Māori students across the University.

### 2.2.3 Pacific students

In 2013, the University appointed a Senior Policy Advisor – Pacific who provides planning, strategic and operational oversight for the *Pacific Plan* to ensure the University meets the goals of the Plan. The Senior Policy Advisor – Pacific has developed various student-focused initiatives that have been implemented over the past two years. These include strengthening the dedicated Pacific specific roles across the University for coherent provision of student support, developing targeted marketing for Pacific communities, and strengthening Pacific student and community relationships within New Zealand (particularly South Auckland).

[CH1-18] [Pacific Plan](#)

The University offers several avenues of support for Pacific students, to encourage them to enrol at the University and ease their transition into academic life. These include the following:

- a Pacific Future Student Advisor who works with schools and communities in the South Auckland, Waikato and Bay of Plenty regions to provide information for, and recruit, future Pacific students
- a Pacific student recruitment strategy, which is currently being developed, for implementation in 2015
- a dedicated Pacific Student Support Coordinator, appointed in 2013, who runs a well-developed programme for supporting Pacific students who are new to the University
- faculty-based strategies to support Pacific students, during and after transition. Most faculties run their own events for new Pacific students during orientation week, to make them aware of the support services available to them within the faculty
- Student Learning (Centre for Tertiary Teaching and Learning) has hired a Pacific tutor to work specifically with Pacific students to increase their academic success and engagement
- the Edna Money Scholarships for Pacific students was first awarded in 2014
- a dedicated floor within the Bryant Hall student residence for Pacific students, with resident advisors who help residents adjust to University life, and monitor their ongoing social and academic engagement and wellbeing. Paper pass rates for students on the dedicated floor are noticeably higher than for comparable Pacific students in the Halls. In 2015, the University is introducing a programme for transition for students not in the halls of residence, based on the model used in Bryant Hall.

### 2.2.3 International students

The University's International Services Office assists all international students during their time at the University. Its *Pre-departure Guide* helps new international students with the transition from their home countries, and includes links to helpful services and websites.

[CH2-17] [Pre-departure Guide](#)

On-campus, the International Services Office's services include orientation sessions for new international students, advice about immigration requirements and student visas, medical and travel insurance, international government scholarships, study abroad and exchange opportunities, and social events. Staff also provide students with ongoing pastoral care and support, and refer them to other services within the University and community, as appropriate.

The University has a dedicated webpage for international students, with information about the University and its programmes, arriving and living in New Zealand, and options after they graduate.

The Waikato Pathways College offers the Certificate of Attainment in English Language (CAEL), which is completed by many international students who have not met the IELTS admission requirements. The College runs a separate orientation over the first three days of the course.

### 2.2.4 Students with disabilities

The University's Disability Support Services – Te Tari Kai Awhina Hauā provides a range of services for students with disabilities, including lecture material, learning support, alternative examination arrangements, assistive technology, alternative formatting, ergonomic furniture, hearing equipment and specialist staff. Its *Students with Disability Handbook* provides comprehensive information about access arrangements and support available at the University, ranging from tips for getting around the campus, to advice about academic life and skills, to graduation and careers opportunities.

[CH2-18] [Disability Support Services](#) webpage

[CH2-19] [Students with Disability Handbook](#)

The University offers a range of different scholarships specifically aimed at people with disability of varying levels of study – from first year students to postgraduate students.

[CH2-20] [Disability scholarships](#) webpage

### 2.2.5 Other access and transition support

The University also offers a range of general services and activities to support students to access and transition successfully into University study. These initiatives are available to all students, including those from the identified priority groups. They include:

- the Halls Academic Programme, which monitors the academic progress of students living in the University's halls of residence and provides support to enhance their academic success
- where there are sufficient numbers of students, dedicated kaupapa Māori, and Pacific and international student areas within the halls of residence
- Waikato Pathways College programmes to give students the skills, knowledge and confidence they need to enter tertiary study
- the STAR (Secondary Tertiary Alignment Resource) programme for very able year 13 students, which enables students to complete selected University papers and prepares them for the requirements of University, while still in a school environment
- postgraduate induction programmes for new doctoral candidates.

### 2.2.5 Tauranga campus

The University is committed to improving the tertiary education opportunities available to people in the Bay of Plenty region. The Bay of Plenty is an identified growth area, with large proportions of young people who leave the region for study and of young Māori people who do not have at least an NCEA Level 2 qualification.

See Section 3.7.1 – Tauranga campus

See Section 5.4.1 – Tauranga offerings

### 2.2.6 Understanding new student access and transition needs

In 2014, the University conducted two online surveys to shed some light on the factors that ease or inhibit potential and new students' access and transition to University. These included:

- the New Student Survey which surveyed students at the Hamilton and Tauranga campuses, at pre-degree, undergraduate and postgraduate level, and aimed to explore the factors that influenced students' decision-making before they started study. Key findings were that respondents were generally very satisfied with the University's application process and pre-enrolment information, and their experiences since starting

[CH2-21] [New Student Survey Report](#) – [GOOGLE DRIVE](#)



study. The University's website, prospectuses and open day were the most commonly used information sources, with the website and open day rated as the most useful. The University will use the results of the survey to inform its future information and recruitment activities (among other things).

- the Decliners and Non-returners Survey canvassed people who were offered a place at the University in 2014, but declined it. A key finding was that financial factors were the main factor influencing respondents' decisions not to accept their offer, especially for international students, who made up a significant proportion of the sample. Other factors included proximity of family and the choice of programmes on offer.

[CH2-22] [Decliners and Non-returners Survey Report](#) – **GOOGLE DRIVE**

### 2.2.7 Areas for development

The University has initiated a University-wide Curriculum Enhancement Programme. A key focus of this programme is to enhance the student experience and support provided, including ways students are supported into University and further study. The University is investing in the following initiatives to support this goal:

*See Introduction for more information on the Curriculum Enhancement Programme*

- a University-wide framework and system for academic tracking and monitoring – this initiative will include a requirement for staff to include assessment and feedback within the first three weeks of a paper, so students who are struggling can be identified early
- the introduction of an academic foundation paper (ACAD101) for 2015 – this paper has been developed following recognition by the University that some cohorts of students entering University for the first time require an introduction to University study with a disciplinary focus. The paper draws on a number of areas of the University, in particular education, language education, academic and disciplinary specific literacy, bridging and foundation education, and the sociology of education
- the development of an academic integrity module – this initiative will include a requirement that all students complete the module in their first year of study at the University.

[CH2-23] [ACAD101 Academic Foundation new paper template](#) – **GOOGLE DRIVE**

## 2.3 Academic advice

Universities should use processes for providing academic advice and course information to both new and continuing students.

### 2.3.1 Course information and academic advice

Information about the University's papers, qualifications, and related academic matters, is included in the University's *Calendar*. The *Calendar* is available as a printed document and online. It includes information about important academic dates, admission and enrolment processes, research, assessment, graduation, the University's qualification regulations, the papers and courses the University offers and the entry requirements and pre-requisites for them, and study-related services available at the University.

The University's website also contains information about admission requirements for pre-degree, undergraduate and postgraduate qualifications, as well as about the faculties that offer them. It is kept up to date by the University's Marketing and Communications Division, and is used as a reference tool by the University's future student adviser and marketing managers to ensure they are providing accurate information to prospective students.

The website contains pages dedicated to future, new, international, Australian, Māori and Pacific students. Having dedicated pages enables the University to provide academic and other advice and information that is tailored to these students' needs.

The University also produces an array of printed materials for prospective students, including the *Undergraduate Prospectus*, the *International Prospectus* and the *Tauranga Prospectus*.

Information about particular courses and papers is available on faculty webpages and in faculty handbooks (both printed and web versions). In addition, every paper offered at the University must have a paper outline, which is provided to students in the first week of teaching.

#### 2.3.1.1 Recruitment and admission advice

The University's Marketing and Communications Division is responsible for student recruitment. Information about courses and entry requirements is provided to prospective students (and their careers advisers, parents and schools) by Future Student Advisers (for domestic students) and Market Managers (for international students). Future Student Advisers and Market Managers never give final academic advice to prospective students, but instead refer them to the relevant faculty.

Specific activities and events that the University uses to provide course information to prospective students include:

- open days – include advice on course selection, paper combinations, different qualification types and modes of study
- drop-ins – for prospective students and applicants to talk one-to-one with an adviser or academic
- online chats – a new initiative to enable prospective students and applicants to chat with recruitment advisers online about paper selection (for postgraduate chats, academics will be involved)

[CH1-5] [University of Waikato Calendar](#) - 2015

[CH2-11] [Undergraduate Prospectus](#)

[CH2-12] [Tauranga Prospectus](#)

[CH2-13] [International Prospectus](#)

See Section 3.3.6 for information about paper outlines

- school visits – provide general information and presentations, alongside one-on-one sessions with students to help them apply to the University and select papers
- regional events, fairs and expos – provide general and academic information
- email and phone contact – provide one-on-one advice
- web portal – for external careers advisors to use. Information in the portal can be downloaded for prospective students to take away.

Future Student Advisers also provide tailored events and advice for prospective Māori and Pacific students. For Pacific students this may include face-to-face meetings, talanoa and presentations at schools, churches and community events. For prospective Māori students, it includes presentations that incorporate tikanga, and that highlight the University's distinctive Māori character and its commitment to Māori achievement through its comprehensive Māori student support network.

Internationally, the University's five Market Managers are responsible for providing advice and guidance to prospective students from within their own markets: South East Asia; China; Saudi Arabia/Middle East; America and Europe; and India. The market managers attend overseas education fairs and information sessions; liaise with education agents, including training them on the University's entry criteria and procedures, and updating them about any new and enhanced programmes that the University is offering; build relationships and develop partnerships with overseas tertiary institutions and government bodies; and look at credit arrangements and programme requirements for New Zealand-based students who want to study abroad.

### **2.3.2 Advice provided by faculties**

The University's faculties provide information about the programmes and papers they offer through webpages, handbooks, dedicated 0800 numbers, email, and staff contacts. Some of these activities are common across all of the faculties, including:

- faculty undergraduate and graduate handbooks (which set out information about the programmes and papers that the faculty offers)
- faculty undergraduate, postgraduate, programme or qualification convenors who provide academic advice and counselling for individual students
- information sessions for cohorts of continuing students (for example first year students transitioning to second year, and graduating students transitioning to postgraduate)
- faculty paper coordinators who are the primary point of contact for students wanting to discuss career direction options and destinations
- dedicated Māori and Pacific student support staff roles.

### **2.3.3 Maintaining the quality and consistency of advice**

The University has clearly designated places and people who can provide academic advice and course information, both centrally (the Student Information Centre) and within the faculties. Only limited staff members within faculties have the ability to approve a student's programme of study, which enables any anomalies to be detected and followed up on.

The University's student management system (Jade) has a notes section, where any advice provided is recorded. This allows for central and faculty messaging and tracking relating to academic advice and course information. Some faculties are, however, using different systems for recording this information. When the new student management system is

*See Section 4.1.2 – student management system*

implemented, it will include training for all staff to ensure that information is being captured equivalently across all faculties and divisions.

Where the University becomes aware that a student has acted upon incorrect academic advice, it will correct the advice and provide options to rectify any resulting detriment. Any solution will be negotiated between the student, his or her faculty Dean, and the Head of Student and Academic Services. Such situations are rare, and are dealt with on a case-by-case basis. In all cases, the University will act in the best interests of the student.

#### **2.3.4 Current initiatives**

During the past year, the University's Student and Academic Services Division, in liaison with the Student Experience Committee, has undertaken a programme of work around student voice. This has included (among other things) the development of a Google site, as a way to get information to and from students, and the use of Panopto to record training sessions for class representatives. This is particularly useful for Tauranga and distance students.

In 2015, this work is being expanded to use class representatives to provide important information (including academic information) to their lectures, peers and tutorial groups on a just-in-time basis. So, for example, during the week when students are able to withdraw from papers with a full fees refund, class representatives will briefly remind students of the deadline and withdrawal process. Similarly, close to exam time, class representatives can remind their peers about the rules around having mobile phones in examination rooms.

## Chapter 3: Curriculum and Assessment

### 3.1 Programme approval

Universities' internal course and programme approval processes must meet national (CUAP/NZQF) expectations and should include opportunity for input from stakeholders (including Māori) where appropriate.

#### 3.1.1 Programme development

The University of Waikato strives to provide a world-class, relevant and sustainable programme of teaching and learning. The University works constantly to develop and enhance its academic programmes and curriculum to align with its strategic priorities, to incorporate outcomes from research activity and to ensure that our distinctiveness is reflected in our teaching programmes.

Programme development at the University is managed through the Significant Academic Development process. This is a three-stage process, starting at the faculty level, then the University-wide level, and finally at the national level through the Universities New Zealand's Committee on University Academic Programmes (CUAP).

[CH3-1] [CUAP website](#)

##### 3.1.1.1 Initiation and development

Initiation and development of new or modified programmes happens within the faculties. Proposals for new and modified programmes are discussed at faculty planning and board meetings. Internal development processes vary somewhat from faculty to faculty, until the proposal gets to the Faculty Board stage. Where new programmes span more than one faculty (which is encouraged, and happening more often), a working group with membership from each faculty involved is formed.

All proposals must also indicate how they fit with the University's strategic objectives, including the goals in its *Academic Plan*. Faculty Deans must indicate their approval for proposals before they can be circulated for University-wide level approval.

[CH1-9] [Academic Plan](#)

##### 3.1.1.2 Stakeholder engagement

For all new programmes at the University, the proposer must provide evidence that they have consulted with relevant stakeholders and that the proposal is acceptable to them. This ensures the proposed programme meets the requirement of stakeholder groups and that there is a market of demand for the programme. Stakeholders typically provide written support for a new or modified programme, which is attached to the proposal for both the internal and external (CUAP) approval processes.

Stakeholder engagement is closely scrutinised once a proposed new programme reaches the approval stage. Where additional stakeholder consultation is deemed necessary, the proposer is required to undertake this before the proposal can progress.

Feedback from current students is normally sought through departmental meetings with class representatives, small focus groups or by email. Student members of Faculty Boards, the Curriculum Committee, Education Committee and Academic Board also have the opportunity to make further comment during the approval process.

### 3.1.1.2 National and strategic expectations

The University has a set approval process for new and modified programmes that faculties submit for approval. This process takes between 18 and 24 months, and runs in biennial cycles; although the internal process can be expedited where there is a clear strategic justification for doing so. The approval process ensures that all new and revised programmes meet national expectations for academic programmes, and the University's strategic objectives.

The development and approval process is overseen by the Student and Faculty Academic Services Group and is encapsulated in the University's *Significant Academic Development Proposal Planning Guide* and *Significant Academic Development Timeline*.

Proposals are considered in draft and finalised forms by the University's Curriculum Committee, Education Committee and Academic Board. The Curriculum Committee appoints a reviewer to each proposal, who helps the proposer to ensure the programme meets CUAP and New Zealand Qualifications Framework requirements.

Proposals are sent to the Academic Board for University-level approval prior to being submitted to CUAP for national consideration and approval. CUAP approval is sought twice a year in May and September.

### 3.1.1.3 Effectiveness

The University's internal programme approval process is robust and effective. This is evidenced by the fact that all of the proposals the University has submitted to CUAP in the past five years (and before) have been approved; most have been approved during the correspondence round, and have not required discussion at the CUAP meeting.

At present, the University is trialling a new online portal, which makes it easier for faculties and the Student and Faculty Academic Services Group to monitor the progress of programme proposals. So far, the portal has been a success. When the University replaces its student management system in 2017, it is likely that further functionality will be added to the portal.

### 3.1.2 Programme deletions

Where faculties propose to delete a programme, they make transitional arrangements, where needed, to ensure that any students who are currently enrolled can complete the programme. These arrangements are detailed on the proposal template and in the *Significant Academic Development Proposal Planning Guide*. Programme deletions are reported to CUAP twice a year.

### 3.1.3 Current enhancements

The University has recently consolidated and updated its alumni software and database (Raisers' Edge) to ensure the data captured is more accurate and accessible. It also currently has a customer relationship management project running, which is developing a coordinated approach for collecting and sharing alumni data across the University. This project is improving the ongoing accuracy of the alumni contact and employment data.

It is anticipated that these enhancements will strengthen the programme approval process by providing more reliable data from stakeholders and graduates to assessing if a particular programme is meeting the outcomes outlined in its associated graduate profiles.

[CH3-2] [Significant Academic Development Proposal Planning Guide](#)  
– **GOOGLE DRIVE**

[CH3-3] [Significant Academic Development Timeline](#) – **GOOGLE DRIVE**

[CH3-4] [Significant Academic Development proposal template](#) – **GOOGLE DRIVE**

[CH3-2] [Significant Academic Development Proposal Planning Guide](#)  
– **GOOGLE DRIVE**

## 3.2 Graduate attributes

Universities should have clearly-defined intended graduate outcomes (graduate attributes) which are publicly available and are accessible to students and staff.

### 3.2.1 Graduate profiles

All qualifications offered by the University of Waikato are required to have a graduate profile.

A graduate profile is a broad statement outlining the purpose of a particular qualification, and its learning philosophy, admission requirements, structure, learning outcomes, graduate pathways and employment prospects.

Graduate profiles are developed as part of the University's Significant Academic Development process, when a new qualification is being developed. They go through the same internal and external review and development processes as the academic programmes they relate to, and are subsequently reviewed as part of the Graduating Year Review process. Graduate profiles are used, internally and externally, for monitoring and reviewing the success and relevance of programmes.

Graduate profiles are developed using an online template and guidelines. The University is currently reviewing its existing graduate profiles to ensure they are in a consistent format. The profiles were last reviewed as a whole in 2010 by the Teaching Quality Committee (as it then was), and collected into a central repository in 2012.

At present, the University's graduate profiles are available to staff on the intranet (iWaikato). The University has identified the need to make graduate profiles publically available, and a project is underway to make them available online for prospective students, current students and employers. Having profiles available online will help students identify the skills they have developed by completing a course, which can help when seeking employment.

### 3.2.2 Learning outcomes

All graduate profiles set out the expected learning outcomes for the programme or qualification. These outcomes feed into the learning outcomes for the individual papers that make up the programme. Every occurrence of every paper taught at the University must have a paper outline, which must state the paper's learning outcomes. Paper outlines are provided to students in the first week of teaching, or earlier.

This link between the graduate profiles and paper outlines is a particular strength of the University's system. It enables the University to map learning outcomes of individual courses and papers back to the learning outcomes in the graduate profiles. This ensures that students who successfully complete the core papers or components of a qualification will have a certain set of attributes, as described in the profile.

See Section 3.1.1 –  
Significant Academic  
Developments

See Section 3.4.2 –  
Graduating Year Reviews

[CH3-5] [Graduate  
Profile template](#) –  
**GOOGLE DRIVE**

[CH3-6] [Graduate  
Profile guidelines](#) –  
**GOOGLE DRIVE**

### 3.3 Graduate outcomes

Universities should have processes for ensuring students have the opportunity to meet the intended graduate outcomes (graduate attributes) during their period of study.

#### 3.3.1 The achievement of graduate outcomes

The University develops graduate profiles for all its qualifications and these include the expected learning outcomes and employment prospects for students who complete these qualifications. In addition, all papers taught at the University must have a paper outline, which specifies the learning outcomes that students who complete the paper should display competence in.

See Section 3.2 – graduate profiles and learning outcomes

The University's Teaching Development Unit provides resources, training and other assistance for staff, to help them ensure that the learning outcomes for individual papers and those stated in the graduate profiles align.

[CH3-7] [Teaching Development Unit resources](#) webpage

#### 3.3.2 Industry involvement

The University of Waikato works in partnership with Careers New Zealand to build the capability and effectiveness of the University's career development and employment systems and services, and to improve the University's use of Career Development Benchmarks – Tertiary.

University staff are extensively involved with industry, both within and outside of their University work. Many are members of advisory groups for government, local government, non-government organisations and professional bodies. Others are on boards, or involved in community and regional groups and initiatives. The University also enjoys numerous partnerships and alliances with key industries, many of whom offer graduate programmes and scholarships, and support career development initiatives for our students. Examples are Fonterra, LIC, 2Degrees, Zespri and Deloitte.

#### 3.3.3 Responsibility, monitoring and review

Faculty Deans are responsible for ensuring that their programmes align to, and help achieve, the goals in the University's *Teaching and Learning Plan*.

[CH1-10] [Teaching and Learning Plan](#)

Deans (supported by other faculty staff) are also responsible for ensuring that, upon successfully completing the papers that make up a particular degree or other programme of study, students have achieved the learning outcomes and other attributes set out in the graduate profile for that programme.

Where faculties identify a gap in their programmes (for example, a particular graduate learning outcome is not being well-catered for) they can develop new papers, or amend existing ones, to fill the gap as part of the University's annual paper prescription round. In this way, faculties can ensure that their programmes are current and fully support student achievement of graduate profiles.

See Section 3.4.5 – prescriptions round

Faculties provide ongoing monitoring for student achievement of graduate learning outcomes through their programme and departmental unit reviews, which they complete as



part of the University's external academic review process and through Graduating Year Reviews.

See Section 3.4 –  
Programme review

### 3.3.4 Work-ready skills

The University of Waikato offers an extensive programme of learning and support services to enhance students' career prospects. At a strategic level, the University's commitment to offering these services is embedded in the University's *Academic Plan*.

Nationwide, there is increasing emphasis on enhancing transferable skills and employability for graduates. In response to this, the University established a Student Careers and Graduate Development Group in 2013. The group works with staff and students across the University (including Tauranga-based and distance students) and with employers and external stakeholders to develop and deliver innovative career development programmes and services. Its aim is to enhance graduate outcomes and the employability of University of Waikato students, by:

- supporting students to self-manage their career and skill development
- developing an infrastructure that ensures all students graduate with a minimum level of career skills
- developing strategies, processes and services that ensure we are working with students on career development over their entire student life-cycle; from the time of their first enquiry to graduation and beyond.

The University's Career Development Services sits within the Student Careers and Graduate Development Group. The service assesses students' career needs and delivers career development programmes and services.

[CH3-8] [Career Development Services](#) webpage

#### 3.3.4.1 Entrepreneurial skills

The University of Waikato *Strategy* states that the University will: "offer opportunities for the development of entrepreneurial skills through academic programmes, internships and research and development activities." (p. 16)

[CH1-8] [University Strategy](#) – **HARDCOPY**

A number of the University's current programmes incorporate innovation and entrepreneurial skills, for example the Bachelor of Entrepreneurship, the Bachelor of Computing and Mathematical Sciences, the Bachelor of Science (Technology), and a range of entrepreneurship and innovation papers offered within the Waikato Management School. In addition, Social Innovation Waikato is an active group of entrepreneurial students, supported by the University, who are dedicated to creating positive social change.

In 2014, the University offered over 70 courses with a work placement or practicum component, exposing almost 2000 students to first-hand industry experience. Knowing the value of work-experience, the University is working on increasing the number of internship opportunities available to students nationally and internationally.

### 3.3.5 Graduating Year Reviews

The Universities New Zealand's Committee on University Academic Programmes (CUAP) uses Graduating Year Reviews (GYRs) to moderate and review all new programmes, qualifications, major subjects and endorsements that it has approved.

See Section 3.4.2 –  
Graduating Year Reviews

Universities are usually required to submit a GYR within three years of the first cohort of students graduating from a new programme. In the review, they must report on how the

graduates have met the learning outcomes that were specified in the programme's graduate profile when the programme was originally approved. Faculties provide this information by seeking feedback from the graduates' employers, as well as from students through paper and teaching appraisals.

### **3.3.6 Current initiatives**

#### **3.3.6.1 Paper outlines**

The University is currently undertaking a project to enable paper outlines to be developed and made available online, which will make it easier to keep outlines and the information they contain up to date. Paper outlines set out the anticipated learning outcomes, assessment and exam requirements for the papers they relate to. They also contain more general information about academic expectations and responsibilities, and links to the University's regulations on assessment, student discipline, computer systems, use of te reo Māori for assessment, ethical conduct and student research.

The online system will make it easier to monitor whether the learning outcomes specified in individual paper outlines align with the learning outcomes in the related graduate profile.

#### **3.3.6.2 Student Enterprise Initiative**

The University and the Waikato Students' Union are working in collaboration to establish a student incubator on campus. The student enterprise initiative will be a dedicated space that encourages, develops and inspires the creative, innovative and entrepreneurial abilities of University of Waikato students. Students' ideas will be fast-tracked into real world ventures through mentoring by successful industry business people. It is proposed that the student incubator will be launched in July 2015.

#### **3.3.6.3 Postgraduate transferable skills project**

As part of its current Curriculum Enhancement Programme the University is reviewing its current academic programmes and how they provide for the future careers and opportunities that students seek.

One initiative currently being developed as a result of this work, is a transferable skills programme. The University recognises that, although doctoral students develop a range of transferable skills as a result of their studies (for example, analysis, problem-solving, interpersonal and leadership skills, project management, self-management, and written and oral communication skills), a dedicated programme would cement and clarify these skills, both for students and their future employers. The programme will form part of the University's postgraduate higher degrees and will aim to better prepare doctoral students for future employment.

*See Introduction for more information on the Curriculum Enhancement Programme*

## 3.4 Programme review

Universities should have regular reviews of programmes and courses, including external accreditation reviews, which include input from students and other stakeholders and which are used to ensure curriculum quality.

### 3.4.1 The University's programme review process

The Cycle 4 Academic Audit recommended that the University of Waikato complete its implementation of a quality assurance system that includes planning, monitoring, review and improvement, and that feeds back into professional development and enhancement.

The University takes a three-pronged approach to programme reviews:

- graduating year reviews
- academic unit reviews
- external academic reviews.

These processes are further validated through the annual paper prescription round, during which faculties review, update and confirm the papers they will offer for the following year.

### 3.4.2 Graduating Year Reviews

The Graduating Year Review (GYR) process is intended to assure that programmes are meeting their original course objectives and an acceptable standard of delivery. The procedures and criteria for GYRs is outlined in the CUAP Handbook.

Stakeholder feedback is sought for GYRs to ensure that graduates are work ready. Student and graduate feedback is also sought to assure programmes are meeting their intended graduate profile and graduate outcomes. Feedback is collected in a number of ways, including target communication for the purpose of the review, and data collected through the evaluation of teaching and papers and through student surveys. It is envisaged that once the University has established graduate destination surveys results will also be used to strengthen graduate outcome reporting within the GYR process.

The Student and Faculty Academic Service Group administers the GYR process for the University, maintaining a list of completed reviews and ensuring that reports are available online for staff use.

### 3.4.3 Academic unit reviews

Academic unit reviews are formal reviews of the curricula, teaching and research outputs of a particular academic unit or programme. These reviews then help inform the external academic reviews.

The processes for used academic unit reviews are based on those in the *External Academic Review Guidelines*. A list of academic unit reviews undertaken in the past three years is included with the list of programme and departmental reviews.

### 3.4.4 External academic reviews

In recent years, the University has completed considerable work within the area of external academic reviews including the introduction and implementation of its *Terms of Reference for External Academic Reviews* and *External Academic Review Guidelines* in response to the

[CH3-9] [CUAP Handbook](#) 2015

See Section 5.6.2 –  
Graduate Destination  
Survey

[CH3-10] [List of GYRs 2012-2015](#) – [GOOGLE DRIVE](#)

[CH3-11] [External Academic Review Guidelines](#)

[CH3-12] [Terms of Reference](#) for External Academic Reviews

Cycle 4 Academic Audit recommendation. For external academic programme reviews, the terms of reference outline the areas that programmes will be reviewed on, while the guidelines provide context around the composition of the review panel and the preparation of the review report.

The University approved guidelines and terms of references act as a resource for faculties when negotiating and undertaking these reviews. The guidelines stipulate that all reviews must include input from external and internal stakeholders and students, and that one member of the review panel should be external to the country (wherever possible). This ensures the reviews are conducted in a manner that strengthens programmes, not only the University, but also for their stakeholders.

Recommendations and outcomes from external academic reviews are signed off by the Dean of the relevant faculty. Responsibility for monitoring and implementing the review's recommendation also rests with the Deputy Vice-Chancellor, or their delegated nominee.

The attached list outlines the programme and departmental reviews that have been completed in the past three years.

[CH3-13] [List of Programme Reviews](#) 2012-2015 – **GOOGLE DRIVE**

### 3.4.5 Paper prescription round

The University's paper prescription round begins in February each year, and continues over a three month time frame. The process is detailed in the *Summary of Offerings Guide* and *Summary of offerings template*.

[CH3-14] [Summary of Offerings Guide](#) 2015 – **GOOGLE DRIVE**

During the paper prescription round, details of all the papers that the faculties plan to offer for the upcoming year are collated, reviewed, and approved. A summary of all proposed offerings passes from the Faculty Boards to the Curriculum Committee for approval. The student management system (Jade) is then updated, with the information flowing through to the University's admission and enrolment processes, publications and official reports.

[CH3-15] [Summary of Offerings template](#) 2015 – **GOOGLE DRIVE**

The process provides an opportunity for all faculties to review and critique their offerings, as well as those of the other faculties. Any concerns about the offerings are noted during the approval process to ensure they are resolved or, where necessary, approval is withheld.

Throughout the year, faculties can request amendments, cancellations or additions to the papers they offer, where circumstances change or opportunities arise.

### 3.4.6 Accreditation reviews

The University offers a number of professionally accredited programmes, which are reviewed by an external accrediting body every five to 10 years.

See Section 3.5.3 – accreditation reviews

These reviews generally require faculties to provide substantial information about their programmes. While they are not formal academic programme reviews, they are substantial, and give faculties the opportunity to review their programmes and processes to ensure they meet industry and stakeholder expectations.

### 3.4.7 Areas for improvement

The University recognises that it has been eight years since its *External Academic Review Guidelines* and their associated terms of reference were developed and implemented.

During 2014, the University began reviewing its processes for programme reviews (academic unit reviews and external academic reviews), in conjunction with developing an ongoing schedule for reviews. This work is being led by the Pro Vice-Chancellor (Education) and aligns with the Curriculum Enhancement Programme. Its aim is to:

- ensure the *External Academic Review Guidelines* and terms of reference are still applicable to current processes
- ensure that the way academic unit reviews are undertaken leads to a comprehensive and thorough review with quality outputs
- formalise a recurring review cycle that will ensure all academic programmes are reviewed at least every 7 to 10 years
- formalise and publicise the three-staged programme review processes, including review outcomes, in a centralised location to ensure transparency and clear communication of the process and better access to information regarding reviews.

## 3.5 Benchmarking programmes

Universities should use processes for benchmarking curriculum and assessment standards to ensure they are nationally and internationally appropriate.

### 3.5.1 Benchmarking at the University of Waikato

In 2010, the former Teaching Quality Committee established a subcommittee to make recommendations about developing benchmarking to implement the *Teaching and Learning Plan*. In its report (the benchmarking report), the subcommittee made 11 recommendations relating to internal and external benchmarking activities. Over the past four years, the University has been implementing these, using a holistic approach of benchmarking with institutions of a similar age and which offer comparable programmes.

[CH3-16] [Benchmarking report](#) – [GOOGLE DRIVE](#)

### 3.5.2 Internal benchmarking

Three recommendations in the benchmarking report focussed on internal benchmarking. In essence, these related to using:

- key performance indicators or performance measures as benchmarking tools
- practice and policy reviews to develop a sense of good practice within the institution
- existing faculty approaches to guide the development of University initiatives.

Several University initiatives have subsequently actioned these recommendations. These include the production, by the Office of the Assistant Vice-Chancellor (Executive), of a University overview, Tauranga overview and faculty specific planning data sets. Data sets assist with planning at all levels of the University, and include current, and sometimes historical, data relating to enrolment demographics, retention and completion rates, staff and student profiles.

[CH3-17] University of Waikato [Planning Data Sets](#) – [GOOGLE DRIVE](#)

### 3.5.3 External benchmarking

The remaining recommendations in the benchmarking report focused on external benchmarking. In summary, the report's recommendations were to:

- use externally benchmarked surveys to obtain global information about its teaching, learning and student experience – the University does this through its student barometer surveys
- recognise and encourage professional, programme and faculty accreditation processes as part of its approach to benchmarking
- gather and analyse publically available information from a number of international universities on their academic programmes and teaching practices to inform its own practice
- select up to three international universities, and negotiate agreements with them to exchange policy, quality assurance and other information relevant to the development of teaching and learning programmes.

See Section 5.5.3 – student barometer surveys

#### 3.5.3.1 Accreditation

The University encourages professional, programme and faculty external accreditation as a means of ensuring its programmes meet professional and industry expectations and standards. Attaining and maintaining accreditation with an external body generally involves regular reviews. Reviews measure the programme or faculty against set criteria to ensure

programme content, structure, assessment and delivery remains relevant and up to standard. Accreditation can also involve external moderation of assessment.

The University maintains a list of its programmes and faculties that are currently accredited, including details of the accrediting body and of the latest or pending reviews.

[CH3-18] [List of accreditation reviews](#) – **GOOGLE DRIVE**

### 3.5.3.2 Curriculum benchmarking processes

University staff who are developing new programmes must benchmark the proposed curriculum for appropriateness, as part of the development process. Proposals for new programmes must include information on why the programme is needed, what it covers, and who else offers the same or similar programmes.

See Section 3.1.1 – Programme Development

Once a programme is established, ongoing benchmarking is provided through the University's programme review process. Faculties are required to identify external institutions to benchmark against internationally, where appropriate. For example, the Faculty of Education has an ongoing relationship with Monash University in Australia for the benchmarking of the University's Initial Teacher Education programmes. Also as part of the external academic reviews process, the review panel is required to include a representative from outside the University, preferably from overseas.

See Section 3.4.4 – external academic reviews

The University also attains external benchmarking through sustained engagement with its stakeholders, as part of its programme development and review processes. Stakeholder engagement is a priority for the University, as reflected in Goal 1 of its *Stakeholder Engagement and Reputation Plan*.

[CH3-19] [Stakeholder Engagement and Reputation Plan](#)

By engaging with its stakeholders the University ensures its education and research meet professional and industry needs, and that its reputation remains strong. The success of this engagement is reflected in the results of the latest International Student Barometer Survey which shows that most of the University's international students regard its programmes and curriculum offerings as internationally acceptable, and would recommend the University of Waikato to other students.

See Section 5.5.3 – student barometer surveys

### 3.5.3.3 International benchmarking

The University has been strengthening its international benchmarking efforts in response to the recommendation in the benchmarking report.

In 2014, the University signed an Agreement of Cooperation with the University of York in the UK, which sets out the two universities' commitment to collaboration, including developing joint teaching and research programmes and initiatives that involve exchanging academic information and materials and, in the longer term, students and teachers.

[CH3-20] [University of York Agreement of Cooperation](#) – **GOOGLE DRIVE**

The University of York was considered a strong partner institution, as the two universities have similar missions, backgrounds, academic interests, locations and sizes, were founded at a similar time, share a general ethos, and believe that both stand to gain by developing a closer relationship.

The University of Waikato has had for many years a York Link Award. The award provides funding for travel to the University of York for various activities, including benchmarking activities.

[CH3-21] [York Link Award](#)

### 3.5.4 Improvements and initiatives

The University recognises that, despite substantial progress in its benchmarking activities and approaches over the past five years, there is room for improvement, especially with respect to national benchmarking with other New Zealand universities.

The University is also exploring a further international benchmarking partnership with University of Lancaster, which is of similar age and size to the University of Waikato, and has commonalities in terms of its environment and spatial location.



## 3.6 Assessment

Universities should use documented procedures for monitoring and moderating assessment processes and standards.

### 3.6.1 Assessment regulations and guidance

The University of Waikato's *Assessment Regulations* apply to all papers from 0 to 700 level offered by the University. The regulations are published in the *University Calendar* and were last revised in 2014.

Assessment for level 800 to 900 courses is covered by the University's *Dissertation and Theses Regulations*. These regulations cover the requirements for completing, submitting and being examined on dissertations, masters theses and doctoral theses.

The requirements in the assessment regulations are explained and expanded upon in the University's *Student Assessment Handbook*, *Staff Assessment Handbook* and *Higher Degrees Handbook*, which are available to students online. These handbooks also provide students with information about services available to help them with their studies, including assessment requirements.

Details of assessment for individual papers are included in paper outlines. All papers taught at the University must have a paper outline, and these are made available to students in the first week of teaching or sooner.

#### 3.6.1.1 Student understanding of assessment requirements

The University monitors student receipt and understanding of assessment information through paper and teaching appraisals and feedback from class representatives. To date, feedback received through the various channels suggests that students understand and are satisfied with this information.

#### 3.6.1.2 Ensuring parity

Parity of assessment approaches between papers, and different modes of teaching particular papers, is ensured through the review of paper outlines by Chairpersons of Department (or equivalent). Although this approach appears to be working well, it will be strengthened by the current project to develop an online paper outlines system, which will make it easier to access, compare and audit assessment information for all papers offered at the University.

### 3.6.2 Monitoring and moderation

#### 3.6.2.1 Undergraduate

Faculties are responsible for developing and applying their own monitoring and moderation processes. These processes vary between faculties, as illustrated in the examples summarised below. One common feature of the processes, though, is that all exam marks must be confirmed by the Faculty's Board of Examiners, before they can be finalised.

- Faculty of Law – the faculty's assessment and moderation requirements are set out in its *Undergraduate Programmes Manual* and *Undergraduate Handbook*. For the six core law papers required by the Council of Legal Education, there is a national system of moderation and cross-assessment. In addition, all papers offered in the faculty that

[CH3-22] [Assessment Regulations](#)

[CH3-23] [Dissertation and Theses Regulations](#)

[CH3-24] [Student Assessment Handbook](#)

[CH3-25] [Staff Assessment Handbook](#)

[CH2-10] [Higher Degrees Handbook](#)

See Section 3.3.6 for information about paper outlines and this project

[CH3-26] [Faculty of Law Undergraduate Programmes Manual](#)

[CH3-27] [Faculty of Law Undergraduate Handbook](#)

have more than 50 per cent internal assessment requirements must be cross-assessed by colleagues.

- Faculty of Education – all of the faculty’s initial teacher education programmes are approved by a New Zealand Teachers Council panel, which includes council representatives, representatives from other teacher education institutions, a Māori representative and school representatives from out of the region. All papers in the programmes are then externally moderated by another University and the New Zealand Teachers Council.
- Faculty of Management – the faculty’s assessment requirements are set out in its *Quality Assurance Manual* and the *Centre for Corporate and Executive Education Staff Teaching Handbook*, and are reiterated in the faculty’s paper outlines. In general, the Chairpersons of Department acts as the chief examiner for the papers offered by that department.

The University is not aware of any issues that have been caused as a result of this variation in faculty monitoring and moderation processes.

### 3.6.2.2 Pre-degree

The Waikato Pathways College – Te Huanui sits within the Faculty of Education and offers pre-degree-level courses, including foundation studies, University preparation and English language courses. Assessment requirements at the College are included in paper outlines, explained to the students at the start of each semester and reiterated in class for particular assessments as they arise.

College staff liaise with undergraduate lecturers to ensure course curricula and assessments are serving their purpose. Assessments are monitored when grades are presented. For the Certificate in University Preparation, this occurs at University examiners’ meeting attended by staff from the University of Waikato and from the Wintec Centre for Foundation Studies.

### 3.6.2.3 Postgraduate

Individual faculties have their own regulations and processes for monitoring and moderating masters theses and projects in their postgraduate papers. Most faculties require their 90- and 120-point masters theses to have an external examiner.

[CH3-28] [Faculty of Management Quality Assurance Manual 2010](#) – **GOOGLE DRIVE**

[CH3-29] The [Centre for Corporate and Executive Education Staff Teaching Handbook](#) – **GOOGLE DRIVE**

See Section 7.4 – Thesis examination

## 3.7 Equivalence of learning outcomes

Universities should have formal mechanisms to ensure that learning outcomes of students in programmes taught on other campuses and/or with partner institutions, including those which are overseas, meet the standards expected by the university on its home campus.

### 3.7.1 Courses taught outside the University's main campus

The University of Waikato offers a relatively small number of programmes and papers outside of its main Hamilton campus. Most of these are taught at the University of Waikato's Tauranga campuses, or through the University's off-campus programme. In both of these situations, the University's central policies and processes still apply.

#### 3.7.1.1 Tauranga campus

The University's Tauranga campus is based on Bay of Plenty Polytechnic's campuses. The University and polytechnic have been working together for more than a decade to increase tertiary education opportunities in the Western Bay of Plenty.

Programmes taught on-site at the University's Tauranga campuses are subject to the same policies and procedures for ensuring student learning outcomes meet the required standards, as those taught on the Hamilton campus.

In particular, the University's *Evaluation of Teaching and Paper Policy* requires regular paper and teaching evaluation to be completed every second time a paper is offered by the University. Evaluations gauge student satisfaction with both the paper and the lecturer. For papers taught on both the Hamilton and the Tauranga campuses, the University's Joint Academic Planning and Development Committee compares the evaluation reports from both campuses.

The University has recently launched a new system (BLUE) to allow paper and teaching appraisals to be completed online. This will make it even easier for the University to gather information about student satisfaction from a wide range of students, including those studying outside the main Hamilton campus.

#### 3.7.1.2 Off-campus programme

The University's off-campus programme enables people who are unable to enrol for papers taught on-campus in Hamilton or Tauranga to undertake University studies. The programme consists of block courses, online papers, secondary school (STAR) papers, and papers taught at the Waikato-Tainui College for Research and Development, Wintec and Waiariki Institute of Technology campuses.

Papers taught off campus are identical in terms of content, assessment and credit weighting to those taught on campus. Off-campus papers are only offered subject to sufficient interest being shown and the availability of staffing and resources.

#### 3.7.1.3 Articulation agreements

The University has articulation agreements with Bay of Plenty Polytechnic, Wintec and Waiariki Institution of Technology. These agreements enable selected University papers to be offered at another institution.

[CH3-30] [University of Waikato, Tauranga](#) webpage

[CH3-31] List of [off-campus papers](#)

See Section 6.3.3 – teaching and paper evaluations

[CH3-32] [Bay of Plenty Polytechnic Articulation Agreement](#) – [GOOGLE DRIVE](#)

In this situation, the other institution enrolls the students, claims funding for them and teaches the papers to the University's curriculum. The University charges the institution a small fee, moderates and assesses the papers, and maintains the academic record for the students.

#### 3.7.1.4 International agreements

The University has long-standing relationships with the Shanghai International Studies University (SISU) and the Zhejiang University City College (ZUCC) in China. These relationships are encapsulated in signed memoranda of understanding and cooperation agreements between the University of Waikato, SISU and ZUCC, including:

- SISU – Agreement for a Joint Programme in English and Management
- SISU – Preparatory Training Agreement for Study in New Zealand
- SISU – Study Abroad and Guaranteed Entry Agreement for Law
- ZUCC – Agreement for a Jointly Delivered Programme in Finance
- ZUCC – Guaranteed Credit Agreement for the Bachelor of Science (BSc) in Computer Science.

The memoranda and agreements allow for the joint delivery of programmes and guaranteed credit. The University provides staff to our key China partners to assist these institutions to teach papers with similar content and standards to those offered the University. These staff members work with course convenors at the University to ensure that papers have the same content and standards as those taught in Hamilton. Initially these papers are credited to qualifications at the partner institutions. Only if students in the partner programme reaches the standards required are the papers credited to the Waikato programmes.

The details pertaining to the admitting students, delivering the programme (including any assessment and moderation), and recording grades on students' transcripts are set out in the agreements.

#### 3.7.2 Current initiatives

The University of Waikato – along with Bay of Plenty Polytechnic, Te Whare Wānanga o Awanuiāraangi and Waiariki Institute of Technology – is a member of the Bay of Plenty Tertiary Education Partnership. The partnership has approval for the development of a University of Waikato led tertiary education campus in downtown Tauranga, where the partners can deliver programmes and activities related to areas of social and economic development in the region.

As is currently the case, any programmes and papers that the University offers at the new Tauranga campus will typically mirror those already offered in Hamilton, allowing the University to easily assure the equivalence of learning outcomes across the two campuses.

In addition, the University of Waikato and Bay of Plenty Polytechnic have recently established a Tauranga Teaching Forum. The forum is an informal group for staff teaching on programmes being video-conferenced, articulated or otherwise partly or jointly taught by the two institutions. The forum provides a useful avenue for the University to monitor and enhance the student experience and outcomes of its papers and programmes offered under the Bay of Plenty Tertiary Education Partnership.

[CH3-33] [Wintec CUP Articulation Agreement](#) – **GOOGLE DRIVE**

[CH3-34] [Waiariki Institution of Technology Articulation Agreement](#) – **GOOGLE DRIVE**

[CH3-35] [SISU Agreements](#) – **GOOGLE DRIVE**

[CH3-36] [ZUCC Agreements](#) – **GOOGLE DRIVE**

[CH3-37] [Bay of Plenty Tertiary Education Partnership Deed of Cooperation](#) – **GOOGLE DRIVE**

## 3.8 Academic misconduct

Universities should use procedures for addressing academic misconduct, including plagiarism and other forms of cheating.

### 3.8.1 Misconduct at the University of Waikato

The University of Waikato's *Student Discipline Regulations* provide the framework for addressing alleged breaches of University regulations by students. Breaches of the regulations are referred to as misconduct, and include both academic and behavioural matters.

The regulations are administered by the University's Student Discipline Committee, which considers and investigates any complaints received, including meeting with the students involved and determining whether misconduct has occurred. In some instances, these responsibilities may be delegated to a faculty's chief examiner.

Academic misconduct is the most common form of complaint received by the committee and includes plagiarism, cheating and assisting others to commit academic misconduct.

### 3.8.2 Detecting and preventing academic misconduct

The University's processes for preventing and detecting academic misconduct are concentrated around assessment. Misconduct is generally detected by lecturers (for written assessments and projects), and examination invigilators and other students (for tests and exams).

Academic staff use a variety of strategies to prevent and detect academic misconduct, including:

- requiring assessments to be submitted through Turnitin software to help detect plagiarism
- scheduling an assessment within the first three weeks of the semester, to enable at-risk students to be identified and assisted
- changing essay and test questions for each occurrence of a paper.

#### 3.8.2.1 Staff education

Academic staff are given guidance, through numerous avenues, on how to uphold academic integrity among students, including

- the *Staff Assessment Handbook* includes information about promoting academic integrity and detecting misconduct
- the intranet (iWaikato) includes a staff section on student discipline, with information on: what to do when they detect plagiarism or cheating in assessments; how to make a complaint of academic (or other) misconduct; what happens when a misconduct complaint is received; and what staff can do to prevent academic dishonesty
- the Teaching Development Unit (Centre for Tertiary Teaching and Learning) runs workshops for staff throughout the year, and provides related resources, on matters relating to assessment and academic integrity.

[CH3-38] [Student Discipline Regulations 2014](#)

[CH3-39] [Student Discipline Committee terms of reference – GOOGLE DRIVE](#)

[CH3-25] [Staff Assessment Handbook](#)

[CH3-40] [Teaching Development Unit assessment resources webpage](#)

[CH3-41] [Plagiarism, Cheating and Student Discipline: A Brief Guide for New Academic Staff](#)

Other places where staff can access information about academic integrity include handouts given to new staff during induction, paper outline guidelines, the *Student Discipline Committee Annual Report*, and the *University Calendar*.

Where patterns of academic misconduct emerge within a programme or paper, or large cohorts of students are found to have committed academic misconduct, the Student Discipline Administrator or the chairperson of the Student Discipline Committee will follow up with the relevant lecturers, Chairpersons of Department (or equivalent), to offer advice and support on preventing future academic misconduct.

The University's Assessment and Graduation Office, within the Student and Academic Services Division, runs annual training for examination invigilators. The University's Student Discipline Administrator provides information for these sessions on detecting students cheating or otherwise breaching the University's rules for examinations.

### 3.8.3 Reporting academic misconduct

Formal complaints about student misconduct must be made in writing to the chairperson of the Student Discipline Committee (or a faculty's chief examiner where authority has been delegated). Complaints may be made by anybody, but in practice are generally made by academic staff and, less often, by department administrators or other students.

Information about misconduct complaints is recorded and reported on by the Student and Academic Services Division and is published annually in the *Student Discipline Committee Annual Report*. This report goes to the Academic Board, with any recommendations forwarded to relevant committees.

[CH3-42] [2014 Student Discipline Committee Annual Report](#) – [GOOGLE DRIVE](#)

The number of formal misconduct complaints received in 2014 is included within the *Student Discipline Committee Annual Report*. Further data can be provided on request.

### 3.8.4 Penalties for academic misconduct

The University's *Student Discipline Regulations* outline the potential penalties where a complaint of academic misconduct is upheld. Penalties focus, in the first instance, on educating students about their academic responsibilities and providing support to prevent a reoccurrence.

In addition, where the complaint relates to a particular assessment item, the item may be disallowed, receive reduced marks, or be resubmitted.

Other potential penalties include requiring the student to sign an undertaking not to repeat the misconduct and providing ongoing monitoring for the student's assessments. Serious cases of misconduct may result in the student receiving a formal reprimand, failing the paper or, in the most serious cases, having their enrolment suspended or cancelled.

### 3.8.5 Educating students about their academic responsibilities

The University provides guidance and support to help students understand their academic responsibilities and avoid academic misconduct.

[CH1-5] [University of Waikato Calendar](#) - 2015

All students are required to sign a declaration when they enrol, agreeing to abide by the University's regulations, as published in the *University Calendar*, including the *Student Discipline Regulations*.

[CH3-38] [Student Discipline Regulations 2014](#)

The *Student Assessment Handbook* has information about academic misconduct; student orientation sessions refer to academic integrity and resources; the University library offers workshops and online resources on referencing, as do Student Learning and the Waikato Management School Language and Learning service; and the recently developed student discipline webpage has a wealth of information about academic and behavioural misconduct, and resources to help students avoid it. In addition, faculties have their own resources and student support systems, which offer advice around academic misconduct. Some student resources, such as APA referencing system information, have also been translated into other languages.

[CH3-25] [Staff Assessment Handbook](#)

[CH3-43] [Student Discipline](#) webpage

Within programmes, the University's *Paper Outline Policy* stipulates that all paper outlines must include information about the student assessment and student discipline regulations, and refer to the need to avoid plagiarism. Referencing systems and academic responsibility are also taught as part of many first-year programmes.

[CH1-32] [Paper Outline Policy](#)

Before the start of all examinations, invigilators inform students of the regulations that govern examinations, appropriate conduct during examinations, and the consequences of breaching the regulations.

### 3.8.6 Effectiveness

The focus of the University's processes for preventing and detecting academic misconduct is on educating and enabling students to uphold their academic responsibilities, and where a breach occurs, on rehabilitation.

The effectiveness of these processes is evidenced in the number of misconduct cases reported and upheld each year: on average, less than 2 per cent of the student population is found guilty of misconduct each year, from a total population of approximately 12,000 students. It is also reflected in the low number of repeat offenders: between 2012 and 2014, there were 874 students referred to the Student Discipline Committee for academic misconduct, only 70 of these were repeat offenders.

A particular strength of the University's approach is the many and varied channels it uses to get the academic responsibility message out to students.

### 3.8.7 Strengthening processes for academic integrity

The University faces ongoing challenges in ensuring students engage with information about assessment and academic integrity. To address this, the University has had information about student responsibilities and discipline translated into Mandarin Chinese and Arabic, as these two groups of international students were identified as being particularly at risk.

The *2014 Student Discipline Committee Annual Report* recommended that the University should develop guidelines for teaching staff, outlining good practice for setting internal tests, particularly strategies to mitigate and prevent student cheating and collusion; along with corresponding guidelines for students that highlight the importance of honesty in assessments. This work will be completed as part of a pending review of the *Staff Assessment Handbook*, and will also be picked up under the Curriculum Enhancement Programme.

[CH3-42] [2014 Student Discipline Committee Annual Report](#) – [GOOGLE DRIVE](#)

[CH3-25] [Staff Assessment Handbook](#)

Other initiatives that the University is considering to improve how it detects and prevents academic misconduct include:

- running training sessions for class representatives on academic integrity which they can then pass onto their peers
- publicising exam requirements relating to mobile phones in *Nexus*
- running workshops for faculty managers to promote the student discipline webpage and information about discipline processes
- developing an academic integrity module for completion by all students in their first year of study at the University.



### 3.9 Assessment in te reo Māori

Universities should have and, where appropriate, use procedures to facilitate assessment in te reo Māori.

#### 3.9.1 The University's commitment to te reo Māori

The University's commitment to te reo Māori is part of its distinctive identity, and is reflected in the *University Charter*. At a strategic level, this commitment is encapsulated in the University's *Māori Advancement Plan*.

In particular, with respect to assessment in te reo Māori, it is reflected in Goal 3 of the plan, which is to: "To integrate kaupapa, tikanga and mātauranga Māori as natural elements of the University of Waikato experience." Goal 3 is supported by Action 3.4, which commits the University to: "Clarify and strengthen the University's position and sector leadership with regards to the Māori Language." (p. 4)

#### 3.9.2 Assessment in te reo Māori

The University's *Policy on the use of Māori in Assessment* has been in place since the early 1990s. The policy endorses students' right to use te reo Māori in their written assessments, and commits the University to having sufficient suitable staff available to ensure that any work submitted in te reo Māori can be assessed in that language. The policy is available on the University's website and included in its *Calendar*. It is also referred to in the paper outlines supplied for all papers taught at the University.

Individual faculties are responsible for ensuring that the policy is upheld for their programmes and students, and that they have processes in place to support it. All paper outlines include information about students' ability to submit assessments in te reo Māori. In addition, all faculties have Māori mentors who are responsible for promoting the various opportunities available to students within the University, including being able to submit assessments in te reo Māori.

Table 3 shows the number of assessments submitted in te reo Māori in the past three years, at undergraduate and postgraduate level.

**Table 3: Assessments submitted in te reo Māori**

Year	Undergraduate assignments and examinations	Masters thesis
2012	8	2
2013	1	7
2014	11	1

The *Policy on the use of Māori in Assessment* has not been centrally monitored in recent years. However, no concerns or issues with respect to it have been raised at any of the University's various forums for Māori students and staff.

The University's Pro Vice-Chancellor (Māori) will be raising the policy for discussion with the University's Tainui Advisory Committee in early 2015 and at a University-wide meeting of Māori students, both scheduled for early 2015.

[CH1-6] [University Charter](#)

[CH1-17] [Māori Advancement Plan](#)

[CH3-44] [Policy on the use of Māori in Assessment](#)

### **3.9.3 Current challenges**

The main challenge that the University faces is that, at present, it has few staff who are competent to assess work written in te reo Māori. This means that assessments submitted in te reo Māori often have to be translated into English, and as a result can take a long time to be marked.

### **3.9.4 Initiatives to increase te reo Māori at the University**

As part of the implementation of its Māori Advancement Plan, the University is considering appointing staff from across all disciplines with expertise in te reo Māori and enhancing staff skills in te reo Māori and tikanga Māori. This should, in turn, influence the University's curriculum and enhance its capacity to teach and assess in te reo Māori. These initiatives are part of a broader drive by the University to strengthen its contribution to the preservation and promotion of te reo Māori.

## Chapter 4: Student Engagement and Achievement

### 4.1 Student engagement

Universities should use processes for monitoring and enhancing students' engagement with their study and learning.

#### 4.1.1 Monitoring and enhancing student engagement

The University of Waikato uses several systems and processes to monitor student engagement, including students at all stages of their studies and from different cohorts.

The University's Student Survey Framework provides data that enables the University's performance with respect to its strategic goals and indicators to be measured. In particular, the University's International and Domestic Student Barometer Surveys collect information about all aspects of the student experience, including respondents' satisfaction and engagement with their studies.

*See Section 5.5.1 – Student Survey Framework*

The University invests considerable effort into supporting students to engage, especially as they enter the University and learn how to be successful tertiary students. Every faculty has its own initiatives, which include tracking students, following up those who don't submit assignments, and providing additional assistance as required.

The University also uses student achievement data as a proxy for monitoring student engagement. Data reported includes first year retention, progression, pass rates and qualification completion. The data is analysed and used by the Deputy Vice-Chancellor, the Pro Vice-Chancellor (Education) and the Office of the Assistant Vice-Chancellor (Executive), and is made available to faculties, departments and schools.

#### 4.1.2 The University's student management system

The University is in the process of replacing its student management system (Jade). The current system has limited ability to produce reports about student activity and engagement or about particular cohorts of students. It is anticipated that a new system will significantly improve the University's ability to collect and monitor student-related data, and as a result, to take a more proactive role in ensuring their academic success.

At present, the University is scoping the requirements of, and requesting proposals for, the new system, with an aim to procuring it in 2017. With respect to the new system's ability to identify and track individual and cohorts of students, and to manage students' success, these requirements include the ability to:

- define specific cohorts of students, including Māori and Pacific students, students living in residential halls, and students studying within particular faculties, schools or programmes
- view and report details of the defined cohorts
- define and apply alert triggers to enable the cohorts to be monitored
- communicate alerts to staff, and coordinate, track and control any resulting support initiatives
- track all communications with students, support staff and others, including third parties
- track student management and support initiatives.

The system must also be able to identify 'students of interest' (which includes both at risk and high-achieving students), so that the University can be proactively responsive to their needs.

### 4.1.3 Pre-degree student engagement

One of the areas where the University most effectively manages student engagement is with respect to students who are transitioning into tertiary degree study, through the Waikato Pathways College.

The Waikato Pathways College hosts a number of different cohorts of students – international, domestic, mature, Māori and Pacific – who have a range of needs, especially in relation to subject content knowledge, study skills and English language. The College offers various programmes to prepare and support these students to enter the University.

Other ways that the College supports student engagement is through its *Student Participation Agreement* and *Attendance Policy*, and through proactive monitoring of student attendance. Student advisors will contact and support students whose attendance is unsatisfactory, who have not completed compulsory assessments, and whose academic progress staff are otherwise concerned about.

### 4.1.4 International student engagement

International students' engagement is monitored by the University's International Services Office.

Immigration New Zealand requires the University, when renewing an international student's visa on campus, to check that the student is making satisfactory progress and attending 90 per cent of their classes (where attendance is recorded). If the student does not fulfil these criteria, they must apply directly to Immigration New Zealand to renew their visa.

In addition, the International Services Office keeps a record of all students it meets with for visa renewal purposes, and regularly emails faculties about their at-risk international students so that they can be offered support and academic assistance. During 2014, the International Services Office developed a clearer and more objective visa renewal academic monitoring process, which all of the University's international student advisors now follow. The office has also, in 2015, improved its communications to students about these processes. Further work for 2015, involves a project to improve how the office liaises with faculties over academic support and monitoring.

The office also provides specific cohort academic monitoring for students on particular scholarships.

### 4.1.5 Other ways the University monitors and supports engagement

#### 4.1.5.1 Online engagement

The University uses electronic media and forums to foster student engagement in their learning. Tools used include Moodle, Panopto, MyWeb™, and EdLinked, which automatically log all activities that take place. Data from these tools are analysed at an individual paper level by academics.

The University recognises there is vast data collected through these systems, and is interested in whether it could be potentially useful for providing centralised monitoring and

See Section 2.2 for more information about these programmes

[CH4-1] [Waikato Pathways College Student Participation Agreement](#) – **GOOGLE DRIVE**

[CH4-2] [Waikato Pathways College Attendance Policy](#) – **GOOGLE DRIVE**

[CH4-3] [International Services Office](#) webpage

[CH4-4] [International Visa Academic Monitoring Process](#) – **GOOGLE DRIVE**

See Section 5.2.4 – scholarships monitoring

support. However, it will be important to understand the value of analysing this data at a University level, before any University-wide systematic analysis of it is undertaken.

#### 4.1.5.2 Library usage

The University collects library usage statistics, including statistics about the services that the University provides to improve students' research and information literacy skills. This data is compared with equivalent data for other New Zealand universities.

For 2013, the data showed that the University of Waikato had strong student uptake for its research and information literacy skills services, which reflects strong student engagement in learning. In particular, the University received the following rankings.

- Research skills development groups (numbers taught) – third out of all New Zealand universities.
- Research skills development reference transactions (number of questions asked at library research and assignment help desks considered to be reference questions) – third out of all New Zealand universities.

Comparative data from 2014 is not yet available.

#### 4.1.6 Current initiatives

As part of the Curriculum Enhancement Programme the University is investigating how it can improve its assessment practices and use of assessment data to improve student engagement monitoring. One suggestion is to require all undergraduate papers to include an assessment item within the first three weeks of semester. This would allow teaching staff to identify non-participants and students who need support with writing, referencing, critical thinking etc. These students can then be monitored and offered support.

*See Introduction for more information on the Curriculum Enhancement Programme*

## 4.2 Retention and completion

Universities should use processes for assisting the retention, academic success and completion rates for particular groups, including Māori and international students.

### 4.2.1 Responsibility for priority student groups

The University has identified four groups of students that may require additional support to ensure their academic success: Māori students, Pacific students, international students, and students with disabilities.

The University's various academic plans contain strategies and goals for improving the retention, achievement and completion rates of these priority groups. See, in particular, the University's *Māori Advancement Plan*, *Pacific Plan*, *Student Plan* and *International Plan*.

Primary responsibility for monitoring and ensuring the academic success of students from these groups lies with the University's faculties (for undergraduate and postgraduate degree level students) and Waikato Pathways College (for students studying at the pre-degree level).

In addition, the University provides University-wide processes, services and staff to support the academic engagement and success of these students.

[CH1-17] [Māori Advancement Plan](#)

[CH1-18] [Pacific Plan](#)

[CH1-20] [Student Plan](#)

[CH1-19] [International Plan](#)

### 4.2.2 Strategies, processes and services for Māori students

Goal 1 of the University's *Māori Advancement Plan* is: "To make unique and significant contributions to the educational success of Māori". The plan includes a number of new initiatives that the University intends to introduce to help it achieve this goal, over the lifetime of the plan.

[CH1-17] [Māori Advancement Plan](#)

The faculties have primary responsibility for supporting Māori students' academic achievement, with support and resourcing from the Office of the Pro Vice-Chancellor (Māori). Some of the main initiatives that the University has in place to support Māori students are:

- Te Puna Tautoko – a University-wide faculty-based Māori mentoring programme. Te Puna Tautoko has an associated student support network and programme of social and cultural events and activities, such as Māori Info Day, Kīngitanga day and Hākinakina
- Te Āhurutanga – a leadership programme for selected Māori students from across the University. Established in 2012, the programme's purpose is to develop and nurture promising Māori students to become good leaders and global citizens of the world
- MAI ki Waikato – coordinated by the University's Te Kotahi Research Institute, this programme provides workshops, seminars, mentoring and support for Māori doctoral students
- Te Toi o Matariki – the Māori postgraduate excellence programme to support Māori students enrolled in postgraduate studies at the University. The programme incorporates:
  - faculty-based support initiatives targeted at Māori postgraduate students
  - a workshop series aimed at supporting research and graduate study
  - the Māori Excellence Awards to encourage and support high-performing Māori students
  - an annual graduate conference.

Among these initiatives, those aimed at postgraduate Māori students have been particularly successful, with consistent positive evaluations received from participants.

The University's various student groups also support Māori students, including the Waikato Students' Union, Te Waiora, Te Ranga Ngaku and Te Whakahiapo.

#### 4.2.2.1 Improvements

At present, the University does not have an established system for gauging the effectiveness of these initiatives. However, the Pro Vice-Chancellor (Māori) is collaborating with Māori student groups and leaders to develop a framework for bringing Māori student voices to the fore in the critical review and evaluation of University support services. This collaboration is proving very successful, and is leading to action and progress.

### 4.2.3 Strategies, processes and services for Pacific students

The University's *Pacific Plan* includes goals to increase Pacific students' paper and qualification completion and retention rates. Data is collected at a University-wide level to track these rates, as well as the numbers of Pacific students enrolled at particular levels and within faculties.

[CH1-18] [Pacific Plan](#)

The individual faculties have their own activities and processes in place to support student retention and academic success. For example, the Faculty of Arts and Social Sciences has a Pacific student support work programme, which aims to improve the support services on offer for Pacific students. For the past two years the faculty has run a student mentoring scheme and, in 2015, the programme will be extended to align with a professional learning programme for academic staff whose papers have high numbers of Pacific students.

In general, faculty-based initiatives tend to focus on Pacific students who are not succeeding, and involve supporting students to remain engaged with their studies. During 2014, faculties introduced a process for contacting each other about under-achieving Pacific students. The process was introduced to enable students enrolled in papers outside of their main faculty to be effectively monitored. It has been successful, in terms of increasing engagement and support, and is being continued and extended during 2015.

At a University-wide level, the recently launched Edna Money Scholarships is helping to build a culture of Pacific academic success within the University.

[CH4-5] [Edna Money Scholarship for Pacific Academic Excellence Regulations](#)

#### 4.2.3.1 Improvements

The University has identified that there is a need to establish University-wide systems for proactively monitoring Pacific student success. This will be achieved through the new student management system, which will allow for University-wide monitoring of Pacific students.

See Section 4.1.2 - new student management system

The introduction of the Pacific Leadership Programme, Manumoana, in 2015 is the foundation of student-lead relational mentoring. The leadership development targets existing students who are academically successful to develop their leadership and peer mentoring skills. Peer mentoring will be with those first year students who are not living in the University Halls of Residence. First year students who are not living in the halls will benefit from relational peer mentoring programme as they transition to University.

In addition, the Pacific Student Support Coordinator has established relationships with faculty-based staff who are responsible for Pacific students, in order to increase

coordination between the centrally-driven and faculty-based initiatives. There are also discussions about the possibility of including Pacific international students in the *Pacific Plan*. At present they are not covered by the plan, although in practice they are included and participate in the Pacific-focused engagement activities run by the University's Pacific Student Support Coordinator. Including them in the next iteration of the *Pacific Plan* will reflect this reality.

#### 4.2.4 Strategies, processes and services for international students

The University's *International Plan* includes goals to:

- provide excellent learning support, which ensures high standards of academic achievement by international students
- provide an internationally rich curriculum for all students.

The University's International Services Office provides services to help international students with their academic progression and success. This includes orientation sessions for students from particular regions; achievement monitoring for particular cohorts of students (for example, those on scholarships, and international students who are under 18 years old); and dedicated staff working with Pacific and Middle Eastern students. Staff also regularly check on students' academic progress as part of their visa renewal process.

The University provides a range of academic literacy papers for non-English speaking students to support international students in their studies. These papers include content related to academic skills, such as referencing and research.

Results from the University's biennial International Student Barometer Survey, which gauges international students' satisfaction with all aspects of their University experience, are very good, and have improved consistently since the survey was introduced in 2007.

In addition, the University completes an annual self-evaluation against the New Zealand Qualification Authority's *Code of Practice for Pastoral Care for International Students*. The code includes clauses around the welfare of international students, and the requirement for institutions to provide support services such as orientation, advocacy, information and advice that is tailored to the students' needs.

##### 4.2.4.1 Challenges

At present, international students are over-represented in the University's disciplinary statistics. All students involved in the disciplinary processes are offered a range of academic and other supports, including assistance to understand the new cultural framework within which they are working. Studying in a foreign environment can be very challenging for some international students.

#### 4.2.5 Strategies, processes and services for students with disabilities

The University's Disability Support Service, within the Student and Academic Services Division, works University-wide to reduce barriers to learning for students with disabilities and to ensure their learning requirements are being met. Disability is widely defined to include students who may encounter a range of barriers to their learning due to various impairments (physical, medical, sensory, mental health, writing and learning).

The service provides information, support, services and equipment, and employs a number of dedicated staff who will help students with their learning needs.

[CH1-19] [International Plan](#)

See Section 4.1.4 – international academic monitoring

See Section 5.5.3 – student barometer surveys

[CH4-6] NZQA [Code of Practice for Pastoral Care for International Students](#)

See Section 3.8 – Student misconduct



Students with disabilities who are studying at the University's Tauranga campus are eligible for the same range of support as students studying at the Hamilton campus.

#### **4.2.6 Retention and completion rates**

The University's qualification completion rates are published within the 2014 Annual Report (p. 44) and set out in Appendix 3.

The Statement of Performance set outs, among other things, educational participation and performance for the following cohorts:

- taught postgraduate
- under 25s
- Māori
- Pacific
- Full-Cost International.

[CH2-1] [Student Profile - statistical summary](#) –  
**GOOGLE DRIVE**

[CH4-7] University of  
Waikato [Statement of  
Performance](#)

## 4.3 Feedback to students

Universities should use processes for providing feedback to students on their academic progress.

### 4.3.1 Providing feedback to students

The University of Waikato produces assessment handbooks for its academic staff and for students. Both the staff and the student versions of the handbook set out the principles of good feedback practice, and provide links to other feedback-related resources.

The handbook suggests a two-to-three-week timeframe for providing feedback on assignments, and this has been adopted by the faculties (two weeks is the norm). Faculties, departments and schools are required to have processes in place to ensure this happens, and are responsible for monitoring these.

In addition, the University's Teaching Development Unit (Centre for Tertiary Teaching and Learning) provides resources for staff on how to use feedback to promote student learning, including an assessment booklet with strategies, models and best-practice examples.

[CH3-24] [Student Assessment Handbook](#)

[CH3-25] [Staff Assessment Handbook](#)

[CH4-8] [Assessment: Feedback to promote student learning](#) booklet

#### 4.3.1.1 Feedback mechanisms

Assessments for most papers offered at the University are submitted electronically using either one of Moodle, MyWeb™, or EdLinked. Grades for assessments are provided to students in the same way, and some academic staff also use these systems to provide individual feedback to students. Others have trialled using Panopto recordings, podcasts and Facebook as means of providing feedback.

Where assignments are returned in hard copy, lecturers make comments directly onto the assignment. Some faculties also provide a cover sheet, with a marking rubric and comments against each. Feedback on hard copy assignments continues to be a main source of feedback provided to students. Students whose work is below the required standard will often be offered a meeting with their lecturer or tutor to discuss their support needs.

### 4.3.2 Feedback for postgraduate students

Doctoral and other higher degree students are required to complete six-monthly progress reports outlining progress on their research and dissertation. Students' supervisors and faculty postgraduate staff comment and provide feedback as part of this process.

See Section 7.3.2 – postgraduate progress reports and supervision

The supervision relationship is another critical way that postgraduate students are provided with feedback on their studies.

### 4.3.3 Feedback for pre-degree students

Students completing papers at the Waikato Pathways College are provided with intensive feedback both during and after assessments, and throughout their studies. The feedback process is one of the main ways that students are prepared for subsequent University study.

For example, students are provided with ongoing feedback (written and oral) throughout the drafting of assignments. Students are provided with copies of the marking rubric with descriptors, and teachers are available for individual consultations, in person and online.

Students' marks are recorded in Moodle, so that students and staff can keep track of grades, and the effectiveness of the feedback process is monitored through subsequent similar assessments.

All students undertaking Foundation Studies papers are provided with a programme planner. This is checked with the student's advisor each semester to ensure the student is making satisfactory progress towards the completion of their course.

## 4.4 Under-achieving students

Universities should use processes for identifying and assisting students at risk of under-achieving.

### 4.4.1 Identifying under-achieving students

The University's faculties are responsible for identifying and monitoring under-achieving students. The processes used vary from faculty to faculty. Some examples of faculty processes are given below.

- Faculty of Arts and Social Sciences – students' progress is monitored for all undergraduate papers using a traffic light system, which triggers an alert when action is required (for example, where a student fails to hand in an assignment, or misses or is late to class).
- Faculty of Education – the faculty attempts to identify any students that may require additional support at the interview stage, based on their entry literacy test and discussions with the students themselves. The Associate Director Māori Education attends all interviews for Kakano Rua (Māori medium teaching) applicants, who must also complete maths and literacy assessments.
- Faculty of Law – students who are ineligible for automatic re-enrolment (because they have not achieved the required grades) are granted re-entry only with conditions, including regular meetings with advisors. Māori, Pacific and international students are also provided with mentoring follow-up.
- Faculty of Management – paper convenors monitor student engagement and identify students who are failing or not completing assignments. Where a student is identified as under-achieving, they are contacted by academic advisors from the Management Student Centre, who work with the student to resolve any issues that are preventing them from attaining the appropriate academic levels. The faculty also uses MyWeb™ which enables students to assess their progress in particular papers, based on their current performance. Staff can also use this tool to identify under-achieving students.

*See Section 4.2 for information on these priority groups*

#### 4.4.1.1 International students

As a requirement of their student visas, international students are required to pass 50 per cent of papers taken in their first year of study, and 75 per cent of papers taken in their second year.

Students who do not meet these requirements may still be allowed to renew their visa in special circumstances. Where this occurs, the student's name will be added to an academic monitoring list, maintained by the International Services Office. The lists are emailed to the individual faculties, which are then responsible for monitoring and supporting these students. Support can be either faculty-based or central University services.

### 4.4.2 Assisting under-achieving students

The University provides the following central assistance to support the assistance already provided by faculties for under-achieving students:

- WaiConnect – programme offered by Student Learning, the University Library, Student and Academic Services Division and the Waikato Students' Union aimed at providing an

[CH4-9] [WaiConnect](#) –  
**GOOGLE DRIVE**

academic and social workshop programme for specific student cohorts (Pacific, International)

- WaiBoost – three-day programme aimed at undergraduate students whose grades do not reflect their academic potential
- Counselling services – for students who are experiencing difficulties during their studies. The service includes a full-time Māori counsellor
- Student Learning (Centre for Tertiary Teaching and Learning) – provides a service to assist students with a wide range of academic literacy and maths problems.

[CH4-10] [WaiBoost](#) webpage

[CH4-11] [Student Counselling Services](#) webpage

[CH4-12] [Student Learning](#) webpage

See Section 5.2.2 – Student Learning

#### 4.4.2.1 Assistance for Tauranga students

Students at the University's Tauranga campuses have access to all learning development services through the Bay of Plenty's Ako Awe Centre. Students can also access the Student Learning online materials. Ako Awe also have available the 2Boost programme (introduced in 2014), which aims to provide a study boost for Tauranga undergraduate second and third year students who need to improve their grades.

See Section 5.4.1 – 2Boost Programme

In addition, Ako Awe Learner Facilitators, located at the main Tauranga campus, are available to help students with a wide range of study-related concerns.

Also on offer is the Te Toka Māori Mentor Support programme. Te Toka mentors are fellow students who have successfully passed their courses. Mentors support students, and share knowledge and tips to help them achieve academic success.

#### 4.4.2.2 Re-entry processes

The University's criteria for automatic re-entry for returning students are set out in Part 3 of the *Criteria for Admission to Particular Qualifications*. The re-entry criteria apply to undergraduate qualifications; postgraduate qualifications have continuation rules defined in individual programme regulations.

[CH2-3] [Criteria for Admission to Particular Qualifications](#)

The current criteria provide that a student who gains unrestricted passes in papers worth at least half of the total points for which he or she is enrolled for that year will gain automatic re-entry into the following year (except in the case of law, teacher education and conjoint programmes, which have additional requirements). A student who is enrolled in papers worth more than 20-points in a single semester and who fails all of those papers is ineligible for automatic re-entry in the following semester.

A student who is ineligible for automatic re-entry may appeal to the Dean of the faculty in which they wish to re-enrol. If the Dean declines the appeal, the student may make a further appeal to the Admission Appeals Committee, a committee of the Education Committee. The decision of the Admission Appeals Committee is final.

The University's re-entry processes are used to identify those students who are not achieving at the required level, but have the potential to do so. Students involved in the processes will also be advised about related processes, such as applying for official withdrawal from papers and applying for compassionate consideration, which may have prevented them from having to apply to re-enter.

#### 4.4.3 Processes for pre-degree students

The Waikato Pathways College has an *Attendance Policy* and a *Student Participation Agreement*. Students sign the participation agreement at their orientation.

Attendance is monitored on all courses and attendance records are kept in the University's student management system (Jade). In cases of poor attendance, student advisors and pastoral care tutors will contact students to discuss the reasons for their absence and provide advice and assistance as necessary.

For international students, if at any stage a student advisor is unable to contact the student and has concerns for their safety, the advisor will contact the International Services Office for assistance to determine that the student is safe.

Recent initiatives that the College has introduced to improve the assistance it provides to under-achieving students include study groups for summer bridging programmes; an academic monitoring process for students enrolled on its English language programmes (including, where needed, monitoring contracts); and (during 2015) a tailored academy of learning for its science, technology, engineering and mathematics students.

#### 4.4.3.1 Students with additional needs

Waikato Pathways College requests students, families, institutions and agents to disclose information about students' special needs before they enrol, so that it can ensure that necessary support is available. This includes learning and physical needs, and those relating to mental health.

Student advisors and pastoral care tutors meet and communicate regularly with students who are identified as having additional needs. The College has processes that apply where a student may be at risk (in terms of their safety or wellbeing), which can include referral to appropriate University and external support services and agencies.

#### 4.4.4 Recent initiatives

As part of the Curriculum Enhancement Programme, the University is considering the development of a University-wide framework for the academic tracking and monitoring of students. This includes a proposal that all papers, especially all first year papers, should include an item of assessment within the first three weeks of semester.

This would allow staff to identify students who handed in the assignment but clearly did not understand the requirements of University-level study, and those who did not hand in the assignment at all, indicating that they are not participating. Identifying these students early in the semester will allow staff to provide them with targeted contact and support.

[CH4-2] [Waikato Pathways College Attendance Policy](#) – [GOOGLE DRIVE](#)

[CH4-1] [Waikato Pathways College Student Participation Agreement](#) – [GOOGLE DRIVE](#)

*See Introduction for more information on the Curriculum Enhancement Programme*

*See Section 2.2.7 for more information on this framework*

## 4.5 High-achieving students

Universities should use processes for identifying and supporting high-achieving, and/or potentially high-achieving, students.

### 4.5.1 Scholarships and prizes

The University offers numerous scholarships to recognise high-achieving or potentially high-achieving students in different disciplines. Scholarship awards tend to be based mainly on academic merit, along with other criteria, and include a financial reward (for example, payment of tuition fees, stipends to cover living costs, hall of residence accommodation fees, and cash awards).

A full list of the scholarships that the University offers is available on the University's website. A few of the more noteworthy ones are outlined below.

In addition, the University awards a variety of prizes each year. Unlike scholarships, students cannot apply for prizes. They are awarded on the recommendation of the appropriate department or faculty to students who fulfil specific academic performance-related criteria. Prizes are listed on the successful student's academic transcript, and may have a financial award attached to them.

[CH4-13] [Scholarships Office](#) – List of scholarships available

[CH4-14] [University Prizes](#) webpage

#### 4.5.1.1 Sir Edmund Hillary Scholarship programme

The Sir Edmund Hillary Scholarship programme is the University's flagship scholarship programme. Introduced in 2005, its purpose is to educate future leaders at the University of Waikato within the values of New Zealand adventurer, Sir Edmund Hillary. Approximately 40 new scholarships are awarded each year to students who excel in sport or creative or performing arts, as well as academia and leadership. Scholarships cover students' tuition fees for the duration of their study and provide support for their continuing excellence in their chosen art or sport, as well as a tailored leadership and personal development programme.

#### 4.5.1.2 Golden Jubilee School Leaver Scholarships

This programme of scholarships was established to commemorate the University's 50<sup>th</sup> anniversary in 2014. The scholarships support students to achieve academic excellence in a programme of study at the University, to develop leadership skills through a tailored leadership and personal development programme, and to foster community involvement and participation. Ten Golden Jubilee School Leaver Scholarships were awarded in 2014 for study commencing in 2015. Each scholarship is valued at \$10,000 per annum for four years.

#### 4.5.1.3 University of Waikato Excellence Scholarship for Asia

Launched in 2014, the University of Waikato Excellence Scholarship for Asia scholarship is aimed at high-achieving international students from 12 different Asian countries. The scholarship promotes educational opportunities for talented students from these countries who are enrolling into foundation, undergraduate or postgraduate programmes at the University.

Scholarships of \$5,000 are awarded to successful students. The highest achieving applicant from each country will also be awarded an Exceptional Merit Award, which increases the value of the scholarship to \$10,000.

### 4.5.2 High-performance athletes

The University has developed various strategies and processes for supporting students who are also high-performing athletes. These include:

- a memorandum of understanding with the New Zealand Academy of Sport to support high-performance athletes
- a *High Performance Students: Best practice document*, which provides guidance on supporting high-performance athletes at the University
- a service-level agreement to provides support for high-performance students through a dedicated High-Performance Student Manager
- a *High Performance Management Annual Plan 2014*, which sets out the actions, processes and outcomes required under the service-level agreement.

These processes enable the University to identify high-performance athletes, and to support them to manage their studies alongside their sporting commitments.

### 4.5.3 Golden Key International

The Golden Key International Honour Society is an international non-profit organisation that recognises and promotes academic achievement. The top 15 per cent of graduates around the world are invited to join the society each year.

The University supports the society by identifying students who are eligible to become members, providing access to facilities and services, and allocating an Alumni Relationship Manager as a liaison person.

### 4.5.4 Faculty processes

All of the University's faculties maintain a Dean's list of their high-achieving students. Faculties typically identify their high-achieving students through their Faculty Board of Examiners (a board that considers and signs off the grades for all students enrolled in a faculty's papers).

Students on the Dean's list are congratulated in a letter from either the faculty Dean or the Chairpersons of Department (or equivalent). Some faculties also award medals or monetary rewards. Students on the list who are completing their qualification are encouraged to stay on to complete postgraduate study at the University. High-achieving students at the undergraduate level are invited to join a faculty's honours programme.

[CH4-15] [New Zealand Academy of Sport Memorandum of Understanding](#) – **GOOGLE DRIVE**

[CH4-16] [High Performance Students: Best practice document](#) – **GOOGLE DRIVE**

[CH4-17] [High Performance Management Annual Plan 2014](#) – **GOOGLE DRIVE**

[CH4-18] [Golden Key International Honour Society University of Waikato Chapter](#)



## Chapter 5: Student Feedback and Support

### 5.1 Academic appeals and grievances

Universities must have policies and/or procedures which they use to address academic appeals and grievances.

#### 5.1.1 The University's appeal procedures

The University has a number of different procedures for dealing with different types of academic appeals. These procedures are set out in the regulations that relate to the type of appeal in question.

The main appeals processes relate to:

- admission or re-entry to a particular qualification
- late deletion or withdrawal from a paper
- ethical conduct in human research
- assessment, including use of Māori for assessment
- student misconduct and discipline
- higher degrees.

Provisions in the regulations relating to appeals give staff and students clear processes to follow. If a regulation or process is able to be interpreted in more than one way, or a decision is based on medical or compassionate circumstances, the primary consideration will always be what is in the best interests of the student and expert advice will be sought.

#### 5.1.2 Admission appeals

The University's *Criteria for Admission to Particular Qualifications* regulations provide an appeal process for people who are not accepted into their chosen qualification, fail to meet the criteria for re-entry into their chosen qualification or are otherwise excluded from a paper.

[CH2-3] [Criteria for Admission to Particular Qualifications](#)

See Section 4.4.2 –  
*Re-entry and admission  
appeals communication  
process*

#### 5.1.3 Late deletion or withdrawal appeals

The University's *Change of Enrolment Regulations* include an appeal process relating to applications from students for late deletion or withdrawal from a paper, after the deadline has passed.

[CH5-1] [Change of Enrolment Regulations](#)

The University recognises that in some cases there are exceptional circumstances that may cause a student's study plans to change. In these circumstances, the University has a process whereby students can apply for late withdrawal from a course or courses. The application will be considered by the Head of Student and Academic Services who has delegated authority to credit some or all of a student's fees.

If a student wishes to appeal any decision made under the regulations, they are required to submit their appeal in writing with evidence and supporting document to the Head of Student and Academic Services. Appeals are considered by the Deputy Vice-Chancellor or a delegated nominee and this decision is final.

### 5.1.4 Ethical conduct in human research

The University's *Ethical Conduct in Human Research and Related Activities Regulations* provide for appeals about decisions relating to:

- applications to conduct research
- concerns or complaints about particular research or research-related activities.

Appeals are made to the University's Academic Board, and are usually delegated to a sub-committee to decide.

[CH5-2] [Ethical Conduct in Human Research and Related Activities Regulations](#)

### 5.1.5 Assessment appeals

The University's *Assessment Regulations* govern assessment processes for all papers taught at the University, from 0 through to 700 level. They include an appeals process for any decision made under the regulations. Appeals are considered by the Deputy Vice-Chancellor, supported by the Student and Faculty Academic Services Group.

[CH3-22] [Assessment Regulations](#)

The regulations also contain a process for reviewing grades. A student may apply for a review where they consider that a mistake has been made in the process of calculating or determining the grade for a paper. A review of grades involves re-marking all original items of assessment that contribute to the final grade (including the examination script, if applicable), and a re-calculation of marks. If the student's application is unsuccessful (and the grade left unchanged or lowered), they can appeal the decision to the University's Academic Board.

#### 5.1.5.1 Use of Māori for assessment

The University's *Policy on the Use of Māori for Assessment* contains additional provisions relating to assessments submitted, or sought to be submitted, in te reo Māori. Appeals are considered on a case-by-case basis by the Pro Vice-Chancellor (Māori).

[CH3-42] [Policy on the use of Māori in Assessment](#)

See Section 3.9 – Assessment in te reo Māori

#### 5.1.5.2 Recent enhancements

In 2014, the University completed an internal audit of its grade protocol processes. Two of the audit report's recommendations related to assessment appeals.

- The University should establish consistent procedures for processing special consideration requests for internal assessments.
- The University should establish consistent procedures for processing internal assessment re-mark requests.

As a result, the Pro Vice-Chancellor (Education) and the Head of Student Academic Services are currently reviewing these processes to make them more transparent and effective, and to ensure that faculties, staff and students are fully informed of the reasons for all decisions.

### 5.1.6 Student discipline appeals

The University's *Student Discipline Regulations* make provision for students to appeal against decisions made under the regulations. Responsibility for appeals against decisions of the Student Discipline Committee rests with the Student Discipline Appeals Committee (a committee of the University Council). The appeals committees have terms of reference and processes that they and appellants must follow.

[CH3-37] [Student Discipline Regulations 2014](#)

[CH5-3] [Student Discipline Appeals Committee](#) terms of reference – **GOOGLE DRIVE**

See Section 3.8 – student discipline process

Where student discipline or student discipline appeal hearings highlight contributory matters that need to be followed up on (for example shortfalls in assessment or examination

practices), the committee will feed these back to the Academic Board, the faculties, and any other relevant staff members or committees.

### 5.1.7 Higher degree appeals

The University's *Higher Degree Appeals and Complaints Regulations* contain appeal and compliant resolution processes relating to the University's higher degrees. This includes provisions for applicants and candidates for higher degrees to:

- appeal decisions by the Postgraduate Research Committee in relation to enrolment or examination for a degree
- raise concerns about supervision or any other aspect of their candidature, provided they have already discussed the issues with relevant staff and are not satisfied with the outcome.

Higher degree appeals are the responsibility of the University's Research Committee and Postgraduate Research Committee.

### 5.1.8 Student Support

Within the University, there are staff in all the faculties and within Student and Academic Services who are dedicated to helping students access the support they need while studying, including guidance on the appeals process. This includes mentors, student advisors, student administration staff, and staff in the Postgraduate Studies Office for students completing higher degrees.

The University contracts the Waikato Students' Union to provide support and advocacy services for students.

[CH5-4] [Higher Degree Appeals and Complaints Regulations](#)

*See Section 7.1.1 – description of higher degrees*

## 5.2 Learning support

Universities should provide opportunity for all students to access appropriate learning support services, including specialised learning support services for international students and others with particular needs.

### 5.2.1 Support for student learning at the University

The University of Waikato provides extensive central and faculty-based learning support services for students at all levels of study, and those with particular learning needs. These include student support advisors, academic advisors, mentors, student administration staff, and staff in the Student and Academic Services Division and the Postgraduate Studies Office. Two major central mechanisms are Student Learning (Centre for Tertiary Teaching and Learning) service and the library-based learning support services.

Learning development services are also provided for particular cohorts of students, and within the individual faculties. In the most recent Domestic and International Student Barometer Surveys, students indicated they were over 90 per cent satisfied with their learning support at the University of Waikato.

The Director of the Centre for Tertiary Teaching and Learning has overall responsibility for planning and providing student learning development services throughout the University. In discharging this responsibility, the Director works closely with the Student Learning team and the Pro Vice-Chancellor (Education).

The University contracts the Waikato Students' Union to provide an advocacy service that encompasses learning-related matters, including academic queries and liaising with faculties and staff about grades.

[CH5-5] [Waikato Students' Union Advocacy Service](#) website

### 5.2.2 Student Learning service

Student Learning provides a University-wide learning development service for all students, with a specific focus on academic literacy and maths. The services include generic workshops and services for all undergraduate and postgraduate students, as well as targeted workshops for specific cohorts of students. Services include:

[CH4-12] [Student Learning](#) webpage

- individual and small group consultations with a learning developer
- a drop-in service
- specialised up-skilling workshops before A and B semesters (WaiBoost, SciBoost) which include topics such as time management, how to develop an argument, how to interpret assignment tasks, and academic reading
- the WaiConnect programme, which is targeted for specific groups according to their learning needs (in the past these have included parents and adult learners, Pacific and international students)
- discipline, programme and faculty-specific maths workshops
- generic study skills workshops
- at doctoral-level, an ongoing writing conversation seminar series for PhD candidates; weekly peer writing sessions and biannual two-day writing retreats; and sessions at postgraduate studies doctoral workshops (Lifting Off; Maintaining Momentum; and Finishing Up).

For students studying off-campus, Student Learning provides face-to-face web-cam consultations with a learning developer, written comments on assignment drafts, and a range of web- and Moodle-based resources.

#### 5.2.2.1 Gauging effectiveness

Student Learning's services are evaluated using structured evaluations (for extended workshops and programmes) and more informal feedback. If programmes are not attracting sufficient numbers, they are redesigned and new initiatives developed and offered in their place.

The University considers Student Learning's services to be very effective. Student usage, return and referral rates are high, and there is excellent uptake of the workshops offered for particular cohorts of students.

For the future, Student Learning is considering extending its cohort-based workshops (which have proved exceptionally popular) to include cohorts of students engaged in supervised dissertations, theses, directed studies and special topic papers. It is also looking at ways to gather more systematic student evaluation data.

### 5.2.3 Library-based learning support

The University of Waikato Library offers specialised study and research assistance through a range of channels. These include:

- library classes – designed to help enhance students' studies
- library tours and research assistance
- tutorials – focussed on study and research methods, and how to best use the library's resources
- library guides – aimed at helping students learn how to locate and use resources
- Legal Research Skills Wiki – provides students with a one-stop shop on searching various law databases, plus guidance on how to use print sources for legal research
- other library student help services – includes library service points; online chats with librarians; a virtual reference desk; the ability to make suggestions and ask questions, email the library (and receive a response from an Information Services Librarian), and make a service request; and research consultations with subject librarians where in-depth help is needed.

[CH5-6] [Library classes](#) webpage

[CH5-7] [Library guides](#) webpage

[CH5-8] [Legal Research Skills Wiki](#) webpage

[CH5-9] [Library study and research help](#) webpage

### 5.2.4 Learning support for student cohorts

#### 5.2.4.1 Pre-degree students

The Waikato Pathways College works closely with the University's Student and Academic Services Division to ensure its students have access to the learning support and other services they need.

The College employs a number of students advisors (including Japanese and Chinese speaking advisors) who liaise with programme leaders to ensure students are monitored and given access to support and advice. In addition, the College has an English Language Resource Centre which offers a range of printed and online English language resources.

#### 5.2.4.2 Students with disabilities

Students with disabilities are offered a range of learning support.

See Section 4.2.5 for information on disability learning support

#### 5.2.4.3 International students

The International Services Office, located within Student and Academic Services Division, is a dedicated team that assists international students with all aspects of their learning and living while studying at the University of Waikato. Student advisors assist students and refer them to relevant support services within the University and the community to help them succeed at their studies and navigate life in New Zealand.

Each faculty is responsible for monitoring the academic progress of international students. Students who are not passing, missing assessments or not attending class will meet with a faculty advisor and be referred, as necessary, to appropriate support services.

Student Learning runs regular WaiConnect sessions to support international students. Students who are identified as needing additional help will be referred to the Student Learning team to put in place a support plan.

#### 5.2.4.4 Scholarship students

Additional monitoring and support is provided for students who are receiving University-managed scholarships. Academic progress is a condition of continuation for all scholarships, and many scholars are from groups that have been identified as needing additional support. Where students are found to be struggling, they are advised of appropriate services within the University where that they can seek assistance. Some specific scholarship groups are provided with additional support mechanisms.

- Students on Ministry of Foreign Affairs and Trade New Zealand Development Scholarships at the University have all aspects of their study and living needs overseen by staff within the International Services Office.
- Students attending the University as part of the King Abdullah Scholarship Programme have their scholarship, learning and living support needs overseen by staff within the International Services Office.
- University of Waikato D.V. Bryant Trust Residential Scholarship recipients are a cohort of students from less-advantaged backgrounds. These students receive additional support in the form of accommodation in University halls of residence and dedicated staff who monitor and assist them to succeed in their studies.

#### 5.2.4.5 Māori and Pacific students

The University has various ways of supporting these priority groups of students.

#### 5.2.4.6 Higher Degree students

The University recognises the unique needs of doctoral research students and provides specific support for them while they are conducting their research and writing their thesis. The Postgraduate Studies Office, within the Student and Academic Services Division, coordinates a programme of workshops for higher degree students.

*See Sections 4.2.2 and 4.2.3 for information about Māori and Pacific student support*

*See Section 5.2.2 for information on workshops for higher degree students*

## 5.3 Personal support and safety

Universities must provide safe and inclusive campus environments and should provide opportunity for all students to access appropriate pastoral and social support services.

### 5.3.1 Safety on the University campus

The University of Waikato takes the safety and wellbeing of its staff, students and visitors very seriously. The University works closely with the NZ Police and other external agencies, as needed, to ensure that its campus environments and events, such as orientation week, remain safe.

The University conducts an annual review of the physical safety of its campus environment. It has identified safe routes within the campus, and has numerous safety systems in place. These systems are administered by the Unisafe security services group, and include emergency phones, CCTV coverage, 24/7 on-site security staff, security cards for specific buildings and after-hours access, escort services for after-hours access to cars, critical incident training.

Unisafe, Student and Academic Services Division and the NZ Police work with the Waikato Students' Union to provide students with information at the beginning of each semester about personal safety. In the 2014 Domestic Student Barometer Survey, 94.1 per cent of students reported 'feeling safe and secure'.

The University also has in place a robust *Bullying and Harassment Policy* to prevent and deal with any form of harassment, including sexual harassment, bullying and discrimination, both on and off campus. Last reviewed and updated in 2013, the policy assists in the resolution of any harassment complaint made by any member of the University community against any other member.

[CH5-10] [Bullying and Harassment Policy](#)

#### 5.3.1.1 Safety at University events

The University has an Alcohol Advisory Group, which works with the NZ Police, Hamilton City Council and Waikato District Health Board to monitor orientation and other events, and ensure students are aware of safe practices around alcohol consumption. Related safety measures include the provision of bus transport to and from town during orientation week and a choice of alcohol-free events.

#### 5.3.1.2 Students with court-imposed restrictions

The University has agreed procedures with the Department of Corrections and the NZ Police to support people who are studying while subject to court-imposed restrictions (such as home detention).

The Head of Student and Academic Services is informed when such people become students at the University and works with the Department of Corrections to manage their restrictions. In general, students who are subject to restrictions must sign into the University at the Security Office on their arrival on campus, and sign out again when they leave.

#### 5.3.1.3 Recent enhancements

During 2014, the University opened the Level 2 computer area of the Student Centre for students 24/7. Associated security measures included security access enabled with an ID

card, and proximity to safe car parking areas that are well-lit, covered by CCTV and have emergency phones. In future, after-hours access may be extended to other levels of the centre.

### 5.3.2 Pastoral care

The University strives to provide a University culture that celebrates and supports diversity among students and staff. As part of this, the Student and Academic Services Division provides a range of pastoral support services for students, for example:

- counselling, health and disability support services
- access to an Ecumenical Chaplain and Catholic Chaplain on campus
- facilities for people of Christian and Muslim faiths, with an emphasis on inter-faith connections
- 24-hour critical incident response coverage
- halls of residence staff who provide pastoral care, academic support and a leadership development programme
- Māori mentors
- international and Pacific student support
- budgeting and financial advice
- scholarship advisors.

The University also funds the Waikato Students Union's Advocacy Service for students, which includes access to free legal advice.

Another initiative that the University piloted in 2015 was a "Halls Without Borders" orientation programme to help students in the halls of residence (typically first year students that are not from the local area) meet other local people to socialise and make better personal connections, and to settle in and feel part of the wider community.

#### 5.3.2.1 Support for priority student groups

In addition to the general pastoral care services listed above, the University provides specific services for its identified priority groups of students.

Services for Māori and Pacific students include mentors and other dedicated support staff; the provision of Māori and Pacific floors within the halls of residence that support the tikanga and languages of the cultures; a dedicated kaiāwhina (counsellor); an annual pōwhiri on the University marae for all new students; and ceremonies to recognise Kingitanga Day.

Students with disabilities are supported by the Disabilities Support Services group.

The University's International Services Office provides designated support staff to provide pastoral care and support for international students.

### 5.3.3 Monitoring effectiveness

The University uses a number of processes to monitor and assess the effectiveness and relevance of its safety and pastoral care systems and services. Foremost among these are the biennial student barometer surveys and the periodic staff satisfaction survey.

Table 4 shows the results from the 2014 Domestic and 2013 International Student Barometer Surveys, with respect to student satisfaction with the support services that the University provides. In general, the survey results show that the support services the

[CH5-5] [Waikato Students' Union Advocacy Service](#) website

See Section 4.2 for information on support for priority groups

See Section 5.5.3 – student barometer surveys

See Section 1.4.3 – staff survey



University provides are meeting the students' expectations and needs, with over 90 per cent satisfaction overall.

**Table 4: Student barometer survey results**

Type of support offered	International 2013	Domestic 2014
<b>Support – overall satisfaction</b>	<b>90.9%</b>	<b>92.8%</b>
Learning support	90.3%	90.9%
Faith provision	94.3%	97.3%
Disability support	96.9%	96.6%
Accommodation office	88.8%	95.4%
Student health services	90.8%	94.5%
Residential assistants	95.0%	93.2%
Careers office	91.0%	92.2%
Clubs and societies	93.4%	92.0%
Students' union	95.6%	90.6%
Fees and finance division	85.2%	90.3%
IT support	92.8%	90.1%
Counselling service	90.0%	84.9%
International office	93.3%	n/a

#### **5.3.4 Current issues related to mental health services**

In recent years, there has been a significant increase in the prevalence of mental health issues among students and this is placing increasing demand and pressure on student health and disabilities support services, and halls of residence and other staff.

To date, the University has responded by running skill-development seminars and training for students on issues such as anxiety reduction, resilience enhancement and coping strategies. Additional seminars planned for 2015 (in conjunction with the Waikato Students' Union) will look at financial health, healthy relationships and mental health wellbeing. The University is also currently looking at the logistics of providing specialised mental health services and a social worker on campus, to complement the work done by the counselling team.

## 5.4 Support on other campuses

Universities should have formal mechanisms to ensure appropriate learning and pastoral support is provided for students in programmes taught on other campuses and/or with partner institutions, including those which are overseas.

### 5.4.1 The University of Waikato, Tauranga

In Tauranga, the University of Waikato shares Bay of Plenty Polytechnic's campuses - the Bongard Centre in the city centre and Windermere Campus on the city's southern side. In December 2011, the University opened the Coastal Marine Field Station in Sulphur Point, which provides a hub for undergraduate and postgraduate research being conducted in Tauranga Harbour and around the Bay of Plenty.

The University offers various pre-degree, undergraduate and graduate programmes in Tauranga. The range of papers taught is not as comprehensive as on the Hamilton campus but is being increased each year. Papers are taught in a variety of ways, including by Tauranga-based University of Waikato and Bay of Plenty Polytechnic academic staff and by Hamilton-based academic staff teaching by video conference link from Hamilton or by commuting to Tauranga. Students are also able to enrol in web based papers offered from the Hamilton campus.

These programmes and classes are separate from the polytechnic's programmes. However, the University has a service level agreement with Bay of Plenty Polytechnic to provide various types of student support and advice to its Tauranga-based students. In addition, there are University of Waikato support staff based on the Tauranga campuses who offer learning and pastoral support services in Tauranga with the assistance of Hamilton-based staff, some of whom travel over regularly. Tauranga students have the same access to support services on the central Hamilton University campus.

Some of the main supports that the University provides for Tauranga students are detailed below. Information about these services and events is made available to students on the Tauranga section of the University's website. Also, because of the smaller number of students studying on the Tauranga campuses, University staff will often communicate directly with students about upcoming events.

In the 2014 Domestic Student Barometer Survey for Tauranga campus, students' satisfaction with the services and facilities provided for them is high (see Table 5).

**Table 5: Domestic Student Barometer Survey overall satisfaction results for Tauranga students**

Domestic 2014	
Overall satisfaction	90%
Learning overall	89%
Living overall	92%
Support overall	91%
Arrival overall	93%

[CH5-11] [The University of Waikato, Tauranga offerings](#)

[CH3-30] [University of Waikato, Tauranga webpage](#)

#### 5.4.1.1 Course selection, enrolment and orientation

The University's service level agreement with Bay of Plenty Polytechnic includes providing student support and advice related to enrolment and general administration matters. This is provided through the polytechnic's Information Centre.

In addition, there are University Student and Academic Services Division staff based on the Tauranga campuses, who are available to field student queries and provide help with enrolment-related matters, pastoral care, learning issues and complaints. This includes dedicated Tauranga-based Student Advisors to help students who are shifting from polytechnic to University programmes through guaranteed credit arrangements.

The University hosts orientation sessions and a pōwhiri for Tauranga students before both A and B semesters. The individual faculties also hold their own orientation programmes in Tauranga.

#### 5.4.1.2 Learning development

The University's service level agreement with the polytechnic incorporates the provisions of learning development, including access for University students to learning advisors. This particular agreement is overseen and coordinated by the Directors of Student Learning and Ako Awe respectively.

In addition, the Tauranga Student Support Coordinator provides advice to Tauranga-based students on administrative matters and the learning support options available to them, with particular responsibility for providing support to identified target student groups and pastoral care for international students. The coordinator is based in Tauranga and organises regular learning-related events and activities for local students, for example, industry speakers and workshops.

In 2014, the University introduced a new initiative targeting Tauranga undergraduate second and third year students who need a boost to improve their grades – 2Boost. Students are referred to 2Boost by their faculties and can also self-enrol. The programme focusses on topics that will help students with their academic studies.

Qualitative and quantitative student feedback was collected on 2Boost workshops offered in 2014, and to date in 2015. The feedback shows that the programme is perceived as being of benefit to the students. Due to the success of the past workshops, 2Boost will continue to be offered annually.

[CH5-12] [2Boost workshop feedback 2014](#) – [GOOGLE DRIVE](#)

[CH5-13] [2Boost workshop feedback 2015](#) – [GOOGLE DRIVE](#)

#### 5.4.1.3 Library services

Tauranga students have free access to library services. Books for University courses are stored at the Windermere and Bongard campus libraries. Other books can be requested from the Hamilton campus and are couriered free of charge to Tauranga. There is a dedicated Waikato Liaison Librarian available at the polytechnic's libraries to help University students.

#### 5.4.1.4 Support for Māori students

There is a dedicated Te Toka Kaiāwhina based at the Windermere campus whose primary role is to ensure Māori University students are supported with regard to cultural, pastoral and procedural care, and academic issues. In addition, six Te Toka Māori mentors are available to help their fellow Māori students in both academic and procedural matters.

#### 5.4.1.5 Support for students with disabilities

Staff from the University's Hamilton campus travel to Tauranga to support students with disabilities or arrange local support for them.

#### 5.4.1.6 Pastoral care

Pastoral care for Tauranga students is provided by Te Toka Kaiāwhina, Te Toka mentors and Student and Academic Services Division staff.

The University's service level agreement with the polytechnic includes health nurse services, including family planning and counselling. The nurse can also provide a referral and discount for students who need to see a doctor.

Information about accommodation and childcare is available on the University's website.

#### 5.4.1.7 Career development

Career development advisors from the Student Careers and Graduate Development Group based in Hamilton spend two days a month at the Tauranga campuses. They hold workshops on topics such as CV preparation and cover letters, give presentations on employment and career-related matters, and meet with students to provide one-on-one assistance.

[CH3-8] [Career Development Services](#) webpage

Local and national employers are regularly invited to present career and graduate opportunities to Tauranga students. For example, during 2014, presentations were given by Zespri, the Department of Conservation, Special Education, Te Puna Hauora, Idea Services and the Ngaiterangi Iwi Education Team.

Faculties also host their own career development events and workshops. For example, Waikato Management School runs compulsory modules on writing competency, computer competency and employment skills.

#### 5.4.1.8 Faculty-based support

Some faculties send staff from Hamilton to provide information and advice sessions for Tauranga students. For example, during 2014, the Faculty of Law hosted three such advice days; the Faculty of Arts and Social Sciences seven days; and the Faculty of Science and Engineering one half-day, plus regular visits from the faculty's Māori mentor. Other faculties, such as the Faculty of Computing and Mathematical Sciences and Faculty of Education have staff who are based in Tauranga and available to advise students.

The University recognises the need and benefit of these visits for its Tauranga students, and is seeking to increase the number of visits from those faculties that are currently underrepresented.

## 5.5 Feedback from students

Universities should use processes for gaining feedback on student satisfaction with teaching, courses and student services and should be able to demonstrate that feedback is used to inform improvement initiatives.

### 5.5.1 How the University gathers and uses student feedback

Understanding the student experience is essential for the University to work and grow effectively. To ensure that the student voice is being sought and used in a coordinated manner, the University of Waikato developed a Student Survey Framework in 2012 to identify and coordinate core student survey instruments for the University. Information from these surveys is used to measure the University's performance in relation to educational outcomes and student satisfaction, to inform continuous improvement, and to complement data collected in relation to key performance indicators (KPIs).

The framework is the responsibility of the Head of Student and Academic Services. Its aim is to measure performance in relation to educational outcomes and student satisfaction, to inform continuous improvement, and to enhance performance measures in relation to educational performance indicators and internal key performance indicators.

The current core survey instruments incorporated within the framework are:

- AUSSE and POSSE (the University discontinued using these surveys in 2014)
- paper and teaching evaluations
- student barometer surveys (for domestic and international students)
- Graduate Destination Survey.

Other ways the University gains student feedback from students are:

- the class representative system
- student membership of University committees
- student consultation
- the Waikato Students' Union and other student associations.

Feedback from all of these mechanisms feeds directly into improving the University's services, processes and offerings, and into informing policy and planning.

### 5.5.2 Teaching evaluations and paper appraisals

The University's *Evaluation of Teaching and Paper Policy* sets out its commitment to using regular student evaluations to achieve excellence in teaching and learning and to foster continuous improvement for both the paper and how it is taught.

The University moved to an online system in 2014, allowing students to complete evaluations in their own time. This gives the students a better opportunity to reflect on their learning and provide a more informed response.

Feedback from evaluations can be used to improve courses and for professional development purposes for lecturers and other teachers. The University's *Paper Outline Policy* requires any changes made to papers as a result of student feedback to be detailed in the next paper outline produced for that paper. (Every occurrence of every paper taught at the University must have an up-to-date paper outline.) Subsequent cohorts of students

[CH5-14] [University Student Survey Framework](#) – [GOOGLE DRIVE](#)

See Section 5.6.2 – *Graduate Destination Survey*

[CH5-15] [Evaluation of Teaching and Paper Policy](#)

See Section 6.3.3 for information on evaluations and the new online system

[CH1-32] [Paper Outline Policy](#)

taking the paper can see how it has been improved as a result of previous students' feedback.

This requirement closes the feedback loop, however, at present it is difficult to monitor staff compliance with it. This will be addressed, and monitoring made much easier, through the University's Paper Outline Project, which will make all paper outlines available online.

*See Section 3.3.6 for information about paper outlines and this project*

### 5.5.3 Student barometer surveys

The University of Waikato contracts i-graduate International Insight to run the student barometer surveys which measure the satisfaction of domestic and international students in respect of arrival, learning, living and support.

The International Student Barometer Survey has been run regularly since 2007 and the Domestic Student Barometer Survey was trialled in 2014. In addition to the feedback from the students, a major benefit of these surveys is the global and domestic benchmarking they provide (domestic benchmarking is currently only available for the international survey). In 2015, both surveys will be run concurrently and biennially thereafter.

The International Student Barometer Survey was most recently run in 2013, with a 49 per cent participation rate. The Domestic Student Barometer Survey was run in 2014, with a 37 per cent participation rate. The results indicated high levels of satisfaction in all areas (see Table 6).

Executive summary reports for both the Domestic and International Student Barometer Survey were produced. These reports are distributed throughout the University for analysis and provide an accessible University-wide summary of information and cohort-specific data collected through the surveys.

[CH5-16] [Executive Summary of the 2014 Domestic Student Barometer](#) – [GOOGLE DRIVE](#)

[CH5-17] [Executive Summary of the 2013 International Student Barometer](#) – [GOOGLE DRIVE](#)

**Table 6: Student barometer survey overall satisfaction results**

	International 2013	Domestic 2014
<b>Overall satisfaction</b>	90.5%	93.2%
<b>Learning overall</b>	88.2%	90.9%
<b>Living overall</b>	90.0%	90.8%
<b>Support overall</b>	90.9%	92.8%
<b>Arrival overall</b>	88.2%	91.9%

The University uses the survey results to identify areas where it can enhance the student experience and improve the University's offerings and services. Some examples of how responses from the surveys have been used to support change are given in Table 7.

**Table 7: Examples of student feedback used to inform improvements.**

Issues raised by students	University's response
Access to free internet	In 2012, the limit was raised to 1.5 GB per month. In 2014, all students were given unlimited internet access on the Hamilton and Bay of Plenty campuses which extended to the Halls of Residences in 2015.
Too many places to go to get information and help	We moved key student service staff into the Student Centre so students have one central place to access the majority of help they need.

Enrolment and payment processes were predominantly manual	We created more online enrolment and payment resources to make it easier to enrol and pay.
Needed more career guidance and help	Career services were reviewed and restructured in 2013, leading to the establishment of Career Development Services.
Environmental issues and sustainability were important to them	Ensuring sustainable practices are incorporated into major renovation and new building projects on campus. For example, the Student Centre was awarded a 5 Green Star rating and the Law and Management building currently under construction is designed with many “green” features such as a living lawn roof and natural ventilation and lighting.
International students often found it difficult to find all of the information they needed	We overhauled our International Student website so the information is easier for international students to access and we created a lot of new content with useful information to help with your life and study in New Zealand.

[CH5-18] [Student Centre press release](#)

[CH5-19] [Law and Management Building](#) webpage

[CH5-20] [International Students](#) webpage

Students are thanked for their participation in the surveys and informed of results through a variety of methods, including email, *Nexus* and student eNews. The Student and Academic Services Division and the Marketing and Communications Division are currently investigating options for a student survey feedback webpage.

#### 5.5.4 Class representatives

Every occurrence of every paper taught at the University must also have at least one elected class representative. Class representatives act as a conduit between the students and the lecturer, raising and helping resolve any issues that their fellow students bring to them.

See Section 1.3.2 – class representative system

#### 5.5.5 Student committee members

Student members of committees tend to be drawn from the pool of class representatives. The University has student representation on a number of official committees at both a faculty and institutional level. This ensures student input is received on important issues.

See Section 1.3.3 – student membership of University committees

#### 5.5.6 Student consultation

The University consults with students, as stakeholders, whenever it is developing or renewing its strategic plans and policies.

The University developed its *Stakeholder Engagement and Reputation Plan* in 2010. Responsibility for the *Stakeholder Engagement and Reputation Plan* rests with the Head of Marketing and Communications.

[CH3-19] [Stakeholder Engagement and Reputation Plan](#)

One recent example of where students were consulted, was the renewal (during 2013) of the University *Strategy*. The Deputy Vice-Chancellor gave a presentation on the draft strategy, following which students had the opportunity to submit feedback on the draft, in a similar process to that used to seek staff feedback.

[CH1-8] [University Strategy](#) - **HARDCOPY**

Other recent examples include the student feedback sought, during 2013 and 2014, on the redesign of the University’s website, and on its online Application-to-Enrol Project, during

2012 and 2013. Also, in 2015, students will be consulted on the Curriculum Enhancement Programme.

A continuing challenge is to get students to attend information sessions and provide feedback. In 2015, the University plans to use more small focus groups of targeted cohorts, make use of class representatives to both provide information to students about consultation items, and provide feedback to students about how their feedback was used. At present, this is primarily done through the student committee members, but a broader reach is desirable.

#### **5.5.6 The Waikato Students' Union**

The University has a strong and close relationship with the Waikato Students' Union. The Union provides a valuable means of providing information to students about feedback and consultation processes and outcomes, through the events it organises and its student magazine *Nexus*.

Following the passing of the Education (Freedom of Association) Amendment Act 2011, which made student association membership voluntary, the University changed the constitution of its Academic Board to ensure that the President of the Waikato Students' Union remained a member (the new legislation meant they would no longer automatically become so). This was in recognition of the value that the President brings to the Board, due to his or her exposure and connections to a wide range of students from across the University.



## 5.6 Feedback from graduates

Universities should use processes for gaining feedback from graduates regarding their satisfaction with their university experience and learning outcomes and should be able to demonstrate that this feedback is used.

### 5.6.1 Gathering feedback from graduates

Up until 2008, when it was disestablished, the University gained graduate feedback through the Graduate Destination Survey run nationally by the Ministry of Education.

At present, the main mechanisms the University uses to gather feedback from graduates about their University experience and learning outcomes are the Alumni Office, Waikato Management School Graduate Survey, and the externally-provided Graduate Longitudinal Study New Zealand.

### 5.6.2 Graduate Destination Survey

The University is working on implementing an ongoing centrally administered University-wide Graduate Destination Survey for tracking employment and graduate outcomes, and surveying alumni. The survey will include questions about graduates' locations, employment status and plans for further study, as well as the relevance of their qualifications to their current employment. The University is aiming to pilot this survey in 2015.

The University will use the data gathered through the survey to provide information for prospective students, the Tertiary Education Commission and international University ranking bodies. It will also use the data to review and improve programme outcomes and the engagement activities and benefits it provides for alumni.

The University is also planning to trial postgraduate exit surveys during 2015. These surveys will provide information about postgraduate students' experience, including supervision.

*See Section 7.3.2 – postgraduate exit surveys*

### 5.6.3 The Graduate Longitudinal Study New Zealand

The Graduate Longitudinal Study New Zealand is commissioned by Universities New Zealand – Te Pūkai Tara, on behalf of New Zealand's eight universities. The study aims to understand the value of a New Zealand tertiary education by exploring how graduates fare in the years following university, in terms of their lifestyles, employment, career development, health and wellbeing. It also aims to identify the factors that make New Zealand graduates successful, and asks graduates about their experiences during their final year at university.

[CH5-21] [The Graduate Longitudinal Study New Zealand](#) website

### 5.6.4 The University's Alumni Office

The Alumni Office oversees and coordinates the University's engagement with graduates. This includes gaining feedback on their student experience, celebrating their achievements, and facilitating a worldwide social network for them. The office delivers an annual programme of events, publications and benefits that nurture an ongoing relationship with former students. Events are staged regularly in New Zealand and other countries around the world, and provide an opportunity for the University to gather information about where graduates are living and working.

[CH5-22] [University of Waikato Alumni](#) webpage

The University's uses the following communication channel to regular connect with alumni:

- e-newsletters - containing alumni news and University updates

- social media - used to complement the e-newsletter and maintain visibility
- a dedicated webpage for alumni news and events
- the University's year in review magazine - *Off Campus*
- a dedicated email address
- LinkedIn – used to find data on alumni and to communicate with them.

[CH5-23] [Off Campus](#)  
alumni magazine

Waikato alumni representatives are volunteers based in cities around the world who provide local links for the University and work as ambassadors to help in a recruitment role, as well as connecting with alumni and providing feedback.

[CH5-24] List of  
[University of Waikato](#)  
[Alumni Representatives](#)

### 5.6.5 Waikato Management School Graduate Survey

The Waikato Management School periodically runs a graduate survey as part of its Triple Crown accreditation and assurance of learning requirements. The aim of the survey is to analyse and evaluate efficacy, make informed strategic decisions, report to accreditation agencies and carry out quality assurance.

### 5.6.6 Other initiatives

Another way that the University stays in contact with, and learns about, its graduate students is through its Career Development Service, which is available free to alumni. The Employer Engagement Officer is responsible for developing the University's relationships with employers, understanding skills gaps, and seeking opportunities for Waikato graduates.

Specific initiatives used by the Faculty of Education to track graduates include the Teacher Education Forum of Aotearoa New Zealand National Preparedness to Teach Survey (completed by students at the end of their programme of study), and the New Zealand Teachers Council three-yearly survey of teachers. The faculty uses results from both of these surveys to inform programme design.

Through its Customer Relationship Management Project Steering Group (set up in 2014) and its Alumni Project Stream, the University's work on managing alumni data has made good progress. Faculties and other service areas are becoming more aware of the alumni system and its benefits, which is enabling more engagement with alumni and centralisation of data as staff share their contacts and updates.

The University has recently purchased NetCommunity Pro software, which will also help gather more comprehensive information about graduates.

## Chapter 6: Teaching Quality

### 6.1 Staff recruitment and induction

Universities' processes for recruitment and induction should ensure that all teaching staff are appropriately qualified, according to the level(s) at which they will be teaching (i.e. degree level; postgraduate; sub-degree) and that all teaching staff receive assistance to become familiar with their university's academic expectations.

#### 6.1.1 The University's recruitment processes and policies

##### 6.1.1.1 Recruitment

All requests to recruit staff must be submitted to the University's recruitment group. This applies to academic and general, continuing and fixed term, full-time and part-time, new and replacement staff. The only exception is for positions that are wholly externally funded (such positions are usually fixed-term positions relating to the Strategic Investment Fund or externally funded projects).

Recruitment request and position detail forms are available online.

The recruitment group considers whether the position is justified, its relevance to the University's *Academic Plan*, whether its proposed level is appropriate, its budgetary impacts, whether it duplicates work being performed elsewhere, and whether there has been adequate consultation with people affected by the position. The group then makes a recommendation to the Vice-Chancellor. No recruitment can proceed without the Vice-Chancellor's approval.

Position descriptions describe the key responsibilities and performance standards for the position, and include a person specification setting out the qualifications, skills, experience and attributes that applicants should have. In general, any position that involves degree-level teaching will normally require applicants to hold a PhD.

##### 6.1.1.2 Selection

Candidates are selected by an Appointment Committee, tasked with considering applications received in response to University vacancies (other than casual appointments). The Appointment Committee will:

- shortlist candidates for interview
- interview shortlisted candidates, consider their referees' reports, and (where appropriate) receive submissions
- select the most suitable candidate in terms of the relevant criteria, and make an appointment recommendation to the Vice-Chancellor or his or her delegate.

The constitution of the Appointment Committee will vary according to the level of appointment being made. The constitution requirements are set out in the University's *Committee Directory*.

Candidates are shortlisted by assessing them against the person specification in the position description. Guidelines have been developed to help with this process. Shortlisted candidates' qualifications and suitability are probed during the interview.

[CH6-1] [Recruitment Request Form: Reason for Request](#) – [GOOGLE DRIVE](#)

[CH6-2] [Recruitment Request Form: Position Details](#) – [GOOGLE DRIVE](#)

[CH6-3] [Appointment Committee](#) terms of reference and constitution – [GOOGLE DRIVE](#)

Once a candidate is selected, the committee or Dean advises the Vice-Chancellor, and, if approved, the Human Resource Management Division confirms the appointment in writing.

The Human Resource Management Division verifies that a candidate's qualification details are correct and obtains confidential references. References are often obtained before a candidate is interviewed and always before they are offered an appointment. Proof of qualifications must be sighted before the candidate starts work.

### 6.1.1.3 Recruitment challenges

At present, the University of Waikato faces recruitment challenges in some fields, such as finance, accounting and environmental planning, where academic salaries have trouble competing with those offered in the corporate sector. These challenges are not unique to the University (there are often global shortages) and on the whole the University is not experiencing recruitment difficulties.

## 6.1.2 Employment policies

The University has a number of policies that guide how it recruits, and subsequently employs, staff. These include the:

- *Academic Workloads Policy*
- *Appointment and Employment of Relatives or Close Friends of Staff Members Policy*
- *Code of Ethics for Academic Staff*
- *Equal Employment Opportunity Policy*
- *Staff Code of Conduct*
- *Staff Performance and Professional Development Policy*
- *Study Leave Policy.*

## 6.1.3 Familiarising staff with academic expectations

All new staff at the University, and those moving into new roles, are offered a personal induction programme designed to work out individual staff members' needs and plan how to cater for them. Inductions include an overview of the University's academic expectations for staff, as well as any faculty-specific expectations.

The requirements for staff inductions are detailed in the University's *Continual Professional Development Framework* and are also available on the staff induction section of the intranet.

Other ways that new staff are made aware of the University's expectations include:

- an information sheet that informs new staff about the University's professional development website, with links to the Teaching Development Unit and Waikato Centre for eLearning within the Centre for Tertiary Teaching and Learning
- an on request mentoring programme that pairs new staff with more experienced staff members
- a monthly University-wide introductory session for staff, which includes: an overview by the Assistant Vice-Chancellor (Operations) of the University's high-level expectations of staff; a session with the Waikato Centre for eLearning to explain what technologies exist on campus; and various resources, including a plagiarism guide
- Waikato Centre for eLearning-run Moodle sessions to provide staff with the technical skills and knowledge to use Moodle

[CH6-4] [Employment and HR policies](#)

See Section 6.2.3 –  
*Academic Workloads Policy*

[CH6-5] [Continual Professional Development Framework](#)

[CH6-6] [Staff Induction webpage](#)

- a twice-yearly Teaching Development Unit-run workshop: survival strategies for new academic staff
- a Teaching Development Unit-run tutor's day, offered two or three times a year in Hamilton, and on request at the University's Tauranga campus and within faculties.

After three months, new staff meet with their line managers to identify areas where they can improve their teaching and academic practice, and discuss professional development opportunities. This process is repeated annually, thereafter, at staff members' professional goal-setting meetings. Both the professional goal-setting process and the academic promotions/advancement process allow for ongoing annual monitoring of a staff member's uptake and completion of professional development opportunities.

*See Section 6.6.2 – Staff promotion/advancement*

#### **6.1.4 Improvements in current processes**

The University offers a range of activities aimed at clarifying academic expectations and improving performance. At present, these activities are voluntary and there is no follow-up on the opportunities presented. The University has considered the introduction of a compulsory teaching-related induction programme for new academic staff. However, although this would be useful, there are difficulties with providing a one-size-fits-all programme, as ideally induction should be tailored to the needs of the individual staff member.

To make progress in this area, the University's Academic Board recently approved a tertiary teaching development framework.

*See Section 6.4.4 – tertiary teaching development framework*

## 6.2 Research-active staff

Universities' workload management processes should ensure that degree-level students are taught mainly by staff who are research-active.

### 6.2.1 Research at the University of Waikato

The University of Waikato recognises and supports the crucial interdependence between research, teaching and, where appropriate, professional practice.

At a strategic level, the University is guided by its *Research Plan*, which describes the University's approach to research activities and how it will deliver the research-related elements of the University *Strategy*. Goal 1 of the plan is to: "Improve the quality and quantum of University research."

The University's research expectations for its academic staff are described in its *Teaching and Learning Plan*. The Deputy Vice-Chancellor prepares a six-monthly progress monitoring report on the actions and key performance indicators associated with this plan.

### 6.2.2 Staff research activities

The University requires academic staff at the level of lecturer and above to be engaged in research activities. Tutors and teaching fellows are not required to be research active. Table 8 shows the number and proportion of the University's academic staff involved in teaching and research over the past five years.

**Table 8: Academic staff on continuing appointments involved in teaching and research**

	2010		2011		2012		2013		2014	
	FTE	%	FTE	%	FTE	%	FTE	%	FTE	%
Teaching only	73	13.9	70	13.7	65	12.8	67	13.0	62	12.0
Teaching and research	435	83.0	426	83.2	430	84.8	435	84.4	434	84.5
Research only	14	2.7	15	2.9	11	2.1	12	2.3	17	3.2
Not applicable*	2	0.4	1	0.2	1	0.3	1	0.3	1	0.3
<b>Total</b>	<b>524</b>	<b>100.0%</b>	<b>512</b>	<b>100.0%</b>	<b>507</b>	<b>100.0%</b>	<b>515</b>	<b>100.0%</b>	<b>514</b>	<b>100.0%</b>
*Not applicable = academic staff involved in neither teaching nor research, eg engaged solely in executive management or administrative roles.										

The requirement for academic staff to be research-active is specified in their position descriptions. For all positions involving degree-level teaching, position descriptions stipulate that staff must deliver research-informed teaching and maintain an active research programme. (The only exception is for short-term fixed-term positions to provide cover.) Position descriptions also include person specifications, which require teaching staff to have a track record of high-quality research and specify the qualifications they should hold.

The research requirements described in staff position descriptions have performance standards attached to them, and these are discussed (along with professional goals) at individual staff member's annual professional goal setting meetings. The University's *Staff Performance and Professional Development Policy* encourages staff to pursue research goals related to both their specific discipline and to effective tertiary teaching practice; and the University provides professional development opportunities to enable staff to do so.

[CH1-11] [Research Plan](#)

[CH1-8] [University Strategy](#) - **HARDCOPY**

[CH1-10] [Teaching and Learning Plan](#)

See section 6.1 – staff recruitment

[CH6-7] [Staff Performance and Professional Development Policy](#)

See Section 6.4 – teaching development

The University also maintains a central research database with details of staff research activities and outputs. It conducts a formative research exercise between Performance-Based Research Fund rounds, and uses this to assess faculties' and staff members' research performance and to identify areas where improvement and support are needed.

To be eligible for promotion or academic advancement, lecturers – professors must be able to establish and provide evidence of a successful research record. Staff are made aware of this requirement through the University's *Academic Promotions Criteria*.

The University also offers a range of research excellence awards, to recognise the importance of and encourage research-informed teaching.

[CH6-8] [Academic Promotions Criteria](#) –  
GOOGLE DRIVE

See Section 6.6.3 – staff awards

### 6.2.2.1 Responsibilities

Deans and Chairpersons of Department (or equivalent) are responsible for ensuring academic staff workloads include an appropriate mix of teaching and research, that staff have a clear understanding of what is required of them, and that staff member's professional goals reflect these expectations and are being met. These matters are discussed at individual staff member's professional goal-setting meetings.

Deans are responsible for the overall academic performance of their faculty, including staff research activities.

### 6.2.3 Academic workloads

The University's *Academic Workloads Policy* sets out an academic workload allocation model for University staff that enables them to engage in teaching, supervision, research and other aspects of academic service, and results in equitable and safe workloads. The policy is currently being revised.

[CH6-9] [Academic Workloads Policy](#)

Chairpersons are responsible for ensuring the policy is applied within their school or department. The workload policy is supported by the University's *Study Leave Policy*, which allows academic staff at lecturer level and above time away from their normal duties to focus on their research. Applications for study leave are approved on the basis of agreed research objectives. Study leave is neither a right nor an entitlement, and approval is given at the University's discretion. Staff must submit a report when they return from leave, describing their achievements.

[CH6-10] [Study Leave Policy](#)

#### 6.2.3.1 Revision of the *Academic Workloads Policy*

The Deputy Vice-Chancellor and Pro Vice-Chancellor (Education) have begun revising the University's *Academic Workloads Policy* to become *Academic Workloads Guidelines*. The revised guidelines will form part of the University's *Teaching and Learning Plan* and its *Research Plan*.

The *Academic Workloads Guidelines* will provide a framework to ensure academic staff workloads are equitable, reasonable, safe and transparent. The revision includes rethinking the use of the 40/40/20 workload model, whilst still providing justifiable guidance for Deans, and also allowing for greater flexibility to enable a broader range of academic staff employment agreements to be recognised in the future.

#### 6.2.4 Improving staff ability to undertake research

It can be a challenge for some staff to develop and maintain effective research programmes. This is particularly the case where staff are new to the research environment and in situations where staff have been recruited straight from professional practice. The University is putting provisions in place to enable staff in these situations to reduce their teaching loads especially if they need to complete a doctorate.

Staff teaching loads are also being reviewed as part of the University's Curriculum Enhancement Programme, to ensure all academic staff have sufficient time to pursue their research goals.

Also as part of the Curriculum Enhancement Programme, the University is establishing a University-wide network to support emerging academics and future leaders. One of the aims of the network will be to grow cross-faculty institutional collaborations in both teaching and research.

*See Introduction for more information on the Curriculum Enhancement Programme*



## 6.3 Teaching quality

Universities should use processes for assessing teaching quality and for monitoring and enhancing individual teaching capability of all teaching staff.

### 6.3.1 How the University maintains teaching quality

The quality of teaching at the University of Waikato is maintained through the *Teaching and Learning Plan*. The plan is backed up by formal teaching and paper evaluations, the academic staff portfolio system and the work of the Education Quality Assurance Committee.

Some staff also take responsibility for improving their own teaching capabilities, through being involved in the Teaching Network, and taking advantage of the various tertiary teaching professional development opportunities the University offers.

[CH1-10] [Teaching and Learning Plan](#)

See Section 6.4 – teaching development

### 6.3.2 The Teaching and Learning Plan

The University's *Teaching and Learning Plan* aims to encourage continuous improvement in teaching, learning and supervision at the University. Measures to achieve this include:

- “developing a robust teaching and learning infrastructure and academic quality assurance framework” (p. 3)
- “implementing effective methods for reviewing and enhancing the quality of the student learning experience”. (p. 3)

The Deputy Vice-Chancellor prepares a six-monthly progress monitoring report on the actions and key performance indicators associated with this plan.

### 6.3.3 Teaching and paper evaluations

The University's *Evaluation of Teaching and Paper Policy* sets out how the University will use teaching and paper evaluations to achieve excellence in teaching and learning at the University. The University's Teaching Development Unit manages the various evaluation tools and processes that have been developed to implement the policy, including comprehensive *Guidelines for the Evaluation of Teaching and Papers*. In response to the recommendations in the Cycle 4 Academic Audit, the University purchased a new evaluation software system, BLUE, in 2012. The new system makes it easier to monitor how frequently teaching and paper evaluations are completed for particular papers and programmes, and hence the level of compliance with the *Evaluation of Teaching and Paper Policy*.

Under the evaluation guidelines, paper convenors must conduct a teaching and paper evaluation for at least every second occurrence of each paper for which they are responsible. They must also summarise, in subsequent paper outlines, any changes they have made to the paper in response to the most recent evaluations.

The Teaching Development Unit collates and aggregates the scores from each faculty's teaching evaluations, and reports these to the faculty Deans and Chairpersons of Department (or equivalent). The data is also available on the University's intranet.

Chairpersons are responsible for ensuring teaching staff carry out the evaluations for their papers, and for discussing the evaluation outcomes with staff in their annual professional goal setting meetings. Deans carry overall responsibility for ensuring the *Evaluation of*

[CH5-15] [Evaluation of Teaching and Paper Policy](#)

[CH6-11] [Guidelines for the Evaluation of Teaching and Papers](#) – **GOOGLE DRIVE**

[CH6-12] [Implementation of BLUE: the University's response to the Cycle 4 Audit recommendation](#) – **GOOGLE DRIVE**

See Section 3.3.6 for information about paper outlines and this project

[CH6-13] [Teaching Development Unit Appraisal Data](#) webpage

*Teaching and Paper Policy* is implemented within their faculty and must report on this annually to the Education Quality Assurance Committee.

### 6.3.4 Academic staff portfolios

The University uses an integrated electronic academic staff portfolio system, in respect of application allocations for promotion/advancement, to record academic staff members' teaching activities and research outputs. Data from the teaching and paper evaluations is used to create a teaching score for individual staff members, which forms part of their portfolio. Faculty Deans and line managers then use this data to evaluate a staff member's performance in teaching and research to inform recommendations about promotion and salary advancement.

*See Section 6.6.2 – Staff promotion/advancement*

The University has recognised that the evaluations provide quantitative scores, and that it would be desirable to also include additional information in the academic staff portfolios to supplement these scores. This has been agreed and is currently being actioned. At present, staff do, however, have the opportunity to comment on their teaching practice in their promotion application letters.

The change means that teaching evaluations based on the academic staff portfolio will include both quantitative and qualitative analysis. This change is anticipated to be in place for the 2015 promotions/advancement round.

#### 6.3.4.1 Monitoring teaching performance

Faculty Deans are responsible for monitoring individual staff members' performance. Aggregated reports are also made available for faculty Deans, and Chairpersons of Department (or equivalent) (among others) and for national reporting purposes.

The recipients of the evaluation reports, and the types of reports provided at each level of the University are shown in Table 9.

**Table 9: Recipients of teaching evaluation reports**

Recipient	Report
Member of teaching staff	Paper and individual teaching report
Paper convenor, course convenor, or equivalent	Paper report
Chair of Department, or equivalent	Aggregated data for all papers and teaching relevant to the department or equivalent
Dean/faculty/school/Education Committee	Aggregated data for each department, or equivalent in the faculty or school
University/national reporting	Aggregated data for each faculty or school

In addition, Deans and Chairpersons of Department (or equivalent) are provided with a report that outlines all paper occurrences and when the last official evaluation was conducted.

### 6.3.5 Other methods of gathering feedback to improve teaching quality

The University encourages staff to use various methods to gather formative feedback for the purpose of the improving teaching, learning, and quality assurance, to supplement the formal evaluation process already in place. These include engaging in peer review, using

group student interviews, collecting student opinions through Moodle data collection tools, and undertaking structured self-reflection and analysis.

### **6.3.6 Other areas for development**

Paper convenors must summarise in their paper outlines any changes they have made to papers in response to student evaluations. The University is aware, however, that it can often be hard to monitor compliance, due to the large volume of paper outlines being produced. The development of the online paper outlines process will make it easier to monitor compliance at both a faculty and University level, and ensure that student feedback is taken into account.

*See Section 3.3.6 for information about paper outlines and this project*

## 6.4 Teaching development

Universities should provide opportunities for staff to develop their teaching practice, including application of contemporary pedagogical research, use of learning management systems and use of new technologies.

### 6.4.1 Professional and teaching development at the University

All staff at the University of Waikato are encouraged to continually improve and extend their performance and capabilities, through ongoing training and professional development, including teaching development.

Staff are advised of the many services and opportunities available to them through the professional development calendar on the University's intranet. They are also discussed with staff at their annual professional goal setting meetings.

The University has Teaching Advocates based in all its faculties. Advocates are responsible for embedding a culture of teaching excellence and development within faculties, which they do by leading conversations about teaching-related topics with their colleagues.

In addition, academic staff are encouraged to pursue research goals that relate to contemporary tertiary teaching practice as part of the requirement that they be research-active.

[CH6-14] [Professional Development Calendar of Events](#) - online

See Section 6.2 – Research active staff

### 6.4.2 Professional and Organisational Development Unit

The Professional and Organisational Development Unit offers a comprehensive leadership and management development programme aimed at attracting, developing, recognising and retaining top-quality academic and operational staff. The programme includes: executive coaching for senior leaders; a Postgraduate Certificate in Leadership in Higher Education; a mentoring programme; leadership forums and leadership initiatives specifically for women staff; a kaitiaki leadership programme for new and emergent leaders; and workshops and special events.

[CH6-15] [Professional and Organisational Development Unit](#) webpage

[CH6-16] [Leadership and Management Development Programme](#) webpage

### 6.4.3 Centre for Tertiary Teaching and Learning

Hosted within the Faculty of Education, the Centre for Tertiary Teaching and Learning was established in 2013, as an initiative to enhance the University-wide teaching and learning development service available to staff. The centre coordinates and consolidates the work of three pre-existing units: Student Learning, the Teaching Development Unit, and the Waikato Centre for eLearning.

[CH6-17] [Centre for Tertiary Teaching and Learning](#) webpage

#### 6.4.3.1 Teaching Development Unit

The Teaching Development Unit helps University staff develop the competencies, skills and pedagogical knowledge they need to provide high-quality teaching. It also fosters reflective practice skills, so that academic staff can improve their own practice. Services and programmes offered by the unit include:

- the Postgraduate Certificate in Tertiary Teaching for academic staff (and others) who wish to gain a formal teaching qualification
- teaching development workshops
- resource booklets on teaching and learning

[CH6-18] [Teaching Development Unit](#) webpage

- the Teaching Network - a group of University staff who meet approximately every 6 weeks to discuss topics relating to teaching practice
- postgraduate supervision conversation sessions
- individual consultations with staff on teaching practices
- teaching observations and assisted reflection sessions
- tutor and demonstrator support sessions
- assistance with developing teaching portfolios for the National Tertiary Teaching Awards;
- workshops on research and teaching
- a mentoring programme for both teaching and research
- a lending library of materials related to teaching scholarship and development.

Twice a year, the Teaching Development Unit uses an online survey tool to evaluate staff satisfaction with its workshops. Survey results are available from February 2013, June 2013, February 2014 and June 2014.

#### 6.4.3.2 Waikato Centre for eLearning

The Waikato Centre for eLearning provides support and development opportunities for staff to achieve excellence in teaching, learning, research and administration through the use of technology. The Centre manages and supports several key University services, including:

- Moodle - e-learning portal
- Turnitin - online assessment submission
- Panopto - video capture
- Adobe Connect - web-conferencing
- Mahara - staff e-portfolios
- Google Apps.

It also offers:

- eLearning workshops and sessions
- self-help materials on the technologies commonly used at the University
- eLearning design sessions - assisting staff to develop online learning activities, assessment options and other learning-related features
- eResearch – assistance to support the use of technology in research.

In addition, the centre also hosts WCELfest, an annual one-day event that gives staff the opportunity to share ideas and discover how people are using learning technologies.

#### 6.4.4 Current initiatives to improve tertiary teaching development

The Academic Board recently approved the Tertiary Teaching Development Framework for initial and ongoing tertiary teaching development for academic staff. The University recognises the need to offer tertiary teaching development pathways that are flexible and acknowledge career stage, discipline differences, and individual learning preferences and priorities.

It is proposed that the University sets an annual agreed minimum level for tertiary teaching development; academics can choose the opportunities they participate in, in order to meet this requirement. They will be expected to provide documented evidence of participation.

An implementation plan is currently being developed by the Teaching Development and Support Committee in cooperation with the Centre for Tertiary Teaching and Learning.

[CH6-19] [Waikato Centre for eLearning](#) webpage

[CH6-20] [Tertiary Teaching Development Framework](#) – **GOOGLE DRIVE**

## 6.5 Teaching support on other campuses

Universities should have formal mechanisms to ensure appropriate teaching support is provided for staff in programmes taught on other campuses and/or with partner institutions, including those which are overseas.

### 6.5.1 Tertiary teaching and professional development opportunities in Tauranga

The University of Waikato offers a number of papers at its satellite campuses in Tauranga, where it shares Bay of Plenty Polytechnic's campus facilities.

Staff who are teaching these papers are able to access the same online and Hamilton-based professional development and tertiary teaching development services and opportunities as staff located on the main University campus. These opportunities are advertised on the University's professional development calendar.

See Section 5.4.1 –  
Tauranga campus

See Section 6.4 – teaching  
development

#### 6.5.1.1 Professional Organisational Development Unit

The University also offers professional development sessions in Tauranga for staff who are based there. In general, these sessions are run by the manager of the University's Professional and Organisational Development Unit. Tauranga staff can contact the University's various professional development and teaching support units to arrange specific sessions.

[CH6-14] [Professional Development Calendar of Events](#) - online

See Section 6.4 – teaching  
development

#### 6.5.1.2 Centre for Tertiary Teaching and Learning

Staff from the Teaching Development Unit travel to Tauranga on a regular basis to provide workshops and training to Waikato staff. For example, in April 2014, two teaching development workshops were run in Tauranga: 'Maximising Learning in Large Classes' and 'Research and Teaching'.

The University's Postgraduate Certificate in Tertiary Teaching also has uptake from University of Waikato Tauranga staff members.

#### 6.5.1.3 Using technology

The University is increasingly using technology, in particular Google Hangouts and Adobe Connect, to increase the provision of professional and teaching development opportunities to staff, both on and off campus. Hamilton-based workshops and sessions are now frequently streamed to Tauranga staff so that they can participate. The University also provides an array of electronic resources, including recordings of workshops, presentations and other sessions that remote staff can view online. An example is the Waikato Centre for eLearning's eLearning design workshops, which help staff to develop online learning activities, assessment options and other features for programmes and papers.

[CH6-21] [eLearning Design](#) webpage

### 6.5.2 Attracting participants

Low attendance can be an issue at Tauranga workshops. To make trips to Tauranga viable, the University generally requires at least five of its Tauranga-based staff to attend. As a result, some workshops advertised in 2014 were subsequently withdrawn, due to low expressions of interest.

To boost the numbers of attendees at Tauranga professional development and teaching workshops, the University has extended an invitation to staff from Te Awanuiarangi, one of our regional partner institutions. This has improved attendance. For example, at the 'Getting Things Done' session, held in July 2014, there were seven Tauranga-based University of Waikato staff and 10 Te Awanuiarangi staff.

In 2015, the University will be offering a series of Teaching Development workshops in Tauranga during April and October. Te Awanuiarangi staff will be invited to attend these.

[CH6-22] [Teaching Development Unit workshops 2015](#) webpage

## 6.6 Teaching recognition

Universities' reward processes (promotion; special awards) should recognize teaching capability.

### 6.6.1 Teaching capability and excellence

Teaching at the University is considered to include (depending on a staff member's teaching area and level of responsibility):

- classroom and online instruction and communication skills (including practical clinical teaching)
- team teaching skills
- course content and instructional design
- Māori and English bilingual teaching ability
- quality and relevance of content and teaching materials
- relationships with students
- organisational skills
- assessment of students
- graduate and postgraduate supervision.

All of these factors are taken into account during promotion, salary advancement, staff award and other staff recognition processes.

### 6.6.2 Promotion/advancement criteria and processes

The University's promotions/advancement process draws on the information contained in individual staff members' integrated electronic academic staff portfolios. The portfolios are a robust electronic record of staff activities and outputs, including data from their teaching and paper evaluations.

Staff are required to provide significant evidence in their portfolios to confirm high achievement and performance in the areas of teaching, scholarship and research, and in other areas of University service and external activities. This high achievement and performance must then be confirmed by the staff member's Chairpersons of Department (or equivalent) and Dean.

Data from periodic paper and teaching evaluations is automatically incorporated in staff portfolios. Specifically, the data from two evaluation questions – on overall rating of the paper, and overall rating of the teaching – is included. As mentioned in Section 6.3.4, changes to the Academic Staff Portfolios will allow staff to further explain their teaching practices, in order to provide a qualitative element to the data.

The University's Professorial Promotions Committee and Academic Promotions Committee are chaired by the Deputy Vice-Chancellor and consider all applications for academic staff promotion and advancements. Applications are assessed using set promotions criteria. The Vice-Chancellor authorises all promotions.

- For Academic staff who wish to be considered for salary advancement or promotion within and up to Senior Lecturer level or within Associate Professor or Professor, a three-tiered approach is taken to considering promotion or advancement, depending on the level of advancement sought. Staff must demonstrate either a satisfactory, high

See Section 6.3.4 –  
Academic Staff Portfolios

[CH6-23] [Professorial Promotions Committee](#)  
terms of reference –  
**GOOGLE DRIVE**

[CH6-24] [Academic Promotions Committee](#)  
terms of reference –  
**GOOGLE DRIVE**



level or continually high level of performance and achievement with respect to the quality of their teaching, scholarship and research (as evidenced by demonstrated outcomes), as well as their service and external activities. This level of advancement and promotion is considered by the Academic Promotions Committee.

- For promotions to Professor, applicants must have normally served a minimum of five years as an Associate Professor, and are expected to deliver outstanding research, high-quality teaching and service, and academic leadership. This level of promotion is considered by the Professorial Promotions Committee.

### 6.6.3 Staff and research excellence awards

The University's *Staff Awards: Purposes, processes and criteria* document outlines a suite of awards that are available to University staff. Staff awards are administered by the Staff Awards Committee, an advisory committee to the Vice-Chancellor.

Staff awards that recognise teaching excellence include:

- Teaching Excellence Awards – at both faculty and University levels
- Kaupapa Māori Context Teaching Excellence Award – at both faculty and University levels
- Postgraduate Supervisors' Excellence Award – at University level
- Nola Campbell Memorial eLearning Excellence Award – at University level
- Early Career Academic Excellence Award – recognition of contributions in teaching, research, and scholarship, at University level.

The University also offers a range of research excellence awards, to recognise the importance of and encourage research-informed teaching. These include awards to recognise:

- commercial research
- community impact research
- early career research
- lifetime achievement
- Māori or indigenous scholars
- research teams.

Staff and research excellence awards carry with them monetary rewards, and recognition within the University community and in University publications. Teaching-related staff awards also feed into the national Tertiary Teaching Excellence Awards overseen by Ako Aotearoa. University of Waikato staff have been well-represented in these national awards over the past five years.

In addition, the Teaching Development Unit hosts an annual *Celebrating Teachers Day*, where the University's award-winning teachers give presentations about their work.

#### 6.6.3.1 Potential improvements to staff awards

Since the staff awards were introduced in 1989, the University has continually reviewed them to ensure they are comprehensive and inclusive. New awards have been added since the Cycle 4 Academic Audit to increase the suite of awards on offer and provide a comprehensive range of awards for academic and general staff of all levels. The University is constantly looking at ways to enhance the suite of awards to further recognise teaching and research quality.

[CH6-25] [University of Waikato Staff Awards](#) webpage

[CH6-26] [Staff Awards: Purposes, processes and criteria](#)

[CH6-27] [Staff Awards Committee](#) terms of reference – **GOOGLE DRIVE**

[CH6-28] [Research Excellence Awards](#) webpage

[CH6-29] [Teaching Development Unit: Celebrating Teachers Day](#) webpage

## Chapter 7: Supervision of Research Students

### 7.1 Qualification of supervisors

Universities should use documented processes for ensuring staff supervising research students are appropriately trained and experienced as supervisors, including processes to enable new or inexperienced staff to gain experience as supervisors.

#### 7.1.1 The University's Research degrees

The University of Waikato offers a range of research based qualifications at doctorate level, and research qualifications and papers at masters levels. At doctorate level the research qualifications comprise:

- Doctor of Philosophy (PhD)
- Supervised professional doctorates – the Doctor of Education (EdD) and the Doctor of Juridical Science (SJD)
- Doctor of Musical Arts (DMA)
- Higher doctorates – includes the Doctor of Laws (LLD), Doctor of Literature (DLit) and the Doctor of Science (DSc).

At masters level the research qualifications and papers comprise:

- Master of Philosophy (MPhil)
- Three and four paper masters research theses which are undertaken within masters degrees. The University offers masters degrees ranging from 120-points to 240-points, depending on a student's entry qualifications and the chosen subject area.

At the University of Waikato all Doctorate degrees and the MPhil are overseen by the Pro Vice-Chancellor (Postgraduate) and are administered centrally by the Postgraduate Studies Office. All 90- and 120-point masters research theses and overseen and administered by the individual faculties under which they are taken.

#### 7.1.2 University policy on supervision

The University of Waikato's policy on supervision covers the University's expectations of doctoral supervisors and the supervisor-supervisee relationship; processes for applying to be and registering supervisors; responsibilities of doctoral chief supervisors and co-supervisors; induction and training for supervisors; and guidelines for faculties relating to supervision.

The policy is available on the University website. Information about supervision, and becoming a supervisor, is also available in the University's *Higher Degrees Handbook*. The handbook content is currently being incorporated into the website, after which the handbook will be phased out.

#### 7.1.3 Supervision roles

Doctoral supervision at the University is provided by chief doctoral supervisors, doctoral supervisors, convenors and supervisory panels.

- Chief doctoral supervisors provide academic advice and practical support for candidates, from the development of their research proposal through to the examination of their thesis. Chief supervisors nominate the examiners for the

[CH7-1] [Higher Degree Regulations](#)

See Section 2.1.2 –  
postgraduate admission

[CH7-1] [University Policy on Supervision](#)

[CH2-10] [Higher Degrees Handbook](#)

candidate's thesis (for appointment by the Postgraduate Research Committee), provide a report for the examiners, and support the candidate at their oral examination.

- Doctoral supervisors provide additional academic advice and practical support to the candidate through each stage of the project, within a collaborative research environment.
- Convenors of doctoral oral examinations ensure that a candidate's examination is conducted in a fair and proper manner.
- Supervisory panels work with candidates to support their understanding and attainment of high academic standards and the timely completion of their research thesis. Supervisory panels include a designated chief supervisor and at least one other supervisor (sometimes more).

#### 7.1.4 Approval of doctoral supervisors

The University only takes on research postgraduate students if it knows suitable supervision is available for them, and that it will be able to convene a supervisory panel.

The University's Postgraduate Studies Office maintains a record of approved doctoral supervisors, including external supervisors. University staff, and suitably qualified staff from other research institutions, can apply to the Postgraduate Research Committee to be approved as a doctoral supervisor. Applications for registration must be endorsed by the school or department chairperson and the dean (or their nominee) of the relevant faculty, and are assessed by the Postgraduate Research Committee against set criteria, as shown in Table 10. Once approved, a staff member or external supervisor is added to the register.

[CH7-3] [Postgraduate Studies Office](#) webpage

[CH7-4] [Postgraduate Research Committee](#) terms of reference – **GOOGLE DRIVE**

**Table 10: Criteria for doctoral supervisors**

Position	Requirements
<b>Doctoral supervisor</b>	<p>The applicant will:</p> <ul style="list-style-type: none"> <li>• have a doctorate (or equivalent)</li> <li>• be an active researcher at the University of Waikato or other research-based organisation</li> <li>• take part in professional development courses offered by the Postgraduate Research Committee in relation to supervision of higher degree candidates</li> <li>• not be enrolled in a doctoral programme at the University of Waikato.</li> </ul>
<b>Chief doctoral supervisor</b>	<p>The applicant will:</p> <ul style="list-style-type: none"> <li>• have been on the supervisory panel of at least one successful doctoral candidate (or demonstrate significant academic research project management experience and masters thesis supervision)</li> <li>• be a continuing academic staff member, or be contracted by the University of Waikato for sufficient time to see a candidate through to completion</li> <li>• have taken part in professional development workshops offered by the Postgraduate Research Committee in relation to chief supervision of Higher Degree candidates</li> <li>• attend such workshops at least once every three years in order to remain up to date with changes to policy and regulations.</li> </ul>

The Postgraduate Research Committee may waive the requirements in Table 10 in exceptional circumstances.

Where a supervisor is appointed from outside the University, they are encouraged to undertake the same training and professional development as University staff. In general, there is excellent uptake of this training from locally-based external supervisors. External supervisors are not permitted to take on the chief supervision role.

#### 7.1.4.1 Strengths in the approval process

The Postgraduate Research Committee is chaired by the Pro Vice-Chancellor (Postgraduate). Its membership comprises senior academics from each of the University's seven faculties. These representatives act as first points of contact for academic staff in their faculties in relation to doctoral supervision matters. This system works well and ensures information about postgraduate matters is provided to faculties in a consistent and timely manner, and that research supervisors have access to supervision-related advice and support.

#### 7.1.5 Approval of masters supervisors

The University's faculties have their own processes for approving and appointing suitably qualified supervisors for masters research students. The University recognises that there is a lack of clear documentation relating to how faculties approve and appoint supervisors of masters research, and that this is an area that needs to be addressed, both within the faculties and centrally.

Responsibility for approving and appointing masters thesis supervisors ultimately lies with the Chairperson of Department (or equivalent), or their delegate.

Some faculties provide their postgraduate students with faculty-produced handbooks or guidelines, which include information about supervision, research processes, submission and examination for masters degrees.

#### 7.1.6 Training for supervisors

The Pro Vice-Chancellor (Postgraduate) and the Postgraduate Studies Office run training workshops for chief doctoral supervisors, doctoral supervisors, and convenors three times a year. Attendance at these workshops is compulsory for staff who are new to these roles (but not for external supervisors). In 2014, the University introduced a requirement that all doctoral supervisors attend a training workshop at least once every three years. Workshop attendance is recorded against a staff members' file.

[CH7-5] [Postgraduate workshops](#) webpage

Responsibility for the initial and ongoing training of research supervisors rests with the Postgraduate Research Committee. Committee members occasionally identify additional training needs for supervisors. Additional training workshops have included:

- supervising a PhD with Publication
- supervising a PhD with Creative Practice Component
- understanding the income (EFTS, SAC and research degree completion) and implications this has for supervising doctoral students.

The Pro Vice-Chancellor (Postgraduate) and the Centre for Tertiary Teaching and Learning also offer a series of informal postgraduate supervision conversations. Topics have included:

- the group model of supervision
- preparing students for examination
- supervising international students
- building supervision capacity and mentoring new supervisors.

[CH7-6] Teaching Development Unit: [Postgraduate Supervision Conversations](#) webpage

In addition, the Centre for Tertiary Teaching and Learning provides resources for postgraduate research supervisors, and will help them prepare a portfolio if they are nominated for a University Research Postgraduate Supervision Excellence Award.

#### 7.1.6.1 Satisfaction with training

The University's 2014 staff surveys demonstrated that postgraduate supervision is regarded as highly important by academic staff, and that staff satisfaction with the support the University provides for developing postgraduate supervision skills is also relatively high and increasing. Table 11 shows the results of the 2014 survey questions relating to postgraduate supervision, and the percentage change in these results since the 2009 survey.

**Table 11: Results for postgraduate questions in 2014 staff survey**

Postgraduate questions	2014 result	Change since 2009
I consider postgraduate supervision an important part of my workload	92%	+3%
I consider postgraduate supervision to be an important part of my research	78%	+4%
I consider postgraduate supervision to be an important part of my teaching	86%	+1%
I am given enough support to develop my postgraduate supervisory skills	64%	+10%

#### 7.1.7 Research supervision capacity

At present, the University receives many more applications from potential students who want to study for postgraduate research degrees, especially doctorates, than it can accept. This is due to a lack of necessary supervision capacity to accept them. The University is working on building capacity, as appropriate, and areas of expertise.

Partly in an effort to address supervision capacity issues, in 2014, the University benchmarked its requirements to be approved as a chief supervisor against the other seven New Zealand universities. This benchmarking exercise demonstrated that the University of Waikato's requirements were more stringent than those applied by any other New Zealand university. Consequently, the University brought its requirements into line with most other New Zealand universities: doctoral supervisors now only need to complete one supervision as a supervision panel member before they can apply to be a chief supervisor (previously they had to complete two).

#### 7.1.8 Current initiatives

The University is developing a live online supervision register of all staff qualified to supervise masters and doctoral research for the purpose of providing:

- real-time information on masters and doctoral supervision responsibilities
- an overview of research students allocated to supervisors, but not yet enrolled
- a central strategic platform to better understanding of the University's capacity to provide research students with supervision
- information for the purpose of marketing and recruitment of research postgraduate students
- support for faculty management of postgraduate research supervisor's workloads.

The online register will be completion by the end of 2015.

[CH7-7] Teaching Development Unit: [Resources for Postgraduate Research Supervision](#) webpage

[CH7-8] [Research Postgraduate Supervision Excellence Award](#) webpage

## 7.2 Resourcing of research students

Universities should use documented processes for ensuring research students are appropriately resourced to do their research.

### 7.2.1 Resources for higher degree research students

The University of Waikato has a policy detailing its commitment to allocating resources to students completing MPhil and doctorate degrees at the University, entitled *Resources for Higher Degree Research Students: Statement of Expectations*.

The Postgraduate Research Committee, working with the Postgraduate Students' Association developed the *Statement of Expectations* which came into effect in January 2012. It was developed in response to an affirmation in the *University of Waikato Cycle 4 Academic Audit Report*: "The panel affirms the development of the 'Statement of Expectations' which outlines the minimum resources that the University will make available to enrolled postgraduate students." (p. 33)

The *Statement of Expectations* is reflected in the University's *Higher Degree Regulations*. Both are available to students and staff on the University's website. Staff are additionally advised about resource entitlements at the supervisor and chief supervisor training workshops and students are provided with copies of the *Statement of Expectations* at doctoral induction workshops.

[CH7-9] [Statement of Expectations](#) – **GOOGLE DRIVE**

[CH7-10] [University of Waikato Cycle 4 Academic Audit Report](#)

[CH7-1] [Higher Degree Regulations](#)

See Section 7.1.6 – training for supervisors

### 7.2.2 Resources for masters degree research students

The University's faculties are responsible for ensuring that their masters degree research students have the resources they need to complete their studies. Faculties develop and manage their own guidelines and procedures for allocating resources and faculty Deans are responsible for ensuring that staff and students know about these, and that they are adhered to.

Faculty resource allocation guidelines are outlined in faculty handbooks and other faculty-produced guidance for postgraduate students, and sometimes on faculty websites. Many faculties also run introduction and induction sessions where new postgraduate students are made aware of the resources available to them.

Resources that faculties provide to masters degree students can include office space on campus and financial support for expenses such as: travel required to collect data, present papers or attend conferences; research equipment or software that is not already available at the University; thesis printing and binding; and other reasonable research expenses.

#### 7.2.2.1 Masters students' experience project

The University has identified that, due to the current faculty-based system for administering masters degrees, there is limited information in a central repository about the resources available and allocated to masters students. Information about resources is not easily accessible or available on the University or faculty websites, which makes it difficult to monitor how aware students are of the resources available to them, and whether there are significant differences between the information and resources provided by faculties.

In 2014, the University's Student Experience Committee started a project focussed on masters students' experiences across the University. This work will continue throughout 2015, and will aim to ensure masters students' experiences are consistent and well-documented University-wide. As a starting point, the committee collected information about the various postgraduate support services that the faculties offer masters and doctoral degree students.

### 7.2.3 Scholarships

The University annually offers over 110 dedicated scholarships for students completing research masters and doctoral degrees. Eight of these scholarships are specifically for Māori, and one is for Pacific, postgraduate students. Students can find out about scholarships through the University's website, which also includes information about external funding opportunities.

Results from the 2014 Domestic Student Barometer Survey relating to scholarships offered by the University highlighted the importance of financial assistance to doctoral students:

- 97 per cent of postgraduate research students indicated financial assistance made a big difference to them
- 69 per cent of postgraduate research students would not have come to Waikato without the University's financial assistance
- 78 per cent of postgraduate research students would not have started studying at that level without financial assistance from the University.

### 7.2.4 Online resources

The University provides a doctoral Moodle site and a masters thesis Moodle site. The site includes information about upcoming workshops, seminars and events, research and careers-related information, and access to resources such as forms, presentations and workshop notes. Students can also use Moodle as a forum for sharing resources and providing feedback on events.

### 7.2.5 Other support

The University provides a range of other resources and opportunities aimed at helping postgraduate students with their research and future career development. Examples include:

- University and faculty seminars and training sessions for professional and transferable skills development
- one-on-one research consultations – subject librarians are available to assist postgraduate research students
- opportunities to work as a paid sessional assistant or tutor while completing their studies
- postgraduate presentations and seminars – for example, at the doctoral level, the University holds the Three Minute Thesis (3MT) competition, where students compete for prizes by presenting their research in three minutes or under
- postgraduate month – a month of events and activities designed to build awareness of postgraduate research and develop a strong postgraduate culture on campus
- full-day postgraduate student development workshop
- doctoral writing conversations – coordinated and run by Student Learning
- preparation for oral exams.

[CH7-11] [Faculty Support Services for Postgraduate Students](#) – **GOOGLE DRIVE**

[CH4-13] [Scholarships Office](#) – List of scholarships available

[CH7-12] [Postgraduate Scholarships](#) webpage

See Section 5.5.3 – student barometer surveys

See Section 3.3.6 for information about the transferable skills programme

See Section 5.2.2 for more information on Student Learning services



## 7.3 Research supervision

Universities should use documented processes for ensuring supervision of research students is effective and that student progress and support are appropriately

### 7.3.1 Responsibility for supervision and support of doctoral students

At the University of Waikato, responsibility for ensuring that the supervision of doctoral research candidates is effective rests primarily with the supervision panel and, to some degree, the student. Chairpersons of Department (or equivalent) and faculty Postgraduate Research Committee representatives, along with the Postgraduate Research Committee, the Postgraduate Studies Office (within the Student and Academic Service Division) and, ultimately, the Pro Vice-Chancellor (Postgraduate) also play a role in ensuring that supervision is effective and that students are achieving their research and writing goals.

### 7.3.2 Monitoring academic progression, supervision and support

#### 7.3.2.1 Progress reports

One of the main mechanisms that the University uses to monitor the academic progress, supervision and support provided to research students is their six-monthly progress reports. All doctoral and MPhil students must complete these progress reports, and the processes and timelines relating to them are set out on the University's website. Progress reports allow students to reflect on their progress with their research and thesis and the extent to which they are achieving their goals. Chief supervisors, Chairpersons of Department (or equivalent), and their Postgraduate Research Committee representative are also required to review and comment on the student's progress report.

[CH7-13] [Progress Reports](#) webpage

Progress reports provide a formative and summative evidence based report of what has been achieved and can be a guide for student and supervisor discussions.

In addition, the University encourages the use of Skype and other technologies as means of maintaining connectivity with students who are in a remote locations, or studying at a distance.

#### 7.3.2.2 Strengths in the progress report process

In 2012, the University shifted its progress reporting process online. Students are provided with a notification when their next report is due and an online template to complete. This has vastly increased the timely completion of progress reports. It also means that the student, all supervisors, and Chairpersons of Department (or equivalent) have access to an online copy of the report, and, within that report, the identified previous and future goals, and comments from the supervisors.

Not all New Zealand universities require six-monthly reporting. However, the University of Waikato believes the more frequent reporting cycle allows for more comprehensive monitoring of postgraduate students, and early detection of any issues that might be impeding the quality of their supervision or their academic progress.

#### 7.3.2.3 Places where students can discuss supervision concerns

The Postgraduate Studies Office provides a central service where students can discuss any supervision issues, concerns or needs they have. Where the Postgraduate Studies Office



identifies an issue with a student's supervision, it will work through the options available with the student and then involve others, as required.

#### 7.3.2.4 Staff and student surveys

The University gathers data about staff and student satisfaction with the supervision process through its biennial staff and student barometer surveys.

Of particular note in the results from the 2014 staff survey, was a 10 per cent increase in staff's perceptions that they were given enough support to develop their supervisory skills. The student barometer surveys include specific questions asked of postgraduate students about their research and support. These surveys provide students with opportunities to make anonymous comments about concerns they might have.

*See Section 7.1.6 – postgraduate results from the staff survey*

*See Section 7.5.1 – postgraduate results from the student barometer surveys*

### 7.3.3 Providing supervision continuity

To be appointed as a chief supervisor, a staff member must intend to remain at the University for sufficient time to see their postgraduate supervisees through to the completion of their degrees.

There have been a number of instances over the past five years, however, where chief supervisors have resigned from the University's employment, retired or passed away, before completion. In all these instances, the University has ensured that a new chief supervisor has been appointed to the panel.

### 7.3.4 Faculty processes for masters students

Faculties are responsible for all aspects of masters students study, including processes for providing support and supervision. The University's Postgraduate Studies Office has, however, produced guidelines on what should be included in faculty and school processes related to supervision.

[CH7-14] [Guidelines for Faculty/School Processes Relating to Supervision](#) webpage

Under the University's *Academic Workload Policy*, the Chairperson of Department (or equivalent) is responsible for monitoring their academic staff members' workloads to ensure there is an equitable balance between research and teaching.

[CH6-9] [Academic Workloads Policy](#)

*See Section 6.2.3 – Academic Workloads Policy*

Most faculties require their supervisors to meet with masters students on a regular basis (often monthly), and to read and provide written feedback on drafts of students' theses before they submit the final version. Supervisors are also responsible for monitoring their students' academic progress.

The University understands the difficulties that faculties face in collecting confidential and anonymous feedback from their masters students for the purpose of monitoring the effectiveness of supervision. The University's Student Experience Committee is currently undertaking work on research masters students' University experiences. The committee recognises that it may be desirable to adopt a centralised approach and processes for monitoring masters students' supervision and academic progression, to ensure they all receive the same level of quality support.

*See Section 7.5.2 – system for monitoring masters students*

### 7.3.5 Research and career development

The University provides numerous processes, resources and activities to support postgraduate students with their research, and academic and career development.

*See Section 7.2 – resourcing of research students*

## 7.4 Thesis examination

Universities' thesis examination processes should ensure thesis standards are nationally and internationally benchmarked.

### 7.4.1 The University's thesis examination processes

The University of Waikato has *Dissertation and These Regulations* which govern the submission of all postgraduate research theses. In addition, the University has policies and procedures in place that govern the examination processes for doctoral and MPhil research theses. These documents ensure that all higher degree theses submitted and examined at the University are consistent, and comply with internal University, and external national and international standards. They are administered by the University's Postgraduate Research Committee.

[CH7-15] [Dissertation and These Regulations](#)

#### 7.4.1.1 How requirements are communicated to students and staff

The University's examination processes for PhDs and MPhils are outlined in its *Calendar* and *Higher Degrees Handbook*. In addition, the University's Postgraduate Studies Office provides a range of resources for students, staff and examiners about the requirements for examinations of higher degrees. This includes information about: thesis submission, nomination of external examiners, the external examiner's report, revisions to theses, and oral examinations.

[CH7-1] [Higher Degree Regulations](#)

[CH2-10] [Higher Degrees Handbook](#)

[CH7-16] [Postgraduate Studies Office: Examinations](#) webpage

### 7.4.2 Nominating and appointing doctoral and MPhil examiners

In normal circumstances, the University appoints two examiners to examine doctoral and MPhil theses: one from outside New Zealand (the overseas examiner), and one from within New Zealand, but external to the University of Waikato (the New Zealand examiner).

However, in situations where the two examiners' recommendations diverge (in that one recommends the thesis should proceed to oral examination and the other does not), a third external examiner will be brought in. The third examiner will examine the thesis without knowledge of the other two examiners' recommendations, and make the deciding recommendation.

The process of having two external examiners is typical of how most New Zealand universities conduct examinations of theses at this level. Using only external examiners means that the University of Waikato's standards for doctoral and MPhil research theses are assessed by outside experts, and is a means of ensuring that theses comply with national and international disciplinary expectations and standards.

The University does not use internal examiners for doctorate or MPhil theses (as some New Zealand Universities do), as it believes this could compromise the examination and may create conflicts of interest.

The process of nominating thesis examiners is governed by the University's *Nomination of Examiners Guidelines*.

[CH7-17] [Nomination of Examiners Guidelines](#)

### 7.4.3 Examining doctoral theses

Each examiner is required to make an independent written report on the thesis. The criteria that examiners should take into account are set out in an information sheet, provided with

the thesis. Examiners use the criteria to decide whether the thesis should proceed to an oral examination.

Oral examinations are normally held for PhD and EdD, SJD and DMA theses, but not for MPhil theses, unless recommended by the examiners. New Zealand-based examiners are expected to attend the oral examination, and put to the student both their own questions and those of any overseas examiners (alternatively, this may be done by the convenor).

Oral examinations are chaired by a convenor appointed by the Postgraduate Research Committee. Convenors are senior academic staff members who have completed specialised convenor training. Their role is to ensure the examination is conducted in a fair and proper manner, and includes the responsibilities set out in the *Information Sheet for External Examiners of Higher Degrees*.

[CH7-18] [Information Sheet for External Examiners of Higher Degrees](#) – [GOOGLE DRIVE](#)

Where a convenor is not satisfied that an oral examination was conducted in a fair and proper manner, or where the examiners participating in the oral examination cannot agree on a recommendation, the convenor will provide a report to the Postgraduate Studies Committee. The committee will then decide on any actions needed to address the issues raised.

#### 7.4.3.1 Examination in te reo Māori

Theses are normally written in English. However, students who are planning to write their thesis in te reo Māori can notify the Postgraduate Studies Office of this (usually after the first six months of enrolment) to enable suitable arrangements to be made, including a translation, where required.

Where a student submits a thesis in te reo Māori, the Chief Supervisor will nominate two external examiners capable of examining the thesis in this language. The oral examination is also conducted in te reo Māori, and the University has experienced te reo Māori speaking convenors who have been specially trained in the convening of such examinations and the necessary protocols around them.

[CH7-19] [Protocols for the oral examination of a doctoral thesis examined within a Māori context](#)

The University has published *Protocols for the oral examination of a doctoral thesis examined within a Māori context* and a *Whānau information sheet* for Māori doctoral candidates. The documents explain how whānau can attend and be involved in the examination.

[CH7-20] [Whānau information sheet](#)

#### 7.4.4 Examining masters theses

The University's Assessment and Examination Office, within the Student and Academic Services Division, administers and oversees examination processes for undergraduate and postgraduate honours and masters degrees. Information about the processes is available on the University's website, including information about requirements for thesis presentation, submission and resubmission.

[CH7-21] [Examination of Masters Theses and Dissertations](#) webpage

At the time of submission, masters students and their supervisor are required to sign a declaration stating that the thesis is ready for examination, and is the student's own work, carried out under the supervisor's direct supervision. This provides a level of monitoring for submitted theses to ensure the University's quality standards are met.

Masters thesis examinations are managed within each school or department. Masters theses are assessed by two examiners, one of whom is external to the University. In 2011, the

University conducted a benchmarking exercise to ensure its examination and divergent grades processes for taught and research masters aligned with other New Zealand universities. The findings of the exercise confirmed that the process of having at least one external examiner for all masters thesis examinations measured up to national and international university standards.

Many faculties provide guidelines and the University's grade scale for both internal and examiners to use when assessing masters theses. The examiners make recommendations about the grade that a thesis should be awarded. Faculties have processes that they follow where there are large discrepancies in the recommended grades. These typically involve the appointment of a third examiner (either internal or external) to examine the thesis.

#### **7.4.5 Enhancements**

In April 2015, the Academic Board approved an amendment to the *Dissertation and Thesis Regulations* to allow for soft-bound submission of masters theses. The change allows for students to undertake editorial amendments after their thesis has been examined, based on the recommendations of the examiner. The University has worked through matters relating to the timeline and process for submission of soft-bound masters theses, including the nature of the changes that would be allowable, and the necessity for someone to check the hard-bound thesis to ensure no substantial changes had been made after the examination. The change to these regulations also aligns with common practice at other New Zealand universities.

## 7.5 Postgraduate student feedback

Universities should use processes for gaining feedback on student satisfaction with supervision and support for postgraduate students and be able to demonstrate that feedback is used to inform improvement initiatives.

### 7.5.1 How the University gains feedback from postgraduate students

The University of Waikato uses both formal and informal mechanisms to gather feedback from postgraduate students. These mechanisms include doctoral writing conversations, higher degree progress reports, Domestic and International Student Barometer Surveys, Postgraduate Studies Office staff, the Waikato Postgraduate Students' Association and the Higher Degrees at Waikato Facebook group.

*See Section 7.3.2 – progress reports*

Feedback is gathered about students' supervision and support needs and experiences. It is used to identify and resolve issues experienced by individual students, and to change and strengthen the University's research-degree-related processes.

#### 7.5.1.1 Doctoral writing conversations

The University's Centre for Tertiary Teaching and Learning offers weekly cross-disciplinary research conversation and writing sessions for research degree students during semester time. These sessions are an opportunity for students to network, and discuss general research and supervision issues.

*See Section 7.1.6 – postgraduate supervision conversations*

Feedback from the conversations is used to inform the development of future sessions, as well as the Supervisor Conversations that are offered by the Pro Vice-Chancellor (Postgraduate) and the Centre for Tertiary Teaching and Learning.

#### 7.5.1.3 Student barometer surveys

The University runs biennial International and Domestic Student Barometer Surveys to gather information on a range of student-related matters.

*See Section 5.5.3 – student barometer surveys*

Table 12 contains the results of the 2013 International and 2014 Domestic Student Barometer Surveys, with respect to the questions asked specifically of postgraduate students. The results show that postgraduate students are generally satisfied with these three key areas of their research and learning. (There were 760 postgraduate participants in the domestic survey, and 299 postgraduate participants in the international survey.)

**Table 12: Results from postgraduate questions in student barometer surveys**

	International 2013	Domestic 2014
<b>Topic selection</b>	92.7%	90.4%
<b>Managing research</b>	100.0%	88.3%
<b>Opportunities to teach</b>	67.7%	83.0%

Results from the surveys are presented to the Senior Leadership Team and other staff, and are distributed to the faculties and University divisions to review and implement any changes needed in their processes.

Students are informed of the results, and what the University plans to do in response, through a large variety of channels, including the intranet, emails, student eNews, *Nexus* and the Waikato Postgraduate Students' Association.

In addition, the University uses the survey results to benchmark itself against other universities worldwide, including the seven other New Zealand universities. Results from the domestic survey are benchmarked against those from 180 other universities in 16 countries including all New Zealand Universities; results from the international survey against 193 other universities in 16 countries. The University produces reports on the outcomes of this benchmarking process.

*See Section 5.5.1 – Student Survey Framework*

The Student Barometer survey to be run in May 2015, will include additional questions for postgraduate research students.

#### **7.5.1.4 Waikato Postgraduate Students' Association**

The Waikato Postgraduate Students' Association represents the interests of postgraduate students at the University of Waikato. The association encourages all higher degree students to join and contact it if they have any questions or concerns about their studies. It also offers informal social and networking events where students can discuss their studies.

[CH7-22] [Waikato Postgraduate Students' Association](#) webpage

[CH7-23] [Postgraduate Students' Association – University of Waikato](#) Facebook group

#### **7.5.1.5 Facebook**

The University's Higher Degrees at Waikato Facebook group is administered by the Pro Vice-Chancellor (Postgraduate) and the Postgraduate Studies Office. The group provides postgraduate students with another forum to give feedback and receive support, both from key postgraduate staff and fellow higher degree students.

[CH7-24] [Higher Degrees at Waikato University](#) Facebook group

Any feedback received is followed up on by the Postgraduate Studies Office individually or collectively (as appropriate). Channels used to respond to feedback include the Facebook group, email, student eNews, *Nexus* and the Waikato Postgraduate Students' Association.

#### **7.5.1.6 Faculty processes**

Individual faculties have their own processes for gathering feedback from their postgraduate students. These include postgraduate seminars and social occasions, and through postgraduate student representatives. Supervisors also fulfil a pastoral role, where they find out about and help meet their individual student's learning and research support needs.

### **7.5.2 Current initiatives**

The University is considering centralising the administration, progress monitoring, and examination of masters research students, and providing centralised training for masters research supervisors. This will involve developing University-wide guidelines for supervising and examining 90- and 120-point masters theses. These changes will be undertaken with the aim of increasing consistency of processes across the University and improving the quality of masters research student experience.

The University is also investigating the introduction of postgraduate research student exit surveys. There is a recognised need for a survey specifically to gather information about students' experiences of postgraduate supervision. It is intended that an exit survey will be in place by the end of 2015.

## Conclusion: Summarised List of Enhancements Required

Chapter		Enhancement required	Priority
1. Leadership and Management of Teaching and Learning	1.3 Student input	Broadening student transcripts to include recognition of University committee representation, participation in leadership programmes and volunteer work.	High – implementing in 2015
	2.2 Access and transition	The development a University-wide framework and system for systematic academic tracking and monitoring of students – using assessment data to better understand and improve student engagement and progress.  The development of an academic integrity module – this initiative will include a requirement that all students are to complete the module in their first year of study at the University.	High – decisions to be made in 2015  High – decisions to be made in 2015
	2.3 Academic advice	The development and training of student class representatives as a vehicle to provide important information and feedback (including academic information) to their lectures, peers and tutorial groups on a just-in-time basis.	Medium – ongoing enhancement
3. Curriculum and Assessment	3.3 Graduate outcomes	The development of an online system to enable paper outlines to be developed, reviewed and accessed online.  The development of an online portal to enable graduate profiles to be accessed and disseminated online.  The establishment of an on campus student incubator as a dedicated space to encourage, develop and inspire the creative, innovative and entrepreneurial abilities of University of Waikato students.  The introduction of a transferable skills programme to better prepare doctoral students for future employment.	High – implementing in 2015  Medium – commencing in 2015  High – commencing in 2015  High – decisions to be made in 2015
	3.5 Benchmarking programmes	Broadening benchmarking practices through the development of further partnerships with both New Zealand and international universities.	Medium – on going
	3.9 Assessment in te reo Māori	The enhancement staff skills in te reo Māori and tikanga Māori to enhance the University's capacity to teach and assess in te reo Māori.	Medium – on going

<b>4. Student Engagement and Achievement</b>	4.1 Student engagement	Refer to enhancement 2.2 for information on systematic academic tracking and monitoring of students.	
	4.2 Retention and completion		
	4.4 Under-achieving students		
<b>5. Student Feedback and Support</b>	5.5 Feedback from students	The development of a student survey feedback webpage accessible by staff and students.	High – implementing in 2015
	5.6 Feedback from graduates	The development of a Graduate Destination Survey for tracking employment and graduate outcomes, and surveying alumni.	High – Will be run in 2015
<b>6. Teaching Quality</b>	6.2 Research-active staff	The establishment of a University-wide network to support emerging future academic leaders.	Medium – implementing in 2015
	6.4 Teaching development	The implementation of the tertiary teaching development framework for initial and ongoing tertiary teaching development for academic staff.	High – implementing in 2015/2016
<b>7. Supervision of Research Students</b>	7.1 Qualification of supervisors	The development of a live online supervision register of all staff qualified to supervise masters and doctoral research by the end of 2015.	High – implementing in 2015
	7.3 Research supervision	The development of a framework to ensure University-wide consistency of supervision, support and examination for research masters degrees.	High – decisions to be made in 2015
	7.5 Postgraduate student feedback	The development of postgraduate exit surveys to gather feedback and information about postgraduate students' experience, including supervision.	High – Will be piloted in 2015



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## Appendix 1: Method used to prepare this Self-Review Report

After considerable consultation with all New Zealand universities, the Academic Quality Agency for New Zealand Universities published the [Cycle 5 Academic Audit Handbook for Universities](#) in April 2013. The handbook expands on the [Cycle 5 Academic Audit Framework](#), published in January 2013. It outlines the requirements of the Cycle 5 Academic Audit, and specifies seven key academic activity themes, and 40 guiding statements relating to these themes. As part of their self-review process for the academic audit, universities must evaluate the extent to which they have undertaken the activities and processes identified in the themes and guiding statements, and provide evidence to support their evaluation. The results of the evaluation are recorded in the universities' self-review reports.

The University of Waikato appointed an Academic Audit Project Manager to oversee the self-review and site visit process for its Cycle 5 Academic Audit, including the preparation of its Self-Review Portfolio. The portfolio incorporates this Self-Review Report and key supporting documents. A framework and timeline for the University's audit preparations were developed, and these were endorsed by the Faculty Boards, the Education Committee and the Academic Board in April 2014.

A multidisciplinary Academic Audit Project Team, sponsored by the Deputy Vice-Chancellor and led by the Pro Vice-Chancellor (Education), was established in July 2014. It includes:

- the Pro Vice-Chancellor (Education), acting as chairperson
- the Pro Vice-Chancellor (Postgraduate)
- the Director of the Centre for Tertiary Teaching and Learning
- the Head of Student and Academic Services
- the Group Manager, Student Experience and Administration
- the Group Manager, Student and Faculty Academic Services
- one staff member from each of the seven faculties, appointed by the Deputy Vice-Chancellor in consultation with the relevant Dean
- the Academic Audit Project Manager.

The project team was tasked with preparing and collating information and evidence for the University's Academic Audit Self-Review Portfolio. In discharging this task, the project team consulted with the University's various departments and divisions. Project team members with expertise in particular areas were appointed as [Chapter Leads](#) to facilitate and oversee the development of specific chapters.

[Background information](#) on the Cycle 5 Academic Audit was posted on the University's website in September 2014, and advertised through the University's Official Circular. Through the Faculty Boards and the Education Committee, staff were regularly updated on the progress of the self-review portfolio and encouraged to contribute to the Academic Audit process.

The University commissioned an external writer and editor to draft the Self-Review Report. The initial draft was completed in early-March 2015, following which there was extensive consultation with both academic and general staff working in the teaching, learning and student support areas. Feedback from staff was considered and incorporated in the report.

The revised version of the Self-Review Report was completed in early-April 2015 and made available on the University's website for viewing and further feedback from staff. Minor alterations were made as a result. The final Self-Review Report was submitted to the University's Academic Board for approval on 28 April 2015.

On 11 May 2015, the University of Waikato submitted the completed Self-Review Portfolio to the Academic Quality Agency for New Zealand Universities.

## Appendix 2: Response to Cycle 4 Academic Audit recommendations

The University has considered all recommendations made in the Cycle 4 Academic Audit Report (2010). The below table highlights the recommendations made and the progress the University has made in addressing these.

The panel recommended that the University		Position responsible	University of Waikato's response
<b>Governance and Management</b>			
<b>R1</b>	It is recommended that the University integrate and synchronise its various planning documents so that they present to the community a coherent strategy for achieving the University's Vision.	Assistant Vice-Chancellor (Executive)	<p>The strategic planning framework that was approved by Council in 2009 outlines the relationship between the University's plans and how they are positioned to achieve the University's Vision and Strategy. The University Strategy 2014-2017 was approved by Council in December 2013.</p> <p>The Strategy is underpinned by the Academic Plan 2012-2016 which was reviewed and approved by Council in 2012. The Academic Plan informs the Investment Plan and is closely referenced when other plans.</p> <p>At the time of the Cycle 4 Audit not all plans in the framework had been completed. As the plans have been completed, and in some cases renewed, they have been developed with reference to the overarching framework and each of the plans within it.</p>
<b>R2</b>	The Panel recommends that what is distinctive about the University of Waikato and its teaching and research be identified, made explicit and widely understood within the University and the communities it serves.	Vice-Chancellor with Head of Communications and External Relations	<p>The consideration of what is distinctive about the University of Waikato was a key component in the development and consultation processes for the Academic Plan 2012-2016 and the University Strategy 2014-2017.</p> <p>The Strategy and Academic Plan ensure that strategic investment decisions are well-informed and aligned with the University's aspirations and the needs of our stakeholders. It identifies initiatives and targets associated with the University's core business of teaching, research and the student experience.</p>
<b>R3</b>	The Panel recommends that Council demonstrate greater engagement with the University and its Vision.	Vice-Chancellor with Assistant Vice-Chancellor (Executive)	The University has carefully considered this recommendation and believes that Council is engaged with the University and its Vision. The Council applies a sound understanding of its governance role.

Teaching and Learning and Student Support			
<b>R4</b>	The Panel recommends that the University develops a comprehensive flexible education plan that includes e-learning and addresses delivery to the Tauranga students.	Pro Vice-Chancellor (Teaching and Learning)	Both the Academic Plan and Teaching and Learning Plan have been reviewed since the Cycle 4 Academic Audit. These updated plans include objectives and goals for the integration, development and support of e-learning, distance and flexible learning options.
<b>R5</b>	The Panel recommends that the University develops a student transition programme that extends beyond orientation and includes, in particular, a comprehensive institution-wide students-at-risk programme to close the loop between enrolment and completion.	Pro Vice-Chancellor (Teaching and Learning) with Head of Student and Academic Services	<p>The WaiBoost project piloted in 2011 has been continued and expanded to include a 2Boost programme specifically designed for Tauranga students.</p> <p>Faculties have systems in place to monitor their students' performance, however, the University is also considering the development of a systematic university-wide system to strengthen the work already undertaken within the faculties.</p> <p>In Semester A 2015, the University has piloted centrally coordinated monitoring of a cohort of students who were identified as needing additional support in order to transition successfully into University study. The results of this pilot will be reviewed and rolled-out more broadly in 2016.</p> <p>Successful initiatives have been rolled out in the Halls of Residence to strengthen both academic and peer support provided for students during their first year of study.</p>
Research			
<b>R6</b>	The Panel recommends that the University responds to the risk it faces in some areas of being unduly dependent for research productivity on a small number of high performing research staff.	Pro Vice-Chancellor (Research)	<p>The new Research Plan was approved by Council in 2013 and aims to ensure the University conducts excellent research, develops its research reputation, increases postgraduate student numbers, and attracts external investment in research.</p> <p>The University has also established a two-yearly formative research exercise. This process monitors progression towards these broad objectives.</p>
Pacific People			
<b>R7</b>	The Panel recommends that the University's planning and organisational processes should recognise the needs and aspirations of staff and students who identify as Pacific peoples as a distinctive stakeholder group.	Pro Vice-Chancellor (Teaching and Learning) – to develop the Pacific Plan	A Pacific Plan has been developed and was approved by Council in May 2012. The Plan directly addresses this recommendation and foreshadows the identification of areas of interest and the need for the delivery of educational services for Pacific Peoples. The University has appointed a Senior Policy Advisor – Pacific and a Pacific Student Support Coordinator.

<b>R8</b>	The Panel recommends that the University explores the opportunities presented by close proximity to the largest community of Pacific peoples, in particular in Manukau.	Head of Communications and External Relations	<p>The University appointed a Senior Policy Advisor - Pacific in 2013. The role has planning, strategic and operational oversight of the Pacific Plan to ensure the University meets the aspirations, needs and priorities of Pacific peoples. The Senior Policy Advisor - Pacific has been instrumental in growing Pacific student and community relationships within New Zealand and internationally.</p> <p>The University recognises that opportunities may not necessarily be present in Manukau given the strengthening of AUT's and MIT's focus around education initiatives for Pacific peoples in South Auckland.</p>
<b>Institutional Quality Assurance</b>			
<b>R9</b>	The Panel recommends that as a matter of urgency the University completes the implementation of the recommendations of the Cycle 3 audit and establishes a quality assurance system that includes planning, monitoring, review and improvement and which feeds back into professional development and enhancement.	Pro Vice-Chancellor (Teaching and Learning) and Assistant Vice-Chancellor (Operations)	In 2012, the University completed a major review of its committees. An outcome of this review, and in response to the Cycle 4 Audit, was the establishment of the Education Quality Assurance Committee (a committee of the Education Committee). The terms of reference and work of this Committee relate directly to the development and oversight of the University's system for quality assurance of teaching and learning. The Committee is chaired by the Pro Vice-Chancellor (Education) and includes representation from the Faculties and the Centre for Tertiary Teaching and Learning.
<b>R10</b>	The Panel recommends that within its existing survey framework the University introduces more systematic benchmarking and mechanisms for student feedback.	Pro Vice-Chancellor (Teaching and Learning)	In 2010, a comprehensive report was prepared by a Benchmarking Taskforce of the Teaching Quality Committee. The recommendations from this report have been implemented and a Student Survey Framework was approved by the Vice-Chancellor in December 2012. The Student Survey Framework provides for benchmarking and student feedback and is being operationalised in a staged manner with positive outcomes.
<b>Community Engagement</b>			
<b>R11</b>	The Panel recommends that the University seeks stronger engagement with Pacific peoples communities.	Head of Communications and External Relations	<p>The University has appointed a Senior Policy Advisor – Pacific, a Pacific Student Support Coordinator and an Employer Engagement Officer to address this recommendation and facilitate stronger community and Pacific engagement. The University has also enhanced its Careers Services Office.</p> <p>The Stakeholder Engagement and Reputation Plan and the Pacific Plan were developed and approved by Council in 2010 and 2012, respectively. Both plans identify goals and strategies for stronger community engagement within New Zealand and offshore.</p>

## Appendix 3: University Profile – Statistical Summary

### Total Students by Origin

	2006	2007	2008	2009	2010	2011	2012	2013	2014
Core Region	8,714	8,347	8,333	9,234	8,845	8,732	8,863	8,799	8,523
Inner Periphery	483	512	626	794	843	961	930	971	1,002
Outer Periphery	519	527	521	585	551	561	506	537	525
Auckland	953	899	790	754	679	614	587	489	488
Wellington	168	142	131	188	169	181	156	165	153
South Island	143	131	157	137	134	128	129	137	124
Overseas	1,581	1,482	1,448	1,397	1,421	1,386	1,350	1,246	1,417
<b>Total</b>	<b>12,561</b>	<b>12,040</b>	<b>12,006</b>	<b>13,089</b>	<b>12,642</b>	<b>12,563</b>	<b>12,521</b>	<b>12,344</b>	<b>12,232</b>

*The data in these tables count students enrolled in formal programmes only.*

Core Region: Waikato and Bay of Plenty (includes Coromandel).

Inner Periphery: Auckland City (Southern), Gisborne, Taranaki, Manawatu, Wanganui.

Outer Periphery: Hawke's Bay, Northland.

### Total Students by Ethnicity

	2006	2007	2008	2009	2010	2011	2012	2013	2014
Pākehā/European	5,938	5,727	5,631	6,061	5,841	5,775	5,778	5,711	5,472
New Zealand Māori	2,239	3,217	2,230	2,451	2,300	2,339	2,343	2,290	2,254
Pacific Islander	433	454	500	525	470	491	557	589	570
Chinese	2,242	1,674	1,405	1,383	1,301	1,182	1,181	1,130	1,252
Indian	288	293	320	402	416	428	456	419	447
Other	1,421	1,575	1,920	2,267	2,314	2,348	2,206	2,205	2,237
<b>Total</b>	<b>12,561</b>	<b>12,040</b>	<b>12,006</b>	<b>13,089</b>	<b>12,642</b>	<b>12,563</b>	<b>12,521</b>	<b>12,344</b>	<b>12,232</b>

**Total EFTS by Level**

	2006	2007	2008	2009	2010	2011	2012	2013	2014
Sub-degree	588	648	749	872	575	453	406	345	335
Degree	7,888	7,356	7,236	7,851	7,874	8,009	8,123	8,075	7,824
Taught Postgraduate	1,018	1,033	1,028	1,149	1,205	1,159	1,117	1,161	1,168
Research Postgraduate	459	477	497	545	593	620	620	576	576
ACE	181	195	176	189	168	108	104	2	-
<b>Total</b>	<b>10,134</b>	<b>9,708</b>	<b>9,685</b>	<b>10,606</b>	<b>10,415</b>	<b>10,349</b>	<b>10,371</b>	<b>10,159</b>	<b>9,904</b>

Sub-degree: Comprising papers that fit the MOE criteria for RS1 funding, whether MF or FCI, excluding papers that are eligible for ACE funding.

Degree: Comprising papers that fit the MOE criteria for RS2 funding (whether MF or FCI).

Taught Postgraduate (TPG): Comprising papers that fit the MOE criteria for RS3 funding, whether MF or FCI.

Research Postgraduate (RPG): Comprising papers that fit the MOE criteria for RS4 or RS5 funding.

ACE (Adult and Community Education): Non-assessed and attracts ACE funding from Government (until 2013).

**Total EFTS by Source of Funding**

	2006	2007	2008	2009	2010	2011	2012	2013	2014
Ministry-Funded (excluding ACE)	7,549	7,705	7,859	8,700	8,546	8,660	8,776	8,726	8,473
Full-Cost International	2,370	1,767	1,615	1,669	1,664	1,543	1,461	1,408	1,401
Full-Cost Other	34	40	36	49	38	37	30	24	29
ACE	181	195	176	189	168	108	104	2	-
<b>Total</b>	<b>10,134</b>	<b>9,708</b>	<b>9,685</b>	<b>10,606</b>	<b>10,415</b>	<b>10,349</b>	<b>10,371</b>	<b>10,159</b>	<b>9,904</b>

**Total EFTS by Organisational Unit**

	2006	2007	2008	2009	2010	2011	2012	2013	2014
Arts & Social Sciences	2,043	1,931	1,849	2,054	2,091	2,060	2,185	2,227	2,143
Computing & Mathematical Sciences	851	790	706	759	804	878	950	993	964
Education	1,832	1,792	1,932	2,266	3,061	2,905	2,871	2,568	2,322
Law	562	573	589	608	626	650	622	646	635
Māori & Pacific Development	307	298	274	278	274	302	283	263	226
Science & Engineering	898	887	875	916	918	974	1,003	1,047	1,103
Waikato Management School	2,878	2,597	2,536	2,664	2,641	2,580	2,455	2,416	2,512
Other Organisational Unit	763	840	925	1,062	-	-	-	-	-
<b>Total</b>	<b>10,134</b>	<b>9,708</b>	<b>9,685</b>	<b>10,606</b>	<b>10,415</b>	<b>10,349</b>	<b>10,371</b>	<b>10,159</b>	<b>9,904</b>

*This counts EFTS by the organisational unit that 'owns' the relevant papers. Until 2009 the Pathways College was separate from the Faculty of Education. From 2010 the Pathways College was part of the Faculty of Education.*

**Total Qualifications Completed by Level**

	2006	2007	2008	2009	2010	2011	2012	2013	2014
Foundation certificate	532	611	879	1,098	827	548	546	484	523
Degree-level	2,285	2,120	1,884	1,993	1,843	1,929	2,037	2,167	1,937
Graduate/Postgraduate	1,069	933	995	1,111	1,208	1,289	1,284	1,071	968
Higher Degree	50	73	53	54	71	105	73	83	92
<b>Total</b>	<b>3,936</b>	<b>3,737</b>	<b>3,811</b>	<b>4,256</b>	<b>3,949</b>	<b>3,871</b>	<b>3,940</b>	<b>3,805</b>	<b>3,520</b>

*The data in these tables count students completing formal programmes only.*

*Foundation Certificate: Certificate of Attainment in English Language, Certificate of Attainment in Academic English, Certificate of Attainment in Foundation Studies, and the Certificate of University Preparation.*

*Degree-level: Undergraduate degrees, certificates (undergraduate and graduate) and diplomas (undergraduate and graduate).*

*Graduate/Postgraduate: Graduate degrees (including both one-year and four-year honours degrees and masters degrees), postgraduate certificates and postgraduate diplomas.*

*Higher Degree: Master of Philosophy and Doctorates (PhD, EdD, SJD, DMA).*



**Ratio of EFTS to Academic FTE (counting all Academic FTEs and EFTS)**

	2006	2007	2008	2009	2010	2011	2012	2013	2014
Total Academic FTE	648	625	643	633	654	646	637	640	636
Total EFTS	10,134	9,708	9,685	10,606	10,415	10,349	10,371	10,159	9,904
<b>Total</b>	<b>15.6</b>	<b>15.5</b>	<b>15.1</b>	<b>16.8</b>	<b>15.9</b>	<b>16.0</b>	<b>16.3</b>	<b>15.9</b>	<b>15.6</b>

**Total Staff FTE**

	2006	2007	2008	2009	2010	2011	2012	2013	2014
Academic	648	625	643	633	654	646	637	640	636
Other Staff	929	917	916	895	882	897	876	880	847
<b>Total</b>	<b>1,577</b>	<b>1,542</b>	<b>1,560</b>	<b>1,528</b>	<b>1,537</b>	<b>1,543</b>	<b>1,513</b>	<b>1,520</b>	<b>1,483</b>

**Seniority of Total Academic Staff FTE**

	2006	2007	2008	2009	2010	2011	2012	2013	2014
Professors	88	87	84	84	82	81	86	81	82
Associate Professors	68	75	78	78	77	78	73	72	74
Senior Lectures	220	212	212	224	229	230	234	231	234
Lecturers	134	119	113	120	126	125	123	106	95
Other	139	132	156	128	140	131	122	150	151
<b>Total</b>	<b>648</b>	<b>625</b>	<b>643</b>	<b>633</b>	<b>654</b>	<b>646</b>	<b>637</b>	<b>640</b>	<b>636</b>

## TEC education performance indicators

The latest Tertiary Education Commission (TEC) education performance indicators are set out in the [Statement of Service Performance](#) within the University of Waikato [2014 Annual Report](#). (pp. 54-62)

The statement of service performance also includes an overview of staff and student organisational culture (pp. 60-61) with reports on the outcomes of the 2014 staff survey, the 2013 International Student Barometer Survey and the 2014 Domestic Student Barometer Survey. Outcomes of the 2012 AUSSE (Australasian Survey of Student Engagement) and POSSE (Postgraduate Survey of Student Engagement) surveys are shown, despite the University deciding in 2012 to discontinue the use of these surveys.

The TEC also produces a two page summary report of the performance of the University of Waikato and a one page summary report on the performance of the university sector. These reports are produced annually in approximately June. The [TEC 2013 University of Waikato performance report](#) is available to the audit panel and the University will provide the updated TEC performance report when it becomes available.

## Appendix 4: Complete list of Supporting Evidence

Ref.	Description	Page	Location	URL/Google Drive Reference
<b>CHAPTER 1 – Leadership and Management of Teaching and Learning</b>				
CH1-1	The University of Waikato Delegations of Powers Statute	9	UOW Website	<a href="http://calendar.waikato.ac.nz/delegationofpowers.html">calendar.waikato.ac.nz/delegationofpowers.html</a>
CH1-2	Governance and Management Guidelines	9	UOW Website	<a href="http://www.waikato.ac.nz/official-info/index/docs/governance-and-management-policy">www.waikato.ac.nz/official-info/index/docs/governance-and-management-policy</a>
CH1-3	Committee Directory	9	UOW Website	<a href="http://www.waikato.ac.nz/_data/assets/pdf_file/0006/128454/CommitteeDirectory.pdf">www.waikato.ac.nz/_data/assets/pdf_file/0006/128454/CommitteeDirectory.pdf</a>
CH1-4	Policy Framework	9	UOW Website	<a href="http://www.waikato.ac.nz/official-info/index/policies">www.waikato.ac.nz/official-info/index/policies</a>
CH1-5	University of Waikato Calendar - 2015	9	UOW Website	<a href="http://calendar.waikato.ac.nz/">calendar.waikato.ac.nz/</a>
CH1-6	University Charter	10	UOW Website	<a href="http://www.waikato.ac.nz/about/corporate/charter.shtml">www.waikato.ac.nz/about/corporate/charter.shtml</a>
CH1-7	University Vision	10	UOW Website	<a href="http://www.waikato.ac.nz/about/corporate/vision.shtml">www.waikato.ac.nz/about/corporate/vision.shtml</a>
CH1-8	University Strategy	10	UOW Website & Hardcopy	<a href="http://www.waikato.ac.nz/about/corporate/strategy.shtml">www.waikato.ac.nz/about/corporate/strategy.shtml</a> <b>HARDCOPY</b>
CH1-9	Academic Plan	10	UOW Website	<a href="http://www.waikato.ac.nz/official-info/index/docs/academic-plan">www.waikato.ac.nz/official-info/index/docs/academic-plan</a>
CH1-10	Teaching and Learning Plan	10	UOW Website	<a href="http://www.waikato.ac.nz/about/corporate/tingplan.shtml">www.waikato.ac.nz/about/corporate/tingplan.shtml</a>
CH1-11	Research Plan	11	UOW Website	<a href="http://www.waikato.ac.nz/about/corporate/research.shtml">www.waikato.ac.nz/about/corporate/research.shtml</a>
CH1-12	Professional goal setting webpage	11	UOW Website	<a href="http://www.waikato.ac.nz/pod/pgs/index.shtml">www.waikato.ac.nz/pod/pgs/index.shtml</a>
CH1-13	Official Information index	11	UOW Website	<a href="http://www.waikato.ac.nz/official-info/index/policies">www.waikato.ac.nz/official-info/index/policies</a>
CH1-14	ComplyWith website	11	External website	<a href="http://www.complywith.co.nz/">www.complywith.co.nz/</a>
CH1-15	Vice-Chancellor's Special Powers	11	UOW Website	<a href="http://calendar.waikato.ac.nz/vcsp.html">calendar.waikato.ac.nz/vcsp.html</a>
CH1-16	Integrated Strategic Planning Framework	12	UOW Website	<a href="http://www.waikato.ac.nz/about/corporate/strategicplanning.shtml">www.waikato.ac.nz/about/corporate/strategicplanning.shtml</a>
CH1-17	Māori Advancement Plan	13	UOW Website	<a href="http://www.waikato.ac.nz/about/corporate/maori.shtml">www.waikato.ac.nz/about/corporate/maori.shtml</a>
CH1-18	Pacific Plan	13	UOW Website	<a href="http://www.waikato.ac.nz/about/corporate/pacific.shtml">www.waikato.ac.nz/about/corporate/pacific.shtml</a>
CH1-19	International Plan	13	UOW Website	<a href="http://www.waikato.ac.nz/about/corporate/international.shtml">www.waikato.ac.nz/about/corporate/international.shtml</a>
CH1-20	Student Plan	13	UOW Website	<a href="http://www.waikato.ac.nz/about/corporate/recruitment.shtml">www.waikato.ac.nz/about/corporate/recruitment.shtml</a>
CH1-21	Investment Plan	13	UOW Website	<a href="http://www.waikato.ac.nz/about/corporate/investmentplan.shtml">www.waikato.ac.nz/about/corporate/investmentplan.shtml</a>
CH1-22	Senior Leadership Team webpage	14	UOW Website	<a href="http://www.waikato.ac.nz/pod/leadership/slt.shtml">www.waikato.ac.nz/pod/leadership/slt.shtml</a>
CH1-23	University of Waikato 2014 Annual Report	14	UOW Website & Hardcopy	<a href="http://www.waikato.ac.nz/annualreport/2014/files/annual-report.pdf">www.waikato.ac.nz/annualreport/2014/files/annual-report.pdf</a> <b>HARDCOPY</b>
CH1-24	Capital Asset Plan	17	UOW Website	<a href="http://www.waikato.ac.nz/about/corporate/capital.shtml">www.waikato.ac.nz/about/corporate/capital.shtml</a>
CH1-25	Finance Plan	17	UOW Website	<a href="http://www.waikato.ac.nz/about/corporate/financial.shtml">www.waikato.ac.nz/about/corporate/financial.shtml</a>
CH1-26	Space Allocation and Management Policy	17	UOW Website	<a href="http://www.waikato.ac.nz/official-info/index/docs/space-allocation-and-management-policy">www.waikato.ac.nz/official-info/index/docs/space-allocation-and-management-policy</a>
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CH6-7	Staff Performance and Professional Development Policy	93	UOW Website	<a href="http://www.waikato.ac.nz/_data/assets/pdf_file/0005/129380/Staff-Performance-and-Professional-Development-Policy.pdf">www.waikato.ac.nz/_data/assets/pdf_file/0005/129380/Staff-Performance-and-Professional-Development-Policy.pdf</a>
CH6-8	Academic Promotions Criteria	94	Google Drive	<a href="#">GoogleDrive/Cycle5AcademicAudit/Chapter6/CH6-8</a>
CH6-9	Academic Workloads Policy	94	UOW Website	<a href="http://www.waikato.ac.nz/official-info/index/docs/academic-workloads-policy">www.waikato.ac.nz/official-info/index/docs/academic-workloads-policy</a>
CH6-10	Study Leave Policy	94	UOW Website	<a href="http://www.waikato.ac.nz/official-info/index/docs/study-leave-policy">www.waikato.ac.nz/official-info/index/docs/study-leave-policy</a>
CH6-11	Guidelines for the Evaluation of Teaching and Papers	96	Google Drive	<a href="#">GoogleDrive/Cycle5AcademicAudit/Chapter6/CH6-11</a>
CH6-12	Implementation of BLUE: the University's response to the Cycle 4 Audit recommendation	96	Google Drive	<a href="#">GoogleDrive/Cycle5AcademicAudit/Chapter6/CH6-12</a>
CH6-13	Teaching Development Unit Appraisal Data webpage	96	UOW Website	<a href="http://www.waikato.ac.nz/tdu/appraisal/data/">www.waikato.ac.nz/tdu/appraisal/data/</a>
CH6-14	Professional Development Calendar of Events - online	99	UOW Website	<a href="http://www.waikato.ac.nz/pod/pd/">www.waikato.ac.nz/pod/pd/</a>
CH6-15	Professional and Organisational Development Unit webpage	99	UOW Website	<a href="http://www.waikato.ac.nz/pod/">www.waikato.ac.nz/pod/</a>
CH6-16	Leadership and Management Development Programme webpage	99	UOW Website	<a href="http://www.waikato.ac.nz/pod/leadership/">www.waikato.ac.nz/pod/leadership/</a>
CH6-17	Centre for Tertiary Teaching and Learning webpage	99	UOW Website	<a href="http://www.waikato.ac.nz/tertiary-teaching-and-learning/">www.waikato.ac.nz/tertiary-teaching-and-learning/</a>
CH6-18	Teaching Development Unit webpage	99	UOW Website	<a href="http://www.waikato.ac.nz/tdu/">www.waikato.ac.nz/tdu/</a>
CH6-19	Waikato Centre for eLearning webpage	100	UOW Website	<a href="http://online.waikato.ac.nz/">online.waikato.ac.nz/</a>
CH6-20	Tertiary Teaching Development Framework	100	Google Drive	<a href="#">GoogleDrive/Cycle5AcademicAudit/Chapter6/CH6-20</a>
CH6-21	eLearning Design webpage	101	UOW Website	<a href="http://online.waikato.ac.nz/wcel/services/design.shtml">online.waikato.ac.nz/wcel/services/design.shtml</a>
CH6-22	Teaching Development Unit workshops 2015 webpage	102	UOW Website	<a href="http://www.waikato.ac.nz/tdu/events/staffworkshops.shtml">www.waikato.ac.nz/tdu/events/staffworkshops.shtml</a>
CH6-23	Professorial Promotions Committee terms of reference	103	Google Drive	<a href="#">GoogleDrive/Cycle5AcademicAudit/Chapter6/CH6-23</a>
CH6-24	Academic Promotions Committee terms of reference	103	Google Drive	<a href="#">GoogleDrive/Cycle5AcademicAudit/Chapter6/CH6-24</a>
CH6-25	University of Waikato Staff Awards webpage	104	UOW Website	<a href="http://www.waikato.ac.nz/pod/staffawards/index.shtml">www.waikato.ac.nz/pod/staffawards/index.shtml</a>
CH6-26	Staff Awards: Purposes, processes and criteria	104	UOW Website	<a href="http://www.waikato.ac.nz/pod/staffawards/UOW%20Staff%20Awards%20Purposes,%20Processes,%20and%20Criteria.pdf">www.waikato.ac.nz/pod/staffawards/UOW%20Staff%20Awards%20Purposes,%20Processes,%20and%20Criteria.pdf</a>
CH6-27	Staff Awards Committee terms of reference	104	Google Drive	<a href="#">GoogleDrive/Cycle5AcademicAudit/Chapter6/CH6-27</a>
CH6-28	Research Excellence Awards webpage	104	UOW Website	<a href="http://www.waikato.ac.nz/pod/staffawards/research.shtml">www.waikato.ac.nz/pod/staffawards/research.shtml</a>
CH6-29	Teaching Development Unit: Celebrating Teachers Day webpage	104	UOW Website	<a href="http://www.waikato.ac.nz/tdu/events/celebrate.shtml">www.waikato.ac.nz/tdu/events/celebrate.shtml</a>
<b>CHAPTER 7 – Supervision of Research Students</b>				
CH7-1	Higher Degree Regulations	105	UOW Website	<a href="http://calendar.waikato.ac.nz/regulations/higher/">calendar.waikato.ac.nz/regulations/higher/</a>
CH7-2	University Policy on Supervision	105	UOW Website	<a href="http://www.waikato.ac.nz/sasd/postgraduate/supervision.shtml#policy">www.waikato.ac.nz/sasd/postgraduate/supervision.shtml#policy</a>



Ref.	Description	Page	Location	URL/Google Drive Reference
CH7-3	Postgraduate Studies Office webpage	106	UOW Website	<a href="http://www.waikato.ac.nz/sasd/postgraduate/">www.waikato.ac.nz/sasd/postgraduate/</a>
CH7-4	Postgraduate Research Committee terms of reference	106	Google Drive	<a href="#">GoogleDrive/Cycle5AcademicAudit/Chapter7/CH7-4</a>
CH7-5	Postgraduate workshops webpage	107	UOW Website	<a href="http://www.waikato.ac.nz/sasd/postgraduate/workshops.shtml">www.waikato.ac.nz/sasd/postgraduate/workshops.shtml</a>
CH7-6	Teaching Development Unit: Postgraduate Supervision Conversations webpage	107	UOW Website	<a href="http://www.waikato.ac.nz/tdu/events/pgconversations.shtml">www.waikato.ac.nz/tdu/events/pgconversations.shtml</a>
CH7-7	Teaching Development Unit: Resources for Postgraduate Research Supervision webpage	108	UOW Website	<a href="http://www.waikato.ac.nz/tdu/resources/pgsupervision.shtml">www.waikato.ac.nz/tdu/resources/pgsupervision.shtml</a>
CH7-8	Research Postgraduate Supervision Excellence Award webpage	108	UOW Website	<a href="http://www.waikato.ac.nz/pod/staffawards/other.shtml">www.waikato.ac.nz/pod/staffawards/other.shtml</a>
CH7-9	Statement of Expectations	109	Google Drive	<a href="#">GoogleDrive/Cycle5AcademicAudit/Chapter7/CH7-9</a>
CH7-10	University of Waikato Cycle 4 Academic Audit Report	109	External website	<a href="http://www.aqa.ac.nz/sites/all/files/Waikato%20Cycle%204%20Report%20final.pdf">www.aqa.ac.nz/sites/all/files/Waikato%20Cycle%204%20Report%20final.pdf</a>
CH7-11	Faculty Support Services for Postgraduate Students	110	Google Drive	<a href="#">GoogleDrive/Cycle5AcademicAudit/Chapter7/CH7-11</a>
CH7-12	Postgraduate Scholarships webpage	110	UOW Website	<a href="http://www.waikato.ac.nz/research/scholarships/Postgraduate.shtml">www.waikato.ac.nz/research/scholarships/Postgraduate.shtml</a>
CH7-13	Progress Reports webpage	111	UOW Website	<a href="http://www.waikato.ac.nz/sasd/postgraduate/progress_reports.shtml">www.waikato.ac.nz/sasd/postgraduate/progress_reports.shtml</a>
CH7-14	Guidelines for Faculty/School Processes Relating to Supervision webpage	112	UOW Website	<a href="http://www.waikato.ac.nz/sasd/postgraduate/supervision.shtml#guidelines">www.waikato.ac.nz/sasd/postgraduate/supervision.shtml#guidelines</a>
CH7-15	Dissertation and These Regulations	113	UOW Website	<a href="http://calendar.waikato.ac.nz/assessment/dissertations.html">calendar.waikato.ac.nz/assessment/dissertations.html</a>
CH7-16	Postgraduate Studies Office: Examinations webpage	113	UOW Website	<a href="http://www.waikato.ac.nz/sasd/postgraduate/examinations_index.shtml">www.waikato.ac.nz/sasd/postgraduate/examinations_index.shtml</a>
CH7-17	Nomination of Examiners Guidelines	113	UOW Website	<a href="http://www.waikato.ac.nz/sasd/postgraduate/forms/Nomination%20of%20Examiners.pdf">www.waikato.ac.nz/sasd/postgraduate/forms/Nomination%20of%20Examiners.pdf</a>
CH7-18	Information Sheet for External Examiners of Higher Degrees	114	Google Drive	<a href="#">GoogleDrive/Cycle5AcademicAudit/Chapter7/CH7-18</a>
CH7-19	Protocols for the oral examination of a doctoral thesis examined within a Māori context	114	UOW Website	<a href="http://www.waikato.ac.nz/sasd/postgraduate/forms/Protocols%20for%20Oral%20Exam%20within%20Maori%20Context.pdf">www.waikato.ac.nz/sasd/postgraduate/forms/Protocols%20for%20Oral%20Exam%20within%20Maori%20Context.pdf</a>
CH7-20	Whānau information sheet	114	UOW Website	<a href="http://www.waikato.ac.nz/sasd/postgraduate/forms/Whanau%20Info%20Sheet%20Oral%20Exam.pdf">www.waikato.ac.nz/sasd/postgraduate/forms/Whanau%20Info%20Sheet%20Oral%20Exam.pdf</a>
CH7-21	Examination of Masters Theses and Dissertations webpage	114	UOW Website	<a href="http://www.waikato.ac.nz/sasd/examinations/exams6.shtml">www.waikato.ac.nz/sasd/examinations/exams6.shtml</a>
CH7-22	Waikato Postgraduate Students' Association webpage	117	UOW Website	<a href="http://www.waikato.ac.nz/pgsa/">www.waikato.ac.nz/pgsa/</a>
CH7-23	Postgraduate Students' Association – University of Waikato Facebook group	117	External website	<a href="https://www.facebook.com/pages/Postgraduate-Students-Association-University-of-Waikato/190497727661273">www.facebook.com/pages/Postgraduate-Students-Association-University-of-Waikato/190497727661273</a>
CH7-24	Higher Degrees at Waikato University Facebook group	117	External website	<a href="https://www.facebook.com/groups/higherdegreewaikato/">www.facebook.com/groups/higherdegreewaikato/</a>

## Appendix 5: Complete list of Key Documents

Ref.	Description	URL/location
<b>KD1</b>	University Calendar	<a href="http://calendar.waikato.ac.nz/">calendar.waikato.ac.nz/</a>
<b>KD2</b>	Organisational charts: a. Management roles b. Academic committees	<a href="http://www.waikato.ac.nz/vc-office/key-roles">www.waikato.ac.nz/vc-office/key-roles</a> <a href="http://www.waikato.ac.nz/_data/assets/pdf_file/0006/128454/CommitteeDirectory.pdf">www.waikato.ac.nz/_data/assets/pdf_file/0006/128454/CommitteeDirectory.pdf</a>
<b>KD3</b>	2014 Annual Report	<a href="http://www.waikato.ac.nz/annualreport/">www.waikato.ac.nz/annualreport/</a>
<b>KD4</b>	University Strategy	<a href="http://www.waikato.ac.nz/about/corporate/strategy.shtml">www.waikato.ac.nz/about/corporate/strategy.shtml</a>
<b>KD5</b>	Learning and Teaching Plan	<a href="http://www.waikato.ac.nz/about/corporate/tlmgplan.shtml">www.waikato.ac.nz/about/corporate/tlmgplan.shtml</a>
<b>KD6</b>	TEC Educational Performance Indicators: a. Statement of Service Performance b. TEC 2013 University of Waikato performance report	<a href="http://www.waikato.ac.nz/annualreport/2014/files/statement-of-service-performance.pdf">www.waikato.ac.nz/annualreport/2014/files/statement-of-service-performance.pdf</a> <a href="https://drive.google.com/drive/folders/1Kd6b">GoogleDrive/Cycle5AcademicAudit/KeyDocuments/KD6b</a>
<b>KD7</b>	Student Surveys: a. 2014 Domestic Student Barometer Executive Summary Report b. 2013 International Student Barometer Executive Summary Report	<a href="https://drive.google.com/drive/folders/1Kd7a">GoogleDrive/Cycle5AcademicAudit/KeyDocuments/KD7a</a> <a href="https://drive.google.com/drive/folders/1Kd7b">GoogleDrive/Cycle5AcademicAudit/KeyDocuments/KD7b</a>
<b>KD8</b>	List of CUAP approvals and reports	<a href="https://drive.google.com/drive/folders/1Kd8">GoogleDrive/Cycle5AcademicAudit/KeyDocuments/KD8</a>
<b>KD9</b>	List of Graduating Year Reviews	<a href="https://drive.google.com/drive/folders/1Kd9">GoogleDrive/Cycle5AcademicAudit/KeyDocuments/KD9</a>
<b>KD10</b>	List of programme and departmental reviews	<a href="https://drive.google.com/drive/folders/1Kd10">GoogleDrive/Cycle5AcademicAudit/KeyDocuments/KD10</a>
<b>KD11</b>	One-year follow-up report from Cycle 4, with addition of a current update	<a href="#">Appendix 2</a> <a href="https://drive.google.com/drive/folders/1Kd11">GoogleDrive/Cycle5AcademicAudit/KeyDocuments/KD11</a>
<b>KD12</b>	List of web links to major plan and policy documents related to teaching and learning	<a href="#">Appendix 6</a> <a href="https://drive.google.com/drive/folders/1Kd12">GoogleDrive/Cycle5AcademicAudit/KeyDocuments/KD12</a>
<b>KD13</b>	Glossary of terms	<a href="#">Glossary of terms</a> <a href="https://drive.google.com/drive/folders/1Kd13">GoogleDrive/Cycle5AcademicAudit/KeyDocuments/KD13</a>

In addition to the above URL links, all key documents can be accessed on the Google Drive: [GoogleDrive/Cycle5AcademicAudit/KeyDocuments](https://drive.google.com/drive/folders/1Kd)

## Appendix 6: List of web links to major plan and policy documents related to teaching and learning

Document	URL	Google Drive reference
University Strategy	<a href="http://www.waikato.ac.nz/about/corporate/strategy.shtml">www.waikato.ac.nz/about/corporate/strategy.shtml</a>	[KD12-1] <a href="#">University Strategy</a>
Academic Plan	<a href="http://www.waikato.ac.nz/about/corporate/academic.shtml">www.waikato.ac.nz/about/corporate/academic.shtml</a>	[KD12-2] <a href="#">Academic Plan</a>
Teaching and Learning Plan	<a href="http://www.waikato.ac.nz/about/corporate/tlmgplan.shtml">www.waikato.ac.nz/about/corporate/tlmgplan.shtml</a>	[KD12-3] <a href="#">Teaching and Learning Plan</a>
Research Plan	<a href="http://www.waikato.ac.nz/about/corporate/research.shtml">www.waikato.ac.nz/about/corporate/research.shtml</a>	[KD12-4] <a href="#">Research Plan</a>
Māori Advancement Plan	<a href="http://www.waikato.ac.nz/about/corporate/maori.shtml">www.waikato.ac.nz/about/corporate/maori.shtml</a>	[KD12-5] <a href="#">Māori Advancement Plan</a>
Pacific Plan	<a href="http://www.waikato.ac.nz/about/corporate/pacific.shtml">www.waikato.ac.nz/about/corporate/pacific.shtml</a>	[KD12-6] <a href="#">Pacific Plan</a>
International Plan	<a href="http://www.waikato.ac.nz/about/corporate/international.shtml">www.waikato.ac.nz/about/corporate/international.shtml</a>	[KD12-7] <a href="#">International Plan</a>
Student Plan	<a href="http://www.waikato.ac.nz/about/corporate/recruitment.shtml">www.waikato.ac.nz/about/corporate/recruitment.shtml</a>	[KD12-8] <a href="#">Student Plan</a>
Investment Plan	<a href="http://www.waikato.ac.nz/about/corporate/investmentplan.shtml">www.waikato.ac.nz/about/corporate/investmentplan.shtml</a>	[KD12-9] <a href="#">Investment Plan</a>
Workforce Plan	<a href="http://www.waikato.ac.nz/about/corporate/workforce.shtml">www.waikato.ac.nz/about/corporate/workforce.shtml</a>	[KD12-10] <a href="#">Workforce Plan</a>
Academic Workloads Policy	<a href="http://www.waikato.ac.nz/official-info/index/docs/academic-workloads-policy">www.waikato.ac.nz/official-info/index/docs/academic-workloads-policy</a>	[KD12-11] <a href="#">Academic Workloads Policy</a>
Evaluation of Teaching and Papers Policy	<a href="http://www.waikato.ac.nz/official-info/index/docs/evaluation-of-teaching-and-papers-policy">www.waikato.ac.nz/official-info/index/docs/evaluation-of-teaching-and-papers-policy</a>	[KD12-12] <a href="#">Evaluation of Teaching and Papers Policy</a>

In addition to the above URL links, all major plan and policy documents related to teaching and learning can be accessed on the Google Drive:

[GoogleDrive/Cycle5AcademicAudit/KeyDocuments\[KD12\]](#)