

THE UNIVERSITY OF WAIKATO

CYCLE 6 ACADEMIC AUDIT

SELF-REVIEW REPORT - MAY 2023



THE UNIVERSITY OF
WAIKATO
Te Whare Wānanga o Waikato

Foreword

The University of Waikato prides itself on its distinctive combination of international standing in research, commitment to learner success and innovation in teaching practice, and engagement with the communities in the Waikato and Bay of Plenty regions.

The University has managed the financial challenges of contemporary tertiary funding policy in New Zealand by embracing change and continuously searching for opportunities to improve operational efficiency and deployment of resources. Consequently, we have managed to create positions to support new programmes and initiatives while maintaining the breadth of our academic offerings and continuing to support access to the University and success through scholarships and learner support programmes. Recent resourcing decisions have allowed us to make substantial new investments in nursing programmes, in the establishment of our campus in Tauranga, and in programmes such as Law and Psychology where we have steady growth in student demand. The University is committed to continuing to invest in areas of high demand, with increasing New Zealand's health workforce central to a number of planned new initiatives.

As the data in this self-review will make clear, the University of Waikato has, and is immensely proud of, the diversity of its student body. Māori and Pacific students make up a high proportion of our students, while students from the refugee community and our international students are a visible presence and have a positive impact on campus life. Throughout my tenure as Vice-Chancellor, the University leadership have enjoyed a very positive collegial relationship with the Waikato Students' Union with whom we have many joint initiatives to support students. In addition, a wide range of positive initiatives such as the Taskforce on Racism, our Treaty of Waitangi Statement, our relationship with the Waikato Muslim Association and the Hamilton Multicultural Trust, and our long-standing relationships with partner universities in Asia are all indicative of the way in which the University ensures that it listens to, reflects and embraces the diversity of the communities that it serves.

The information in this self-review provides a comprehensive review of the University's activities, achievements and challenges in the challenging environment within which we have operated in recent years. We look forward to engaging with the Cycle 6 review, and to the contribution that it will no doubt make to our thinking about opportunities to ensure even stronger performance in the future.

Professor Neil Quigley
Vice-Chancellor

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Introduction

History and distinctiveness

Our motto “Ko Te Tangata” – For the People – is apt given that the University of Waikato was built ‘for the people’. A group of Hamilton locals who were determined to have a university in their city lobbied until eventually in 1964 the University opened.

The University of Waikato has a longstanding relationship with the Kīngitanga and Waikato-Tainui, who are mana whenua in the Waikato region. The University’s Hamilton campus is based on land originally inhabited by Ngāti Wairere and Ngāti Hauā of Tainui. Much of the land in this area was confiscated in 1864 by the colonial government following the Waikato Land Wars, an act later found to be in breach of the Treaty of Waitangi.

To redress the confiscation of land, the Crown signed a settlement with Waikato-Tainui in 1995, part of which vested the land on which the Hamilton campus stands in the title of the first Māori King, Pōtatau Te Wherowhero, to ensure it could not be alienated. It is now leased to the University by Waikato-Tainui.

By the 1980s, Waikato was the fastest growing university in New Zealand, and quickly established a national and an international reputation in business and management, in social sciences, in computer science, and in environmental and earth sciences. Subsequently, and despite opposition from government, a Faculty of Law was established and has become one of our most successful programmes, while our Faculty of Engineering now offers a comprehensive range of engineering disciplines backed by outstanding research capacity. The University always had a close relationship with its neighbouring teachers’ college and, leading the way for others to follow, became the first university in New Zealand to combine with its regional teachers’ college.

In 1991, Te Rōpū Manukura was formed as a consultative body to the University Council. It now sits in partnership with the University Council as the Kaitiaki (guardian) of the Treaty of Waitangi for the University.

In 2009, Kīngitanga Day was established as a way to honour and strengthen the connection between the University, Kīngitanga, Waikato-Tainui, and many other iwi across the country. Kīngitanga Day is a community-focused event and is celebrated annually in September.

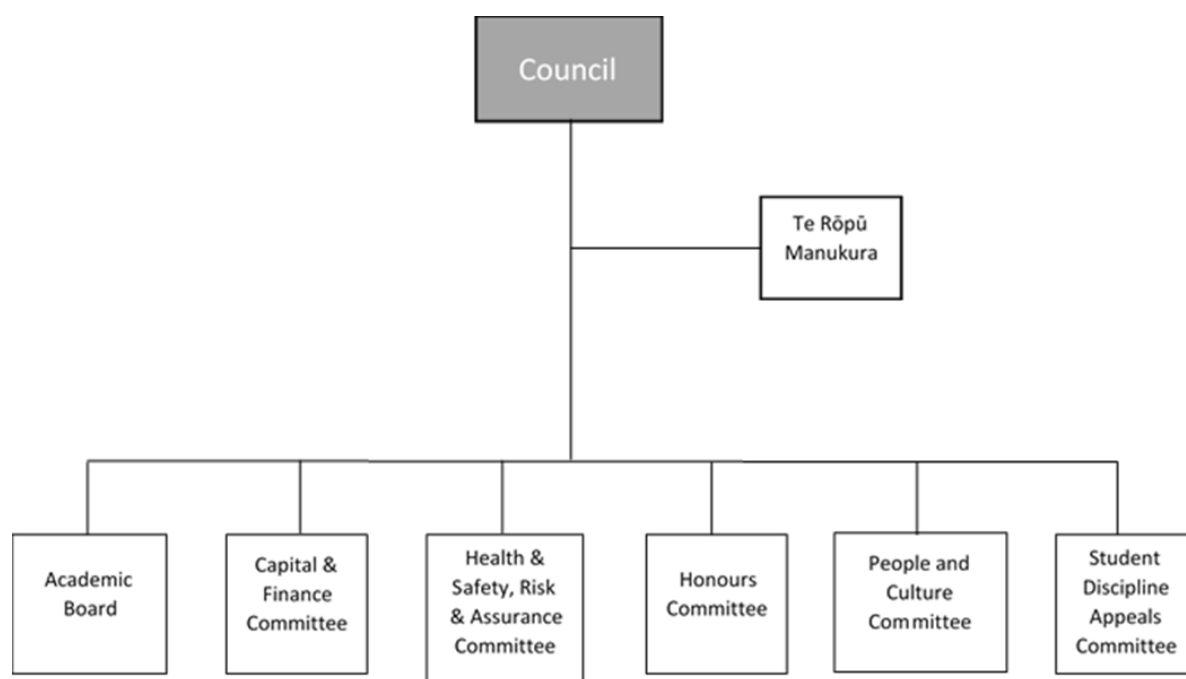
Today, we have three campuses at the University of Waikato – Hamilton campus, Tauranga campus, and the NZUWI (University of Waikato Joint Institute (Zhejiang University City College)) – with around 1,500 staff.

Structure of the University



University of Waikato Council

From left: Professor Neil Quigley (Vice-Chancellor); Sir Anand Satyanand (Chancellor); Mr Simon Graafhuis; Mrs Susan Hassall (Pro-Chancellor); Professor Eva Collins; Ms Parekawhia McLean; Mr Graeme Milne; Ms Meleane Burgess; Dr Joan Forret; Mr Paki Rawiri; Ms Mary-Anne Macleod; Ms Lushomo Thebe





Executive Leadership Team of the University of Waikato (as at 31 December 2022)

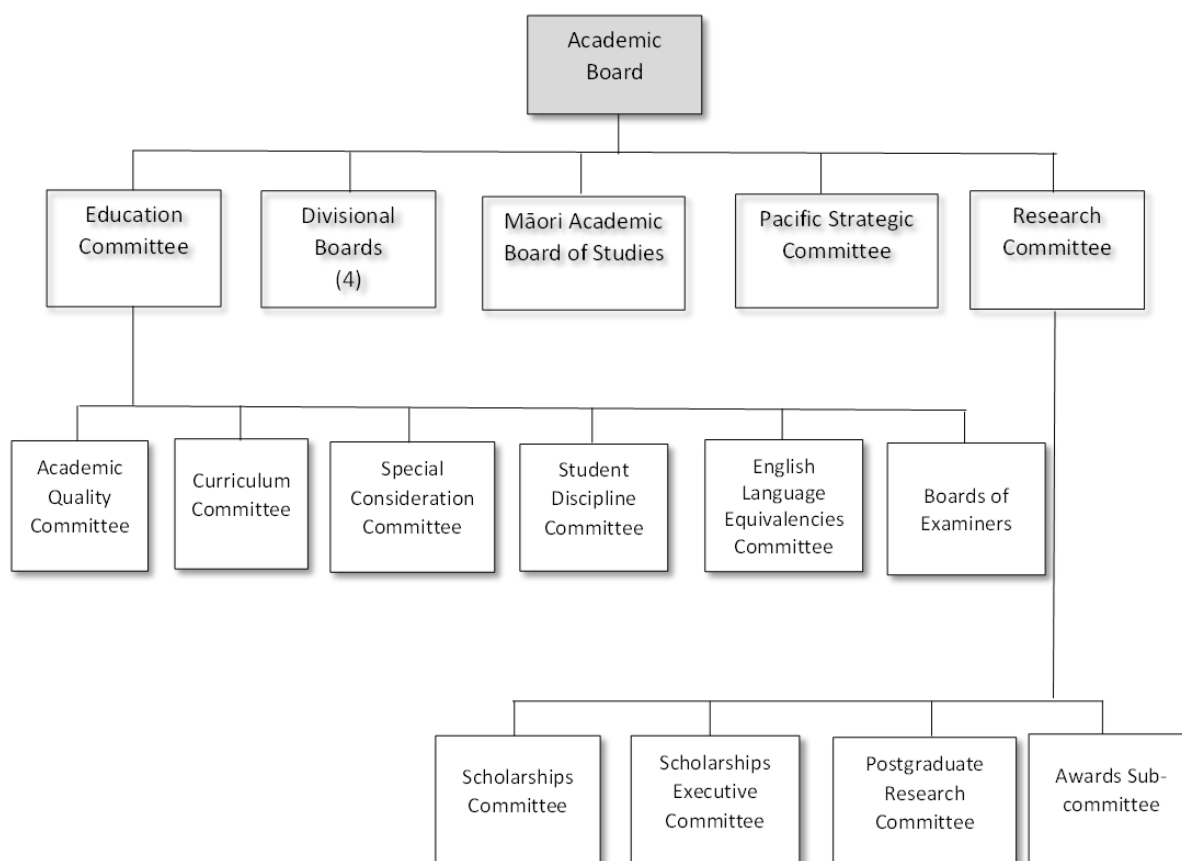
From left: Professor Geoff Holmes (Pro Vice-Chancellor Health, Engineering, Computing and Science); Professor Bryony James (Deputy Vice-Chancellor Research); Mr Matt Bolger (Pro Vice-Chancellor Management); Mr Brandon McGibbon (Director Vice-Chancellor's Office); Professor Robyn Longhurst (Deputy Vice-Chancellor Academic); Professor Patrick Leman (Pro Vice-Chancellor Arts, Law, Psychology and Social Sciences); Mr Mike Calvert (Director Student Services); Dr Sarah-Jane Tiakiwai (Deputy Vice-Chancellor Māori); Mr Eion Hall (Chief Information Officer); Professor Don Klinger (Pro Vice-Chancellor Education); Mr Jim Mercer (Chief Operating Officer); Professor Neil Quigley (Vice-Chancellor)

Absent from photo: Mrs Sharon Calvert (Director International); Professor Alister Jones (Senior Deputy Vice-Chancellor); Mr Joseph Macfarlane (Director, Tauranga Campus Operations).

The University of Waikato's academic departments are grouped into divisions, faculties, and schools. The five main groupings are:

- [Te Wānanga o Ngā Kete - Division of Arts, Law, Psychology and Social Sciences](#)
- [Te Wānanga Pūtaiao - Division of Health, Engineering, Computing and Science](#)
- [Te Wānanga Toi Tangata - Division of Education](#)
- [Te Wānanga o te Raupapa - Waikato Management School](#)
- [Te Pua Wānanga ki te Ao – Faculty of Māori and Indigenous Studies](#)

In addition to these five areas, we have the [University of Waikato College – Te Kura Huanui](#) and [Te Mata Kairangi School of Graduate Research](#).



University Strategy

Responsibility for the University's Strategy rests with the Vice-Chancellor. There have been three different Strategies throughout the audit period (2014-2017, 2017-2021, and 2022-2024). In October 2021, the Council of the University of Waikato adopted a three-year, rather than four-year time period for the [Strategy \(2022-2024\)](#). This decision reflects the need to focus on recovery from the impacts of the Covid-19 pandemic and on investment in work programmes to ensure a sustainable future for the institution. The University is committed to making progress towards the goals outlined in the Strategy, but recognises that this involves a trajectory of action rather than the achievement of a particular outcome during that period.

There are six main goals in the current Strategy:

1. A whole of University focus on student recruitment;
2. Improving student retention through higher levels of learner success and innovation in teaching content and practice;
3. Progressing the objectives of the Taskforce;
4. Creating, and being known for, research outcomes that embody excellence, impact, relevance and resilience;
5. Investing in facilities that support academic developments, student recruitment and campus life; and
6. Promoting sustainable futures by advancing the United Nations Sustainable Development Goals in every aspect of University operations.

In order to achieve these objectives, the Strategy is supported by several approved plans, including the [Academic Plan 2022-2026](#), [Te Rautaki Māori/Māori Advancement Plan 2022-2026](#), the [Pacific Strategic Plan 2021-2025](#), and the [International Plan 2019-2021](#) (currently under review). In December 2022, we also submitted the [Disability Action Plan](#) to the Tertiary Education Commission, after its approval by Council.

Information about how the Strategy is being delivered can be found in the [2021 Annual Report](#) (the 2022 Annual Report is still being prepared).

Students

The University began with just over 100 students in 1964 and celebrated its first 20 graduates of the Bachelor of Arts in 1967. It has grown markedly since then, and now has more than 13,000 students annually. It is a diverse student community which includes 2,500 international students from more than 70 countries. Waikato is proud to have such a diverse student body in relation to ethnic and cultural identities, countries of origin, range of abilities, first in whānau, age, gender, and sexuality.

Table 1: Percentages of Ministry-Funded EFTS that are Māori and Pacific

	2017	2018	2019	2020	2021	2022
NZ Māori	23%	23%	23%	25%	26%	26.2%
Pacific Islander	6.9%	7.4%	7.9%	8.4%	8.5%	8.6%

Table 2: Proportions by Key Indicators (On-shore EFTS Based Calculations)

	2016	2017	2018	2019	2020	2021	2022
Full-Cost International ⁽¹⁾	15.4%	16.2%	17.5%	20.0%	16.7%	11.1%	9.8%
Students with a Disability ⁽²⁾	5.6%	5.8%	5.7%	5.6%	6.2%	6.9%	7.0%
First-year Students ⁽³⁾	24.8%	24.9%	28.5%	29.2%	27.5%	31.2%	28.0%
First in Whānau ⁽⁴⁾	-	-	-	-	-	29.1%	32.0%
Mature Students ⁽⁵⁾	29.0%	29.2%	30.1%	30.6%	31.4%	32.0%	32.1%

The full University statistical profile is included in [Appendix 1](#).

The [Waikato Students' Union](#) (WSU) has been representing student interests since 1977. With more than 10,000 members, the WSU has significant bargaining power in University matters, and all WSU services are available to all University students. A diverse range of associations connect students who study the same subject, have similar cultural or faith backgrounds, or have other common interests. The University also has a [Student Services Governance Committee](#) (p. 96).

During the period of the Audit, we have introduced a range of targeted scholarships to provide opportunities for priority learners. These include, for example [The University of Waikato Māori Doctoral Scholarship](#) and the [Waitaha-A-Hei/University of Waikato Scholarship](#) for Māori students. In addition, [The University of Waikato Doctoral Scholarship for Pacific Peoples](#) was introduced as well as [The University of Waikato Academic Pathway Doctoral Scholarship](#) for both Māori and Pacific peoples. See Guideline Statements 6 and 7 for discussion of improvements to retention and achievement amongst both undergraduate and postgraduate Māori and Pacific learners from all interventions.

The [University of Waikato's alumni](#) community has over 87,000 alumni worldwide. This community provides opportunities for students to expand interpersonal networks and remain connected with the University.

Staff

As regards to staffing at Waikato (see [Appendix 1](#) section 4), during the time period since the last Academic Audit (2015), there has been a slight increase in Academic staff FTEs, but a drop in the number of General staff FTEs. The proportion of women occupying senior academic staff positions has increased slightly.

Significant programmes of work 2015-2022

During the audit period, the University has undertaken a number of significant programmes of work including from 2014-2016 the [Curriculum Enhancement Programme](#) (CEP). A key aim of the CEP was to examine the curriculum across the University and consider such issues as what is being offered, why, how, when, and where. In the context of global, national, and local environments, we designed and now deliver a more future-focused curriculum, responsive to changing student, employment, and societal needs.

Work in the CEP led to the [Curriculum Design Framework](#) (CDF), a common degree architecture which means all graduates of undergraduate degrees complete a disciplinary foundations paper (Level 100), a cultural perspectives paper (Level 200), and a work-integrated learning paper (Level 300) during their degree. The CDF continues to shape our curriculum and institutional pedagogy in 2023.

Another major programme of work initiated in 2020, focuses on assessment for learning. The Deputy Vice-Chancellor Academic and Pro Vice-Chancellor Teaching and Learning developed a [White Paper on Assessment](#) to address the question “how can we best use assessment to lift student achievement and enhance learner outcomes?” The paper received a high level of engagement from staff and students over a period of several years, helping to generate a deeper understanding of the wide range of issues associated with assessment (see Guideline Statement 14). This whole-of-institution work on assessment served the University very well when [all assessment was moved online](#) in response to the Covid-19 pandemic.

An important programme of work during the audit period was the University-wide [Ōritetanga Learner Success](#), co-funded in-part by TEC. Phase 1 ran from July 2019 to June 2020 while Phase 2 ran from October 2021 to December 2022. Phase 3 began in 2023. The project’s work is informed by evidence-based institutional improvement for all students, with a particular focus on Māori and Pacific students (see Guideline Statements 6 and 7).

During the period of the audit, the University has had 45 new qualifications approved by CUAP. Several significant qualifications, in relation to attracting widespread interest and enrolments, are the Bachelor of Business, Bachelor of Climate Change, Bachelor of Computer Science, Bachelor of Health, Bachelor of Nursing, and the Master of Nursing Practice.

Covid-19

The University continued to operate on the Hamilton and Tauranga campuses throughout several outbreaks of Covid-19, [rapidly changing to online delivery](#) and student support in response to lockdowns and other public health responses to the virus. We also supported a large cohort of students in Auckland and Northland who were under different restrictions and unable to study on campus for an extended period.

The University was early in its support of the rollout of vaccination clinics, holding its first community clinic on Kīngitanga Day in partnership with Māori and Pacific health providers. As the Government began to highlight the increasing role that vaccine passes would play in mitigating restrictions, the University was one of the first to announce a vaccine requirement for our campuses and work sites.

In addition, from 2021 a new teaching mode called “[FLEXI](#)” was introduced. FLEXI is more than just blended or hybrid delivery; it is used to enhance teaching by enabling a student to do any ‘parcel’ of learning (lecture, tutorial, workshop, laboratory) either face-to-face (on campus), or online, on any given day (see Guideline Statement 16).

Update on Cycle 5 recommendations

As is reported in our mid-cycle report on Cycle 5 recommendations we have responded to the 11 recommendations. The only outstanding issues that we are continuing to focus on are parts of recommendations 1 and 8. A more detailed overview of these continued areas of work can be found in [Appendix 2](#).

Underpinning elements of the audit framework

Information about the underpinning elements of the audit framework – the Treaty of Waitangi, the interdependence of teaching and research, and the University’s role as critic and conscience of society is threaded through the report rather than being addressed only in specific Guideline Statements.

The Treaty of Waitangi

The University of Waikato is committed to meaningful partnerships under the Treaty of Waitangi and to providing leadership in teaching and learning relevant to the needs and aspirations of iwi and Māori communities. We are on a journey of transformation to embed the structural and cultural change set out by the [Taskforce](#) (a programme of work developed to respond to claims of systemic and casual racism at the University) and generate enduring sustainable practices foundational to an anti-racist and inclusive institution.

The University’s unique relationship with the Kīngitanga provides the basis and history for our work. Alongside [Te Rautaki Māori/Māori Advancement Plan 2022-2026](#), our work is being driven University-wide and within divisions, delivering comprehensive advancement towards the three major outcomes identified by the Taskforce:

- that systemic and casual racism no longer have a place
- that the Treaty of Waitangi is at the heart of the life and work of the University
- that mātauranga Māori is treasured

Under the mantle of [Te Aurei](#), the University is investing in our people, our infrastructure, and our systems as we move toward cohesive and sustainable practices. A key document that will provide context and a clear and agreed foundation for the University's future work and position is the [University's Treaty Statement](#), which was developed through consultation with staff and adopted by Council in February 2022.

Significant staff appointments were made during 2022, including the appointment of three new professors in Te Pua Wānanga ki te Ao – The Faculty of Māori and Indigenous Studies and the appointment of a new Associate Professor of Māori Business. Each Division also has an Associate Dean Māori who are members of that Division's senior leadership team. We have also invested heavily in staff professional development and increased our support for Māori and Pacific learners.

As we continue to weave mātauranga Māori into the heart of our research and teaching, these appointments and the professional development opportunities for staff will help provide the vision and leadership we need to maintain momentum. Throughout 2022, we facilitated "Indigenous to Indigenous" outreach to build our global networks with the international tertiary community and increased our kaupapa Māori and Māori medium programmes locally. [The Pā](#), a powerful symbol for the University in expressing our cultural identity, will be completed in 2023 cementing into place a facility to support our work. Also, in 2023 two new qualifications were approved by CUAP that are delivered in te reo Māori with a focus on Māori immersion teacher education settings – [Te Ara Poutama Toitū Te Reo](#) and [Te Ara Hou Te Ahikāroa](#).

Interdependence of research and teaching

Research at the University of Waikato is well regarded nationally and internationally, and there is an expectation that it underpins curriculum content. Teaching is research-led, -informed and -inspired. The interdependency of teaching and research is seen in the weighting of the majority of academic staff contracts which are based on the model - 40% teaching, 40% research, 20% community engagement. New staff training and promotions also stress the important nexus between teaching and research.

Critic and conscience of society

We acknowledge our role as critic and conscience of society. Consistent with its statutory role as a New Zealand university under Section 268 of the Education and Training Act 2020, the University of Waikato develops graduates with intellectual independence and delivers interdependent teaching and research to international standards.

The University of Waikato has a long and proud history of speaking up, challenging the status quo, and critically engaging with a wide range of perspectives. As previously mentioned, our motto is Ko Te Tangata – For the People. It is a university that was born from community demand. It sits on Waikato – Tainui land. It pioneered the development of Women's Studies as an academic discipline in New Zealand, with the first paper on this subject being offered in 1974.

Much more recently, in 2020, a small group of University of Waikato staff turned the spotlight on to its own institutional practices when they claimed the University suffered from systemic and casual racism. Not shying away from scrutiny, Sir Harawira Gardiner and Hon Hekia Parata were tasked with investigating the claims. Their report found that specific claims against the University were

“incorrect, inaccurate, or reflect differing perspectives or opinions”. However, it also found that because New Zealand’s public institutions are founded in colonisation, there is a case for structural, systemic, and casual discrimination. The University embraced this as an opportunity for improvement and for addressing discrimination by establishing an important programme of work – [Te Aurei](#). This presents a significant opportunity to bring about a positive transformation encompassing culture, teaching, learning, systems, and operations.

International relevance and rankings

The University of Waikato QS Stars five-star rating confirms our status as a world-class university with a high reputation for employment, cutting-edge facilities, internationally renowned research, outstanding teaching, and student satisfaction. Our 2023 QS World University Rankings placed us 331st in the world and as the top New Zealand university for research (measured by citations per faculty member). The Times Higher Education (THE) Impact Rankings 2022 ranked the University 83rd in the world and in Times Higher Education (THE) World University Rankings 2022 we were in the 401–500th band.

The Waikato Management School ranked number one in New Zealand for Business and Economics in the 2022 Times Higher Education (THE) World University Rankings by subject. The Waikato Management School has Triple Crown status (accredited to AACSB, EQUIS and AMBA). Only 1% of the world's business schools have met the strict standards of all three accreditation bodies.

Glossary of terms

'Aiga	Family, often in the wider and multigenerational sense
Ākonga	Learners
Bachelor's Degree	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
Calendar	The University's official record of rules and regulations, staff, qualifications, and dates
Divisions/Faculty	Academically, the University is made up of five Divisions and one Faculty
Fono	Culturally responsive learning spaces that utilise interactive dialogues
Halls of residence	University owned and managed on campus student accommodation
Hāpori	A kinship group, family, society, community
Hapū	Tribe consisting of a number of whānau sharing descent from a common ancestor
Hauora	Health and well-being
Imua	Imua is a Hawaiian word which means to go forward or lead from the front
Iwi	An extended kinship group, tribe, nation, people, nationality, race - often refers to a large group of people descended from a common ancestor and associated with a distinct territory
Kanohi ki te kanohi	Face-to-face
Kaupapa	Set of values, principles and plans which people have agreed on as a foundation for their actions
Kōrero	Speech, narrative, story, news, account, discussion, conversation, discourse, statement, information
Ko te Tangata	University's motto: For the People
Manaakitanga	Hospitality
Mana whenua	Territorial rights, power from the land, authority over land or territory, jurisdiction over land or territory
Marae	Courtyard - the open area in front of the wharenuī, where formal greetings and discussions take place. Often also used to include the complex of buildings around the marae
Mātauranga Māori	Māori knowledge and Māori ways of knowing
Moodle	The University's centrally supported student learning management system. All Waikato papers have a Moodle occurrence
MyReports	A staff portal to access operational and management reports
MyWaikato	The University's student management system portal through which staff and students can access data related to enrolments, timetabling, grades, and academic record details information
Oranga	Health and welfare
Ōritetanga Learner Success	Programme of work to enhance to increase student retention and academic success

Pacific	An inclusive term for learners from across Polynesia, Micronesia, and Melanesia
Panopto	Is software to enable staff and students to capture and deliver audio and video content; it is integrated into Moodle
Paper	Is a named set of lectures, tutorials, labs, or field trips which give credit towards a degree
Paper outline	Provides detail about the content, readings, and assessments required for a paper
Postgraduate	Refers to study above undergraduate level
Pūtikitiki	Dedicated Māori student space
rōpū	Cohort, group
SITS:Vision	The University's student management system referred to as MyWaikato
Takatāpui	Gay, lesbian, bisexual, transgender, intersex or part of the rainbow community. The term emphasises that one's identity as Māori is inextricably linked to one's sexed and gendered identity
Tauira	Students
Te ao Māori	The Māori world
Te ao mātauranga	The world of knowledge
Te ao whānui	The wider world
Te Aurei	The outcome from the Taskforce programme of work to transform the University into an antiracist and inclusive institution
Te Kāhui Pīrere	Name of a transition to university programme meaning "the baby bird leaving the nest"
Te Puna Ako	The Centre for Tertiary Teaching and Learning
Te Pūoho	A kaupapa (set of values) dedicated to Māori student achievement
Te Tiriti o Waitangi	The Treaty of Waitangi
Te Whare Wānanga o Waikato	The University of Waikato
Te Whatu Ora	Public Health agency
The Conch	Dedicated Pacific student space
Tikanga	Māori practices, customs, and protocols
Turnitin	A text similarity software tool used to identify potential academic dishonesty; it is integrated into Moodle
Wānanga	To meet and discuss, deliberate, consider
Whakawhanaungatanga	Process of establishing relationships, relating well to others
Whānau	Family group, including extended family and friends
Whanaungatanga	Community
Whītiki Tauira	Māori Mentor

List of acronyms

ALPSS	Te Wānanga o Ngā Kete : Division of Arts, Law, Psychology and Social Sciences
AQA	Academic Quality Agency for New Zealand Universities
ASP	Academic Staff Portfolio system for applications for promotion/advancement
CDF	Curriculum Design Framework is a core output of the CEP; a common degree architecture
CEP	Curriculum Enhancement Programme was a University-wide examination of curriculum
CRM	Customer Relationship Management system
CUAP	Committee on University Academic Programmes
CUP	Certificate of University Preparation
EDUC	Te Kura Toi Tangata : Division of Education
FLEXI	Denotes a paper where learning is entirely flexible i.e. available simultaneously both face-to-face and online
FMIS	Te Pua Wānanga ki te Ao : Faculty of Māori and Indigenous Studies
GYR	Graduating Year Reviews
HECS	Te Wānanga Pūtaiao : Division of Health, Engineering, Computing and Science
ITS	Information Technology Services
NEU	National Economics University (NEU) in Vietnam
NZQA	New Zealand Qualifications Authority
NZUWI	University of Waikato Joint Institute at Zhejiang University City College in China
ODR	Annual 'Objectives, Development and Review' discussion between staff and line managers
PGRC	Postgraduate Research Committee
SGR	Te Mata Kairangi : School of Graduate Research
SSD	Student Services Division
TEC	Tertiary Education Commission
TKP	Te Kāhui Pīrere. Māori student transition to university programme
UNZ	Universities New Zealand
UoW	Te Whare Wānanga o Waikato : University of Waikato
UWC	Te Kura Huanui : The University of Waikato College
WIL	Work-Integrated Learning
WMS	Te Raupapa : Waikato Management School
WSU	Waikato Students' Union
ZUCC	Zhejiang University City College

Summarised list of enhancements initiatives

GS 2: Student voice	p. 5	1. A Student-Staff Partnership Framework is under development in partnership with the Waikato Students' Union (WSU). The Framework articulates partnership principles, objectives, processes, and channels. It reflects the tangible ways in which partnership affects campus development, curriculum design and review, teaching and learning including the Class Representative System, support services, and strategic and operational governance. Development of the Framework is informed by the AdvanceHE four stage conceptual model of engaging students through partnership.
GS 5: Academic risk management	p. 11	2. In 2023, an external review of the University's risk and audit processes was commissioned. Following the release of the report, a facilitated workshop was held with the University Council. Academic risk was included as an important part of the discussion. The University intends to draw on the review report and Council discussion to create an Academic Risk Register. This will include, but not be limited to, academic integrity and cheating.
GS 11: Academic complaints, appeals and grievances	p. 33	3. The University has recognised the need to develop facilitated processes for complaints resolution, within a Pacific cultural context, similar to the Tikanga Māori process outlined in the Student Complaints Procedures (clause 5).
GS 17: Graduate profile	p. 48	4. The University has identified the need to make graduate profiles publicly available. A project has been proposed and endorsed by the Academic Quality Committee to make graduate profiles more generally available online for prospective students, current students, and employers. Having profiles easily accessible will help students identify the skills they can develop by completing a qualification, which can then be useful for career planning.
GS 18: Assessment	p. 50	5. The Student Assessment Guide, Staff Assessment Handbook, and Assessment e-resources are being reviewed in 2023. The goal of the reviews is to determine if the Principles of Assessment are being reflected within the University's resources and guides.
GS 19: Academic standards	p. 52	6. The University plans to examine moderation processes both at the undergraduate and postgraduate levels in order to better understand existing practices and determine what would be needed to further align them across the institution.

GS 21: Assessment in te reo Māori	p. 57	7. Objective 1 of Te Rautaki Māori/Māori Advancement Plan states that a te reo Māori Strategy will be developed. This includes a review of the Policy on the Use of Māori for Assessment and is being progressed by the Deputy Vice-Chancellor Māori in collaboration with others.
GS 24: Teaching development	p. 64	8. All teaching staff are required to engage with at least two professional teaching development activities each year; nevertheless, the University has identified that the teaching development framework and monitoring methods are due for renewal.
GS 28: Resourcing of Postgraduate research students	p. 77	9. The University has identified the top three priorities of the Master's and Honours review as: <ol style="list-style-type: none"> 1. developing, designing and delivering comprehensive onboarding and orientation programmes and materials (including online) for new Master's and Honours students 2. ensuring equity and adequacy of support and resources for Master's and Honours students 3. developing processes through which Master's and Honours students are engaged in partnership on matters concerning their specific needs as learners and researchers as well as those of students more generally (aligned with the Student-Staff Partnership Framework - see enhancement initiative 1).

Section A: Leadership and management of teaching, learning and academic quality

GS 1 Planning and reporting

The university gathers and uses appropriate and valid data and information to establish objectives, plan, assess progress and make improvements in its teaching and learning activities.

1.1 Strategic planning framework

The University of Waikato has an [integrated strategic planning framework](#), which guides its commitment to continuous improvement for student achievement and teaching quality. Overarching this framework are the [University Charter](#), [University Strategy](#), [Vision](#), and the [Treaty Statement](#). These individual documents, and the ways in which they intersect, guide and help coordinate activities across all levels of the University. The [Governance and Management Guidelines](#) outline the systems and arrangements that support effective governance and management at the University of Waikato. They outline the role of Council and the authorities of the Vice-Chancellor.

University plans and policies are typically reviewed on a five-year cycle but can be reviewed more frequently if required. The planning framework and monitoring processes are overseen by the [Office of the Vice-Chancellor](#), with more frequent monitoring reports prepared against the [Investment Plan](#) (six-monthly) and the [University Strategy](#) (annually).

Key documents that inform academic quality are:

- [Academic Plan](#)
- [Disability Action Plan](#)
- [International Plan](#)
- [Te Rautaki Māori/Māori Advancement Plan](#)
- [Pacific Strategic Plan](#)
- [Research Plan](#)
- [Sustainability Plan](#)
- [Evaluation of Teaching and Papers Policy](#) and [Guidelines for the Evaluation of Teaching and Papers](#)

Compliance with the monitoring of University plans and policies is the responsibility of the relevant policy owner. A [survey](#) of [compliance monitoring](#) (SD-A.1) is undertaken by the Manager of Policy and Governance on a biennial basis and a report provided to the [Health & Safety, Risk and Assurance Committee](#) (p. 14).

Educational Performance Indicators (EPIs) are agreed with the Tertiary Education Commission. They track student progress toward sector targets and inform decisions about where additional focus is needed. The EPIs are linked to KPIs in the [Investment Plan](#) (2022 - 2024) and are monitored and reported regularly to the Vice-Chancellor's Executive Leadership Committee and Council.

1.2 Academic Board and delegations

[Academic Board](#) (p. 9) is a committee of Council under the [Education and Training Act 2020](#) and has overall responsibility for the advancement and coordination of academic activities at the University. A key function of the Academic Board is to serve as a forum for discussion and formulation of advice to the Vice-Chancellor, who is the Board's chair. Additionally, Academic Board members consider and make recommendations to [Council](#) (p. 5) with respect to strategic objectives relating to teaching, learning, supervision, and research. See [Committee Directory](#) (p. 21) for a graphical representation of the University's committee structure.

1.3 Data and analytics

The University's core student data are drawn from MyWaikato (SITS:Vision, the Student Management System) and Moodle (the Learning Management System), along with other sources such as Ngā Kete (the Tertiary Education Commission's (TEC) data toolkit). All data are combined and stored centrally in a data warehouse, providing a rich resource for analyses and reporting.

Since the last audit cycle, the University has changed its operating model for data service and has adopted new tools (PowerBI and Excel-Analysis Cubes) to facilitate hands-on interactivity with data. Increased flexibility in data handling has been enabled through improvements to how data are structured and stored in the warehouse. This new architecture permits rapid access to data, thus facilitating better comparative reporting. In addition, tailored training has increased the visibility of the University's data and has provided staff with the tools and skills needed to access and manipulate it. The consequent rise in data capability and awareness is empowering staff to ask more nuanced questions about University data, which creates a culture of change, progress, and improvement.

The [Planning, Performance and Analytics](#) team oversees the University's data and reporting activities. [MyReports](#) is a web-based portal where all [staff can view](#) (SD-A.2) a wide range of dashboards on student and performance metric data. Two types of data are often presented with different dissectible elements – cross-sectional data and longitudinal data. Much of this information is generic in order to service a wide audience across the University. Tailored dashboards and MyReports areas are established in collaboration with particular users or groups who require specially-targeted data sets. These dashboards are usually behind a firewall, as there is a need to restrict access based on data privacy. Data refreshes automatically, which means the Planning, Performance and Analytics team resources can be used for strategic enquiry purposes; the team is often asked to supplement produced datasets with additional information or answer the “why” questions.

Accessibility to real time data allows different user groups to engage with and monitor aspects of the University's teaching and learning processes on a frequent basis. For example, Divisional Pro Vice-Chancellors or the Dean of Te Pua Wananga ki te Ao - Faculty of Māori and Indigenous Studies routinely monitor and report on enrolment EFTS through their respective Boards; the Student Discipline Committee reports on the number of complaints and outcomes of its disciplinary processes to parent committees; and Moodle data are used by study advisors and paper convenors to track student progress through a paper. Beyond these uses, data are accessed extensively for other monitoring across the University. Relevant guideline statements in this report will expand on the capture and use of data for monitoring, reporting, and the enhancement of teaching, learning, and the student experience.

GS 2 Student voice

Improved outcomes for students are enabled through engaging with the student voice in quality assurance processes at all levels, and this is communicated to students.

2.1 Student survey instruments

The core University student survey instruments include Teaching and Paper Evaluations, Student Experience Surveys, and a Graduate Destination Survey. These instruments not only measure educational outcomes and student satisfaction, they also contribute to continuous improvement and performance measures in relation to EPIs and internal KPIs. The [Student Voice webpage](#) outlines the key mechanisms for students to contribute through feedback and examples of how their voice has influenced change.

[Te Puna Ako](#) oversees formal [teaching and paper evaluations](#). The [Evaluation of Teaching and Papers Policy](#) outlines the University's commitment to excellence in teaching and learning and to continuous improvement of papers. The policy requires each taught paper, at all levels, to conduct a formal, centrally administered evaluation for at least every second occurrence of the paper. Open-ended comment boxes are included on the evaluation form so that students can provide qualitative feedback about the paper and the teaching of it. Any changes to a paper resulting from student feedback are [communicated](#) in subsequent paper outlines. Offshore papers and programmes also follow these same practices for evaluating teaching and papers (see Guideline Statement 25).

The biennial [Student Barometer Survey](#) elicits feedback and provides insight into student satisfaction with aspects of teaching, learning, and university life in general. This semi-bespoke survey combines the Student Barometer (SB) for domestic students, International Student Barometer (ISB) for international students, and incorporates a stream of questions for Distance Learning Programme students (DLP). It has been administered by the University since 2014 with surveys being distributed via [i-graduate](#). Survey results are useful for tracking areas of concern and trends over time. Results from the survey are shared in presentations across the University, at committee and team meetings, in online student newsletters, and in the [University of Waikato Annual Reports](#). In 2021, [specific reports](#) (SD-A.3) were developed and shared with varying units to contribute to continuous improvement.

The [Graduate Destination Survey](#) (GDS) is used to elicit student feedback on the benefits students have gained from their studies, their subsequent employment patterns, and how their studies contributed to their careers. The GDS was developed in-house in 2017 and is distributed annually by the [Development Office](#) to the previous year's graduating cohort. The response rate is around 20%, which is acceptable for this type of distributed survey. [Results](#) are communicated to students via the Alumni website and through the [Alumni newsletter](#) (SD-A.4). Results are also shared with senior University leaders, Divisions/Faculty, the [Careers & Employability Office](#), and the [Work-Integrated Learning Central Unit](#).

In addition to these three core surveys, others are regularly used to gain insights into the first-year student experience and to identify student support needs. Such surveys include the [New Student Survey](#) (SD-A.5), the [Welcome to Waikato Survey](#) (SD-A.6), and the [First Year Experience Survey](#) (SD-A.7).

2.2 Student participation

This section was prepared with input from the Waikato Student Union (WSU) Voice Team.

Coordinated by the [WSU Voice Team](#), with the support of the [Academic Office](#), the University has developed a comprehensive [class representative](#) structure, which enables students to work collaboratively with teaching staff to enhance the student experience and facilitate communication between staff and students. Two to three representatives from each undergraduate paper are [elected](#) by fellow class members (or they volunteer) and speak on behalf of their classmates during the trimester. The class representative registration process was moved online in 2021, and in 2022 there were 985¹ class representatives, which represents an improvement in class rep numbers from the previous year.

There is a formal class representative [role description](#) managed by the Academic Office. Class representatives meet regularly and assist students to complete the teaching and paper evaluations at the end of each trimester. The Voice Team runs [training sessions](#) in each trimester (approximately 10–15), both online and face-to-face, and it is mandatory for first-time class representatives to attend the training. The Voice Team runs two “get-together” meetings each trimester to elicit feedback from the class representatives, and the Voice Team runs a [feedback survey](#) (SD-A.8) each trimester.

Some selected class representatives are members of University committees, such as [Divisional Boards](#) (p. 24) and the Academic Board. The breadth of student participation across all University committees provides numerous opportunities for representation from diverse groups, such as students with accessibility needs, gender diverse students, domestic and international students, and across different levels of study. For University surveys, such as the Student Barometer or FLEXI survey, for example, there is regular monitoring to determine that students are represented to similar percentages of enrolments (see Guideline Statement 12).

Wānanga and fono (culturally responsive learning spaces that utilise interactive dialogues) with students were a key component of the [data informed initiative to enhance the Māori and Pacific student achievement project](#) and the [Master’s and Honours review](#). Student voice provided an in-depth understanding of the student experience and how aspects of it could be improved or extended to better support student progression and achievement. Another student voice component of the project was the development of a series of teaching support videos available on the [Ako Aotearoa website](#). The videos have significant outreach and can help support other providers’ efforts to improve learner achievement.

2.3 Assessing effectiveness of the student voice

Students assess the effectiveness of their contributions through evidence of change to University procedures or practices resulting from their feedback. Changes are communicated through WSU channels, student newsletters, relevant web pages, and the [Student Voice webpage](#). Feedback is also distributed through the formal committee process, including minutes, reports, and documentation provided to committee members. [Paper Outlines](#), note any changes made as a result of student evaluation feedback, for example, refer to the ‘how have we responded to

¹ Note: this number represents individual students who are class representatives. There can be multiple representatives per paper, and students can be a representative for more than one paper.

student feedback' section of this [paper outline](#). The publicly available [University of Waikato Annual Reports](#) note any changes that have been made as a result of student feedback and input.

Effectiveness of student feedback is also evidenced through surveys. For example, in the Student Barometer Survey 2021, students were asked if they agreed or disagreed with the statement "Student feedback on my programme is taken seriously and acted upon". Eighty-one percent of respondents agreed that it was taken seriously, which indicates that students believe their voice can affect University processes.

2.4 Enhancement initiative 1

A [Student-Staff Partnership Framework](#) (SD-A.9) is under development in partnership with the [Waikato Students' Union](#) (WSU). The Framework articulates partnership principles, objectives, processes, and channels. It reflects the tangible ways in which partnership affects campus development, curriculum design and review, teaching and learning including the Class Representative System, support services, and strategic and operational governance. Development of the framework is informed by the [AdvanceHE four stage conceptual](#) model of engaging students through partnership.

GS 3 Teaching and learning environments

Teaching and learning activities are supported by appropriate learning environments (infrastructure, spaces, media, facilities and resources).

3.1 Teaching and learning spaces at the University

The University's teaching and learning spaces are managed on a day-to-day basis by the [Property Services](#) and [Information Technology Services](#) Divisions within [Corporate Services](#). The University delivers teaching programmes on the Hamilton and Tauranga campuses and internationally in China, and all teaching is supported by technology (to differing degrees depending on the subject matter). Space use is reviewed regularly, with a space utilisation survey to be run in 2023. Results can provide insight into how often and well spaces are being used, as well as contributing to future planning.

3.2 Teaching and learning infrastructure

The University's [integrated strategic planning framework](#) incorporates the varying goals for teaching and learning environments and supports connections between current approaches and emerging pedagogical developments. Relevant plans and specific goals that inform space management in teaching and learning environments include:

- [Academic Plan](#): Objective 3, Evaluate the University's current efforts to offer students greater flexibility in where and how teaching and learning take place
- [Disability Action Plan](#): Objective 3, Be an inclusive teaching and learning environment.
- [Information Technology Services Strategic Plan](#): Goal 5, Investing in facilities that support academic developments, student recruitment, and campus life (p. 7)
- [Investment Plan](#): Investment in facilities that support academic developments, student recruitment and campus life
- [Library Plan](#) (SD-A.10): Objective 4, Create an environment for inspiration and curiosity
- [The University of Waikato Strategy](#): Goal 5, Investing in facilities that support academic developments, student recruitment, and campus life

The University has increasingly provided staff and students with greater choice over where, when, and how they teach and learn both on campus and online. Of necessity, this ongoing work was accelerated by the Covid-19 pandemic. New programmes have included a range of building and technology renewal projects, such as the [Tauranga campus](#), the [Hillcrest Campus Master Plan](#), [The Pā](#), and [Te Aka Manea](#). The work has also been underpinned and informed by the development of [flexible approaches](#) to teaching and learning, all of which require some use of technology. Major space projects involve wide consultation and collaboration. For example, in [The Pā](#) development, consultation included staff, [students](#), Waikato Tainui, and the wider community.

3.3 Reflecting pedagogical developments in learning environments

Design of new spaces must always be informed by pedagogical goals and needs. For example, on the Tauranga campus and in The Pā, spaces facilitate a variety of flexible approaches to learning, including movable furniture and straightforward access to appropriate networking, computing, and AV equipment. All on-campus teaching spaces are equipped to enable [recording of lectures](#) so that students can review paper content. In addition, all staff can access an online [booking](#)

[system](#) to reserve (in Hamilton or Tauranga) teaching spaces, science labs, scientific equipment, a video recording room, or a TV studio room (where available). System users can specify the precise teaching equipment, room layout, and class size that they will need. Class bookings for a full trimester can also be made.

Beyond the design of new spaces, the AV Refresh Programme is committed to upgrading timetabled teaching spaces, keeping them fit for purpose. Refresh initiatives are managed via an ITS Steering Committee, in line with property services investments. In some cases, the refurbishment of teaching rooms has included adding social learning spaces adjacent to timetabled teaching spaces.

Regarding access to teaching and learning environments, the University has progressively moved key learning software from on-site servers to cloud hosting. Systems such as [Panopto](#) (lecture capture), [Blue](#) (evaluations), and [Moodle](#) (student learning management system) have already made the transition. Not only can cloud-based computing provide better access reliability and security, it can also provide faster access to new software features. In November 2023, Moodle will receive a major system upgrade to provide an improved user experience, including refinements to viewing student progress and grades. This upgrade will also provide an improved user interface and increased capabilities for staff collaboration on assessment design.

3.4 Monitoring effectiveness of teaching and learning environments

[The Teaching and Learning Strategic Advisory Group](#) (TLSAG) (SD-A.11) is a sub-group of the [ICT Governance Group](#) (p. 75); it meets on a monthly basis. It is chaired by the Deputy Vice-Chancellor Academic. Membership includes representatives from both ICT and teaching and learning senior staff. Importantly, the group maintains active relationships with other key university staff and committees through which they receive and provide feedback on ongoing issues and the needs of ICT enhanced learning environments. The TLSAG is authorised to provide advice, recommendations, and where authority has been delegated, make decisions on investment prioritisation and risk assessment related to ICT in teaching and learning. An annual review of the TLSAG is undertaken to verify its relevance within an evolving teaching and learning environment.

[Te Whare Pukapuka – The Library](#) offers a number of ebook programmes that allow users to access a wide range of titles online so that students can study anytime, anywhere – including overseas. The Library teams work closely with academic convenors so that they can understand the teaching resources that will be needed both on campus and in offshore locations.

In 2022, the Library ran a one-off [New Student Experience Project](#) (SD-A.12) to gain a better understanding of how new students used Te Manawa – Student Centre and other social and study places on the Hamilton Campus. The study tracked the movements of 15 students as they navigated the campus during the first three weeks of Trimester A 2022. The areas that students most frequented included Te Manawa, the lakes and parks, social spaces (such as the WSU), shops, and Pūtikitiki (the Māori study space). Barriers included a lack of sufficient spaces for social activities and for studying, poor signage, and a lack of communication between the University services and new students. The findings illustrated the range of facilities that new students use, and the insights have been forwarded to the respective areas for review and follow-up.

GS 4 Academic delegations

Academic delegations support consistent and effective decision-making and accountability for teaching and learning quality and research supervision.

4.1 The University's academic delegation framework

The [University of Waikato Delegation of Powers Statute 2014](#) establishes the powers of delegation under the [Education and Training Act 2020](#). The Statute includes provision for altering or revoking delegations, and it specifies requirements for monitoring and reporting on the performance of delegations. Under the Statute, delegations can be altered or revoked at any time by the party assigning them. Delegations are communicated to students or staff on the University's website and through academic regulations in the University [Calendar](#), [policies website](#), and the [Committee Directory](#). Academic delegations made pursuant to the Act are described in various committee terms of reference, regulations, policies, role descriptions, employment agreements, and individual agreements made between relevant parties.

4.2 Academic delegations

Decision-making related to teaching, learning, supervision, research quality, and academic quality assurance rests primarily with the University's Academic Board, Deputy Vice-Chancellors, Pro Vice-Chancellors, and the Dean [Te Mata Kairangi School of Graduate Research](#). Collectively, they are responsible for leading academic and research initiatives and ensuring the monitoring of targets, priorities, and intellectual interactions between research and teaching. This group also has delegated responsibility for coordinating the development of plans so that outcomes from the University's [Academic Plan](#) and [Research Plan](#) can be achieved.

The Divisional Pro Vice-Chancellors are responsible for advancing the quality of teaching, research, supervision, and postgraduate activities within their Divisions. Some responsibilities for day-to-day matters are delegated to other Divisional staff, such as Associate Deans or School/Faculty Managers. These delegations would be reflected in staff position descriptions and monitored through regular [Objectives, Development, and Reflection](#) (ODR) kōrero (see Guideline Statement 23).

The Senior Deputy Vice-Chancellor has the overall responsibility for monitoring the [quality of teaching and research](#) (SD-A.13) at the [NZUWI](#) (University of Waikato Joint Institute ([Zhejiang University City College](#))) in China.

4.3 Divisional and committee structures

The most recent review of the University structure occurred in 2018, resulting in the creation of [four academic divisions and a faculty](#) (SD-A.14). Where appropriate, new delegations were established, including new roles and revised committee constitutions. Subsequent [amendments to the Academic Board constitution and terms of reference](#) (SD-A.15) were also made, along with the formation of the [Māori Academic Board of Studies](#) (p. 29). This new Board provides a formal means by which Māori academic staff from across the University can contribute to decision-making processes.

As part of the review exercise, delegations throughout the University Calendar were reviewed and updated to reflect new positions and structures (see sample [position descriptions](#)). Broadly

speaking, academic decisions that pertain to qualifications are delegated to the Divisional level (to a Pro Vice-Chancellor), and decisions that pertain to papers are delegated to the School level (to a Head of School). This structure supports consistency of process and decision-making across the institution.

In 2022, the [Pacific Strategic Committee](#) (p. 31) was established as a formal committee of the Academic Board. Similar to the Māori Academic Board of Studies, the Pacific Strategic Committee provides a dedicated means for staff across the University, with knowledge and experience in Pacific perspectives, to inform decision-making.

Many of the committees report to one another on their business at each meeting, either through a formal report or through member representation across the committee framework. This is required as part of their terms of reference (see [Committee Directory](#), pages 8 and 21). Reporting primarily moves upwards through the delegated chain of authority so that the Academic Board has oversight of the business that lower tiered committees undertake.

Any changes to committee or sub-committee delegations are always undertaken with the formal approval of the 'parent' committee. Decisions are [documented](#) (SD-A.16), minuted, and [approved changes](#) (SD-A.17) are reflected in the relevant [committee's terms of reference](#).

4.4 Delegations in regulations and policies

The University also has a framework of academic [qualification regulations](#) and [policies](#) that include delegations of authority. Organisational policies are reviewed every three to five years unless more frequent review is required by legislation. Policies could also 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 always reviewed as part of policy reviews.

Qualification regulations are reviewed as part of programme reviews or in response to changes to admission or programme requirements. Any changes to qualification regulations require approval through the University's formal committee framework and, where required, changes are submitted for approval by CUAP (see Guideline Statement 16).

4.5 Waivers and variations

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 act to relieve any undue hardship caused. All such decisions are reported to the Academic Board. In the past five years, no decisions have been made using these special powers.

4.6 Reviews

Notwithstanding the aforementioned changes and the establishment of new committees in 2018, a review of the wider committee framework was last undertaken by the Senior Deputy Vice-Chancellor in 2015. The overall aim of that review was to ensure channels and authorities for decision-making were appropriate so that the University could respond deftly in its decision-making while maintaining high quality standards. The resulting review [report](#) (SD-A.18) was endorsed by the Academic Board in August 2016, and all proposed changes were subsequently approved.

GS 5 Academic risk management

Potential disruption to the quality and continuity of learning and teaching at the university, including risks to infrastructure, is mitigated through effective risk management processes.

5.1 Academic risk management and business continuity

The [Enterprise Risk Management Framework](#) (SD-A.19) outlines the University's commitment, responsibilities, processes, and practices to enable staff and contractors at the University to manage risk during their work. The framework outlines risk limits as determined by executive management and the [Health & Safety, Risk and Assurance Committee](#) (p. 14). It also establishes a set of shared beliefs, behaviours, and systems to inform and frame risk discussions and reporting.

The Health & Safety, Risk and Assurance Committee has oversight of strategic and operational risk management, health and safety, internal audit, and legislative compliance. It monitors the adequacy of the University's internal control systems and processes. The [Chief Operating Officer](#) and the Directors of [Campus Operation](#) and [Finance](#) oversee and manage the University's risk functions and internal operational audit functions.

The [Critical Event and Business Continuity Policy](#) and [Business Continuity Management Framework and Guidelines](#) (SD-A.20) provide an overall policy and guideline framework for how the University is ready to respond to, recover from, and restore services during or after a critical event. Pro Vice-Chancellors, Deputy Vice-Chancellors, Heads of School, Directors or equivalent, and any other managers identified by the Chief Operating Officer are required to develop, review, maintain, and test business continuity plans for their areas of responsibility. In the event of an unplanned or unforeseen natural or human-related critical incident that disrupts normal business and may be a threat to life or property, the University's [Emergency Management Plan](#) (SD-A.21) articulates a framework for risk reduction, readiness, response, and recovery in emergency situations.

5.2 Risk registers

The University maintains a number of risk registers summarising how risks to the organisation would be managed. These include:

- [Academic Integrity risk register](#) (SD-A.22): a (draft) document to identify the risks associated with academic integrity at different times of the year and to identify ways to better educate staff and students. Development of this risk register is ongoing.
- [Divisional risk registers](#) (SD-A.23): documents outlining operational risk review processes, ratings, mitigation actions, and lines of responsibility within the Divisions.
- [Enterprise-wide risk register](#) (SD-A.24): an overview of the organisation's key operational risks under eight standing operational themes: leadership, academic, financial, staff and students, facilities, reputation management, organisational resilience, and legal. Consideration of all campus locations, all staff, and all students onshore and offshore are included.

The [Health & Safety, Risk and Assurance Committee](#) (p. 14) receives and discusses an enterprise risk report update at every meeting (see example reports [September 2022](#) (SD-A.25) and

[November 2022](#) (SD-A.26)). These reports highlight key areas in depth as relevant, as well as provide an overview of the risks of greatest significance at the time of reporting.

5.3 Reporting academic risk

The [Academic Quality Committee](#) (p. 40) reviews and discusses matters related to risks associated with Academic Integrity. The Committee plans to extend this discussion to matters such as the risk of poor assessment design or non-compliance with policies. This work will be undertaken in 2023.

A significant academic risk at the time of writing the audit report is the constrained fiscal position of the University due to the ongoing impacts of Covid-19. This has restricted the University's ability to progress some key initiatives.

5.4 Reviews of academic risk

The University has an [Internal Audit Plan](#) (SD-A.27), which outlines a regular schedule of audits framed around the risk register and operational themes. The audits are overseen by the Director of Finance. Reports outlining key findings and highlighting opportunities for improvement are regularly monitored (see [Self Review Performance Report: Education \(Pastoral Care of Domestic Tertiary Students\) Interim Code of Practice 2019](#) (SD-A.28) and the [Pastoral Care Annual Attestation report 2022](#) (SD-A.29)).

In early 2020 the Covid-19 global pandemic began, and the University's business continuity and emergency management processes were deployed, including the [Emergency Management Plan](#) (SD-A.21). A [full report](#) and [summarisation](#) of the University's response to the academic risks associated with the pandemic were submitted to the AQA in 2021.

5.5 Enhancement initiative 2

In 2023, an external review of the University's risk and audit processes was commissioned. Following the release of the report, a facilitated workshop was held with the University Council. Academic risk was included as an important part of the discussion. The University intends to draw on the review report and Council discussion to create an Academic Risk Register. This will include, but not be limited to, academic integrity and cheating.

GS 6 Progress on the Enhancement Theme (Māori students)

The university has achieved the objectives in its enhancement theme plan with respect to Māori students and successful practice has been embedded and is sustainable.

6.1 Cycle 6 Academic Audit Enhancement Theme

The University's framework for its activities of the Enhancement Theme and reporting to the national Enhancement Theme Steering Group is set out below:

- [Enhancement Theme Work Plan - March 2018](#) (SD-A.30)
- [Enhancement Theme Mid Cycle Report - 1 March 2019](#) (SD-A.31)
- [Enhancement Theme Final Report - 2 March 2020](#) (SD-A.32)

Enhancement theme initiatives were framed around two key projects – the [Ōritetanga Learner Success](#) project and the [data informed initiative to enhance Māori and Pacific student achievement project](#). All enhancement work has been overseen by the Deputy Vice-Chancellor Academic, the Deputy Vice-Chancellor Māori, the Assistant Vice-Chancellor Pacific, and the Pro Vice-Chancellor Teaching and Learning.

[Ōritetanga Learner Success](#) is a multi-phased University-wide project that began in July 2019 and aims to build effective systems, processes, and practices to assist learner success and retention (see outcomes reports for [Phase 1](#) (SD-A.33) and [Phase 2](#) (SD-A.34)). Following significant data cleansing and mining, a [student journey mapping](#) (SD-A.35), and the development of a [Learner Success Dashboard](#) (SD-A.36), the University implemented a [Study Advising Programme](#) in A Trimester 2021. All first-year, new to university, undergraduate students are allocated a [Study Advisor](#) (SD-A.37) whose main role is to proactively support students' transition from school to University. Approximately 60 existing staff employed in student advisory roles within academic and central units across the University undertake this role. Where possible, taura Māori (Māori students) are matched with Māori Study Advisors (via [Te Pūoho Hubs](#)), while Pacific Students are matched with a Pacific Study Advisor. Study Advisors monitor their allocated students through the Learner Success Dashboard, which utilises data from multiple sources to identify students not engaging with the learning systems and therefore potentially "at-risk" of not succeeding in their papers. Study Advisors proactively contact students to determine what support would be effective. In 2022, approximately 3000 students were supported through the programme, including 800 Māori learners and 250 Pacific learners.

Two new surveys have been established:

- The [Welcome to University Survey](#) (SD-A.38) was designed to identify gaps in the data already being collected so that a wider range of early risks can be identified and interventions planned. The survey highlighted areas that are relevant to new incoming students, such as "first in family", having financial or physical dependents, or not having a personal device or internet access. Of the respondents, 27% identified as Māori and 9% as Pacific, which are proportionate representations of these cohorts in the student body.
- The [First Year Experience Survey](#) (SD-A.7) was designed to help determine if the Study Advising Programme is meeting student needs. Results from this survey indicated that the programme is effective. Most students knew who their Study Advisor was or how to find out (79%), and they were satisfied with the support they were obtaining. There was wide awareness of key services and use of them.

Dissemination of findings from the [Ōritetanga Learner Success](#) project has occurred in national and international conferences and in meetings about the project and its outputs. Importantly, the [TEC website](#) has a wide range of information describing the project initiatives and [outputs](#), which makes the findings both nationally and internationally available.

The Ako Aotearoa co-funded project on data-informed initiatives to enhance Māori and Pacific student achievement ran from 2019 to 2021. It investigated and developed (based on findings from the project) inclusive and culturally responsive pedagogies with a focus on the self-defined success of Māori and Pacific students. The final project report, [Weaving the Mat of Māori and Pacific Learner Success](#), outlines the full methodology and findings along with an in-depth literature review, data analysis, and cohort tracking. The report and additional outputs of the project are located on the [Ako Aotearoa website](#), which not only informs national best practice, but also contributes to teaching and learning (ako) internationally. Further sharing of findings has been through participation in varying national and international conferences and meetings, which are important ways of advancing discussions on equity and what success really means for Māori and Pacific learners, their families, and communities.

The enhancement theme has identified common success factors for Māori and Pacific learners, which are informing the University's approaches to teaching and learning support. In particular, this includes [Te Kāhui Pīrere](#) for Māori students and the [Imua Initiative](#) (SD-A.39) for Pacific students (see Guideline Statement 7). Factors include:

- utilising whānau, 'aiga (family-like) and cultural legacies of learning as a strength and motivator
- targeting and optimising transitions into study with a focus on first year
- increasing awareness of support available and starting relationships with support staff early
- creating a sense of belonging and safe spaces
- providing role models to whom Māori and Pacific learners can relate

6.2 Te Kāhui Pīrere (TKP)

[TKP](#) was designed and implemented in 2019. The name of the programme reflects that of the baby bird leaving its nest and the challenges that come with moving into new spaces as they grow and mature. It supports Māori students' transition from the comforts of home, beneath the wings of their whānau (family group), into their new life and whānau at the University. It was established to enhance the retention of first-year students by providing focused support for the transition process and throughout the first year at university. The programme, delivered out of the Office of the Deputy Vice-Chancellor Māori, is underpinned by the principle of whakawhanaungatanga (building relationships), which is important, as once the relationships have been formed, the students are more inclined to attend workshops and activities or access support throughout the year.

The range of activities provided are altered each year to meet the changing needs of the students. Working closely with senior Māori tutors in [Te Puna Ako](#) and other university services, a variety of academic (study skills and writing) and non-academic (financial and hauora (health and well-being)) workshops and events are provided.

In 2022, TKP joined with the Study Advising programme via the TKP Programme Coordinator being allocated as a Secondary Study Advisor. This enabled access to the Learner Success

Dashboard so that Advisors can more easily monitor students' progress. The programme was reviewed in 2022, and one outcome was that participation in TKP became a condition of the school leaver scholarships for Māori students from 2023. This change is an endeavour to enhance the accessibility of the programme and ensure more students can gain benefits from it. (Note: A student who identifies as both Māori and Pacific can choose to participate in TKP, the Imua programme, or both.) Māori students who are not recipients of a school leaver scholarship also have the opportunity to join.

Student feedback gained from [Weaving the Mat of Māori and Pacific Learner Success](#) underscored the ongoing importance of this type of programme for Māori students, particularly in the first year. Being able to connect socially, and in a kaupapa-focused way, was seen as important. The feedback helped refine the programme and integrate it with other support services. The programme started with 36 students participating in 2019 and has grown substantially to 140 in 2023. TKP has had considerable success; students who participated in TKP were retained at higher rates and gained higher pass rates than their non-TKP Māori classmates (refer table below). It is acknowledged however that retention rates overall have declined from 2019 for first year Māori students, the challenges presented by Covid-19 being a major factor in this.

Table 3: Comparison of first year Māori student retention and achievement rates for TKP programme

1 ST YEAR MĀORI STUDENTS				
YEAR	RETENTION		PASS RATES	
	TKP	Non-TKP	TKP	Non-TKP
2019	88.2%	75.5%	79.4%	72.5%
2020	77%	73.6%	91.9%	72.4%
2021	72.1%	68.2%	93%	70.9%
2022	75.4%	64%	89.2%	69.9%

6.3 Progress since the start of Cycle 6 Audit: Māori students

Māori students make up 26% of the total student population and are active and visible participants in University life. This visibility is evident in the various Māori student rūpū that exist across the University: [Te Whakahiapo](#) (Māori Law Students Association), [Te Ranga Ngaku \(Māori Management Students Network\)](#), Te Kāuru (Faculty of Māori and Indigenous Studies), Te Waiora (University-wide) and Te Tini o Hakuturi (Environmental Planning students). The leadership from each group meets regularly in forums chaired by the Waikato Students' Union Vice President Māori. This forum is also an opportunity to share key kaupapa directly with the Deputy Vice-Chancellor Māori and staff from the Office of the Deputy Vice-Chancellor Māori.

[Māori ki Waikato](#) is the collective identity for Māori across the University of Waikato. It includes the suite of support programmes and initiatives offered across the University to assist Māori learners as they strive for success for themselves, their whānau, communities, marae, hapū, and iwi. Māori ki Waikato offers students a University whānau to be part of, others to walk alongside them so that they are not alone on their journey. Along with supporting learner success, Māori ki Waikato is a safe space for students to be Māori.

Māori students also have their own space on campus. After more than a decade without a dedicated Māori student space, Pūtikitiki was opened on the Hamilton campus in October 2020 through a collaborative agreement between the WSU and the University. Once The Pā opens in 2023, students will move to a space within the new complex. In 2021, Te Kura Toi Tangata School of Education also opened a dedicated room for their tauira Māori, [Te Aahuru Moowai](#). The room is designed to support Māori culture, success, and transitions to an academic environment. Māori students also use the University marae, Te Kohinga Marama for study wānanga and social gatherings.

The Māori Mentoring Programme underwent a substantial review in 2021 and was relaunched in 2022 as [Te Pūoho Hubs](#), which are located in each Division across the University, with one central Hub located on the Tauranga campus. These are designed to support the continued improvement of retention rates for Māori students throughout their studies. The Hubs support all levels of students, with specific programmes for different levels of study that are designed to build upon one another. Other programmes are run centrally from the Office of the Deputy Vice-Chancellor Māori and include TKP (transition to university programme), [Te Āhurutanga Māori Student Leadership Programme](#) (leadership development programme), [Te Toi o Matariki](#) and [MAI ki Waikato](#) (supporting excellence in graduate and postgraduate studies).

6.4 Jump Start: a programme improving first year Māori student achievement

[Jump Start](#) is a transition to university programme for new undergraduate students that is run in collaboration with the Divisions/Faculty. Over the five years the Jump Start programme has run, consistent [positive first-year results](#) (p. 8-9) (SD-A.40) have been evidenced for Māori students. On average, Jump Start students, and most notably Māori and Pacific students, are retained in their first year at higher rates and achieve at higher rates than other first year students. Students also report that taking Jump Start helped them feel more confident starting their studies; they have made friends and understand the University systems.

6.5 Scholarships and access

Over the years, intentional policy and funding changes have been made to increase the scholarships available to support Māori learners. Funding for undergraduate scholarships for Māori and Pacific students was \$110,000 in 2018, but by [2021](#) (SD-A.41) it was \$500,000. An outcome of this saw students who identified as Māori accounting for 28% of School Leaver Scholarship in 2021, compared to only 17% of recipients in 2017. Other examples include:

- [Te Ara Whānui Scholarship](#) was established in 2019 to support access to university for Māori school leavers. Approximately 160 Māori students have been supported on this scholarship. In 2023 the value and tenure was increased to \$15,000 for 3 years.
- [Waitaha-A-Hei/University of Waikato Scholarship](#) (co-funded with iwi) was established in 2018, and 9 students have been supported.
- [Taught Postgraduate Scholarship](#) offers to students identifying as Māori have increased from 6% in 2017 to 22% in 2021.
- [The University of Waikato Māori Doctoral Scholarship](#) and [The University of Waikato Academic Pathway Doctoral Scholarship](#) were established in 2021/22 as pathways into academia and to acknowledge the place and value of indigenous knowledge in research and learning across the University.

6.6 Access and achievement for Māori students

The University views the overall progress of Māori student achievement as a journey, with each level of support assisting students to learn the skills they need to succeed and achieve their personal goals – from the transition from school to completed tertiary study. Success is evident in the metrics at different stages of the students' learning journey; each year the [metrics](#) (SD-A.42) improve.

GS 7 Progress on the Enhancement Theme (Pacific students)

The university has achieved the objectives in its enhancement theme plan with respect to Pacific and successful practice has been embedded and is sustainable.

7.1 Progress since the Cycle 6 Audit: Pacific students

Within this Academic Audit cycle, the University of Waikato has embarked on several core strategic initiatives that have emphasised the commitment to building and enhancing the Pacific dimensions of the University and to realising the educational aspirations and success of Pacific learners and staff. These included:

- the appointment of the Assistant Vice-Chancellor Pacific role in 2018
- the development of the Pacific Plan, now superseded by the [Pacific Strategic Plan](#)
- the opening of a distinctively Pacific space on campus in 2017, the Conch. The name symbolises a shell used by many Pacific nations to call people to gather at a common place; it embodies community, unity, communication, and connectedness
- the purposeful [use of the term 'Pacific'](#) (SD-A.43) which is an inclusive term for learners from across Polynesia, Micronesia, and Melanesia

Educational success, in the eyes of Pacific students, is more than just performance measures and educational outcomes; it embodies a sense of belonging. Success is viewed through intergenerational outcomes that disrupt deficit narratives and build equity for Pacific people through culturally responsive teaching. Guided by the Assistant Vice-Chancellor Pacific and through substantial collaboration with [Pacific Student Associations](#) and Pacific staff across the University, a supportive and welcoming environment of 'aiga (family-like), culture, and community has been created for Pacific learners.

7.2 The Imua Initiative

The [Imua Initiative](#) (SD-A-39) was implemented in 2021 aimed at Pacific learners who are new to study, including those in the first year of an undergraduate qualification. Imua is a Hawaiian term which means to go forward or lead from the front. The ability to imua is a key to success in any endeavour but especially in tertiary study. In 2023, participation in the Imua Initiative became a condition of the school leaver scholarships for Pacific students. (Note: A student who identifies as both Pacific and Māori can choose to participate in the Imua programme, TKP, or both.) Pacific students who are not recipients of a school leaver scholarship are also invited to register. In 2020, the first full year of the programme, there were 26 participants, of whom 18 completed the programme. As of 1 April 2023, there are 65 officially registered with most actively participating so far.

Based on evaluations and learnings from 2021, a three-day pre-Orientation event was added in 2022 – the Ang (Wind) Academic and Digital Skills Boost. This initiative utilises 'Big Pacific Ideas' (cultural legacies of learning success), workshops, and activities to build better skills in critical thinking, writing for university, self-organisation and management, health and wellbeing, and engagement before teaching starts. The programme has been evaluated in two ways. Each student who has completed it has met with the Dau ni Talitali Pacific Engagement Manager to provide oral [feedback](#), including what they liked and what they might change. Each year the feedback has been largely positive, but improvement ideas have included considering how

parents and mature students could better participate. The results of the Imua Initiative are very encouraging. In 2021, first-year Pacific students generally averaged a pass rate of 69.8%, but the pass rate for students who completed the Imua programme was 86.57%.

Many Pacific services have been reviewed or enhanced since the start of Cycle 6 audit, including:

- programme planning and subject specific assistance are available in various divisions, faculty, and schools along with [Pacific study groups/sessions](#)
- identification of Pacific ‘aunties, uncles, and cousins’: a number of Pacific and non-Pacific staff in academic and support roles who are committed to Pacific student success
- the [Challenge the Horizon Programme](#) for Master’s and PhD students began in March 2023. It brings together a culturally responsive programme that develops research, digital, and other skills to provide opportunities for students to build research portfolios and practice research. They also receive writing and presentation support prior to finishing their degree.
- communication and engagement with students and the wider university and external community is well-developed through:
 - the [Pacific at Waikato Facebook page](#) and Instagram
 - the [Pacific at Waikato webpage](#) was reviewed and redesigned in 2019 to better represent Pacific learners, staff, families, and communities
 - images showing more stories of Pacific learner success have been incorporated into the University’s marketing and communications since 2019. The Pacific media library has been developed to include various Pacific events, including Pacific Language Week, alumni stories, and graduations
 - staff regularly work alongside local cultural associations, churches, and community groups, such as [K’aute Pasifika](#) and the [Hamilton Combined Christian Foodbank](#), to feed and otherwise provide for students as need is identified. The University is also working more closely with stakeholders like the [Waikato Pacific Teachers Association](#) and the local high schools to build better pathways to tertiary education for primary and secondary school students.

7.3 Jump Start: a programme improving first year Pacific student achievement

[Jump Start](#) has shown significant positive results for Pacific learners who participate. They are retained in their first year of study at a higher rate than their non-Jump Start Pacific classmates, averaging 10% higher. In most years, their retention rates are also exceeding those of all students who did, or did not, participate in Jump Start ([Jump Start Report](#), section 3.1 (SD-A.40)). The results have found that Jump Start completion improves Pacific student pass rates in their first year of study. When comparing Pacific students as a cohort, those who completed Jump Start, in most years, achieved higher pass rates than their non-Jump Start Pacific classmates.

7.4 Scholarships and access

Intentional policy and funding changes over the years have increased the scholarships available to Pacific learners' access, transition, and life at university. For example, as stated in Guideline Statement 6, the funding for undergraduate scholarships for Māori and Pacific students was \$110,000 in 2018, but by [2021](#) (SD-A.41) it was \$500,000. Other examples include:

- The [Pacific Excellence Scholarship](#) was launched to support Pacific school leavers to come to university. This is beginning to have an impact as offers have increased from 1% to 3% of

all offers in 2022. In 2022, the value and tenure of Pacific Excellence Scholarship increased to \$15,000 and 3 years (ready for 2023 enrolments).

- In 2021, a commitment was made to increase scholarship offers to postgraduate students identifying as Pacific. This is beginning to have an impact, as taught postgraduate scholarship offers to Pacific students have increased from 3% in 2017 to 5% (overall) in 2021.
- [The University of Waikato Doctoral Scholarship for Pacific Peoples](#) and [The University of Waikato Academic Pathway Doctoral Scholarship](#) were launched in 2021/22 as a commitment to setting more Pacific students on a pathway into academia. The scholarships also acknowledge the place and value of Indigenous knowledge in research.

7.5 Access and achievement for Pacific students

The overall progress of Pacific student achievement can be viewed as a voyage, with each layer of support assisting students to learn the skills they need to succeed and achieve individual, family, and community goals. The [Pacific Strategic Plan](#) outlines strategic objectives and practices aimed at lifelong learning and holistic, longitudinal success from transition into tertiary study to graduation and beyond. This is more likely when cultural legacies of success are referenced and familiarisation with key people, services, and academic skills are encouraged, particularly over the first year of study. Then, working with students throughout their degrees within a Pacific cultural framework, key transitions are supported, and students are empowered with additional educational opportunities via postgraduate study. This is evident in the metrics of different stages of the students' learning journey; each year the metrics improve (refer [graphs 1-3](#)) (SD-A.44).

Section B: Student life cycle, support and wellbeing

GS 8 Access

Access to university, including through recognition of prior learning and credit transfer pathways, is consistent, equitable and transparent for students

8.1 Strategic commitment

The University's commitment to access for all students is encapsulated at a strategic level in various policies and plans, which align and support each other (see Guideline Statement 1).

Relevant plans for this discussion include:

- [Investment Plan](#): incorporates our commitment to advance the [Tertiary Education Strategy](#) (2020): Objective 2: Barrier-free access – Great education opportunities and outcomes are within the reach for every learner.
- [Academic Plan](#): Objective 2: Make the University a more inclusive teaching and learning environment for all.
- [Te Rautaki Māori/Māori Advancement Plan](#): Objective 3: Make unique and significant contributions to the educational success of Māori.
- [Pacific Strategic Plan](#): Objective 2: Illuminate, clear, and open Pacific learner success pathways.
- [Disability Action Plan](#): Objective 1: Be an inclusive, safe, and welcoming university.
- [International Plan](#): Goal 2: Increase the proportion and diversity of international students studying across University of Waikato campuses.
- [Research Plan](#): Goal 1: Grow the next generation of researchers recognised for the ability to create sustainable futures through local and global leadership.
- [Sustainability Plan](#): An action of Goal 6 recognises the need for a shared approach to engagement and outreach focussing on sustainability, access to teaching, learning and research, and equity.

8.2 Access

Alongside these plans [Te Tiriti o Waitangi me te Whare Wānanga o Waikato](#) (University of Waikato Treaty Statement) encapsulates a commitment to monitor inequities in participation and success of Māori students and be prepared to invest resources to reduce those inequities (point 8, page 9). A key component of access to degree study is the [University's open enrolment](#) with University Entrance (UE) being the main criterion for entry into most degree programmes. For students who have not gained UE, [special admission](#) and discretionary entrance into the University can be determined on a case-by-case basis.

Access to campus is a barrier for many students. To address this, Te Ara ki Angitu programme was [launched in 2015](#) and then merged into existing services from 2019. Through transport and pastoral support, significant growth in enrolments occurred within regional communities (refer [graph 8.1](#) (SD-B.1)). Since 2019, discounted [regional bus services](#) within the Waikato and Bay of Plenty region, as well as the free '[Kaimai shuttle](#)' between the Hamilton and Tauranga campuses have been offered to Waikato staff and students.

8.3 Scholarships

The University is committed to funding [scholarships](#) and increasing their availability to all students, especially priority cohorts (see Guideline Statements 6 and 7). The main scholarship for school leavers is the [Ko Te Tangata School Leaver Scholarship](#), in which there is also provision for students who do not meet the application academic criteria. In addition, the [DV Bryant Trust University of Waikato Residential Scholarship](#) is specifically targeted for students from severely constrained financial circumstances. In 2021, the [D.V. Bryant Trust University of Waikato Returning Student Scholarship](#) was established to provide accommodation support to previous scholarship recipients in their second year of study. Equivalent new and returning residential scholarships are also available for students [studying on the Tauranga](#) campus. The [University of Waikato Certificate of University Preparation Bursary](#) is a new award offered from 2022 to provide tuition or accommodation fee support to all students enrolled in the [Certificate of University Preparation](#) (CUP).

Key scholarships for international students include the [International student scholarships](#) and the [International Entrance Scholarship for School Leavers](#). The budget for [international scholarships](#) (SD-B.2) increased from \$500,000 in 2018 to \$800,000 in 2021 with the effect that international scholarship awards increased from 43% of international applicants to 94%. International students studying offshore within a [partnership programme](#) also have access to funding support. [NZUWI](#) (University of Waikato Joint Institute (Zhejiang University City College) in China) students are offered tuition discounts or access to funding for short programmes in New Zealand. In partnership with the [National Economics University](#) (NEU) in Vietnam, ten scholarships per year for tuition discounts are awarded to first year students.

Learners with accessibility needs can access the range of [scholarships](#) available to all students.

8.4 Admission and selection policies and practices

The University's admission policy is outlined in the [Admission Statute](#) and [admission criteria](#) are described in the University Calendar. Although the University works to increase access and ease transition for students from the three priority groups (Māori students, Pacific students, and disabled students), it does not privilege or prioritise their admission. Domestic students who do not meet entry requirements may be eligible to enrol in a bridging programme ([Certificate of University Preparation](#) (CUP)) through the University of Waikato College (UWC). The UWC can also design [recommended programmes](#) (SD-B.3) for successful transition into a student's chosen degree. Similarly, international students may be eligible for bridging study ([Foundation Studies programme](#)) as well as English language development support ([Academic English programme](#), [General English programme](#)). See Guideline Statement 11 for information on [Admission appeals](#).

To better support prospective students during the Covid-19 pandemic, the University adapted its application processes in a number of ways. These included use of web-conferencing for interviews and the provision of online experiences for Open Days. Alongside the adjustments to UE that were made by NZQA, the University also lowered the UE threshold for a small number of applicants who could demonstrate that they had been particularly adversely affected by Covid lockdowns. These Special Admissions students were provided with additional learning support including a tailored Moodle course, a personal Study Advisor, and all of the other support services in [Student Learning](#). In a number of cases, support also involved making adjustments to paper enrolments and overall study workloads. Recognising that not all students could attend

programmes in person, even outside of lockdowns, flexibility was introduced into the delivery of teaching, and in some cases new online occurrences of programmes were created, most notably for international students (see Guideline Statement 16).

8.5 Recent initiatives

In response to changes in English language proficiency test evidence, a new committee, the [English Language Equivalencies Committee](#) (p. 47) was approved in 2022. Its role is to consider and approve changes to the published lists of English Language entry criteria equivalencies and make change recommendations as needed to the University Calendar.

An Enrolment Process Review was undertaken in 2022, led by an independent chair. The [Enrolment Process Review Report](#) (SD-B.4) outlines a number of improvements, many of which have been actioned already, and others will be undertaken in 2023 and 2024. Of note was the recommendation that enrolment processes need to better meet the needs of students with accessibility needs (p. 14).

8.6 Recognition of prior learning and credit transfer pathways

Students who have previously undertaken tertiary or non-formal learning can apply for [Credits and Transfers](#) to a University of Waikato qualification. In addition, the University has a range of [Guaranteed Credit Agreements](#) with other providers. [Recognition of Prior Learning](#) (RPL) considers non-credentialed prior learning, recognition of which could reduce the time a student needs to complete a university qualification. [Specific papers](#) that are available for RPL are listed on the University website. In addition, as part of the [Curriculum Enhancement Programme](#) (CEP) and the resultant [Curriculum Design Framework](#) (CDF), all undergraduate papers [transitioned from 20 to 15 points](#). This change improved processes for students to transfer between Waikato programmes or to other tertiary institutions (see Guideline Statement 14).

The [Unistart Programme](#) provides high-achieving secondary school students with opportunities to study university papers while still at school and have these credited towards their chosen degree at Waikato or elsewhere. The papers are offered online or on campus across a range of different subject areas. Domestic students are funded through a [Unistart scholarship](#) (for up to two papers) and are supported by nominated staff at their school. All Unistart students are allocated a Study Advisor (see Guideline Statement 6). In addition, targeted study advising assistance is offered to students who do not meet standard admission criteria but present a good case for admission (with support). A [Student Learning](#) advisor meets face-to-face with students at their schools and then offers regular, virtual follow-up support. The metrics (refer [graph 8.2](#) (SD-B.1)) illustrate that Unistart students have higher achievement rates in their papers than those not in Unistart, with Pacific students doing notably better.

8.7 Data informed decision-making

Student feedback through a [Student Journey Mapping](#) (SD-B.5) exercise undertaken in 2019 and the New Student Survey (refer [graph 8.3](#) (SD-B.1)) highlighted the University's application, enrolment, and paper selection tools were difficult to navigate for students. In response to the findings, a new online resource for paper selection was implemented in 2019. This tool automatically selects papers for students when their programme is prescribed, or makes recommendations for optional papers to best suit a chosen programme. Further process enhancements were addressed as part of the 2022 [Enrolment Process Review](#) (SD-B.4).

Student satisfaction with the application to enrolment process has greatly improved, as measured through the biennial [Student Barometer Survey](#) (SD-B.6), which indicates a 92.1% satisfaction rate in 2021 up from 85.6% in 2019 and 88% in 2017.

GS 9 Transitions

Transitions for students are supported at all levels of university study, including transitions beyond study and/or to employment, and students are well-equipped to contribute in their chosen fields, and more broadly to the economy and society.

9.1 Transitions into study

The University offers centralised [general services](#) to all students entering University, as well as student advising teams based in each Division/Faculty. Student transition data are tracked through [MyReports](#) (see Guideline Statement 1) and through student surveys (see Guideline Statement 2). A statistical summary of the University profile data (students, staff, EFTs (including postgraduate EFTs), completions, and transitions) can be referenced in Appendix 1.

[Jump Start](#) is a transition to university programme that has led to an increase in pass and retention rates of participants compared with students not involved in the programme. In the four weeks before Trimester A, students complete their first undergraduate paper in a supportive learning environment, which facilitates the development of their confidence and study skills for tertiary learning success. The programme is open to all new undergraduate students, but is particularly directed towards students who may find the transition to university difficult (see Guideline Statements 6 and 7). In addition, there is an increasing proportion of non-school leavers attending the programme, indicating that it is attractive to a range of learners transitioning to university.

[Orientation](#) programmes for all new students are run each year just prior to the beginning of Trimesters A and B, on both the [Hamilton and Tauranga campuses](#) (SD-B.7) with student feedback (refer [graph 9.1](#) (SD-B.8)) gained via surveys. A variety of information on University services and study skills are also run for specific cohorts, including Māori Ki Waikato, Pacific at Waikato, [Accessibility Services](#), and [International Students](#). Students studying online can either come to campus to join orientation events, or they can access key information online. A self-paced Moodle paper ([Study Smart 2023](#) (SD-B.9)) introduces students to key aspects of university study. [Offshore students](#) receive an orientation via their partner institution.

Implemented in 2021, the [WaikatoUni App](#) is designed as a unified online location for accessing Moodle, MyWaikato, upcoming lecture times, papers and grade information, and for providing students with access to their ID card and campus maps. The App also provides the main portal for orientation information. Student feedback (refer [graph 9.2](#) (SD-B.8)) has indicated that use of the App has facilitated easier access to information and provides another avenue for them to locate support services.

The [Study Advising Programme](#) is an intensive University-wide initiative supporting all new undergraduate and pre-degree students over their first year of study (see Guideline Statement 6). As students transition to their second year, Divisions/Faculty staff consult with each student regarding their next paper choices and study options.

Particular cohorts of students have additional services to support their learning journey, including:

- Māori student support: provided through the Office of Deputy Vice-Chancellor Māori (see Guideline Statement 6).

- Pacific students support: provided through the Office of Assistant Vice-Chancellor Pacific (see Guideline Statement 7).
- Disabled students can self-identify and be supported by [Accessibility Services](#) to access all areas of campus life, complete the registration for service support, and develop an access plan. The University has identified that transition support for students with accessibility needs is not as robust as it needs to be, and this has been identified as a priority enhancement in the [Disability Action Plan](#).
- International students are supported by the [International Office](#) and [International Student Services Office](#) who assist students both on and offshore. Their services include support with immigration requirements, visas, insurance, scholarships, study abroad and exchange opportunities, social events, and [preparing to come to New Zealand](#). An international orientation programme is provided on arrival. Onshore students have the opportunity to join the [International Buddy Programme](#). [Offshore programme](#) students receive an orientation by the respective partner university. Students transferring to study onshore in New Zealand also receive [pre-departure briefings](#) (SD-B.10).
- Pre-degree students are supported throughout their programmes by the [University of Waikato College](#) and in 2012, a [College Transition Programme](#) (SD-B.11) was established.
- Halls of Residence students have additional student support provided by a dedicated hall-specific Residential Manager and a team of Residential staff. Support and transition activities provided comply with the [Pastoral Care of Tertiary and International Learners Code of Practice](#) (2021) and include, for example:
 - an introduction to university life and the Halls, campus tours, and peer activities
 - dedicated Kaupapa Māori or Pacific floors in [Bryant Hall](#) allowing students to embrace their culture while living in a supportive academic environment
 - monitoring academic progress through a residents [self-assessment survey](#) (SD-B.12) each trimester. These are collated by the Residential Managers, and meetings are arranged with any students who indicate an issue. Referrals to other [on-campus services](#) can be made as needed
 - study space evenings run each week where students can study and support each other with any academic or social issues (see Guideline Statement 13).

9.2 Transitions through degrees or to higher degrees

Beyond the first year of study, students continue to have access to a range of central [services](#), Division/Faculty based services, and programmes to support their transition through degree study to postgraduate study. A number of [scholarships](#) (SD-B.13) are available to support students through these transitions (see Guideline Statement 28). Some scholarships are specific to particular cohorts of students.

Targeted programmes are available for Māori students to assist transitions at varying stages of the student journey, including:

- [Te Pūoho Hubs](#) are located within Divisions/Faculty. Each hub has a Māori Mentor Coordinator who oversees a team of Whīteki Tauira who are senior students employed to mentor tauira (students). Along with academic, pastoral, and procedural help, the Hubs provide sporting, cultural, and social opportunities throughout the year.

- [Te Āhurutanga Māori Student Leadership Programme](#) was designed to equip Māori students with skills beyond the classroom environment enabling them to become global citizens, leaders, and role models in te ao Māori, te ao mātauranga, and te ao whānui (the Māori world, the world of knowledge and globally). The programme is open to Māori students from their second year of study.
- [Te Toi o Matariki](#) is designed to support Māori student excellence by encouraging entry into graduate and postgraduate degrees, providing initiatives to strengthen research capability, and providing positive networking opportunities and forums for discussion and dialogue.
- MAI (Māori and Indigenous) at Waikato ([MAI ki Waikato](#)) is a member of [Te Kupenga o MAI](#), a national network of key organisations focused on the accelerated development of Māori and Indigenous Doctoral candidates.

Pacific students' ongoing transition activities have been furthered through the appointment of two new roles in 2023, namely:

- Taki Ako Pacific Lecturer. This role oversees cultural legacy-based learner success and leadership initiatives to support the student transitions at the varying stages of their study. This includes the [Challenge the Horizon Programme](#) for Master's and PhD students which began in March 2023 (see Guideline Statement 7).
- Atia'e Su'esu'ega Faale A'oa'oga mo Pasefika Research Fellow. This role is aimed at increasing Pacific research, researchers, and research excellence.

9.3 Transitions beyond study

Students (both current and recent graduates) are provided with opportunities to gain employability skills. They are encouraged to engage with [Careers & Employability](#) services within the Student Services Division. Access to a range of services and tools to assist with career development is via the [MyCareer platform](#) (commercial software), including personal appointments with a career advisor, mock interviews, or career workshops (CV writing, cover letters, employment rights). Other initiatives to assist students prepare for their future careers include:

- The [Employability Plus Award](#): implemented in 2018 to help students gain work-ready skills while studying. Students receive recognition for community volunteering, supporting university events, or attending workshops. Student engagement (refer [graph 9.3](#) (SD-B.8)) with the programme has remained steady with 35,000 participants across all events. Covid-19 negatively affected participants' ability to complete tasks, but the programme was refreshed in 2023 with the intention of increasing participation numbers to former levels.
- Career expos: run throughout the year giving students opportunities to engage with potential employers. Four Expos were held in 2022 with the July General Expo hosting 60 industry organisations.
- Access to the [NZUni Talent Job Board](#) where students can search for jobs or volunteering and other opportunities from employers who are advertising directly to NZ universities. Since its introduction in 2022, student use of the platform has been increasing steadily.

From 2018, a compulsory Work-Integrated Learning (WIL) paper was included in every undergraduate degree resulting in substantial growth (refer [graph 9.4](#) (SD-B.8)) in students' opportunities to apply taught knowledge and skills in the community and workplace (see Guideline Statement 14). A [Work-Integrated Learning Central Unit](#) was established, and papers

have been designed to meet [agreed learning outcomes](#) for industry, employer, and community engagement. [WIL papers](#) may consist of a work placement or work-related project. Students are supported throughout the WIL process and complete a [self-paced Moodle paper](#); they can also apply for WIL projects or placements through the [MyWIL platform](#). Employer stakeholders supported the University through more than 2300 WIL opportunities in each of 2021 and 2022, with approximately 31% offering opportunities in both years. This indicates that these organisations were satisfied with students' job performance. Employers also complete a student evaluation form.

[Te Pae Ōtaupori : Work-Integrated Learning Strategic Plan](#) (SD-B.14) outlines the future plans for growth and development of the WIL programme. This includes specific objectives around embedding the principles of kaupapa Māori, tikanga, and mātauranga Māori, and in further supporting wellbeing, equity, accessibility, and inclusion in WIL practice.

Student satisfaction (refer [graph 9.5](#) (SD-B.8)) with career and employability opportunities at the University are closely monitored in the Student Barometer Survey and the Graduate Destination Survey (see Guideline Statement 2). WIL papers are subject to paper and teacher evaluations as a means of gathering feedback.

An [Alumni](#) team utilises a range of channels to establish and maintain connections with graduates. A key means of communicating with alumni is through the [Alumni and friends eNews](#) (SD-B.15) distributed four times a year to approximately 30,000 graduates. They administer the annual [Graduate Destination Survey](#) to elicit student feedback on benefits they have gained (refer [graph 9.6](#) (SD-B.8)) from their studies, their employment patterns, and how their studies contributed to their careers.

9.4 Future plans

In 2023, the Director, Planning Performance and Analytics and the Pro Vice-Chancellor Teaching and Learning have initiated a survey to discover why students leave the University before completing their degree requirements. Better understanding of which factors contribute to students' decisions to leave can inform possible changes at the University.

GS 10 Academic advice

Student achievement is supported through consistent and clear academic advice, including course/paper information and programme planning, and guidance for students on completion of requirements.

10.1 Course information and academic advice

The main source of information about admission requirements, papers, qualifications, degree structures, and academic matters is through the [University's Website](#). Prospective students are guided to select a domestic or an international view of course-related content so that the information is relevant to them. The official document of record is the University of Waikato [Calendar](#) and the associated [Catalogue of Papers](#). The Calendar contains the qualification level admission, enrolment, progression, and completion requirements. The Catalogue of Papers contains paper level information including descriptions, prerequisites and restrictions. In addition, a number of [Prospectuses](#) for different groups of students, including Domestic, International, and the University of Waikato College are produced and available in print-based or digital form. A number of digital guides for specific groups: [Choose Waikato](#), [Choose Tauranga](#), [Māori ki Waikato guide](#) (SD-B.16), and [Parents and Whānau Guide](#) are also produced.

A team of Student Advisors based at [The Student Centre](#) on the Hamilton campus and [The Hub](#) on the Tauranga campus, are available to assist with general questions, including enrolment, fees, qualifications, graduation, exams, and assessment help. [Offshore programme](#) students are similarly supported by their respective student centre (or equivalent).

The [Future Students](#) team is responsible for domestic student recruitment. The team runs activities and events throughout the year, including open days and information evenings where they provide resources and advice to prospective students and their whānau around study options. Visiting schools across the country is a key activity in engaging with students early in their decision-making, and Student Engagement Managers have a portfolio of schools with which they liaise. An [individual action plan](#) (SD-B.17) is developed for each school in consultation with its Career Advisors. Future Students also coordinates the [Degree Planner](#) (SD-B.18), which is a comprehensive guide to the University's undergraduate options, including degrees, subjects, and papers.

The recruitment of international students both offshore and onshore is the responsibility of the [International Office](#). Academic advice for students in the University's [International Partnership Programmes](#) is provided by the partner university, in discussion with the University of Waikato. The recruitment team includes staff based in New Zealand and staff based in key source countries. The team works with education agents, schools and universities, and participates in both domestic and international education fairs; student feedback indicates high satisfaction with the agents (refer [graph 10.1](#) (SD-B.19)).

The Admissions Office within the [Student Services Division](#), processes initial applications to the University and liaises directly with students regarding their study options and first-year paper selection. Each application, or paper change, is reviewed by a staff member familiar with the relevant programme, and if there are any issues related to a student's application, they are contacted and offered advice. Also within the Student Services Division is an outbound calling

team who works with Future Students, the Admissions Office, and other teams to offer assistance. Students are employed for these call-centre roles, which adds a supportive peer-to-peer element to the admission process. Student feedback indicates the application process is generally easy to navigate, and they are content with the University communications (refer [graph 10.2](#) (SD-B.19)).

10.2 Academic advice for current students

After a student's first year, all subsequent paper selections are reviewed for approval by advisors in the student's Division/Faculty. As part of the review, advisors check that students are complying with the appropriate degree regulations and are on-track to complete their qualification. Online degree planners are also available for each [qualification](#) to assist students with paper selection.

The Divisions/Faculty and University College have dedicated staff available to assist students with academic advice, along with referrals to other support as needed. Students can access academic assistance in person, by phone, or through email. Māori students can access [Te Pūoho Hubs](#) (see Guideline Statement 9), and first year undergraduates can access the [Study Advising Programme](#) (see Guideline Statements 6).

Postgraduate research students have supervisors who are a main source of advice and guidance. Higher degrees students also have the support of the [Te Mata Kairangi School of Graduate Research](#) (see Section E). Student feedback indicates a high level of satisfaction with postgraduate academic support (refer [graph 10.3](#) (SD-B.19)).

A paper outline is required for every paper and is accessible on the University website and in Moodle ([paper outline example](#)). Students are provided with information about the paper's content and assessments and the convenor and teachers of the paper along with their contact details and office hours. Staff can also use [Moodle announcements](#) to communicate with students in the class, and students can contact their teachers through Moodle. Metrics indicate that students are satisfied with the level of academic support that they receive (refer [graph 10.4](#) (SD-B.19)).

10.3 Maintaining the consistency of advice

Within this Academic Audit cycle, the University has reviewed and enacted mechanisms to standardise academic advice to students and improve access to that information. This work has included:

- [SITS:Vision](#), a new student management system (SMS), was implemented in 2018 as the single online location for student information. SITS:Vision is accessed through the [MyWaikato portal](#), which facilitates a seamless online experience for students and staff. Notes related to student support are held in the SMS for different work groups across the University to access and provide consistent advice.
- The [Study Advising Programme](#) was implemented in 2021 to provide consistent support to all new students through a dedicated contact person (Study Advisor). It has a separate area within SITS:Vision where information is stored, such as a student's academic risk-level, contact notes, and reminder dates on when to follow-up with a student (see Guideline Statement 6).

- In March 2022, a [Customer Relationship Management](#) (CRM) system was implemented, which introduced a unified and targeted approach to student recruitment. The CRM also supports a wide range of activities across the student lifecycle, such as facilitating consistency of communications to create a more personalised experience for students.

During 2023 a [Website Refresh](#) (SD-B.20) programme of work is underway to improve access to University information. Students are included in usability testing to determine if web content meets their requirements.

GS 11 Academic complaints appeals and grievances

Academic complaints, appeals and grievances are addressed consistently and equitably. Where appropriate, outcomes of these processes inform improvements.

11.1 The University's academic appeals and grievances

The University has a number of regulations and procedures for handling student complaints and grievances. These include appeals related to admission to University, appeals about academic decisions (for students already enrolled), and complaints made by students about other students, the University, its processes, or staff.

- Admission and enrolment appeals are outlined in the Assessment Statute's [Criteria for Admission to Particular Qualifications](#) (part 6) and the [Change of Enrolment Regulations](#) (section 16). An annual report summarising admission appeal decisions is made to the Education Committee (see reports from [2021](#) (SD-B.21) and [2022](#) (SD-B.22)).
- Research or research-related complaints processes are outlined in the [Ethical Conduct in Human Research and Related Activities Regulations](#) (sections 23-25). Appeals can be made to the University's Academic Board. Within this Academic Audit cycle, no appeals under these regulations have been received.
- Assessment appeal processes are outlined in the [Assessment Regulations](#) (section 24). Appeals are made to the Director of Student Services with decisions being made by the Deputy Vice-Chancellor Academic, who has delegated authority from the Education Committee. Additionally, the [Policy on the Use of Māori for Assessment](#) contains provision for appeals against a decision regarding linguistic or subject competence; these are considered by the Senior Deputy Vice-Chancellor. Within this Academic Audit cycle, no appeals under these regulations have been received.
- Student misconduct complaints and appeals processes are outlined in the [Student Discipline Regulations](#). The Student Discipline Committee provides an Annual Report to the Education Committee and Academic Board summarising all complaints considered under these Regulations (see Guideline Statement 20 for sample reports). The Student Discipline Appeals Committee reports to the meeting of Council following every appeal hearing. Between 2020-2022, there have been 14 separate cases considered by the Student Discipline Appeals Committee – 12 were dismissed, one upheld, and one upheld in part. Section 23 of the Student Discipline Regulations outlines the Tikanga Māori process. This process is overseen by the Deputy Vice-Chancellor Māori.
- [Higher Degree Complaints and Appeals Regulations](#) establish provisions for applicants and candidates for higher degrees to appeal decisions made by the Postgraduate Research Committee. Appeals are considered by the Research Committee and are usually delegated to a subcommittee to decide. Between 2018-2022, the Research Committee received 13 appeals from 10 individuals – 10 have been dismissed and three upheld.
- Student complaints and appeals about any aspect of teaching and learning are articulated in the [Student Complaints Procedures](#). These procedures exclude complaints that can be handled under the aforementioned regulations or challenge the academic judgement of examiners.

[Offshore programme](#) complaints are initially made to the Associate Dean Academic of the offshore institute or appointed Administrative Office. Where a resolution is unable to be reached, or a breach of regulations is deemed to have occurred, complaints are escalated to relevant staff at the University of Waikato. Appeal processes for offshore students are the same as for onshore students.

11.2 Process improvements

Following the 2018 implementation of SITS:Vision, numerous paper-based processes were moved online, accessible through MyWaikato. In 2019, an admissions appeals process was added to MyWaikato, and in 2021, the [MyComplaints](#) portal was launched; information is stored confidentially through restricted access. Moving such processes online has improved the tracking of compliance with regulations and standardised the process for students. All complaints received through MyComplaints are overseen by the Academic Office. With the systematisation of student complaints (and aspects of appeals), the University can respond more effectively to a range of internal or external queries, including Official Information Act requests.

11.3 Policy improvements

In 2020, the University undertook a substantial internal review of the Student Discipline Regulations (see Guideline Statement 20). From the review's findings, a training programme is being developed for members of the Student Discipline Committee and the Student Discipline Appeals Committee. This will facilitate greater procedural consistency and adherence to key principles, such as natural justice.

In 2020, a new type of appeal was established for "Grade Reconsideration under COVID-19" (Part 8 of the [Assessment Regulations](#)). This process proved helpful for students whose complaint did not comply with other stated appeal regulations. The ongoing use of Part 8 regulations, or something similar, is currently being considered.

In 2021, the University completed an internal review of the Student Complaints Procedures and changes were made to take account of:

- the Education Code of Practice 2021 (Pastoral Care of Tertiary and International Learners)
- the inclusion of a tikanga Māori process
- the implementation of the MyWaikato complaint functionality
- recent student complaints and matters raised during their resolution

One change included removal of the provision whereby a student could lodge a complaint, about any minor issue, directly with the Senior Deputy Vice-Chancellor. This conflicted with the overarching aim of resolving complaints at the lowest possible level and without undue formality. Complaints are now directed to the relevant senior leader in the first instance. Appeals of decisions made by those authorities continue to be adjudicated by the Senior Deputy Vice-Chancellor. No significant changes were made to the Higher Degree Complaints and Appeals Regulations.

11.4 Student support and feedback

The [Waikato Students' Union](#) (WSU) provides advocacy services for students across all administrative processes and in some cases can seek resolution to an issue informally before a

formal complaint or appeal is made. To assist students within complaints or appeals procedures, applicants with poorly written submissions are encouraged to seek writing support from the WSU. When dealing with student advocacy cases, the WSU has to-date not received complaints from students about the University's appeal processes. WSU has confirmed that they have found the online complaint process in MyWaikato useful and easy to navigate for students who want to make a complaint.

11.5 Enhancement initiative 3

The University has recognised the need to develop facilitated processes for complaints resolution, within a Pacific cultural context, similar to the Tikanga Māori process outlined in the [Student Complaints Procedures](#) (clause 5).

GS 12 Learning support

Students have timely and equitable access to appropriate learning support services.

12.1 Learning support for all students

Within this Academic Audit cycle, a number of changes have been made to centralise and coordinate learning support for all Waikato students. On the Hamilton campus, many central services are co-located in the [Student Centre](#), while at the Tauranga campus, all services are located in one building and are coordinated through [The Hub](#). In addition, all student support services are accessible online. [Offshore students](#) are supported by their partner institution, but specific learning development resources have been developed for students [studying in China](#).

The [Student Learning](#) team is located within Te Puna Ako. Team members provide a University-wide academic development service for all students, across all disciplines, and at all levels of study. Students can book one-to-one consultations, in-person or via Zoom, with a Student Learning tutor, located at the Tauranga or Hamilton campus, or they can access a range of self-help materials online. The [Student Barometer Survey 2021](#) (SD-B.6) indicated a 96.4% satisfaction level with Student Learning. Key services offered are:

- [Academic Skills](#)
- [English Language support](#): including informal skills development through Conversation Circles and Language Buddies. The English Language Development team provides Post/Pre-Entry Language Assessments, to select cohorts of students, to enable recommendations for further language development support.
- [Maths and Statistics](#)
- [Digital Learning](#): the [e-Tuts team](#) supports students with core learning and teaching technologies.
- [Study Skills](#)
- [Research Students](#)
- [Studiosity](#): 24/7 online writing skills support
- Development and oversight of the [Academic Integrity](#) online Moodle course
- [Māori and Pacific Student Learning](#)
- Special Admissions support: an online Moodle course for students who had not gained University Entrance (UE) but had entered university under Special Admissions

Early in 2023, a review of Te Puna Ako's programmes and activities was initiated by the Vice-Chancellor. The review panel consists of Waikato academic staff as well as an external reviewer from another New Zealand University. The outcomes from the review are expected later this year.

[Te Whare Pukapuka – The Library](#) provides centralised learning resources and support for all students; it was [functionally restructured](#) in 2021 to indigenise, and improve the range and location of its support services for students. The Library has many resources in its physical spaces (Hamilton and Tauranga campuses) and on the website, including for example:

- [Library Guides](#)
- [Referencing Guide](#)

- [Library Workshops](#): Finding Information, Referencing, Software, Research Support
- [Research Skills Development](#)
- [Thesis Writing](#)
- [Māori and Pacific student support](#)
- Specialist librarians and one-to-one consultations
- [AV Loan Pool](#)
- Libby the chatbot

The Library follows a co-design/partnering model utilising user experience methodologies to gather feedback across student communities. These include meeting regularly with the Waikato Students' Union ([WSU](#)) and using quick feedback methods. In 2022, the Library undertook a [New Student experience project](#) (SD-B.23) to review physical spaces at the Hamilton campus. Based on feedback, the Library has recently converted an old cafe to a student kitchenette, refurbished an external balcony, and extended the spaces available to students 24/7 (via access card). The [Student Barometer Survey 2021](#) (SD-B.6) indicated a 98.4% satisfaction level with Library Services which was up from 96.9% in 2019.

New Library roles were approved in 2022 to develop and support Māori and Pacific students and staff, including:

- Te Mata Aurei (Māori Teaching and Learning Advisor)
- Kauvaiora (Pacific Liaison Librarian – to connect Pacific staff and learners to learning and resources)
- Māori and Indigenous Research Support Advisor (supporting students and staff undertaking research from an indigenous lens/kaupapa Māori perspective)
- Kaitūhono (Māori Engagement Advisor)
- Kaitiaki Mātangireia (Guardian/Custodian of the Mātangireia collections and services)
- Pou Ārahi (senior pan-Library bicultural advisor)

The [WSU](#) is an independent organisation representing the Student Voice (see Guideline Statement 2). It works in partnership with the University through the provision of [advocacy and hardship student services](#). Students who are experiencing difficulties due to financial emergencies, disciplinary action, or other problems related to their studies can seek support from the [WSU Student Advocacy](#) team.

12.2 Learning support for specific student cohorts

The University provides additional targeted support to groups of students where needs are identified. This includes:

- [Study Advising](#) programme for new undergraduate and pre-degree students. Feedback (refer [graph 12.1](#) (SD-B.24)) indicates this is having a positive impact on the student experience (see Guideline Statement 1).
- The University of Waikato College articulates their study advising, risk assessment, and pastoral care approaches in their [Student Support Framework](#) (SD-B.25).
- Targeted programmes for Māori learners from first year to PhD students are coordinated through the Office of the Deputy Vice-Chancellor Māori and are detailed on the [Tauira Māori](#) webpage.

- Targeted programmes for Pacific learners are coordinated through the [Pacific at Waikato](#) team. Other groups supporting Pacific students include the Pacific Student Leadership Group and the Pacific Staff Forum.
- [Accessibility Services](#), co-located with the Student Learning team, collaborate on the development of learning plans for students with disabilities and provide a range of [services](#), advice, advocacy, and learner support for those who self-identify a variety of impairments, disabilities, and medical conditions.
- International students receive focused support from the [International Student Services Office](#) (see Guideline Statement 9). International student feedback (refer [graph 12.2](#) (SD-B.24)) on support services is consistently high.
- Postgraduate and higher degree students are supported within their Division/ Faculty of study and through the [Te Mata Kairangi School of Graduate Research](#) (see Guideline Statements 27 and 28).
- Learners staying in Halls of Residences [student accommodation](#) have access to learning support through the Residential staff study evenings, and a [self-assessment survey](#) (SD-B.12) run to monitor satisfaction.
- The [Student Athlete Support Hub](#) provides a support service for the [Sir Edmund Hillary Scholarship Programme](#) and for high performance sport and arts students to enable students to meet both their academic and sporting/arts goals.

12.3 Data informed decisions

The Ōritetanga Learner Success project (see Guideline Statement 6) was built on a foundation of collection and analysis of data to inform decision-making and support of students. The Planning, Performance and Analytics team curates comprehensive [data dashboards](#) for areas across the University and can display real time data allowing for more just-in-time analysis of cohorts to better inform decisions on student support initiatives (see Guideline Statement 1). Data from [Student Barometer Surveys](#) (SD-B.6) and the [first year experience survey](#) (SD-A.7) indicate metrics of awareness and satisfaction with learning support services.

GS 13 Safety and wellbeing

Student wellbeing is supported through the provision of appropriate pastoral and social support services in safe and inclusive environments.

13.1 Safety and wellbeing at Waikato

The University takes the safety and wellbeing of its staff, students, and visitors seriously and works closely with the NZ Police, [Te Whatu Ora–Waikato](#), and other external agencies to ensure student wellbeing is prioritised and supported.

The University's [Health & Safety, Risk and Assurance Committee](#) (p. 14) is a committee of Council and has oversight of risk management, safety and wellness, and legislative compliance. The Committee receives regular [Safety and Wellness Reports](#) (SD-B.26) and provides advice to the Vice-Chancellor at an operational level.

As required by the [New Zealand Qualification Authority](#) (NZQA), the University is a signatory to the [Pastoral Care of Tertiary and International Learners Code of Practice 2021](#) (the Code); compliance is the responsibility of the Director of Student Services. Establishing the University's role and responsibilities, the Code provides an additional layer of support for student wellbeing and safety, along with formalising a review process. Compliance with the Code has been delegated to [Universities New Zealand](#) (UNZ), which requires quarterly reporting from the universities. The first [Self-Review Performance Report](#) (SD-B.27) was completed in 2020, outlining performance against the expected outcomes of the (then interim) Code, with subsequent [feedback received](#) (SD-B.28) from UNZ. Emerging from the Review were self-identified improvements, which formed the base for the development of the [Learner Wellbeing and Safety Action Plan 2022](#) (SD-B.29). Of note in the review process is ensuring student input and agreement with any reports; for example, the Self-Review document requires the WSU President to review and sign an attestation.

The University has a range of policies outlining its commitment to the safety and wellbeing of students, staff, and members of the wider community who access our campuses. A senior University staff member is allocated responsibility for each.

- [Alcohol on University Premises Policy](#)
- [Bullying, Harassment and Discrimination Policy](#)
- [CCTV Surveillance Policy](#)
- [Child Protection Policy](#)
- [Children on Campus Policy](#)
- [Code of Student Conduct](#)
- Diversity and Inclusion Policy (in development)
- [Interpersonal Violence Policy](#) (draft out for review (SD-B.34))
- [Safety and Wellness Policy](#)
- [Safety Check \(Vetting\) Protocol](#)
- [Sexual Violence Policy](#)
- [Smoke Free Policy](#)
- [Staff Code of Conduct](#)

- [Trespass Protocol](#)
- Wellbeing at Waikato Framework (in development)

If a student, staff member, or member of the public wishes to make a complaint in relation to any of the policies or other misconduct or safety concerns, they can do so through the online [complaints process](#).

13.2 Safety

[Student Safety](#) and 24/7 security services are provided on Hamilton and Tauranga campuses by the Unisafe teams, led by the [Campus Security](#) and the Emergency Manager. Unisafe is available to staff and students for services such as assisting if someone is feeling unsafe or accompanying a person to their vehicle or residential hall. Unisafe staff can also assist in defusing situations of disorderly behaviour. Buildings are locked after hours and can only be accessed by staff or student access cards. At the Hamilton campus, there are identified safe routes marked by blue stickers on lampposts, and blue-light emergency phones are provided to allow direct calls to on-site security staff when needed. The campuses are also monitored by security cameras. The University conducts an annual review of physical safety on the Hamilton campus, and any issues identified are referred to the appropriate area for attention.

The University uses an [Enterprise Risk Intelligence](#) system as a tool for staff to submit a safety event notification of any perceived hazard or risk on campus. These reports are triaged by the Safety & Wellness team and forwarded to relevant areas for attention. Reports are also shared with the senior leaders and relevant committees.

The University, in collaboration with the Waikato Students' Union (WSU), NZ Police, Hamilton City Council, St John, and Te Whatu Ora–Waikato, plans and manages the wellbeing and safety of students and the wider community during events such as Orientation. Through different avenues, such as brochures in orientation packs, emails, and orientation briefings, students are made aware of safe practices around alcohol consumption and drug use and safe practices while out with friends. Related safety measures include the WSU provision of bus transport to and from the city during orientation week and the option of alcohol-free events.

The [Halls of Residence](#) (the Halls) are owned by the University, and all formal aspects of residential life are overseen and managed by University staff. Upon arrival, residents in the Halls are given an orientation programme, which includes discussion of the [rules and regulations](#) (SD-B.30); its aim is to create a positive, safe, community environment. Residents have access cards for entering the hall buildings, and a dashboard detailing swipe card and internet access usage allows Residential Managers to monitor student engagement and welfare. If any unexpected absences or other indicators raise concern, proactive methods are used to make contact with the resident. Residential staff also report any concerns to the Residential Manager so that an intervention plan can be activated if needed.

Students' perceptions of 'feeling safe and secure' on campus are sought through the biennial Student Barometer Survey (refer [graph 13.1](#) (SD-B.31)) with the 2021 result indicating 96.8% of students felt safe and secure on campus.

13.3 Health services

A number of medical health and [chaplaincy services](#) are available to support [student health and wellbeing](#). Students on both campuses have access to prayer rooms and the Hamilton campus has a [chapel](#). The [Student Health Service: Hauora Ākonga](#) is available to all registered Waikato students; off-shore students can access health support through the partner institutions. The website provides accessible [health and wellbeing](#) information to students 24/7. This includes access to [Practice Plus](#), an online doctor and [Just a Thought](#), mental health support. In a new Initiative over the 2023 Trimester A orientation, [Student Health](#) partnered with Just A Thought and [Youth INTact](#) to promote wellness and information around safe alcohol and drug use. Students living in the Halls receive an arrival pack with safety and wellbeing information, including how to access internal and external services, mental wellbeing and violence helplines, along with condoms and RAT tests. The [Tauranga Student Health](#) service includes a dedicated Student Health nurse providing direct support to students and referrals to local health providers and counselling services.

Throughout the Covid-19 pandemic, particularly during 2020/21, the University communicated regularly and often so that staff and [students were well informed](#) and supported. Webpages on [safety and wellness](#) were established and updated daily, along with a student [Learner Support Hub](#) providing information on how to access different areas and services of the University while studying online. Over the 2020 lockdown, every student was contacted by a staff member to check on their wellbeing and to confirm they could access online learning. The University also consulted with staff and students using surveys to capture people's thoughts on wellbeing as well as Covid-19 related safety risk management. The Waikato Students' Union supported students in need by delivering food and essentials; over 50 deliveries were made to students during the lockdown periods. Student feedback is monitored via the Student Barometer Survey 2021 (refer [graph 13.3](#) (SD-B.31)).

13.4 Mental health and wellbeing services

Mental health and wellbeing services are free for all students. To address the need for mental health support, the University has boosted its funding and services in this area over several years. Services are provided through a tertiary mental health contract with [Te Whatu Ora](#) and funded through increases to the [Student Services Fee](#). The [Student Health & Wellbeing](#) team provides a wide range of mental health and wellbeing services for students, including nurses, counsellors, and social workers. To provide additional holistic support, the team partners with external agencies such as [K'āute Pasifika](#), [Te Kōhao health](#), and secondary mental health services. In 2023, Student Health is leading the development and delivery of student events that focus on the wellbeing of Māori, Pacific, and [Rainbow](#) (takatāpui and LGBTIQ+) students. Student feedback on health and wellbeing services (refer [graph 13.2](#) (SD-B.31)) is monitored via surveys.

A [Mental Health First Aid](#) workshop, implemented in 2021 under the umbrella of [Te Pou](#), is designed to train staff to identify and support individuals experiencing a mental health challenge or crisis. The workshop has been useful for reducing discrimination about mental health. In addition, the WellFit programme, implemented in 2019, is a collaborative initiative between [UniRec](#) and the Student Health Service to support students who have mental health challenges to improve their wellbeing through physical activity and social connection, focussing on reducing barriers to participation. The [Sport and Physical Activity \(Engagement\) Plan](#) (SD-B.32) provides a framework to support student wellbeing through [sport and physical activity](#) engagement

opportunities on the Hamilton campus. The [Wellbeing Hub](#) on the Hamilton campus is a dedicated space where students can relax, connect, and study. The [Tauranga campus](#) offers coordinated activities and access to community facilities and clubs, and the University is currently in the planning stage of a Sport and Wellbeing Centre there.

The [Violence Prevention service](#) was implemented in 2019. It provides a range of information on support services, reporting tools, and available workshops and initiatives to help prevent [interpersonal violence](#) (SD-B.33) before it occurs. To support this work, a [Sexual Violence policy](#) was developed last year in consultation with staff, students, experts in the community, and members of [Te Puna Aonui](#). An [Interpersonal Violence policy](#) (SD-B.34) and supporting plans will be implemented in 2023.

In 2019, a [Health Promotion](#) role was established to enhance access to support and healthcare, particularly for Māori, Pacific, and [Rainbow](#) (takatāpui and LGBTQIA+) students. It offers support to students who may be feeling isolated and unsure about how to participate in University life. The role also assists the University by advising on kaupapa Māori strategies toward oranga (health and welfare) and wellness.

13.5 Diversity and inclusion

The University of Waikato is firmly committed to the principle of [equal opportunity](#) for all and recognises the need to give practical effect to such responsibilities both as an employer and as an educational provider. The [Accessibility Services](#) team provides tailored support to help students achieve equity to succeed in their studies (see Guideline Statement 9). Students have the option to join the University of Waikato Disabled Students' Association, which helps them provide feedback to the University and can assist in resolving problems or challenges. The Disabled Students' Association is promoted through the Waikato Students' Union and the disabled student community.

13.6 Data limitations

While the University's Accessibility Services team works very closely with students who have self-identified and registered with them, the University has limited data available on disabled students as a wider and distinct group. As part of the [Disability Action Plan](#), the University is committed to addressing this gap.

Section C: Curriculum, assessment and delivery

GS 14 Programme approval

Programme standards and relevance are maintained through internal course and programme approval processes that meet national (CUAP/NZQF) expectations and, where appropriate, expectations for other jurisdictions.

14.1 Curriculum Enhancement Programme / Curriculum Design Framework

The [Curriculum Enhancement Programme](#) (CEP) was carried out from 2014-2016 to examine all curricula across the University. Consideration was given to what papers and programmes were being offered, why, how, when, and where. A major objective of the CEP was to design and deliver a more future-focused curriculum that could respond to changing student, employment, and societal needs. The programme involved an examination of Waikato's distinctive values and culminated in the preparation of the [Curriculum Design Framework](#) (CDF). The Framework outlined the attributes that University of Waikato graduates should have acquired along with principles for curriculum design and structures for Waikato's qualifications.

The CDF established a consistent structure for papers and qualifications, which assists students to identify degree requirements and make purposeful choices for their papers. This structure gives a foundation through which [Universities New Zealand's Committee on University Academic Programmes](#) (CUAP) requirements are met. The CDF also recognised the difference between comprehensive degrees (for example, the Bachelor of Arts) and professional degrees (highly prescribed programmes adhering to a professional context) with external accreditation (for example, the Bachelor of Law).

The CDF requires all undergraduate degrees to include three core elements: [disciplinary foundations](#), [cultural perspectives](#), and [work-integrated learning](#). Papers addressing these elements provide all students with opportunities to acquire the abilities, knowledge, and understanding that comprise the University's overarching graduate attributes (see Guideline Statement 17).

14.2 Programme development

Programme development at the University is managed through the [Academic Developments](#) process, overseen by the [Academic Office](#) and facilitated through the University committee structure. This is a three-stage process, starting at the Divisional level, then the University-wide level, and finally at the national level through CUAP. For some professional programmes, a fourth stage of external accreditation is also required.

The Academic Office maintains a suite of guidelines and templates accessible on their [webpages](#) to support staff with academic development processes, including:

- [Academic Development Planning Guide](#) and [Timeline](#)
- [Academic and Business Case](#) template (required before a Category 1-5 proposal)
- [Category C \(small programme changes approved internally\) Guide](#) and [Category C template](#)
- [Suspensions / Deletions](#)
- [Graduate Profiles](#)

- [Guidelines for new papers](#) and [New Paper template](#)
- Proposal templates for external approval: [Category 1-5](#), [Category 6-9](#), [Suspension / Deletion](#)

The University has an established approval process for new ([Category 1-5](#)), modified ([Category 6-9](#)), and offshore (Category 10) proposals. Categories are specified in the [CUAP Handbook](#) (p. 37). The [Academic Development timeline](#) outlines the 10 month programme development process in biannual cycles. Following approval of an Academic and Business Case by the Vice-Chancellor, the [Curriculum Committee](#) (p. 45) appoints a reviewer (a Waikato academic staff member) to each proposal, who helps the proposer meet CUAP and [New Zealand Qualifications Framework](#) programme requirements, as well as aligning with the University's CDF.

Proposals are considered by the University's Divisional Boards, Māori Academic Board of Studies, Pacific Strategic Committee (when appropriate), Curriculum Committee, Education Committee, and Academic Board. At each stage, feedback from the committee is provided to the proposer, and it is expected that feedback would be addressed either through amendments or justification of design decisions. The feedback and response are summarised in a [cover-sheet](#) (SD-C.1) to the proposal. The subsequent committee will consider the response, as well as the proposal in its own right. This process facilitates a thorough proposal review from all relevant perspectives, prior to it being approved for external review at CUAP. There have been instances where committees have [not recommended proposals for continuation](#) (SD-C.2), recommending instead deferral to a following round. CUAP approval is sought during the stipulated windows in May and August.

Minor programme changes (not requiring CUAP approval) are managed through the [Category C process](#) with a similar quality assurance rigour applied (as described above).

Initiatives that fall under Category 10 (significant contributions from offshore) are initiated by the International Office and communicated to the Academic Office; they relate to proposals to offer existing CUAP approved programmes offshore. The Academic Office considers the draft agreement with the offshore institution, completes the required template, and submits the proposal to CUAP for consideration by the Sub-Committee on Offshore Programmes.

14.3 Stakeholder engagement

Stakeholder engagement in proposals commences at the [Academic and Business Case](#) (ABC) stage whereby a stakeholder meeting is convened and includes staff from the Office of the Vice-Chancellor, Library, Academic Office, International Office, Finance and Analytics, and Marketing and Future Students. Comments from this group are included as part of the ABC form before it proceeds to academic committees. The purpose of the meeting is twofold – to ensure that proposers are familiar with the support that is available to them in developing their proposal and to enable any stakeholders to raise questions or offer suggestions that could strengthen a proposal at an early stage. ABC templates then proceed through several committees, including Divisional Boards, Curriculum Committee, and Education Committee. This enables the academic units from across the University to signal where they could be consulted and are able to contribute to strengthening the final proposal.

[Summaries of stakeholder feedback](#) (SD-C.3) are a key component of the academic development proposal and are required. For all new programmes at the University, the proposer must provide

evidence that they have consulted with relevant stakeholders (including ākonga, whānau, hapū, iwi, or hāpori Māori, students, relevant academic staff, employers, industry, and professional bodies); that the proposal is acceptable to them; and that there is market demand. External stakeholders typically provide written letters of endorsement for a new or modified programme, which are attached to the proposal for both the internal and external (CUAP) approval processes (see [Crime Science proposal](#)).

Feedback from prospective and current students is sought either through divisional meetings with class reps, small focus groups, or by survey. Sometimes a number of these methods are employed. Student committee members can also make contributions during the approval process.

Effectiveness of the University's internal programme approval is evidenced by the fact that all of the [proposals the University has submitted to CUAP](#) in the past five years have been approved. Most have been approved during the peer review and correspondence round and have not required discussion at the CUAP meeting.

14.4 Reviews and enhancements

An internal [review of the Academic Development process](#) (SD-C.4) was undertaken in 2020 and resulted in enhancements as follows:

- The [Academic and Business Case](#) (ABC) was implemented.
- A core internal stakeholder group considers all ABCs and provides feedback to proposers.
- An implementation form is used to capture succinct and final programme information following CUAP approval so that internal business units can market and promote the programme accordingly.

In addition, all proposal templates are revised regularly following any changes required by CUAP. Processes are benchmarked and refined through regular meetings of academic development administrators of each university (usually annually), facilitated by Universities New Zealand.

GS 15 Course/paper and programme monitoring

The quality of academic programmes and courses/papers is assured and enhanced through ongoing monitoring and academic management.

15.1 Prescriptions

The Prescription Round is an annual process, outlined in the [Prescription Round Administrator's Guide](#). A summary of all papers to be offered in the upcoming year passes through divisional planning groups, Divisional Boards, and the Māori Academic Board of Studies enroute to the Curriculum Committee for approval. The Pacific Strategic Committee reviews a subset of offerings containing a significant Pacific dimension. Following paper approvals, the student management system is then updated to reflect the papers being offered.

When a large number of amendments are made in a particular programme, programme convenors are required to map papers to their graduate profile learning outcomes. A matrix is completed describing how students will be taught in each paper and assessed on the required skills/ outcomes. A similar exercise is required when changes are made to core disciplinary foundation papers (see Guideline Statement 15). Throughout the year, requests can be made for amendments, cancellations, or additions of papers, if circumstances change or opportunities arise. This is facilitated through the [Paper Amendment process](#) (see Guideline Statement 14).

The [Paper Information Project](#) is a current body of work that will improve the proposal and approval processes for new papers, amendments, and paper outlines. The University is building 'Curriculum Manager' functionality into the student management system (MyWaikato) in order to move paper-based processes online and streamline approval flows and consistency.

15.2 Monitoring of core curriculum requirements

In 2021, the Disciplinary Foundations papers (as one of the three core components of the CDF) were [reviewed](#) (SD-C.5). In 2022-2023, the Cultural Perspectives papers were reviewed, with the final report being available at the end of May 2023. In 2023, the Work-Integrated Learning papers are scheduled for review. For all reviews, paper enrolment data, evaluation data, and formally approved templates are provided to teaching staff. Reviewed papers receive one of three recommendations: endorsed for a further five years, endorsed subject to recommendations being addressed, or not endorsed. For the latter two outcomes, staff are advised to seek paper design assistance from teaching developers in Te Puna Ako (see Guideline Statement 24).

15.3 Reporting on new programme EFTS

Divisional Boards, Curriculum Committee, and Education Committee all receive an annual [report](#) (SD-C.6) summarising three years of EFTS achieved in new programmes compared with anticipated EFTS. This is a helpful mechanism to measure success of a programme's implementation, refine projections for upcoming proposals, and monitor programme performance prior to the required completion of a [Graduating Year Review](#) (see Guideline Statement 16).

GS 16 Review

Curriculum relevance and quality is assured and enhanced through regular reviews of programmes and courses/papers and which include input from students, staff and other stakeholders.

16.1 The University's programme review process

Reviews are a key component of the University's quality assurance work to evaluate and enhance academic programmes. The Academic Office maintains a [suite of information](#) to support staff when undertaking reviews, including:

- the [CUAP Handbook](#) outlining GYR procedures and criteria (p. 45) and information on programme review requirements (p. 53)
- [GYR Handbook](#), [GYR template](#) and [GYR timeline](#)
- [Guidelines for Academic Programme Reviews](#) and a [seven-ten year cycle of reviews](#)
- reports to CUAP on programme and accreditation reviews
- information and outcomes on [University-wide reviews](#)
- information and outcomes on [benchmarking](#)

Reviews usually fall into one of five categories:

- [graduating year reviews \(GYRs\)](#): a requirement of CUAP are intended to determine if new programmes are meeting their original objectives and an acceptable standard of delivery
- [academic programme reviews](#): an examination of all teaching and learning aspects of an academic programme, including the student experience of an individual qualification, or a subject feeding into a range of qualifications
- [accreditation reviews](#): extensive reviews focussing on particular qualifications or academic areas; they provide opportunities to review programmes and processes to ensure they meet industry and stakeholder expectations
- University-wide reviews: often an examination of a single focus or theme, which relates to programmes across the University
- [benchmarking reviews](#): an examination of local practices and processes relative to other tertiary providers. The core benefit of these reviews is connecting with colleagues from other tertiary institutions locally and globally to understand best practice within specific academic areas (see Guideline Statements 26, 28, and 30).

As outlined in the [GYR Handbook](#) (p. 6), the inclusion of student and stakeholder feedback is a review requirement. Additional student input is elicited from relevant student groups and data from [teaching and paper evaluations](#) (see Guideline Statement 24). The University's [Academic Programme Review Guidelines](#) stipulate panel representation from external and internal stakeholders and a recent student or graduate. At least one member of the review panel should be external to the country (whenever possible). Similarly, all University-wide reviews must include student input and where relevant, external stakeholders. The breadth and extent of student input is tailored to the review. For example, the [Master's and Honours review](#) included feedback from 31 students (see Guideline Statement 27), and the [Curriculum Enhancement Programme](#) (CEP) met with numerous student focus groups prior to the development of the [Curriculum Design Framework](#) (CDF), which was itself further commented on by students.

In 2021, in response to the Covid-19 pandemic, the University developed a new identifier for paper delivery called [FLEXI](#) to denote where learning is available simultaneously in face-to-face (on campus) mode and online. A preliminary review of FLEXI papers (elicitation of staff feedback) was conducted in 2021 and 2022, with a [full review](#) commencing in April 2023. A [snapshot report](#) has been developed on the current state of FLEXI papers and [terms of reference](#) (SD-C.7) have been developed to guide the full review.

16.2 Responding to reviews

[Graduating Year Reviews](#) (GYRs) must be submitted to CUAP for peer review and scrutiny (aside from in 2020, 2021, and 2022 when the process was amended due to Covid-19). A scrutineer's report, which often makes useful comments about a programme's strengths and areas for improvement, is always provided to the University. For example, in 2019 a scrutineer's report indicated that enhancements could be made in the areas of stakeholder and student voice. As a result, the GYR Handbook was developed, and the GYR template was amended to raise awareness of review requirements. Suggestions for how to gather stakeholder feedback were also provided. Subsequently, there has been a noticeable increase in student feedback in GYR reports (see [2022 BBus/BBus\(Hons\) GYR](#) (SD-C.8) and [2022 DipTTP GYR](#) (SD-C.9)).

Recommendations made in the GYR, academic programme review, or accreditation reports are discussed and implemented by the relevant Divisions or the Faculty of Māori and Indigenous Studies. Implementation of changes to programmes that affect programme structure, papers, or regulations require consideration and approval through the relevant programme approval process (see Guideline Statement 14). University-wide review recommendations and implementation are typically the responsibility of the review sponsor. In the case of the Master's and Honours review, an [implementation framework](#) (SD-C.10) was developed to identify intersections with existing work-streams and projects and to delegate responsibility for each recommendation. In addition, implementation plans are often created and communicated so that stakeholders are aware of changes being made following reviews. Both the [CEP](#) and the [CDF](#) involved frequent and extensive communication with staff through official news channels, the University committee structure, and purpose-created University websites.

GS 17 Graduate profile

Students are aware of and have the opportunity to achieve the intended attributes in graduate profiles and course/paper learning outcomes.

17.1 University of Waikato graduate attributes

As discussed in Guideline Statement 14, the University implemented the [Curriculum Development Framework](#) (CDF) in 2016. The Framework lists five overarching themes (p. 7) and associated [University of Waikato graduate attributes](#) that capture the qualities and competencies all University of Waikato graduates should have developed upon successful degree completion. To provide opportunities for students to acquire the University's overarching graduate attributes, papers focussed on three core elements, Disciplinary Foundations, Cultural Perspectives, and Work-Integrated Learning (industry, employer, and community engagement), are included in all undergraduate qualifications. [Guidelines and paper templates](#) have been developed for each of the three elements, and papers follow the normal approval processes in order to be approved by the Curriculum Committee.

17.2 Graduate profiles and learning outcomes

All qualifications offered by the University of Waikato are required to have a graduate profile outlining the purpose of a particular qualification, its learning philosophy, admission requirements, structure, learning outcomes, graduate pathways, and employment prospects. These profiles build on the five overarching [University of Waikato Graduate Attributes](#).

[Graduate profiles](#) are developed as part of the University's [Academic Development](#) process and follow an online [template](#) and [guidelines](#) (last reviewed in 2022). The Graduate Profiles follow the same internal and external review processes as the academic programmes to which they relate (see Guideline Statement 14). Graduate Profiles are then reviewed as part of the Graduating Year Review and Programme Review processes (see Guideline Statement 16). All graduate profiles must state the expected overall learning outcomes for the qualification or programme; learning outcomes for individual papers are informed by those overarching outcomes. In addition, the University's [Paper Outline Policy](#) requires every occurrence of every paper taught at the University to have a current paper outline, which must state the paper's learning outcomes. A [New Paper Template](#), which must include a detailed list of learning outcomes, is required for all proposed new papers or for existing papers where there are substantial amendments. The learning outcomes information is checked and approved by the Curriculum Committee prior to the paper's entry into the Student Management System.

The Teaching Development team in Te Puna Ako is available to work with programme teams to refine or improve graduate profiles. They can also advise how paper-level learning outcomes and assessments can contribute to achieving a graduate profile.

17.3 Responsibility, monitoring, and review

Monitoring of the acquisition of learning outcomes is done through the [Evaluation of Teaching and Papers](#) where one of the core paper evaluation questions "the learning opportunities helped me to achieve the learning outcomes for this paper" (see Guideline Statement 25). Reviews of graduate profiles occur as part of the Graduating Year Reviews and Academic Programme

Reviews (see Guideline Statement 16). The adequacy and appropriateness of learning outcomes in relation to graduate profiles are examined as a matter of course during a review. In addition, if significant amendments are made to programmes and submitted to CUAP for approval, the graduate profile must similarly be updated.

The University's [Graduate Destinations Survey](#) elicits graduates' perceptions of degree quality and usefulness of a particular qualification for employment. The Survey also indicates the percentage of graduates employed in a field related to their studies. This information is important to ascertain the alignment of our graduate attributes with industry standards and expectations. Results of the survey are sent to Divisions and the Faculty of Māori and Indigenous Studies, and they can help inform changes to programmes and/or identify the need for a review of qualifications.

The current [Paper Information Project](#) will affect the processes for managing paper proposals, including how learning outcomes are communicated to students through paper outlines. Changes to learning outcomes will require approval by the Curriculum Committee. Auditability functions in the system will allow for increased reporting of changes in order to understand trends and patterns. A series of professional development events will be carried out as part of the staged implementation of the system in 2023.

17.4 Enhancement initiative 4

Students' awareness of their qualification's graduate profile is low. Students interviewed as part of the review of Master's and Honours qualifications and student experience could not confidently describe their qualification's graduate profile. However, students were aware of the existence of paper learning outcomes.

The University has identified the need to make graduate profiles publicly available. A [project has been proposed](#) (SD-C.11) and endorsed by the Academic Quality Committee to make graduate profiles more generally available online for prospective students, current students, and employers. Having profiles easily accessible will help students identify the skills they can develop by completing a qualification, which can then be useful for career planning.

GS 18 Assessment

Assessment is appropriate and effective.

18.1 Strategic framework for assessment

The University's [Strategy](#) and [Academic Plan](#) have both been developed since the Covid-19 pandemic in which substantial changes to teaching, learning, assessment, and flexibility of access were required. Both documents stress the need for increased flexibility in how teaching and learning occur, including the need for the University to become a more inclusive learning environment. Assessment practice will help underpin the success of both objectives.

In addition, the Academic Plan recognises the outcomes of the [Report of the Taskforce](#), including fundamental changes to teaching, learning, and assessment practice. Enhancements in assessment practice are noted as:

- Objective 1: “Embed mātauranga Māori into teaching and learning” with an emphasis on establishing exactly what a mātauranga Māori approach to teaching, learning, and curriculum might look like in different disciplines and considering how to also enable Pacific knowledge to be reflected and to flourish.
- Objective 3: “Evaluate the University’s current efforts to offer students greater flexibility in where and how teaching and learning take place” with an emphasis on reviewing and evaluating the success of more flexible approaches to teaching, learning and assessment that have been adopted more widely following Covid-19.

The [Assessment Regulations](#) apply to all taught papers up to 700 level offered by the University. Assessment for level 800 to 900 papers is outlined in the University’s [Dissertation and Theses Regulations](#). These latter regulations cover the requirements for completing, submitting, and examination procedures for Master’s and Doctoral theses.

Assessment requirements are explained in more detail in the [Student Assessment Guide](#), [Staff Assessment Handbook](#), and the School of Graduate Research [web pages](#). These resources are living documents that continue to be updated and refreshed as learning and teaching environments and practices evolve (especially in the light of the effects, affordances, and disadvantages of the use of generative AI in assessment). The implications of generative AI use will continue to evolve quickly, and the good practice material developed for staff and for students around generative AI is being finalised and will be made accessible and updated regularly. The support resources also provide students with information about key [services](#) available to help them with their studies (see Guideline Statement 12). 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 to be made available to students no later than two weeks prior to the commencement of teaching.

18.2 Design and approval of assessment

It is the responsibility of programme coordinators and paper convenors, as the discipline specialists, to develop appropriate assessments. A [New Paper Template](#) is required for all new papers or where there are substantial amendments to existing papers. The information is reviewed and approved by the Curriculum Committee prior to the creation of a new record for

the paper in the Student Management System. The New Paper Template requires detailed information on a paper's assessment components, how each assessment contributes to overall learning outcomes, and an estimate of how many hours of non-contact time students could reasonably be expected to dedicate to each assessment. This information is then used in the creation of a paper outline prior to the offering of the paper.

The Curriculum Committee pays close attention to papers' assessment items and their associations with learning outcomes and frequently provides feedback. Often, the Committee will recommend that the paper convenor works with someone from the Te Puna Ako teaching design team to strengthen the expression of the learning outcomes and to improve the assessment design for a paper. When a new paper is part of a suite of new papers for a new or refreshed programme, a teaching developer will work with a team of teaching colleagues across the entire suite of papers, such as occurred with the development of the Nursing programme.

18.3 Reviews of assessment

The [White Paper on Assessment](#) (SD-C.12) was drafted by the Deputy Vice-Chancellor Academic and the Pro Vice-Chancellor Teaching and Learning to raise awareness about the variety of ways in which assessment could improve student achievement and enhance learner outcomes. Consultation took place between July 2019 and March 2021 (with an intermission in 2020 to focus on the University's Covid-19 response). In early 2021, students and staff were invited to respond to a questionnaire on their experiences of teaching and learning during Trimester B 2020. A summary of results can be referenced [here for students](#) and [here for staff](#). A full discussion of all sources of information used to develop the White Paper is described in its [final report](#) (SD-C.12).

After considerable consultation and development, six overarching assessment [Principles](#) were established and agreed upon in 2021 by the Academic Board. These six Principles express the culmination of a lengthy assessment review process and state the rationale for different practices and the expected outcomes from effective assessment design and implementation.

18.4 Enhancement initiative 5

The Student Assessment Guide, Staff Assessment Handbook, and Assessment e-resources are being reviewed in 2023. The goal of the reviews is to determine if the Principles of Assessment are being reflected within the University's resources and guides.

GS 19 Assessment standards

Assessment and outcome standards are appropriately set and moderated.

19.1 Internal moderation

The [Boards of Examiners](#) (p. 43) are responsible for consideration of the overall academic performance of candidates studying in undergraduate and graduate degrees, diplomas, and certificates. In particular, they confirm final student grades and confirm that students have fulfilled the requirements of their qualification. Moderation of higher degrees (MPhil and doctorates) is administered by [Te Mata Kairangi School of Graduate Research](#) (see Section E).

The Boards of Examiners process is overseen by the Student Centre, which has responsibility for examinations and graduation. After each teaching period, Divisions and the Faculty of Māori and Indigenous Studies are sent a Board of Examiners schedule, list of provisional grades, and reporting template. Any changes to provisional grades are confirmed by respective Divisional or Faculty staff through an electronic memo prior to grades being finalised by Student Centre staff.

University of Waikato staff who teach programmes offshore have specific roles to ensure that assessment and outcome standards are maintained and that the education is of a comparable quality standard across locations. Final approval of grades for papers taught offshore are subject to confirmation by the respective Waikato-based Board of Examiners who monitor outcomes carefully when papers are taught across multiple campuses (both onshore and offshore).

19.2 External accreditation

The University encourages external accreditation as a means of establishing that 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 school against set criteria to ensure programme content, structure, assessment, and delivery remain relevant and up to standard. Accreditation often involves external moderation of assessment. The University maintains a [list](#) (SD-C.13) of its programmes and schools that are currently accredited, including details of the accrediting body and the timeframes of reviews.

Some professional programmes, particularly [Law](#) (SD-C.14) and [Nursing](#) (SD-C.15), have well-defined moderation requirements for students' assessed work. Nursing (p. 37 and 38) has a formal, established benchmarking process with Massey University for assessments, learning outcomes, and approaches to content delivery. In Law, all examinations are externally moderated, with a moderator being appointed by the NZ Council of Legal Education. [Engineering](#) accreditation requirements (p. 8) specify that samples of assessment items, marking rubrics, and student work over a range of A-C grades are required as part of reaccreditation materials.

Programmes offered at the Tauranga campus are reviewed externally by an independent academic panel with membership representing local business, university expertise, and two education consultants, one general education and the other in health and professional education. The panel meets at least once annually to consider campus growth, current programmes, and student outcomes. It also approves a three-year educational delivery plan on curriculum and

research. The education panel was created as part of the funding agreement with the community funders and reports to the Tauranga Tertiary Education Trust and the University.

19.3 Curriculum benchmarking processes

University staff who are developing new programmes must benchmark the proposed curriculum for appropriateness (see Guideline Statement 14). As part of the CUAP approval process, proposed outlines of new papers are provided for peer review and scrutiny from other universities. This process facilitates the benchmarking of programme content and assessment practice from the initial stages of design and development.

Once a programme is established, ongoing benchmarking is provided through the University's programme review process. In particular, Graduating Year Reviews (GYRs) and ongoing programme reviews are scheduled on a regular basis (see Guideline Statement 16).

19.4 Moderation

Paper convenors hold the responsibility for assessment moderation. With the exception of professional programmes, which require external moderation, common practice is for periodic peer review both pre-assessment and post-assessment (as examples see [WMS Assurance of Learning Manual](#) (SD-C.16) and [Division of Education Moderation Guidelines](#) (SD-C.17)). The University has identified the need to develop principles for moderation of assessment to ensure consistency of practice across the institution. The [Staff Assessment Handbook](#) is currently being reviewed and updated and will include a discussion of the value of moderation practice and advice on how to undertake moderation at various levels of study.

University of Waikato papers delivered offshore by National Economics University (NEU) undergo [moderation](#) (SD-C.18) of paper outlines, curriculum materials, and samples of graded student work to ensure equivalence of learning outcomes.

Master's and Honours research papers are externally assessed and moderated with requirements outlined in the research paper guidelines (see sample of [Directed Study and Dissertation guidelines](#) p. 5 (SD-C.19) and [Thesis guidelines](#) p. 5 (SD-C.20)).

19.5 Enhancement initiative 6

The University plans to examine moderation processes both at the undergraduate and postgraduate levels in order to better understand existing practices and determine what would be needed to further align them across the institution.

GS 20 Academic integrity

Universities promote and ensure academic integrity and demonstrate fairness, equity, and consistency in addressing concerns.

20.1 Academic integrity framework

The [Assessment Regulations](#), [Student Discipline Regulations](#) and [Code of Student Conduct](#) provide the expectations framework for students' assessed work.

The Student Discipline Regulations are administered by the University's [Student Discipline Committee](#) (p. 56), which considers and investigates any alleged instances of academic misconduct. There are three types of student discipline hearings:

1. Summary Jurisdiction: a hearing offered to students with no previous misconduct complaints, conducted by one person who makes the decision as to whether misconduct has occurred and decides what the penalties will be. This is usually the Chairperson of the Student Discipline Committee or an academic staff member who has delegated authority. Students are invited to the meeting or given the option to provide a written statement.
2. Student Discipline Committee: a hearing consisting of up to five people (the chairperson, two staff members and two student members) chosen from a larger pool of elected members. This process is used if a student has a previous finding of misconduct, the complaint is of a serious or unusual nature, or the assessment item is 100% of the grade, such as a dissertation or thesis. There is an emphasis on ensuring diversity (gender and ethnicity) in both the committee membership and at committee meetings. Students are invited to the meeting or given the option to provide a written statement.
3. Tikanga Māori process is facilitated by the Deputy Vice-Chancellor Māori, assisted by a tikanga panel appointed by the Deputy Vice-Chancellor Māori.

20.2 Academic integrity education

The University's [Academic Integrity website](#) provides comprehensive information about the University's policies and procedures for upholding academic integrity and student discipline matters. The University recognises that academic integrity encompasses more than plagiarism and cheating and is intertwined with the development of students as ethical, respectful, and honest citizens. As part of the Curriculum Enhancement Project, all undergraduate degrees now include a [Disciplinary Foundations paper](#) that meets seven distinct criteria, one of which promotes academic integrity (see Guideline Statements 14 and 17).

An [Academic Integrity Statement](#) is promoted on the University website and is included by default in all paper outlines. Paper outlines also include information specifically on plagiarism, cheating, and the use of AI tools, with links to the Student Discipline Regulations, Library, Student Learning, and an [interactive Moodle course](#) on Academic Integrity. Some lecturers direct students to the Moodle course and completion of all six modules contributes to the student's final grade. Others use a single module and then create a customised version of the end-of-course quiz, or use a selection of comic strips and key points from the modules in a bespoke Academic Integrity lecture. In one of the Foundation papers, students are guided through the course, first as an entire class with teacher support, and they then work independently through the content in small teams.

Academic Integrity education and support for students and staff are provided by Te Puna Ako and include the design and delivery of a range of academic integrity information sessions and activities for Orientation, student events, WSU events, and in classroom settings. In addition, a series of staff [workshops](#), one-to-one consultations, and bespoke workshops for teaching teams on academic integrity are offered.

Since 2020, assessment design has focussed on academic integrity in online environments. Recent reviews of assessment (see Guideline Statement 18) have featured academic integrity as a core component of assessment design. In February 2023, following the emergence of AI tools such as ChatGPT, the Deputy Vice-Chancellor Academic and Pro Vice-Chancellor Teaching and Learning sent out a [communication](#) on artificial intelligence (AI) tools and their intersection with academic integrity. This was followed by a webinar, which attracted more than 150 staff participants. A second webinar focusing on using ChatGPT in assessments attracted 104 University participants, including teaching and professional staff. The University has also been engaging with colleagues at other New Zealand and Australian universities to understand emerging AI trends and discuss the opportunities, limitations, and downsides to AI in teaching and learning. Other local information sessions are planned throughout the year.

20.3 Detection

Academic staff and examination invigilators play an important role in the detection of breaches of the Student Discipline Regulations. Assignments submitted through Moodle are automatically run through Turnitin, an online text similarity detection tool. Students are required to tick a [declaration on submission](#) to confirm the assessment is their own work. Contract cheating (essay mills) and the use of AI tools to generate assignments are harder to detect, but academic staff can often perceive changes in writing styles, unexpected sources of information/references, or students lacking awareness of what they wrote when asked specific questions in an oral follow-up. In addition, the writing styles of essay mill texts can sometimes be recognised, as they tend to follow knowable patterns.

To support and manage academic integrity matters, the Academic Office has an [academic integrity team](#), which manages misconduct complaints through the Student Discipline Committee. The team also liaises with colleagues across the University about academic integrity and student discipline processes, and it supports a New Zealand academic integrity network of peers for the sharing of information and best practices.

The Waikato Students' Union (WSU) provides students with information and support on academic integrity through the class representative system (see Guideline Statement 15). The WSU also provides students with an [advocacy service](#) to educate and support them through academic matters and student discipline hearings.

20.4 Reporting and monitoring

The Chair of the Student Discipline Committee reports annually to the Education Committee and Academic Board. Reports cover the number of complaints received, types of misconduct found, and a breakdown of demographics. It also includes observations on trends that are developing in the Academic Integrity area (see example reports from [2020](#) (SD-C.21), [2021](#) (SD-C.22)).

Recommendations that the University has been pursuing include:

- a review of the Student Discipline Regulations (2020 report)

- a focus on assessment design as a way to combat contract cheating (2020 report)
- investigation of proctoring software (2020 report)
- professional development and training for committee members on academic integrity as well as associated matters such as mental health first aid training (2021 report).

In 2022, a draft [academic integrity risk register](#) (SD-A.22) was developed to help manage a range of potential risks to the University and recommend strategies to mitigate them (see Guideline Statement 5).

20.5 Reviews

An internal review of the Student Discipline Regulations in 2020 resulted in changes including:

- the provision for on-the-spot fines for minor infringements in examinations (for example, a student's cell phone ringing)
- the delegation of authority to Academic Delegates appointed by the Chairperson of the Student Discipline Committee. These members of staff are provided with professional development by the Chairperson of the Student Discipline Committee to ensure consistent provision of summary jurisdiction across the Divisions, Schools or equivalent for minor academic misconduct. Where authority is delegated, the Academic Delegate must follow the summary jurisdiction procedures set out in the regulations and report the outcome to the Chairperson of the Student Discipline Committee after every case.
- the revision of the Tikanga Māori provision revised in collaboration with the Deputy Vice-Chancellor Māori
- more consistent provisions for appeal, with clear links between initial procedures and their appeal provisions
- the provision of information relevant to those responsible for the placement of students in work placements as part of safety checking (vetting) processes
- amendment of the constitution of the Student Discipline Committee to provide a larger pool from which to draw members for hearings (including cases based in Tauranga) and to allow for the contribution of an adviser or advisers in some cases. Advisers are typically people with particular expertise in a matter under consideration.

A review of [complaints procedures](#) was undertaken in 2021, resulting in complaints functionality being moved into the Student Management System. The new portal provides a simplified complaints process for staff, students, and the general public. The portal facilitates consistency of data capture and provides an opportunity for staff to analyse academic integrity data for reporting purposes and to identify emerging trends. Central data capture also enables moderation of decision-making and outcomes following the implementation of delegated authority to exercise summary jurisdiction for lower level complaints.

GS 21 Assessment in te reo Māori

Assessment in te reo Māori, where appropriate, is facilitated by the university.

21.1 The University's commitment to assessment in te reo Māori

The University's commitment to kaupapa and tikanga Māori is part of its distinctive identity and is reflected in the University [Charter](#) and [Te Tiriti o Waitangi me te Whare Wānanga o Waikato](#) (University of Waikato Treaty Statement). At a strategic level, this commitment is encapsulated in the University's [Strategy](#) and Objectives 1 and 2 of [Te Rautaki Māori/Māori Advancement Plan](#). Policy related to assessment in te reo Māori is reflected in goals 2 and 3 of the Strategy, which prioritise:

- embedding mātauranga Māori into teaching, learning, and the curriculum (p. 5)
- supporting “academic and general staff upskilling in terms of tikanga and te reo Māori” (p. 6)
- increasing the number of University staff who are functionally fluent in te reo Māori through the funding of eight-month [study leave scholarships](#) (p. 6)

The University's [Policy on the use of Māori in Assessment](#) has been in place since the early 1990s. The Policy endorses students' rights to use te reo Māori in their written assessments and commits the University to providing sufficient staff, fluent in te reo Māori, to mark the assignments. All paper outlines include reference to the Policy.

Individual Divisions and the Faculty of Māori and Indigenous Studies are responsible for ensuring that the policy can be fulfilled in their programmes and that they have processes in place to support it. Outside of the Faculty of Māori and Indigenous Studies, the first point of contact for students or staff is their Divisional Associate Dean Māori who liaises with the Office of the Deputy Vice-Chancellor Māori if an assessment requires translation. There has been growth in the number of papers and programmes taught in te reo Māori, and this has increased the number of assessments overall. Outside of these programmes, however, staff have indicated that the demand to be able to submit assessments in te reo Māori has been steady over the years.

The [Welcome to University](#) (SD-C.23 p. 15-16) survey introduced in 2022 asks students if they speak te reo Māori fluently (question 23), and whether they plan to submit assessments in te reo Māori (question 24). Of the new starters who identified as fluent te reo Māori speakers (49 students), 39% stated their intention to submit assessments in te reo Māori. An additional 51% were undecided. If students responded ‘yes’ or ‘undecided’ to the language questions, they were sent information about submitting assignments in te reo Māori. In addition, there have been broader discussions across the University about the need for content area experts who are also fluent in te reo Māori. It has been identified that there is a need to moderate and benchmark expectations around the level and quality of te reo Māori, especially in written form.

The main challenge to fulfilling the Policy is that the University has few staff who are sufficiently proficient in te reo Māori and have sufficient disciplinary/subject expertise to grade students' assignments. This means that some assessments submitted in te reo Māori need to be translated into English, which is acknowledged to be a less than ideal situation, particularly with increasing numbers of students coming into the University from kura kaupapa Māori (Māori-language immersion schools).

Through the goals, objectives, and initiatives outlined in the [Strategy](#) and [Te Rautaki Māori/Māori Advancement Plan](#), the University is committed to increasing the number of University staff who are functionally fluent in te reo Māori. In 2023, five staff scholarships were awarded for [Te Tohu Paetahi](#), a total immersion Māori language and teaching programme. The University is also committed to the preservation and promotion of te reo Māori through embedding mātauranga Māori into teaching and learning. These are longer-term strategies, which include the need for a yet to be developed Workforce Development Strategy to target candidates who are fluent in oral and written te reo Māori as well as subject expertise.

A range of activities were undertaken in 2022 to invest in staff professional development, to increase support for Māori and Pacific learners, and to supplement the existing Māori and Pacific academic leadership across the University. Staff professional development and training included the [Te Aurei professional development](#) pilot programme (SD-C.24), designed to help staff better understand the history, heritage, and cultural landscape in the Waikato and Tauranga Moana. The programme was offered on both the Hamilton and Tauranga campuses and 68 people completed it. In addition, 45 staff have completed the [Poutama Pounamu](#) programme. Subsequently, a refined version of the pilot programme, [Kānohi ki te Kānohi: Making Knowledge Connections](#), was launched in 2023 along with an updated website.

21.2 Enhancement initiative 7

Objective 1 of [Te Rautaki Māori/Māori Advancement Plan](#) states that a te reo Māori Strategy will be developed. This includes a review of the [Policy on the Use of Māori for Assessment](#) and is being progressed by the Deputy Vice-Chancellor Māori in collaboration with others.

Section D: Teaching quality

GS 22 Staff recruitment

All staff who teach or supervise, or support teaching or supervision, are appropriately qualified and experienced (including in research as appropriate to role) upon appointment.

22.1 The University's recruitment processes and policies

[Te Wāhanga Whakahaere Pūmanawa Tangata Human Resource Management](#) oversees the University's recruitment processes for all staff. The [HR Plan](#) (SD-D.1) and [HR Plan on a page](#) (SD-D.2) present the HR objectives for the University and are designed to operationalise the overall objectives in the [University Strategy](#).

The University has a number of [Employment and HR policies](#) that guide how it recruits and employs staff, including academic staff. These are:

- [Academic Workloads Guidelines](#)
- [Appointment and Employment of Relatives or Close Friends of Staff Members Policy](#)
- [Equal Employment Opportunity Policy](#)
- [Staff Code of Conduct](#)
- [Staff Performance and Development Policy](#)
- [Research and Study Leave Policy](#)

[Oracle Cloud - He Whatu Pūmanawa](#) was implemented in February 2023 and is the Human Resource's online data management system that facilitates staff recruitment and employment processes. One of the key benefits of the transition to this new system is that many paper-based processes have been moved online. The system also facilitates new employee induction activities in advance of a person's employment start date. The full system functionality is still being implemented, and it is expected that various other benefits will emerge over time.

22.2 Recruitment

The process for the creation and fulfilment of positions within University is documented in the [Recruitment Guide](#) (SD-D.3). Every position has a formal position description (PD), which lists the key responsibilities and performance standards for the role. The PD also includes a person specification, which lists the qualifications, skills, experience, and attributes that applicants should possess to fulfil the requirements of the position. Human Resource Management provides [position description templates](#) for all levels of academic positions. Standard recruitment processes are applied for all staff employed by the University regardless of the location of the appointment, including staff who teach University of Waikato papers at partner institutions. Guidelines are available which present the criteria and processes for [Adjunct or Honorary appointments](#).

The first objective in the University's [Academic Plan](#) is to "embed mātauranga Māori into teaching and learning", which has led to increased efforts around Māori and Pacific academic staff recruitment and retention. To assist with this, the wording of position descriptions has been changed to better encourage Māori and Pacific people to apply. A [Pacific Candidate pack](#) (SD-D.4)

is included when recruiting Pacific roles, and positions with a Māori or Pacific focus would always include a Māori or Pacific Appointments Committee member.

Candidates are selected by an Appointment Committee, which considers applications received in response to a vacancy posted on the University [website](#). The constitution of the [Appointment Committee](#) (p. 62) will vary according to the level of appointment being made.

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 position criteria and make an appointment recommendation to the Vice-Chancellor or his or her delegate

The stages of the recruitment process, including application, shortlisting, and hiring are managed online in He Whatu Pūmanawa. [Shortlisting guidelines](#) (SD-D.5) and [interview guidelines](#) (SD-D.6) are available to staff, and HR Advisors can coach and assist appointment committee members in shortlisting and interviewing skills. Depending on the level of the position, shortlisted candidates may be asked to give a presentation, along with an interview, as part of the selection process.

Applications require candidates to include references and links to qualification details. These are verified either by the Human Resource Management Division or the recruitment panel chair. References can be obtained before a candidate is interviewed, but are always requested before an appointment is offered. Proof of qualifications must also be confirmed prior to a candidate progressing through to the offer stage in He Whatu Pūmanawa. The Human Resource Management Division confirms all appointments in writing.

22.3 Staff feedback

All new staff must undertake an online [onboarding](#) process. To begin they are sent an [information guide for new staff](#). The guide provides information about the University, for example, its [systems and processes](#), the [reputation toolkit](#), services available to staff, governance, and University acronyms. The guide also contains other information for new staff, including for example an overview about living in New Zealand, the New Zealand education sector, and the Waikato region and campuses.

GS 23 Induction and ongoing expectations

New staff who teach or supervise, or support teaching or supervision, become familiar with academic policies and expectations of the university through effective induction processes, and the university has processes to enable all staff to maintain currency with academic policies and expectations.

23.1 Staff induction (onboarding) and continuing development

The University views the core values of manaakitanga (hospitality) and whanaungatanga (community) as essential in the induction experiences of new staff. Onboarding at the University is a collaborative approach between the activities of [Organisational Development and Wellness](#), line managers, other staff, and the employee. All processes and practices have been developed to build and create a sense of belonging and common purpose.

In addition to the online [onboarding](#) programmes, there are centralised face-to-face or online workshops, including, for example:

- [Kanohi ki te Kanohi: Making Knowledge Connections](#): a full day workshop, run in both Hamilton and Tauranga, on the University's vision and strategy, Māori protocols and culture, and Te Tiriti o Waitangi.
- Academic Staff Introduction session (reviewed and refreshed in 2022): an opportunity for new academic staff to meet our Deputy Vice-Chancellors Academic and Research, and the Pro Vice-Chancellor Teaching and Learning to better understand the University vision and strategic direction. He Whatu Pūmanawa generates a report that identifies new academic staff who are invited directly by email.
- Waikato Experience morning tea: an expo style event highlighting each area of the University and associated support mechanisms for new staff. The event is held biannually. New staff are identified and invited directly through email by the Organisational Development team within HR.
- A comprehensive range of [online resources](#) is available to assist new staff to navigate the Tertiary Education context, mātauranga Māori, and the University.
- Pilot Professional Development programmes were developed and offered in Hamilton and Tauranga in 2022 as part of the [Te Aurei](#) goals of anti-racism, Te Tiriti o Waitangi, and mātauranga Māori. These sessions will be modified according to feedback and offered as standard programmes for all staff.

Although academic policies and expectations are conveyed to new staff through central onboarding programmes, [localised induction approaches](#) (SD-D.7) tailored to individual staff members' needs are developed within the Divisions, Faculty, College, or for academic staff teaching at the [NZUWU](#) (University of Waikato Joint Institute (Zhejiang University City College)) in China. Such activities provide staff with opportunities to connect with their peers and line manager, and actively engage in local activities.

Te Puna Ako offers tertiary teaching development for new academic staff through formal qualifications or informally through a variety of regular activities (see Guideline Statement 24).

23.2 Professional development

Expectations around ongoing professional development are outlined in the University's [Staff Performance and Development Policy](#). The [Staff Performance and Development Framework](#) underpins this policy and provides a detailed structure for staff to better understand and engage with the purpose, goals, and processes for ongoing development.

Within three months of starting a new appointment, staff are expected to have an [Objectives, Development and Review](#) (ODR) kōrero (discussion) with their line manager and identify core objectives for the year ahead. After this initial meeting, formal ODR discussions are scheduled on a yearly basis and provide staff and line managers an opportunity to review and discuss plans and goals. However, it is also the intention of the ODR process to encourage more casual, ongoing conversations on a regular basis throughout the year, not just during the yearly review meeting. For example, an ODR could facilitate conversations between line managers and academic staff if teaching issues are identified.

23.3 Communicating academic policies and expectations

All key institution-wide policies and official information are indexed and accessible to staff on the [Official Information](#) page. More locally-focused policies and documents, generated and approved in the Divisions, Faculty, or College are published on their own respective sites. Any proposed changes to official central policies, plans, or guidelines that affect staff are discussed and modified (if required) through Divisional Board meetings prior to Academic Board approval. Where necessary Council approval or ratification is also obtained. This process provides staff opportunities to engage with University requirements and expectations.

Academic procedures requiring staff action at specific times of the year are communicated through email, official University news channels, and through Divisional or Faculty news channels. Notices could relate to, for example, the grades process, the submission of paper outlines for approval, or the evaluation of teaching and papers.

23.4 Staff feedback

An [onboarding survey](#) (SD-D.8) is sent by Human Resources to all new continuing and fixed term (more than two years) staff within six months of their start date. The survey provides an opportunity for staff to share which aspects of onboarding helped them and which were less useful. In the onboarding survey results, over three quarters of respondents indicated that they received sufficient relevant information and assistance prior to starting their employment. It's also worth noting that respondents to the survey represent all staff and are not limited to academic staff. At the end of employment, an off-boarding exit survey is sent to staff from He Whatu Pūmanawa. This provides staff with an opportunity to present their views of the organisation, their experiences, and why they have decided to leave.

The [staff engagement survey](#) (SD-D.9) provides an opportunity for staff to offer feedback on a range of University processes. In response to the statement: "I know what to do to be successful in my role" over 80% of respondents 'agree' or 'strongly agree' in 2018, 2020, and 2021. Aggregated data from the survey are used to identify areas of improvement across or within particular sections of the University. The next survey will be run in 2024.

GS 24 Teaching development

Staff who teach or supervise, or support teaching or supervision, are supported to take up opportunities to develop their practice, including the use of innovative pedagogy and new technologies.

24.1 Professional and teaching development at the University

The [Staff Performance and Professional Development Policy](#) and associated [Staff Performance and Development Framework](#) detail the University's intent to encourage staff to continually improve and extend their performance and capabilities, through ongoing training and professional development, including teaching development and evaluation of teaching. The [Academic Workload Guidelines](#) outline expected allocations for teaching, research, and administrative functions, including professional development. The Guidelines are used in annual workload discussions between Pro Vice-Chancellors/Deans/Heads of Schools and teaching staff.

As part of the University, [Te Puna Ako](#) is the central teaching and learning-focussed unit reporting through the Pro Vice-Chancellor Teaching and Learning to the Deputy Vice-Chancellor Academic and to various University committees. The centralisation of many professional and teaching development activities is a core strength at the University and underpins its 'whole of institution' approach to teaching development. Te Puna Ako also collaborates with [Te Mata Kairangi School of Graduate Research](#) in the area of postgraduate supervisor training (see Section E). Centralised resourcing contributes to the achievement of University strategic goals such as increasing flexible learning and embedding mātauranga Māori and Pacific teaching initiatives and pedagogies in papers.

A range of [teaching development](#) support and resources for all University staff (regardless of their status as full- or part-time or in continuing or fixed-term positions) are offered, including:

- Formal qualifications / recognition
 - [Postgraduate Certificate in Tertiary Teaching and Learning](#) (PGCertTTL). This qualification can also be [custom designed](#) for groups as well as being available to individual staff. Since 2020, Te Puna Ako has offered a self-paced, online teaching development programme developed by Epigeum, which can be undertaken independently or in conjunction with assessed paper TERTL500, Learning Teaching and Assessment in Tertiary Education.
 - [Support for Advance HE/ HERDSA Fellowship applications](#)
 - [Support for national teaching award applications](#)
- [Evaluation](#) of teaching and papers
- [One-to-one consultations](#) (face-to-face or online) on any aspect of paper design or instructional approaches. This also includes the [Ask Me Anything" \(AMA\)](#), twice daily 'just in time' Zoom drop-in sessions, for staff to receive immediate support with teaching technologies or teaching design challenges.
- [Annual workshop series](#) (face-to-face and/or online). Topics could include
 - Teaching technology
 - ['Wednesday Workshops'](#) on a wide range of teaching and learning topics
 - Online assessment

- [Casual teaching staff](#) orientation
- Academic Staff Portfolio (ASP) Teaching Portfolio workshops
- Tailored assistance to [complete the IRIS portfolio](#), in which staff can include teaching development information, available from Te Puna Ako on request
- Evaluation workshops - fully online through Zoom, run mainly before the A and B trimesters
- eLearning designers are embedded in each Division and the Faculty of Māori and Indigenous Studies to provide personalised orientations to core teaching technologies. The designers also have expertise in integrating kaupapa Māori into online papers, and there are designers with expertise in Pacific student success, STEM, and arts and social sciences.
- [Teaching Partnerships](#): a new programme introduced in July 2022 that pairs teaching staff to provide structured peer professional teaching development, including observation of teaching
- [Teaching excellence awards](#)
- [Annual Te Puna Aurei/LearnFest symposium](#)
- [Self-paced web resources](#) on teaching technologies and a wide range of [best teaching and assessment practices](#)
- Bespoke workshops to meet the professional development needs of specific teaching, programme or Divisional teams, or to follow through on the recommendations from paper, programme or curriculum reviews

Note that the topics of the workshop series and teaching design consultations are subject to regular change due to the emergence of topical themes or new areas of strategic importance. A recent example is the rapid emergence of ChatGPT and similar generative AI tools.

Academic staff are actively encouraged to undertake the PGCertTTL. In March 2022, the conditions for staff fees concession were revised and broadened so that all full and part-time staff involved in teaching or supporting teaching, including sessional assistants, could apply for a fees concession to undertake the qualification, regardless of their employment period. In addition, the PGCertTTL provides structured support for staff who would like to publish on learning and teaching. In March 2023, a new online teaching development programme, [Waikato Extend](#) (SD-D.10), was launched to help staff enhance their teaching skills, experiment with the latest teaching technologies, and learn best practice teaching strategies. The programme consists of six self-paced Moodle modules that cover a range of evidence-based teaching strategies and include options for face-to-face interactions. Waikato Extend can also be integrated with the PGCertTTL so that staff can receive formal recognition.

As a result of Covid-19 and the associated lockdowns, the University had to broaden the ways in which content was delivered and how students were taught. The flexible use of technology and many of the new ways to design papers to deliver content online were successful and [have been retained](#). The twice daily Te Puna Ako '[Ask Me Anything](#)' (AMA) Zoom sessions were initiated in March 2020 and served to provide staff easily accessible and timely teaching assistance, particularly regarding technology use. [Participation](#) (SD-D.11) in the AMA sessions has been strong, and staff have reported high satisfaction with the advice they received; the initiative has become "business as usual". As regards professional and teaching development, increased

flexibility has affected the design and delivery of meetings and workshops with most being blended (online and face-to-face) or fully online.

Although Te Puna Ako staff are primarily based on the Hamilton campus, there is a full-time Te Puna Ako teaching / learning advisor based at the Tauranga campus. Hamilton-based staff also regularly travel to the Tauranga campus to meet face-to-face with individual teaching staff, teaching teams, and to deliver workshops. Waikato staff based in China at the [NZUW](#) (University of Waikato Joint Institute (Zhejiang University City College)) have access to all online professional and teaching development activities.

Early in 2023, a review of Te Puna Ako's programmes and activities was initiated by the Vice-Chancellor. The review panel consists of Waikato academic staff as well as an external reviewer from another New Zealand University. The outcome from the review is expected later this year.

24.2 Enhancement initiative 8

All teaching staff are required to engage with at least [two professional teaching development activities](#) each year; nevertheless, the University has identified that the teaching development framework and monitoring methods are due for renewal.

GS 25 Teaching quality

The quality of all teaching is appropriate and is enhanced by feedback and other processes. Quality shortfalls are addressed proactively, constructively and consistently.

25.1 Teaching quality at the University of Waikato

The importance and value of high-quality teaching underpins the Academic Plan. Key methods of gathering timely information about the effectiveness of teaching and learning processes are through institution-wide, formal paper and teaching evaluations, the academic staff portfolio system, and the work of academic committees. The University's [Evaluation of Teaching and Paper Policy](#) outlines the responsibilities of key stakeholders with respect to regular formal evaluation of teaching and papers. The Policy also affirms the University's commitment to continuous improvement of teaching and learning processes. Te Puna Ako manages the range of [evaluation tools and processes](#) needed to implement the Policy, including comprehensive [Guidelines for the Evaluation of Teaching and Papers](#).

A centralised online survey platform ([Blue](#)), which is integrated into Moodle, is used for the design and distribution of evaluations. A standardised set of [seven core Likert-scale questions](#) about paper design, learning outcomes, and teaching are included in the evaluation. Timely notices about the upcoming availability of evaluations are emailed individually to staff, and institution-wide announcements are posted on the University website. Within the evaluation, questions can be presented to students in either English or te reo Māori, according to the student's choice. Staff can include up to eight extra paper questions, selected from a drop-down list, or they can be self-designed. There are also two open-text boxes into which students can type more detailed, personalised feedback about the effectiveness of teaching or the paper's design.

Under the Guidelines, paper convenors must conduct a teaching and paper evaluation for at least every second occurrence of each paper for which they are responsible. Teaching staff must also summarise, in subsequent paper outlines, any changes they have made to the paper in response to the most recent evaluation. In some circumstances, however, it is not possible or practical to conduct an evaluation, and then there are formal procedures for '[opting out](#)'. In 2021, the evaluation process was extended to papers offered at the [NZUWU](#) in China. Whilst papers offered there are equivalent to those offered in New Zealand, evaluations provide opportunities for offshore students to provide feedback and for offshore teaching staff to collect data for promotion purposes.

Te Puna Ako collates and provides evaluation summary reports to recipients as detailed in the [Guidelines](#). Examples include anonymised aggregated reports for [teaching](#), [papers](#), and [individual teachers](#) (SD-D.12a-c). Only the staff member(s) teaching on the paper and the paper convenor receive students' qualitative comments as a matter of course, although student comments can be provided to other staff upon request. Since the last audit, the breadth of recipients of reports has been extended with Heads of Schools, Divisional Pro Vice-Chancellors (or Deans), Associate Deans Academic, and the Pro Vice-Chancellor Teaching and Learning now receiving paper and individual teaching reports alongside various aggregated data reports. The Academic Quality Committee also receives [aggregated data for paper evaluations](#) (but not teaching evaluations) (SD-D.13).

These changes facilitate monitoring and conversations around paper and teaching quality as full reports are no longer limited to the individual teaching staff and paper convenors.

Compliance with the requirement to conduct regular paper and teaching evaluations is monitored by the Pro Vice-Chancellor Teaching and Learning. Non-compliance information is then communicated directly to Divisional Pro Vice-Chancellors or Faculty Deans for follow-up.

The University also encourages staff to gather formative feedback for the purpose of improving teaching, learning, and quality assurance to supplement the summative evaluation process already in place. Te Puna Ako can help staff undertake [formative evaluations](#) including peer review, teaching partnerships, student interviews or focus groups, data collection through Moodle tools, or structured self-reflection and analysis (see Guideline Statement 24).

In [2021](#) and [2022](#) the Evaluations team received more than \$40K in external grant funding from Explorance Bluenotes Faculty Grants for research into the automated coding of qualitative evaluations data, as part of an initiative to identify trends from large-scale qualitative student data. This research is ongoing.

GS 26 Teaching recognition

High-quality teaching is recognised and rewarded.

26.1 Promotion/advancement criteria and processes (Academic Staff Portfolios)

The University uses a centralised online [academic staff portfolio](#) (ASP) system for applications for promotion/ advancement. Te Puna Ako runs workshops and provides one-to-one support for staff who are preparing teaching portfolios for promotion or advancement.

Staff are required to submit evidence in their portfolios to support their stated achievements and performance in the areas of teaching, research and scholarship, student supervision, and University service and external activities. Data from the teaching and paper evaluations are used to create a teaching score for individual staff members, which forms part of the portfolio. Pro Vice-Chancellors and line managers then evaluate the full portfolio and make recommendations to the central [Academic Promotions Committee](#) (p. 59). The Committee, chaired by the Vice-Chancellor, considers all applications and makes the final recommendation.

In 2021, a [review of Academic Promotions and Advancement](#) was conducted with a primary focus on the ASP and the system processes used for applications. The review's aim was to expand and enrich the narrative around teaching and research, remove duplication of information throughout the form and CV, and create a more concise portfolio with a stronger focus on impact. As a result several new fields were added to the ASP to capture narrative and context regarding teaching. The teaching portfolio section for an academic promotion now contains six fields, Teaching Philosophy, Teaching Process, Outcomes, Evaluation and Feedback, Leadership and Impact, and mātauranga Māori. The "Comments on Teaching" field has been removed, as all teaching information can be more fully captured within the new fields. In addition, a change was made to the constitution of all academic promotion committees, which now must include the Associate Dean Māori for that Division and/or one Māori Professor. Feedback from staff about the changes resulted in a second round of [amendments](#) in 2022.

26.2 Staff excellence awards

The University's [Staff Awards: Purposes, processes and criteria](#) document outlines a suite of awards available to University staff. The awards are open annually and are administered by the [Staff Awards Committee](#) (p. 80), an advisory committee to the Vice-Chancellor. There are three overarching staff excellence award categories: [Teaching Excellence](#) / [Research Excellence](#) / [Staff Excellence](#) with subcategories to recognise high achievement in particular activities. The staff awards processes were reviewed and streamlined in 2021 (see details below).

Nominations for awards within the teaching excellence category are made through the [Divisional Teaching Excellence Award](#) process. Staff from every Division, the Faculty of Māori and Indigenous Studies, Te Puna Ako, the University of Waikato College, and the NZUWI are all eligible to apply. Winners of Divisional Teaching Excellence awards are celebrated within their Division, Faculty, or College and staff may submit a portfolio for the University-level Teaching Excellence Awards. Winners of University staff awards receive a monetary prize and are celebrated at an event on campus; award winners are also announced to the University community via email from the Vice-Chancellor. Lists of current and past winners of both Staff Awards and Divisional Teaching Excellence Awards are available [online](#) (links are at the bottom of the page).

Te Puna Ako coordinates the Divisional Teaching Excellence Awards process, including inviting students to nominate teaching staff when they complete paper evaluations. In addition, workshops, self-paced Moodle resources, portfolio models, and one-to-one support for nominees to prepare a teaching portfolio are provided. Te Puna Ako staff participate on the Divisional or Faculty panels that evaluate the portfolios. The University's Teaching Excellence Staff Awards feed into the national [Te Whatu Kairangi Aotearoa Tertiary Educator Awards](#) overseen by Ako Aotearoa. Learning Designers from Te Puna Ako assist staff in developing their national level teaching portfolio and can also pair applicants with a critical friend (usually a former award recipient) to mentor and assist. Te Puna Ako can organise graphic design support for portfolios. The University has been well represented at the national level. From 2015-2018, 2-3 Waikato staff member portfolios were sent each year to the National awards. In 2019-2023, 1-2 staff member portfolios were submitted each year. From these submissions, there have been 4 winners (2017, 2018, 2020 and 2021), including the Prime Minister's Supreme Award for Excellence in Tertiary Teaching (2017).

The University also values the formal recognition of sustained teaching excellence that is available offshore through [Advance HE](#) or the Higher Education Research and Development Society of Australasia ([HERDSA](#)) (see Guideline Statement 24). Te Puna Ako supports and mentors staff applications and portfolio development for an external Fellowship award and encourages staff who complete the PGCert Tertiary Teaching and Learning to apply.

26.3 Reviews

The Staff Excellence Awards were reviewed and streamlined in 2021. The review acknowledged that some previous award categories were no longer fit for purpose and that some other categories were missing entirely. As a result, new Kaupapa Māori awards were introduced, including a Maturanga Māori research award and an Early Career Research Award. The [Staff Awards Committee](#) (p. 80) was revised to include the Deputy Vice-Chancellor Māori and amendments were made to the nomination forms for both the Divisional Teaching Excellence awards and the Staff Excellence awards.

In 2017, the University participated in the Higher Education Pacific Quality Benchmarking Project whereby Waikato compared our institutional processes on reward and recognition of teaching staff against two other Pacific universities. The [final report](#) (p. 9) (SD-D.14) noted the strength of our internal suite of staff awards and the benefits of the national awards to both teaching recognition and institutional teaching excellence. It also commended the University's Academic Staff Portfolio (ASP) system as an example of good practice (p. 28). No recommendations for enhancement were made relative to staff awards and recognition.

26.4 Dissemination of good practice

For more than 10 years, Te Puna Ako has organised and run an annual celebration of good teaching and learning practices through its conference [Te Puna Aurei LearnFest](#). The [focus](#) of Te Puna Aurei LearnFest is on any aspect of tertiary teaching and learning, including, for example, new approaches to the delivery of instruction and assessments, sustainability, language revitalisation, or staff development. In 2022, Te Puna Aurei LearnFest was a fully virtual (online) conference and jointly delivered by Te Puna Ako and [Cardiff University](#). Keynote sessions are typically delivered by University Teaching Excellence award winners, as are the closing remarks. Following the 2022 Te Puna Aurei LearnFest expressions of interest were sought for submissions

to an edited collection based on the conference presentations. This edited collection will be the first output of a joint open-access imprint hosted by Cardiff University Press and supported by funds from the Cardiff University/University of Waikato Collaboration Seed Fund.

Section E: Supervision of postgraduate research students

GS 27 Supervision quality

The quality of postgraduate research supervision is ensured.

27.1 Supervision quality

In late 2015, the University of Waikato established [Te Mata Kairangi School of Graduate Research](#) (SGR) which is comprised of a Dean, two managers (a Higher Research Degrees Manager and a Scholarships Manager), an administrator, and 11 advisors approximately evenly divided between scholarships and higher degrees. The School has responsibility for strategic oversight of Higher Doctorates, the Doctor of Philosophy Professional Doctorates, and the Master of Philosophy. The SGR is also responsible for the administration of all scholarships – undergraduate and postgraduate at the University and the Hillary Scholarship Programme. All 90- and 120-point Master's research theses are overseen and administered by the individual Divisions or Faculty of Māori and Indigenous Studies in which the student is enrolled.

The University's [Graduate Research Strategic Plan](#) (SD-E.1) aligns with the University's other strategic plans and provides direction for the activities of the School. It outlines goals and measures of success and is supported by a yearly work plan and associated performance indicators.

In addition to the SGR, much of the day-to-day administration of enrolled postgraduate students is allocated to the Divisional Associate Deans Postgraduate (or equivalent) who are members of the [Postgraduate Research Committee](#) (PGRC, p. 49). The PGRC is a subcommittee of the [Research Committee](#) (p. 34) and reports to them after each meeting. The Dean of Te Mata Kairangi School of Graduate Research chairs the PGRC, which also contains senior academic representatives from the Library, Te Puna Ako, and postgraduate students. The PGRC is scheduled to meet five times per year although, as with all committees, additional meetings can be scheduled if required.

The University of Waikato offers research-based qualifications at doctorate level, and research qualifications and papers at Master's levels. At doctorate level the research qualifications include:

- Doctor of Philosophy (PhD)
- Supervised professional doctorates including: the Doctor of Education (EdD), Doctor of Health Sciences (DHSc), and Doctor of Juridical Science (SJD)
- Doctor of Musical Arts (DMA)
- Higher doctorates including: the Doctor of Laws (LLD), Doctor of Literature (DLit), and Doctor of Science (DSc)

For full-time doctoral students, the normal expected minimum length of time to completion is three years, with a maximum of four. For part-time students, the expected time is doubled.

At Master's level the research qualifications and papers include:

- Master of Philosophy (MPhil)

- Master's research thesis range from 90- to 120-points and are undertaken within a Master's qualification ranging from 120- to 240-points (depending on a student's entry qualifications and the chosen subject area)

For a full-time MPhil student, the expected length of time to completion is one year. For part-time students, the expected time is doubled.

Students can apply online at any time of the year to study towards a doctoral-level Research Degree or the MPhil. Once an online application is received, it is considered on a competitive basis along with other applications. From 1 July 2023, the SGR will move away from quarterly batch processing of applications to monthly processing. If an application is accepted, the SGR will send an Offer of Place to the student who will then choose a start date for their study. Start dates can be the first day of any month between February and November. Different entry dates for higher research degree study will affect the timing for the submission of progress reports, which are required on a six-monthly basis (see Guideline Statement 29). See section 3 of [Appendix 1](#) (tables 3.1, 3.2 and 3.3) for the overall research-based EFTS data across degrees and disciplines.

27.2 Supervision registration

As one of the preconditions for approval of a student's application to enrol, the Dean of Te Mata Kairangi School of Graduate Research needs to establish that the necessary supervision and resources can be provided. All supervisors are expected to meet a set of criteria/[requirements](#). Where applicable, the Faculty of Māori and Indigenous Studies is consulted on any thesis related to mātauranga Māori to ensure an appropriate supervisory panel has been appointed.

Academics who apply to be a chief supervisor or supervisor must apply via the [Supervisor Register Application](#) process. All applications must be endorsed by the relevant Head of School and PGRC representative. Once approved, the academic staff member is added to the SGR Potential Supervisor Register, which can also include staff from external institutions. The register includes real time supervision workload reports, which provide data to the Postgraduate Research Committee and Dean of Te Mata Kairangi School of Graduate Research. These data can be useful when staff have [Academic Workload](#) conversations with their line managers.

Regarding Chief Supervision, the maximum expected number of students for an academic staff member is six. If a staff member wants to assume Chief responsibilities for additional students, they must receive permission from their Head of School and be extremely experienced. Information about Chief Supervisor workload is monitored as part of SGR's admission decisions, and this background information is provided to the Dean of Te Mata Kairangi School of Graduate Research to assist with decision-making.

27.3 Strengths in the approval process

The Dean of Te Mata Kairangi School of Graduate Research chairs the Postgraduate Research Committee (PGRC). Because of its wide representation across the institution, the Committee provides an effective means for distributing postgraduate information, in a timely and consistent manner, across staff and students. It also provides research supervisors with access to help and guidance regarding supervision. One academic staff member from the Māori Academic Board of Studies is appointed to the PGRC by the chairperson of the Māori Academic Board of Studies. The

Pacific Strategic Committee contains an appointed member and an ex officio member from SGR enabling a Pacific perspective to be present in the process.

27.4 Supervisor training and experience

To ensure supervisors remain current with policy and regulations, they are required to attend [workshops or other training opportunities](#) (SD-E.2) on a regular basis, dependant on their supervision status:

- Mandatory [Supervisor Workshops](#) (SD-E.3) are run by SGR up to five times per year for all supervisors (new and experienced). Supervisors must attend at least once every three years so that any changes to supervisory practices or requirements can be discussed. Staff have the ability to provide feedback on their supervision experiences during these sessions.
- Chief Supervisors are required to attend a SGR Chief Supervisors' Workshop prior to beginning supervision. Chief Supervisors are also required to attend two additional supervision workshops within the first 12 months of Chief Supervision. Separate training workshops are provided on Supervising a PhD with Publication and Supervising a PhD with a Creative Practice Component.
- Convenor Workshops are run twice a year to train supervisors in convening doctoral oral examinations. Following the workshop, new convenors would normally attend an actual examination as a non-participant observer (the scheduling is done by the SGR).

All approved doctoral supervisors are sent an invitation to register for the workshops and attendance is taken. Regular email reminder notices about upcoming events are distributed. Staff are able to share their supervision experiences more informally with colleagues during the [Doctoral Supervisor Conversations](#), which are run throughout the year in collaboration with Te Puna Ako. In addition, a Moodle paper [TERTL504 Supervising Postgraduate Students](#) can be taken on a standalone basis or as part of the Postgraduate Certificate in Tertiary Teaching and Learning. The paper includes literature on best supervisory practice and provides staff with an opportunity to be mentored by an experienced supervisor or undertake research projects to enhance their supervisory skills. Finally, an experienced supervisor is always appointed to a student's panel alongside a new, less experienced chief supervisor to provide practical mentoring and support.

27.5 Feedback and assistance for supervisors

The PGRC representatives, Divisional or Faculty Associate Deans Postgraduate and the Dean of Te Mata Kairangi School of Graduate Research are available to meet and discuss supervision challenges with staff as and when required. Ideas about doctoral study or supervision are outlined in the regular online Te Mata Kairangi School of Graduate Research newsletter "[News and Views](#)". Within Divisions, the Associate Dean Postgraduate roles provide support for postgraduate students, help ensure high quality supervision, and guide students on proper processes or where to find information.

Upon their degree completion, feedback from higher degree students about their postgraduate experience and supervision quality is collected in an [exit survey](#) (SD-E.4). The survey is anonymous to enable collection of uninhibited feedback. On a regular basis, results from the exit surveys are summarised and presented for discussion to the Postgraduate Research Committee. The survey results also contribute to the planning of future supervisor workshops. In 2022, a [mid-candidature \(mini\) student survey](#) (SD-E.5), administered three times per year, was introduced for

Higher Research Degree students. The survey is designed to gather student feedback on their experiences of supervision throughout the doctorate. As the mini survey is anonymous, students can provide uninhibited feedback, independent of their supervisory panel. Aggregated data are then used to identify trends in supervisory experiences, and if needed, the Dean Te Mata Kairangi School of Graduate Research can follow-up with relevant sections of the University.

Students can also comment on supervision in their required [six monthly progress reports](#) (SD-E.6). These reports are endorsed by the student's Head of School and Associate Dean Postgraduate. Completed reports are then processed by SGR, and a final copy is returned to the student and supervisory panel. Students who have any concerns or hesitation about making full comments in their progress report are advised to speak directly, in confidence, with their Head of School, Associate Dean Postgraduate, or if necessary with the Dean Te Mata Kairangi School of Graduate Research.

For Master's students, there is no University-wide approach to collecting feedback for research papers or supervision of research papers. Work to address this is described below in the 'Reviews' section and enhancement initiative 9 (see Guideline Statement 28).

Results from the biennial Student Barometer Survey provide a measure of student satisfaction with aspects of their [postgraduate learning and experience](#) (SD-E.7) at the University of Waikato. Recently, the responses of Waikato research students were [benchmarked](#) (SD-E.8) against the global average from all education institutions administering the Student Barometer Surveys. The results indicate a high level of satisfaction with teaching, learning, and support services at Waikato.

27.6 Supervision appeals and complaints

As described in the [Higher Degree Appeals and Complaints Regulations](#), students for higher research degrees who have a concern about supervision or any other aspect of their candidature (other than decisions in relation to enrolment or examination) may seek a resolution from their supervisor, relevant Head of School, Associate Dean Postgraduate, or the Dean Te Mata Kairangi School of Graduate Research. Failing satisfactory resolution, students may submit a formal complaint through the [MyWaikato complaints](#) portal. Similarly, staff who experience challenges with a supervision arrangement can seek advice on an appropriate resolution from their Associate Dean Postgraduate. If additional support is needed, the Dean of Te Mata Kairangi School of Graduate Research can assist. If a resolution cannot be reached after following these steps, staff can also make a formal complaint through the MyWaikato complaints portal.

27.7 Priority groups

The University has outlined in the [Graduate Research Strategic Plan](#) (SD-E.1) a commitment to support greater equity and diversity of under-served groups, with a particular focus on Māori and Pacific students.

With respect to Māori student researchers and Māori supervisors, goal 3 of the Plan prioritises:

- resourcing and supporting theses and examinations conducted in te reo Māori
- increasing enrolments of Māori student researchers by increasing scholarships and funding and increasing mātauranga and kaupapa Māori supervision capacity and research resources

- increasing the use of culturally responsive language in interactions, marketing, and activities
- training supervisors and research students on Te Tiriti o Waitangi and mātauranga Māori

With respect to equitable access to research opportunities, goal 4 of the Plan prioritises:

- the provision of targeted scholarships to under-served groups, with a focus on Māori and Pacific students
- provision of culturally responsive supervision and support to research students
- provision of training for supervisors, staff, and selection panels on recognising and reducing bias in decision-making

Work towards realising these goals has commenced.

27.8 Reviews

In 2021, a [review of Master's and Honours](#) was conducted, with one of the terms of reference relating to supervision of research Master's students. All Divisions, the Faculty of Māori and Indigenous Studies, and various business units across the University responded to the review and student focus groups were undertaken to capture student perspectives. Although students reported that they typically had a good relationship with their supervisor, and the report did identify some excellent supervisory practices, it is worth noting that the student sample size was small; it is likely that a comprehensive overview of Master's and Honours supervisory issues was not elicited.

The final [report](#) included 41 recommendations for Master's research and supervision, relating to all aspects of the degrees. These included, for example, admission requirements, supervision, the student experience and support, and programme structure. The University is committed to implementing these recommendations over the next few years and identifies this as a key enhancement initiative. Overall responsibility for monitoring progress has been allocated to the review chair, the Pro Vice-Chancellor Teaching and Learning, with the support of the Academic Office. The [implementation framework](#) (SD-E.9) identifies intersections with existing workstreams and projects and outlines delegation of responsibility for each recommendation (see Guideline Statement 16).

In response to student feedback about better information on staff expertise and availability for research supervision, the University launched its enhanced [staff profiles](#) site in September 2022. Increased visibility of staff expertise enables students, particularly those new to the University, to connect with academic staff who align with their area of research interest prior to enrolment. In addition, a [research opportunities](#) webpage was developed in 2022 to highlight vacancies for doctoral students to work alongside academics on particular research projects.

GS 28 Resourcing of postgraduate research students

Postgraduate research students are appropriately resourced and supported to undertake their research.

28.1 Resourcing for higher degree research students

A detailed description of resource support for all Waikato higher degree students (MPhil and doctorate level) is included in the [Statement of Research and Resource Support Requirements for Higher Degree Research Candidates](#) (SD-E.10). The statement was finalised by the Dean of Te Mata Kairangi School of Graduate Research in consultation with the Postgraduate Research Committee (PGRC) and is reviewed annually to ensure the continuing appropriateness of resourcing. Although Te Mata Kairangi School of Graduate Research (SGR) has oversight of the Statement, responsibility for actually enabling the resources sits with the budget holders within the Divisions and Faculty of Māori and Indigenous Studies. The Divisions/Faculty can provide additional resourcing to students, such as lab space, field equipment, computer labs, and office spaces if their funding or budgets permit or if the nature of the research requires specialist resources. The contestable capital expenditure budget can also be an avenue for obtaining specialised postgraduate research funding. Staff are advised about resource entitlements at the supervisor and chief supervisor training workshops, and students are advised about the statement at [Doctoral Induction](#) workshops (SD-E.11). In addition, a more general statement about higher degree research student resourcing is referred to in clause 9 of the [Higher Research Degree Regulations](#).

Higher degree students can report on their resourcing support through the six-monthly progress reports, the [mid-candidature survey](#) (SD-E.5), and/or the exit survey. SGR summarises the survey data to monitor and report on student resourcing, needs, and experiences across the student lifecycle. Additional feedback from students regarding resourcing is also gathered through the Postgraduate Students' Association, Waikato Students' Union, and student surveys. The student member of the PGRC has a standing item allowing them to raise any matters for discussion, including resource concerns. Action points arising from these discussions are added to the SGR prioritisation schedule.

The resourcing of Waikato higher degree students is [benchmarked](#) (SD-E.8) against the other New Zealand universities through regular forums of New Zealand universities deans of graduate research and is deemed to align with the provision of resourcing available at other universities.

In the 2021 [report](#) from the [review of Master's and Honours](#) programmes (see Guideline Statement 27), it was recognised that resourcing for Master's students differed across the Divisions/Faculty. Differences could include, for example, the availability (or not) of office space and financial support for data collection or conference-related expenses. Variation also existed around research equipment or software not already site-licenced, printing, or other research expenses deemed reasonable. Two recommendations around standards and expectations for resourcing of Master's and Honours students have been identified as an enhancement initiative.

The University of Waikato adopts a coordinated approach to providing Master's research and higher degree research students with the assistance they need to succeed (see Guideline Statements 6, 7, and 9). This includes training and development workshops and support in the

areas of learning, academic writing development, and wellbeing. The University of Waikato [Postgraduate Researcher Development programme](#) calendar of events captures the events available to research students throughout the year. These events and other study and writing development support include:

- Library:
 - [Research skills development programme](#)
 - [Writing and submitting a thesis](#) guide and support
 - [Research consultations and library workshops](#)
- Te Puna Ako:
 - [Student Learning](#): research students identified by their supervisors as needing more intensive writing support can work alongside a Student Learning Developer
 - [Developing Research Skills \(DRS\)](#): students can enrol in a self-paced Moodle course, run by Student Learning
 - [Conversation Circles, Language Buddies](#)
 - One-on-one skills development for thesis writing
 - [Research Symposia](#) are held twice a year and provide opportunities for postgraduate students to practise presentations
 - Writing retreats: Face-to-face or online writing retreats are run several times per year for postgraduate students
- Te Mata Kairangi School of Graduate Research:
 - General [workshops and events](#)
 - Workshops and events based on a stage of research: [Early](#) stages, [mid](#) stages, [late](#) stages
 - Doctoral Programme Workshops (see [2022 attendance data](#) (SD-E.12))
- [Postgraduate Students' Association](#)
- [Health and wellbeing support services](#) for postgraduate research students are the same services offered to all students (see Guideline Statement 13)

Te Puna Ako this year began teaching an [English as a Second Language paper](#) specifically for postgraduate students who need additional formal language skills development. Enrolment in this paper is through self-selection by the student or is recommended by the student's supervisor.

Te Mata Kairangi School of Graduate Research tracks enrolment and completions of all students. Alongside this, there are [individual reports](#) (SD-E.13) to track Māori and Pacific starters and completions. The MyReports PowerBI report also provides data on the student's name, start month, topic, Division/Faculty, and demographic data such as international or domestic, Māori or Pacific. Data are used by the PGRC for operational purposes and for the planning of student support and resource initiatives.

28.2 Scholarships

Objective 3 of [Te Rautaki Māori/Māori Advancement Plan](#) notes a commitment to make unique and significant contributions to the educational success of Māori through strengthened pathways to study and an intention to continue the delivery of an academic mentoring and support programme for Māori doctoral students. Similarly, the [Pacific Strategic Plan](#) focuses on increasing

the number of Pacific people participating in and completing higher degrees with recognition of the resourcing and support this requires (see Guideline Statements 6 and 7).

In addition, the University co-funds the [RASNZ Scholarship](#) for refugees and provides access to scholarship funding for students experiencing financial hardship and for accessibility students. Through the [scholarships finder](#), students can use a relevant filter to show scholarships exclusively for their situation.

28.3 Enhancement initiative 9

The University has identified the top three priorities of the Master's and Honours review as being:

1. developing, designing, and delivering comprehensive onboarding and orientation programmes and materials (including online) for new Master's and Honours students
2. ensuring equity and adequacy of support and resources for Master's and Honours students
3. developing processes through which Master's and Honours students are engaged in partnership on matters concerning their specific needs as learners and researchers as well as those of students more generally (aligned with the Student-Staff Partnership Framework - see enhancement initiative 1).

GS 29 Postgraduate research student progress

Student progress and achievement is monitored and supported through consistent and clear academic advice, and guidance for students on completion of requirements.

29.1 Processes for monitoring and reporting academic progress

Progress reporting of Doctoral and MPhil students is formally monitored by supervisors, Heads of Schools, Postgraduate Research Committee (PGRC) representatives, and Te Mata Kairangi School of Graduate Research (SGR). The [Higher Research Degree Regulations](#) state that students must submit online six-monthly progress reports, the requirements for which are discussed at the [Doctoral Induction](#) (SD-E.11) sessions run by Te Mata Kairangi School of Graduate Research. The purpose of progress reporting is for the student and supervisors to reflect on the previous six months and set the objectives and goals for the next six months. Six monthly reporting facilitates regular monitoring of postgraduate students and early detection of any issues that might be impeding the quality of their supervision or academic progress. The progress reporting system is intended as a useful formative tool for reflection and goal-setting, rather than a disciplinary tool.

The [six monthly reports](#) (SD-E.6) are automated and released to the student via their MyWaikato account, at the start of their progress reporting month (linked to their start date). The student has a week to complete and submit their comments, and the report is automatically forwarded to each of the supervisory panel members for their comment. Students are encouraged to discuss their progress report with their supervisor before submission. The student then has a chance to review and acknowledge their supervisors' comments before the report is sent to the relevant Associate Dean Postgraduate and Head of School for comment, sign-off, and submission to the SGR. Once a progress report has been reviewed and accepted, it is released to the student and supervisory panel via MyWaikato.

29.2 Responding to unsatisfactory progress

The supervisory panel, Heads of Schools, and the Associate Deans Postgraduate are principally responsible for ensuring that students are progressing and on track for completion. If progress is unsatisfactory and things are not improving, the Division or Faculty of Māori and Indigenous Studies may report this to the Dean of Te Mata Kairangi School of Graduate Research, who will either respond directly or make a case to the PGRC to consider the best course of action for the student. This could include a meeting with the student and chief supervisor (either separately or together). If progress continues to be an issue, the supervisors or PGRC representative can implement 3-monthly reporting for a set period to support the student to get back on track. If the student still fails to demonstrate progress that meets expectations, then the matter will be referred to the PGRC for discussion and recommendation, which could include termination of enrolment.

29.3 Monitoring progress during the Covid lockdown periods

As a result of feedback received during Covid-19, the University initiated a '[Covid extension request](#)' process. Doctoral, MPhil and Master's research students were able to apply for an extension of enrolment for a maximum of four months, with fees waived/paid for by the University, to account for the period that they had lost or had had limited access to resources. Since 15 November 2021, 172 individual Covid-19 extension requests were granted. During this

time, supervisors were also given support around how to enquire after their student's wellbeing, and how to continue progress for students who, at the time, might not comply with the University's vaccine mandate.

All workshops were transitioned to online, which ensured students and staff could continue to access development opportunities. Workshops have remained online post-Covid as student feedback indicates they are more accessible; online also removes a key barrier for participation.

29.4 Monitoring and reporting on Master's student progress

Master's research student progress is not subject to the same six monthly progress reporting due to the shorter timeframes for this research. The recent Review of Master's and Honours degrees confirmed that whilst it would be useful to have formal processes to track supervision of Master's research students, the requirement for regular progress reporting was not deemed necessary at this time. Progress is monitored by the research supervisor through regular meetings with the student.

29.5 Process reviews

Te Mata Kairangi School of Graduate Research monitors engagement with the progress reporting system. The School is currently working to correlate the information provided by the progress reporting system with doctoral outcomes to determine if effective reporting during candidature assists with successful and timely completion.

GS 30 Thesis examination

Thesis standards are assured through examination processes that are nationally and internationally benchmarked.

30.1 Doctoral and MPhil thesis examination processes

The [submission and examination process](#) of Doctoral and MPhil theses is governed by the [Dissertation and Theses Regulations](#) and the [Higher Research Degree Regulations](#), as well as internal policies and guidelines for [submission for examination](#). All doctoral candidates at Waikato must attend an oral examination of their thesis following its external examination. These processes are administered by Te Mata Kairangi School of Graduate Research (SGR) and overseen by the Postgraduate Research Committee (PGRC).

A thesis can be submitted in English or te reo Māori only. The University also offers the options of submitting a [PhD with Publication](#) (SD-E.14), which comprises peer reviewed articles, or a [PhD with a Creative Practice Component](#) (SD-E.15), which incorporates creative practice components. This could include, for example a music or dance performance, composition, film or literary production, creative written work, exhibition, or design. The SGR provides documentation to the [student](#) (SD-E.16), [supervisor and convenor](#) (SD-E.17), and the [New Zealand](#) and [overseas](#) examiners (SD-E.18 and SD-E.19) of the examination process. Trained convenors must attend and oversee the [oral examinations](#) to ensure the [accepted University practice](#) (SD-E.20) is being followed. Convenors must also hold a Chief Supervisor role.

Using external examiners is a means of establishing that theses comply with national and international disciplinary expectations and standards. Upon the student submitting their thesis for examination, the Chief Supervisor provides a report on the thesis. Two external examiners are nominated by the Chief Supervisor who completes the [Examiners Nomination Form](#) (SD-E.21), which must be accompanied by the examiners' CV and details of their supervisory and prior examination experience. Nominations are vetted for conflicts (defined on the form) and also to confirm that areas or individuals are not using the same examiners repeatedly. If nominations do not meet the criteria, they are not accepted and new examiners must be sought.

Following examination, completed reports are returned to the SGR. The New Zealand based examiner is invited to attend the oral examination, but in some cases, the overseas examiner might also have expressed an interest in attending. In such cases, they are invited. The written reports are reviewed by the Dean of Te Mata Kairangi School of Graduate Research to ensure they are sufficiently thorough; the Dean occasionally corresponds with examiners to ensure that they have a clear understanding of the processes. In situations when the two examiners' recommendations diverge (in that one recommends the thesis should proceed to oral examination while the other does not), [a third external examiner](#) (SD-E.22) will be engaged. The third examiner will examine the thesis without knowledge of the other two examiners' recommendations and will make the deciding recommendation. A thesis that is written in te reo Māori is examined by examiners fluent in te reo Māori. The oral examination follows the [Māori protocol for oral examinations](#) (SD-E.23) and processes outlined in the [whānau information sheet](#) (SD-E.24). The University has examination convenors who are fluent in te reo Māori.

30.2 Student feedback

Doctoral and MPhil students are sent an [exit survey](#) (SD-E.4) upon completion of their thesis. The survey explicitly asks students to rate on a 5-point likert scale '*I understood the requirements for thesis examination*'. It also presents students with the opportunity for further comment through open answer questions.

30.3 Benchmarking and reviewing examination processes

Any proposed changes to examination processes are considered and approved by the PGRC, Research Committee, Academic Board, and where required, CUAP. The University regularly reviews its requirements and guidelines for higher degrees. A working group was established to review the [PhD with a Creative Practice Component](#) (SD-E.15) and associated [oral examination guidelines](#) (SD-E.25) with new process documentation approved for use from 2018 and 2020 respectively. During Covid-19 lockdowns, oral examinations occurred via Zoom/video conferencing. This examination method prompted a review of the examination guidelines and policies for oral exams, and in particular for creative practice doctorates.

30.4 Master's thesis examination processes

The Student Centre administers and oversees examination processes for undergraduate and postgraduate Honours and Master's degrees. Information about the [Master's examination processes](#), including the requirements for thesis presentation, submission, and resubmission, are outlined. Additional information about the submission and examination process of Master's dissertations and theses is also available in the [Dissertation and Theses Regulations](#) and the research Master's degree regulations.

At the time of submission, students and their supervisor are required to sign the [First Master's Thesis Submission Form](#) stating that the thesis is ready for examination, is the student's own work, and has been completed under supervision. Once examined, accepted, and returned to the student, both the student and their supervisor are required to sign a [Declaration Form](#) stating that the digital version of the thesis is identical (with the exception of minor spelling, typographical, and/or formatting errors) to that submitted for examination. This form must be submitted when the thesis is uploaded by the student to University of Waikato [Research Commons](#).

Conclusion

Reflecting on the enhancement initiatives

The enhancement initiatives (see [pages xvi and xvii](#)) were collectively identified by those who provided information and evidence for the self-review. People across the University and the Waikato Students' Union were asked to not only reflect on current practice, but also to consider areas that required improvement. From this, nine enhancement themes were identified. They are framed around students, teaching and assessment quality, and academic risk.

Within this audit cycle, a number of large scale projects, such as the implementation of 'work-integrated learning' and 'cultural perspectives' across undergraduate degrees, Study Advising, and the introduction of FLEXI papers have emphasised the importance of considering students at the centre of decision-making and core business processes. Several of the University's enhancement initiatives reinforce the University's commitment to students by centring on student partnerships, feedback processes, and ensuring that students have the information they need to be successful throughout their study.

Assessment has been a topic of ongoing discussion across the University following the Curriculum Enhancement Programme, the release of the White Paper on Assessment, and more recently a focus on the intersection between AI tools and assessment. Given this, several enhancement initiatives address assessment including its design, academic integrity, moderation, and the production and assessment of work in te reo Māori.

Alongside these, the University recognises the need to ensure that all staff are engaging in professional development in order to achieve the objectives in the Academic Plan. This includes making the University a more inclusive teaching and learning environment for all and embedding mātauranga Māori into teaching and learning.

The University, especially over the past few years, has been through a period of significant change and budgetary pressures. The pandemic has forced a close examination of many practices and processes including those associated with academic risk; it has been a period of both crisis and opportunity. The University of Waikato looks forward to rebuilding, leveraging new opportunities, and reimagining teaching and learning.

Cycle 6 Academic Audit - Methodology

After considerable consultation and input from all universities, the Academic Quality Agency (AQA) for New Zealand Universities published the [Guide to Cycle 6 Academic Audit](#) in February 2020, which expanded on the earlier [Cycle 6 Academic Audit Framework](#). The guide outlined the requirements of the Audit and specified five interconnected section themes with 30 Guideline Statements, and the Framework assisted the University as it addressed and evaluated its activities. Evidence to support this evaluation has been included throughout the audit review.

Academic quality underpins all aspects of the University's functions and operations. The Academic Audit provided the University with an opportunity to reflect on its work and achievements since the 2015 Audit and to identify enhancement initiatives. Over the past eight years, the University has achieved many goals, in spite of the numerous challenges presented by

the Covid-19 global pandemic. Staff across the University not only maintained high teaching standards, they also enhanced academic quality in their respective areas.

The work of the Academic Audit was led by a group comprising the Deputy Vice-Chancellor Academic, Academic Projects and Quality Manager, and Associate Director Student Retention Projects who met every few weeks to develop a work plan and timeline and to monitor progress. Background information on the Cycle 6 Academic Audit processes was posted on the University [website](#). In October 2021, a framework and indicative [timeline](#) for the Audit were developed, communicated, and endorsed by the Academic Quality Committee, Education Committee, and Academic Board. Communications about the Audit were distributed to all staff on [16 March 2022](#), initiating the information-gathering phase, and on [10 August 2022](#) informing staff about progress and next steps.

Compiling the self-review Audit Portfolio involved students and staff from across the University. A shared drive was established and staff and the [Waikato Students' Union](#) (WSU) were invited to contribute in their areas of responsibility. All invitees were provided with a document outlining the [Cycle 6 Academic Audit overview, scope and how to contribute](#). The repository of information and evidence was used by the Academic Projects and Quality Manager and Associate Director Student Retention Projects as a basis for drafting responses to each of the Guideline Statements. The drafts were then shared with staff and students for formative feedback, which was incorporated into the document as appropriate. Sections of the audit report were also co-written with the WSU Student Voice and Student Support teams. In the final two months of the process, a Research Associate from Te Puna Ako reviewed the portfolio in its entirety.

Throughout the review development, regular updates were provided to the Academic Quality Committee, Education Committee, Academic Board, and the University Council. The final draft report was considered by the Academic Board, the University Council, and the Vice-Chancellor's Executive Committee in April 2023. Based on feedback received from these groups, minor changes to the report were made. On 15 May 2023, the University of Waikato submitted the completed Self-Review Portfolio to the Academic Quality Agency for New Zealand Universities.

Appendices –

Appendix 1: University profile - statistical summary

The following longitudinal data are presented:

1. Student profile
2. EFTS data
3. Research-based postgraduate EFTS data
4. Staff profile
5. Completions data
6. Transitions data

1. Student profile

Table 1.1 – Total student by ethnicity

	2016	2017	2018	2019	2020	2021	2022
Pākeha/European	5,066	5,026	5,290	5,197	5,129	5,361	5,187
NZ Māori	2,261	2,344	2,398	2,405	2,527	2,786	2,774
Pacific Islander	631	616	699	732	721	751	726
Chinese	1,395	1,461	1,582	2,167	2,106	2,026	1,971
Indian	444	512	547	628	616	483	498
Other	2,219	2,270	2,087	2,103	1,977	1,953	1,980
TOTAL	12,016	12,229	12,603	13,232	13,076	13,360	13,136

NOTE: Total student headcount includes both domestic and international students and counts both on-shore and off-shore students.

Table 1.2 – Total percentages of students by ethnicity

	2016	2017	2018	2019	2020	2021	2022
Pākeha/European	42.2%	41.1%	42.0%	39.3%	39.2%	40.1%	39.5%
NZ Māori	18.8%	19.2%	19.0%	18.2%	19.3%	20.9%	21.1%
Pacific Islander	5.3%	5.0%	5.5%	5.5%	5.5%	5.6%	5.5%
Chinese	11.6%	11.9%	12.6%	16.4%	16.1%	15.2%	15.0%
Indian	3.7%	4.2%	4.3%	4.7%	4.7%	3.6%	3.8%
Other	18.5%	18.6%	16.6%	15.9%	15.1%	14.6%	15.1%
Total	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%
Total student headcount	12,016	12,229	12,603	13,232	13,076	13,360	13,136

NOTES:

- (1) Total student headcount includes both domestic and international students and counts both on-shore and off-shore students.
- (2) Students are able to select up to 3 ethnicities but are recorded above in only their primary selection and this follows a hierarchy, where the highest priority is given to Māori, then Pacific, then in alphabetical order thereafter. This means that if you identified as both Māori and Pacific, you are counted only once, and only as Māori. As a result of this singular selection of ethnicity, Pacific are under-represented.

Table 1.3 – Total students by gender

	2016	2017	2018	2019	2020	2021	2022
Female	6,845	7,040	7,354	7,699	7,675	8,044	7,983
Gender Diverse	-	-	-	2	13	24	35
Male	5,171	5,189	5,249	5,531	5,388	5,292	5,118
TOTAL	12,016	12,229	12,603	13,232	13,076	13,360	13,136

NOTES:

(1) The opportunity for students to record gender diversity was introduced in 2019.

(2) Total student count includes both on-shore and off-shore students.

2. EFTS data

Table 2.1 – Total EFTS by level

	2016	2017	2018	2019	2020	2021	2022
Sub-degree	321	428	493	484	339	208	208
Degree	7,710	7,680	7,934	8,112	8,254	8,471	8,107
Taught Postgraduate	1,238	1,232	1,264	1,437	1,285	1,261	1,228
Research Postgraduate	536	552	567	585	594	598	575
TOTAL	9,805	9,892	10,257	10,617	10,472	10,538	10,119

NOTE: Total EFTS counts EFTS delivered both on-shore and off-shore.

Table 2.2 – Total EFTS by source of funding

	2016	2017	2018	2019	2020	2021	2022
Ministry-Funded (excluding ACE)	8,250	8,256	8,409 ⁽²⁾	8,264	8,262	8,810	8,481
Full-Cost International	1,510	1,599	1,873	2,339	2,186	1,727	1,637
<i>On-Shore</i>	1,510	1,599	1,791	2,074	1,659	1,096	923
<i>Off-Shore⁽¹⁾</i>	-	-	-	264	526	630	714
<i>NEU</i>	-	-	-	-	-	27	111
<i>ZUCC</i>	-	-	-	264	526	604	602
Full-Cost Other	46	37	57 ⁽²⁾	15	24	2	0
TOTAL	9,805	9,892	10,257	10,617	10,472	10,538	10,119

NOTES:

(1) Off-shore EFTS count those generated through the University's joint institutes with Zhejiang University City College in China (ZUCC) and National Economics University in Vietnam (NEU), these EFTS have been recorded in the University student management system from 2019.

(2) While the University delivered 8,455 MF EFTS in 2018, due to a funding cap on EFTS in the University's Certificate of University Preparation programme that applied in 2018, the University was unable to claim funding for 46 EFTS delivered that year – these EFTS were been categorised as Full-Cost Other.

Table 2.3 – Percentages of Ministry-Funded EFTS that are Māori and Pacific

	2017	2018	2019	2020	2021	2022
NZ Māori	23%	23%	23%	25%	26%	26.2%
Pacific Islander	6.9%	7.4%	7.9%	8.4%	8.5%	8.6%

Table 2.4 – Proportions by Key Indicators (On-shore EFTS Based Calculations)

	2016	2017	2018	2019	2020	2021	2022
Full-Cost International ⁽¹⁾	15.4%	16.2%	17.5%	20.0%	16.7%	11.1%	9.8%
Students with a Disability ⁽²⁾	5.6%	5.8%	5.7%	5.6%	6.2%	6.9%	7.0%
First-year Students ⁽³⁾	24.8%	24.9%	28.5%	29.2%	27.5%	31.2%	28.0%
First in Whanau ⁽⁴⁾	-	-	-	-	-	29.1%	32.0%
Mature Students ⁽⁵⁾	29.0%	29.2%	30.1%	30.6%	31.4%	32.0%	32.1%

NOTES:

- (1) Full-Cost International includes only students enrolled in a Waikato University paper study on-shore.
- (2) The student has either self-reported having or living with the effects of a disability; and/or having accessed disability related support services at the University. These data are slightly different to that presented in the Disability Action Plan, as that was looking at headcount rather than EFTS.
- (3) Refers to a first-year degree seeking students (in a Bachelor Degree (Incl. Conjoint) or Bachelor Honours Degree (Incl. Conjoint) where this honours degree is the direct entrant pathway after secondary school e.g., BE(Hons)); as a proportion of all degree seeking students each year. This includes Ministry-Funded and On-shore Full-Cost International students.
- (4) First in Whanau – or first in family is a question asked off the students since 2021. Information prior to this time is not available, and the information in the first years is sporadic since this question was not asked until March 2021. The quality of this information will improve as more cycles of this data is collected.
- (5) TEC has previously used this indicator as part of an older set of educational performance indicators (EPI's), classifying a mature student who is 25 years or older, where the focus for TEC was the inverse, i.e. Under 25. This matric looks at those older than 25 years old.

Table 2.5 – Total EFTS by Organisational Unit

	2020	2021	2022
Division of Arts, Law, Psychology and Social Sciences	2,820	2,864	2,872
Division of Education	1,624	1,801	1,585
Division of Health, Engineering, Computing and Science	2,580	2,632	2,516
Division of Management	2,590	2,406	2,328
PVC Teaching and Learning	53	77	92
Te Pua Wananga ki te Ao	466	562	534
University of Waikato College	339	196	192
TOTAL	10,472	10,538	10,119

NOTES:

- (1) From 2019 the University implemented a new divisional structure across the organisation, comparison of data with previous organisational units is not meaningful.
- (2) Total EFTS counts EFTS delivered both on-shore and off-shore.

Table 2.6 – Ratio of EFTS to Academic FTE (counting all Academic FTEs and EFTS)

	2016	2017	2018	2019	2020	2021	2022
Total Academic FTE	628	599	598	622	649	634	623
Total EFTS	9,805	9,892	10,257	10,617	10,472	10,538	10,119
Ratio	15.6	16.5	17.2	17.1	16.1	16.6	16.2

NOTES:

- (1) In July 2018, the University entered into a partnership with Study Group New Zealand for the delivery of sub-degree EFTS; the TOTAL Academic FTE reported from 2018 onwards excludes those staff employed by Study Group New Zealand.
- (2) The Total EFTS from 2018 onwards includes those EFTS delivered by Study Group New Zealand under a sub-contracting arrangement with the University.
- (3) Total EFTS and FTE count EFTS and FTE both on-shore and off-shore.

3. Research-based Postgraduate EFTS data

Table 3.1 – Research-based Postgraduate EFTS by Division

	2016	2017	2018	2019	2020	2021	2022
Division of Arts, Law, Psychology and Social Sciences	135	150	165	152	156	157	146
Division of Education	77	82	72	73	71	67	62
Division of Health, Engineering, Computing and Science	194	195	220	262	275	288	290
Division of Management	87	82	73	65	58	51	52
Pro Vice-Chancellor Māori/Faculty of Māori and Indigenous Studies	0	1	1	0	0	0	0
Other	22	22	26	31	34	35	25
TOTAL	515	532	555	582	594	598	575

Table 3.2 – Māori and Pacific Research-based Postgraduate EFTS

	2016	2017	2018	2019	2020	2021	2022
TOTAL Research-based Postgraduate	515	532	555	582	594	598	575
Māori	66	69	79	75	78	86	82
Pacific	17	20	18	17	18	19	26

Table 3.3 – Research-based Postgraduate EFTS by qualification type

	2016	2017	2018	2019	2020	2021	2022
Doctor of Philosophy/Higher Degrees	410	416	430	442	444	435	411
Master of Philosophy	4	5	3	2	2	1	1
Research Master's Degrees	101	111	122	137	148	162	163
TOTAL Research-based Postgraduate	515	532	555	582	594	598	575

4. Staff profile

Table 4.1 – Total Staff FTE

	2016	2017	2018	2019	2020	2021	2022
Academic	628	599	598	622	649	634	623
Other	870	863	843	862	851	781	788
TOTAL	1,498	1,463	1,441	1,484	1,499	1,415	1,412

NOTES:

- (1) In July 2018 the University partnered with Study Group New Zealand for the delivery of sub-degree EFTS; the TOTAL Staff FTE reported from 2018 onwards excludes those staff employed by Study Group New Zealand.
- (2) Total FTE counts staff FTE both on-shore and off-shore.

Table 4.2 – Seniority of Total Academic Staff FTE

	2016	2017	2018	2019	2020	2021	2022
Professors	84	84	87	89	96	87	79
Associate Professors	82	80	78	76	77	84	84
Senior Lecturers	206	188	185	190	195	189	191
Lecturers	88	81	88	107	122	123	107
Other	168	165	160	161	157	151	161
TOTAL	628	599	598	622	649	634	623

NOTES:

- (1) In July 2018 the University partnered with Study Group New Zealand for the delivery of sub-degree EFTS; the TOTAL Staff FTE reported from 2018 onwards excludes those staff employed by Study Group New Zealand.
- (2) Total Academic Staff FTE counts staff both on-shore and off-shore.

Table 4.3 – Proportion of female Professors and Associate Professors

	2017	2018	2019	2020	2021
Female Professors	28%	29%	25%	28%	31%
Female Associate Professors	39%	40%	40%	37%	39%

Table 4.3 – Total Staff FTE by Organisational Unit

	2019	2020	2021	2022
Division of Arts, Law, Psychology and Social Sciences	200	202	195	196
Division of Education	170	163	162	155
Division of Health, Engineering, Computing and Science	320	342	332	329
Division of Management	149	147	138	133
Pro Vice-Chancellor Māori/Faculty of Māori and Indigenous Studies	33	33	32	30
Other	612	612	555	569
TOTAL	1,484	1,499	1,415	1,412

NOTES:

- (1) From 2019 the University implemented a new divisional structure across the organisation, comparison of data with previous organisational units is not meaningful.
- (2) Total Staff FTE counts staff both on-shore and off-shore.
- (3) In July 2018 the University partnered with Study Group New Zealand for the delivery of sub-degree EFTS; the TOTAL Staff FTE reported from 2018 onwards excludes those staff employed by Study Group New Zealand.

5. Completions data

Table 5.1 – Total qualification completions by level

	2016	2017	2018	2019	2020	2021	2022
Foundation certificates	476	513	823	562	569	303	170
Degree	2,015	2,235	2,268	2,360	2,564	2,436	2,382
Graduate/Postgraduate	956	798	880	846	1,049	728	703
Higher Degree	86	75	114	94	89	116	78
TOTAL	3,533	3,621	4,085	3,862	4,271	3,583	3,333

NOTES:

- (1) From 2017 the University's four year Honours degrees were reclassified from Graduate/Postgraduate level qualifications to Degree level qualifications.
- (2) Results previously reported in the 2021 Annual Report have been updated to include those 2021 completions entered post 31 December 2021.

Table 5.2 – Qualification Completions for specific cohorts

	2016	2017	2018	2019	2020	2021	2022
Māori Students	556	577	596	596	623	598	639
Pacific Students	219	179	201	223	225	192	193
Students with a Disability	163	149	158	171	182	172	182

6. Transitions data

Table 6.2 – First year Retention Rates

Sub-category		2018	2019	2020	2021	2022 Target	2022 Interim
First year students retention rates (Level 3 and above) for:	MF/SAC eligible students who are Māori [Ngā Kete]	63.4%	60.1%	70.7%	71.1%	≥72%	66.1%
	MF/SAC eligible students who are Pacific [Ngā Kete]	68.2%	69.4%	69.7%	69.8%	≥71%	67.3%
	MF/SAC eligible students who are Non-Māori/Non-Pacific [Ngā Kete]	74.2%	73.4%	77.0%	75.4%	≥78%	75.6%
	FCI students [Ngā Kete]	94.4%	93.4%	90.5%	94.2%	≥78%	88.7%
	Students with a disability [Not from Ngā Kete – Interim Calculation]	No data	72.9%	71.8%	73.5%	n/a	71.7%

NOTE: 2022 Interim values are a University of Waikato calculation - all others are as per TEC's published figures.

Table 6.1 – Certificate of University Preparation Progression to Bachelor's degree by specific cohorts

	2017	2018	2019	2020	2021	2022
Overall	69%	69%	66%	65%	68%	55%
Māori Students	64%	69%	62%	65%	63%	46%
Pacific Students	74%	71%	67%	77%	68%	67%
Students with a Disability	65%	88%	68%	44%	78%	56%

NOTES:

- (1) The analysis is cohorted, so looks at all the students that started in a year in CUP, and then their progression to post CUP study in the same or future years.

- (2) Progression could occur in any future year, so 2022 is disadvantaged due to older years having had more time to progress. The lower progression rate for 2022 is objectively true as at 20th April 2023, but the context is important to keep in mind.

Table 6.3 – First year to Second Year Retention Rates - long term progression analysis

	Long Term ⁽⁴⁾ - 1st to 2nd year progression (2007 - 2023)	Recent ⁽⁵⁾ - 1st to 2nd year progression (2015 - 2023)	Differences between long term Progression and more recent Progression Rates
University Overall	81.8%	82.8%	1.0%
Māori Students	74.5%	76.5%	2.0%
Pacific Students	70.5%	73.0%	2.5%
Students with a Disability	79.2%	79.8%	0.6%

NOTES:

- (1) This two track analysis is designed to demonstrate if there is any improvement in this stipulative performance measure.
- (2) This analysis is for Bachelor Degrees (Incl. Conjoints) and Bachelor (Hons) Degrees (Incl. Conjoints).
- (3) Constraints: 1st year is proxied as 100-level papers; 2nd year is proxied as 200-level papers, though students can take multiple years at the different levels. This bespoke performance measure is selected here to provide an overarching performance characteristic. The high number of part-time students makes other calendar year analyses less representative.
- (4) Long Term Data Analysis: This analysis takes the period of 2007 - 2020 as part of the cohort that have taken 100-level papers, with the above mentioned constraints. That cohort is then tested in the period of 2007 - 2023, to see if they have progressed to 200-level study.
- (5) Recent Data Analysis: This analysis takes the period of 2015 - 2020 as part of the cohort that have taken 100-level papers, with the above mentioned constraints. That cohort is then tested in the period of 2015 - 2023, to see if they have progressed to 200-level study.

Table 6.4 – Table Undergraduate to Postgraduate Retention Rates - long term progression analysis

	Long Term - Undergraduate to Postgraduate progression (overall) ⁽³⁾ (2007 - 2023)	Long Term - Undergraduate (who completed a degree) ⁽⁴⁾ to Postgraduate progression (2007 - 2023)
University Overall	11.7%	17.3%
Māori Students	10.9%	20.8%
Pacific Students	9.3%	18.2%
Students with a Disability	14.5%	24.4%

NOTES:

- (1) This analysis is for a long term view of undergraduate degree to a postgraduate degree progression.
- (2) This tests persons who studied an undergraduate degree and then a postgraduate degree/certificate/diploma. This analysis is blind to any enrolments at any institution other than the UoW, and is constrained to only UoW enrolments. This indicator is also one that is described as a lagging indicator, which means that activity between the two comparison points may have a significant time lag.
- (3) Long Term Data Analysis (overall): This analysis takes the period of 2007 - 2020 as part of the cohort that have enrolled in an undergraduate degree. That cohort is then tested in the period of 2007 - 2023, to see if they have progressed to a postgraduate degree/certificate/diploma.
- (4) Long Term Data Analysis (only those who completed their undergraduate qualification): This analysis takes the period of 2007 - 2020 as part of the cohort that have enrolled and completed an undergraduate degree; the length it takes to complete the UG qual is not considered. That cohort is then tested in the period of 2007 - 2023, to see if they have progressed to a postgraduate degree/certificate/diploma.

Appendix 2: Academic Audit Cycle 5 update report

The Academic Quality Agency for New Zealand Universities (AQA) released its [Report of the 2015 Cycle 5 Academic Audit of the University of Waikato - Te Whare Wānanga o Waikato](#) on 4 December 2015. The report made 11 recommendations, seven affirmations and five commendations. The University reviewed the recommendations and agreed that changes were warranted in respect to all the areas mentioned.

The University is confident that the [Cycle 5 one-year follow-up report](#) adequately responded to and addressed activities undertaken with respect to the seven affirmations. As such, the [mid-cycle report](#) focused on progress made on the Cycle 5 recommendations. The University is confident that progress has been made on all 11 recommendations with nine having been addressed fully and responded to in the mid-cycle report and two with outstanding actions.

This report is intended to inform the Cycle 6 Audit Panel of the outstanding actions for recommendations 1 and 8 of the Cycle 5 Academic Audit. It also outlines our proposed plans in areas where further action is required.

Cycle 6 Academic Audit report on outstanding Cycle 5 recommendations

Audit recommendation 1	<p>The Panel recommends that the University reviews those institutional academic practices for which faculties, schools and departments currently have responsibility in order to identify instances of inconsistency or inequity and to identify good practices which might be shared; and that the University develops institutional policies, procedures and/or guidelines which ensure that practices facilitate consistent quality of support for staff and students, particularly with respect to:</p> <ul style="list-style-type: none"> • Provision of academic advice to currently-enrolled students; • Appeals and academic grievances; • Management of academic integrity; • Support of priority groups of students; • Identification and support of students at risk of under-achieving; • Follow-up of student feedback on student engagement; • Staff induction and workloads of staff new to academic work.
Outstanding action	
<p>The mid-cycle report outlined that the University is embarking on a project to review its academic delegations with a view of establishing an academic delegations statute or register that clearly outlines responsibilities for various aspects of University processes. This project was expected to be completed by the end of 2020.</p>	
Response	
<p>The University has undertaken a review of delegations in policies and plans and position descriptions following a University restructure. The work undertaken as part of the restructure enabled us to revisit, reassess and clarify where required delegations. We now have a Delegation of Power Statute that is reviewed regularly by the Academic Office.</p>	

Audit recommendation 8

The Panel recommends that the University continues to review processes around data-gathering on student experiences and solicits ideas from all university groups (staff and students) about how feedback can be improved such that the basis of decision-making might be enhanced.

Outstanding action

The mid-cycle report outlined a number initiatives including:

- closing the feedback loop for the Student Barometer surveys and released a webpage summarising key themes of the feedback and actions taken by the University
- providing strategies and guidance to staff which aims to encourage student participation in end of trimester Evaluations of Teaching and Papers
- continuing the work of the Enhancement Theme on the use of data to increase student engagement and achievement.

The University understood that the panel was focused not only on the types of surveys and feedback mechanisms that are in place, but also soliciting a strong response rate from a diverse representation of the students to inform purposeful decision-making to enhance the student experience.

Response

Progress has been made on gathering student feedback, particularly from first year students, through the Study Advising programme. Capturing feedback through one-on-one engagement with students enables the provision of tailored information and services to be offered at the point in time a student presents with the need. Similarly, a mid-candidature survey has been introduced for higher degree students to gather student feedback on their supervision throughout the doctorate to enable intervention or change to improve the experience of that student/cohort of students during their journey. A current gap in data collection exists around student experience for postgraduate Master's and Honours students. A review of Master's and Honours undertaken in 2020 has highlighted a need for the following actions:

- Develop processes to gather and respond to student feedback in ways that ensure that students' anonymity is protected. Approaches could include but would not be limited to: extending the requirement that there be a class rep for each paper occurrence to all 500-level taught papers, cohort- or programme-based approaches, and/or student advisory groups.
- Explore exit surveys as a way to gather students' feedback on their experience throughout their programme.
- Ensure clear and transparent processes for students to raise issues concerning the supervision of their research.

The University is committed to working through and addressing these recommendations.

Appendix 3: Summary of programmes offered and location

Qualification	Location
Pre degree	
Certificate of Attainment in Academic English	Hamilton
Certificate of Attainment in English Language	Hamilton and Online
Certificate of Attainment in Foundation Studies	Hamilton
Certificate of University Preparation	Hamilton
Bachelor degrees	
Bachelor of Arts	Hamilton and Tauranga
Bachelor of Business	Hamilton and Tauranga
Bachelor of Climate Change	Hamilton
Bachelor of Communication	Hamilton
Bachelor of Computer Science	Hamilton and Tauranga
Bachelor of Design	Hamilton
Bachelor of Education	Hamilton
Bachelor of Environmental Planning	Hamilton
Bachelor of Health	Hamilton
Bachelor of Laws	Hamilton and Tauranga
Bachelor of Music	Hamilton and Tauranga
Bachelor of Nursing	Hamilton
Bachelor of Science	Hamilton and Tauranga
Bachelor of Science (Technology)	Hamilton
Bachelor of Health, Sport and Human Performance	Hamilton and Tauranga
Bachelor of Social Sciences	Hamilton and Tauranga
Bachelor of Teaching	Hamilton, Tauranga and Online
Te Ara Poutama Toitū Te Reo	Hamilton
Bachelor with Honours degrees	
Bachelor of Arts with Honours	Hamilton
Bachelor of Business with Honours	Hamilton
Bachelor of Computing and Mathematical Sciences with Honours	Hamilton and Tauranga
Bachelor of Communication Studies with Honours	Hamilton
Bachelor of Design with Honours	Hamilton
Bachelor of Engineering with Honours	Hamilton and Tauranga
Bachelor of Laws with Honours	Hamilton
Bachelor of Media and Creative Technologies with Honours	Hamilton
Bachelor of Music with Honours	Hamilton
Bachelor of Nursing with Honours	Hamilton
Bachelor of Science with Honours	Hamilton
Bachelor of Health, Sport and Human Performance with Honours	Hamilton
Bachelor of Social Sciences with Honours	Hamilton

Certificates and Diplomas

Certificate	Hamilton and Tauranga
Certificate in Health and Wellbeing	Hamilton
Certificate in Professional Engineering Practice	Hamilton
Certificate in STEM	Hamilton and Tauranga
Diploma	Hamilton, Tauranga and Online
Diploma in Engineering Management	Hamilton
International Diploma in Business	Hamilton
International Diploma in Computer Science	Hamilton and Online
Diploma in Law	Hamilton and Tauranga
Diploma in Postgraduate Preparation - Pre-Masters	Hamilton
Diploma in Te Tohu Paetahi	Hamilton and Tauranga
Graduate Certificate	Hamilton, Tauranga and Online
Graduate Certificate in Business Analytics	Hamilton
Graduate Certificate in Project Management	Online
Graduate Diploma	Hamilton, Tauranga and Online
Graduate Diploma in Teaching	Hamilton, Tauranga and Online
Te Ara Hou Te Ahikāroa	Hamilton
Postgraduate Certificate in Counselling in Professional Supervision	Hamilton
Postgraduate Certificate	Hamilton, Tauranga and Online
Postgraduate Certificate of Health Science	Hamilton
Postgraduate Certificate in Information Technology	Hamilton
Postgraduate Diploma	Hamilton, Tauranga and Online
Postgraduate Diploma in Design	Hamilton
Postgraduate Diploma in Information Technology	Hamilton
Postgraduate Diploma in Psychology (Clinical)	Hamilton
Postgraduate Diploma in Teaching	Hamilton, Tauranga and Online
Postgraduate Diploma in the Practice of Psychology	Hamilton
Postgraduate Diploma of Health Science	Hamilton

Masters degrees

Magister Juris	Hamilton and Tauranga
Master of Applied Finance	Hamilton
Master of Applied Psychology	Hamilton
Master of Arts (Applied)	Hamilton
Master of Arts	Hamilton and Tauranga
Master of Counselling	Hamilton
Master of Cyber Security	Hamilton
Master of Design	Hamilton
Master of Digital Business	Hamilton and Online
Master of Disability and Inclusion Studies	Hamilton, Tauranga and Online
Master of Educational Leadership	Hamilton, Tauranga and Online
Master of Educational Management	Hamilton
Master of Education	Hamilton, Tauranga and Online
Master of Engineering	Hamilton
Master of Environmental Planning	Hamilton
Master of Environment and Society	Hamilton
Master of Health Science	Hamilton

Master of Information Technology	Hamilton
Master of Laws	Hamilton and Tauranga
Master of Legal Studies	Hamilton and Tauranga
Master of Laws in Māori/Pacific and Indigenous Peoples' Law	Hamilton and Tauranga
Master of Business Administration	Hamilton and Tauranga
Master of Business and Management	Hamilton
Master of Media and Creative Technologies in Screen and Media Studies	Hamilton
Master of Management	Hamilton
Master of Management Studies	Hamilton
Master of Music	Hamilton
Master of Nursing Practice	Hamilton
Master of Professional Accounting	Hamilton and Online
Master of Professional Writing	Hamilton
Master of Science	Hamilton
Master of Science (Research)	Hamilton
Master of Science (Technology)	Hamilton
Master of Health, Sport and Human Performance	Hamilton and Tauranga
Master of Social Sciences	Hamilton and Tauranga
Master of Teaching and Learning	Hamilton, Tauranga and Online

Higher degrees

Master of Philosophy	Hamilton and Tauranga
Doctor of Philosophy	Hamilton and Tauranga
Doctor of Education	Hamilton and Tauranga
Doctor of Health Science	Hamilton
Doctor of Juridical Science	Hamilton and Tauranga
Doctor of Musical Arts	Hamilton

Offshore programmes

Bachelor of Business in Digital Business	National Economics University
Bachelor of Business in Supply Chain Management	National Economics University
Bachelor of Business in Finance	NZUWI (ZUCC)
Bachelor of Design in Interface Design	NZUWI (ZUCC)
Bachelor of Design in Media Design	NZUWI (ZUCC)

Known and anticipated changes – introduction of the following qualifications

Bachelor of Banking, Finance and Technology	Hamilton
Bachelor of Global Studies	Hamilton
Master of Global Studies	Hamilton
Master of Teaching English to Speakers of Other Languages	Hamilton
Master of Technology Innovation in Business	Hamilton
Postgraduate Certificate in Professional Accounting	Hamilton
Postgraduate Diploma in Innovation in Business	Hamilton
Juris Doctor	Hamilton and Tauranga

Appendix 4: List of key documents

Ref.	Description	Document link
KD1	University Calendar	Calendar – ONLINE ONLY
KD2	2021 Annual Report	Annual Report
KD3	University Strategy	University Strategy
KD4	Academic Plan	Academic Plan
KD5	Disability Action Plan	Disability Action Plan
KD6	International Plan	International Plan
KD7	Te Rautaki Māori/Māori Advancement Plan	Māori Advancement Plan
KD8	Pacific Strategic Plan	Pacific Strategic Plan
KD9	Research Plan	Research Plan
KD10	Sustainability Plan	Sustainability Plan
KD11	Investment Plan	Investment Plan
KD12	University profile – statistical summary	University statistical profile
KD13	University of Waikato organisational structure chart	Organisational charts
KD14	Committee Structure chart	Committees
KD15	University Leadership	Leadership structure
KD16	<u>Academic Audit Cycle 5 reporting:</u>	
	a. One-year follow-up report from Cycle 5	C5 one-year follow-up report
	b. Audit mid-cycle report	Audit mid-cycle report
	c. Cycle 6 Academic Audit report on outstanding Cycle 5 recommendations	C6 update on C5 Audit
KD17	Summary of programmes offered and location	Summary of programmes offered
KD18	Glossary of terms	Glossary
KD19	List of acronyms	List of acronyms
KD20	Summarised list of enhancement initiatives	List of enhancement initiatives



THE UNIVERSITY OF
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