

**Te Whare Wānanga o Waitaha
University of Canterbury**



Cycle 6 Academic Audit One-Year-On Report

November 2024



Background

The purpose of this report is to give an update on progress made towards addressing the recommendations and affirmations made in the 2023 Academic Quality Agency (AQA) academic audit report.

The AQA audit took place over three days in July 2023, involving interviews with over 100 staff, students and graduates. The audit report was published in December 2023. It contained 13 recommendations, 17 commendations and 13 affirmations.

This progress report provides an account of what has been achieved to date with regard to the recommendations and affirmations in the 2023 report and what further actions are proposed in the future. Most of the recommendations have been addressed or are embedded in the ongoing management of the University.

Coding Rubric for Progress Reporting

The following codes are used to report on progress on affirmations and recommendations as proposed by the AQA:

Completed	Completed or substantially complete, or with nothing further to do.
Well advanced	Examples: draft policy or framework developed, and substantial work completed, approval path set out, implementation planned.
In progress	UC is addressing the issues raised and progress is underway; or mixed in that some aspects are well advanced but others less so.
Early stage	Examples: discussion papers or proposals for change have been developed but work is not yet underway, planning is underway for options.
Not yet addressed	No progress made at this stage.

This report is organised around the five sections of the Cycle 6 AQA Academic Audit Framework.

Introduction

The Panel commended the University on its strengthening partnership with Ngāi Tahu and Ngāi Tūāhuriri, its consultative and engagement-oriented approach to strategy development and change led by the Vice-Chancellor reflected throughout the University and its cohesive and collaborative approach to responding to challenges. In order to continue this trajectory, the Panel made the following recommendation:

R1 The Panel recommends the University extend its consultative and engagement-oriented approach into implementation and develop a mechanism for monitoring and communicating its overall and ongoing programme of changes that allows staff and students to appreciate progress and inter-relationships and provide early feedback on implementation.

Progress on this recommendation is well advanced.

This recommendation has been addressed in a number of ways:

- A review of the University's Change Policy and its procedures including templates, timelines, consultation and communications has been carried out. A new intranet page for staff has been developed to demystify how changes occur.
- An anonymised staff survey has been deployed which will run annually which is designed to get feedback on the University's goals, values and culture. The results have been compiled which are generally very positive and staff hui have been held to address areas where there was feedback and further steps are in place on addressing the points raised.
- A consistent method of communicating with students around programme changes is still a work in progress. The UC Creating, Reviewing and Modifying Courses, Programmes and Qualifications Policy and Procedures document states that discontinuing an entire subject major or qualification requires consultation with students, but there is no single format stipulated for the process.

1. Leadership and Management of Teaching

1.1 Planning and Reporting

The Panel commended the University for how it is making data accessible for use in decision-making and improving teaching and learning. At the time of the visit, the University had committed to continue development of ACE (Analytics for Course Engagement) to support student success. The Panel endorsed this approach:

A1 The Panel affirms the University's intention to develop its Analytics for Course Engagement (ACE) initiative further.

The Panel also suggested a further enhancement:

R2 The Panel recommends the University provide ongoing professional development opportunities and support for staff (and students) to use data appropriately and effectively

Progress in response to this affirmation and recommendation is well advanced.

Since the audit visit, the Evaluation and Student Insights team has produced targeted reports by Faculty which highlight key student data and act as a reminder to staff to use the dashboards for more detailed analysis of particular concerns/successes. The Associate

Deans (Academic) are taking ownership of promoting the use and availability of this data, moving its use from central services to academic staff.

There has been an initial focus on the teacher-facing and student-facing tools, in order to drive up self-directed learning in our student community while providing real-time student behaviour data for teaching staff which stands to enhance proactive teaching. The figure below illustrates the kind of data that is now readily accessible to every teacher. The team responsible for the data offers training and one to one sessions for any staff member wanting to pursue this further.

Figure 1: One example from ‘ACE-Teach’ showing real-time performance data that can empower teaching staff to respond to struggling cohorts. There are multiple tools inside ACE-teach.

Student	Activities	Resources	Assignments	User	ID number	Last accessed	Activity views	Grades
<input type="checkbox"/>				<input type="checkbox"/>	[Redacted]	Thursday, 28 March 2024, 1:57 PM	177	70, 70, 90, 70, 50, NA, 87, 100, NA, [Eye icon]
<input type="checkbox"/>				<input type="checkbox"/>	[Redacted]	Saturday, 6 April 2024, 12:34 AM	164	86, 55, NA, NA, 50, 100, NA, NA, NA, [Eye icon]
<input type="checkbox"/>				<input type="checkbox"/>	[Redacted]	Friday, 5 April 2024, 3:56 PM	343	[Eye icon], 50, 90, 80, 50, 90, 100, 87, NA, [Eye icon]
<input type="checkbox"/>				<input type="checkbox"/>	[Redacted]	Wednesday, 10 April 2024, 3:40 PM	194	90, 90, 70, 90, 80, 90, NA, [Eye icon]
<input type="checkbox"/>				<input type="checkbox"/>	[Redacted]	Friday, 5 April 2024, 11:23 PM	152	50, 90, 90, NA, 70, 80, NA, 87, NA, [Eye icon]
<input type="checkbox"/>				<input type="checkbox"/>	[Redacted]	Friday, 12 April 2024, 12:02 PM	282	90, 90, 90, 100, 100, 80, 100, 100, NA, [Eye icon]
<input type="checkbox"/>				<input type="checkbox"/>	[Redacted]	Monday, 25 March 2024, 7:20 PM	183	90, 65, 50, 50, NA, NA, 73, NA, NA, [Eye icon]

ACE-Teach now delivers the capability to see individual students’ engagement, rates of resource uptake and, with grades collated in one place with a traffic light system teaching staff can now easily identify those who are systematically failing. This improved classroom and cohort level data enables staff to be able to more quickly monitor the engagement of at risk and priority cohorts. Next steps are the inclusion of generative prompting and other content that could enhance self-direction and better outcomes for students.

In conjunction with Victoria University of Wellington, UC has recently secured funding from TEC’s Tūwhitia – Accelerating Learner Success fund. The consortium bid proposes to develop a sector-appropriate approach to accelerating student success and LSP initiatives through the strategic and systematic application of data across the organisation. The project will run through to the end of 2026.

1.2 Student Voice

The panel commended the University's partnership with the University of Canterbury Students' Association (UCSA), which enables opportunities for student voices to contribute to improved outcomes for students. Examples were provided to the panel of mechanisms and changes that respond to student voices and the panel report confirmed that they heard examples of student voices being welcomed and responded to across the University and acknowledged that the University expects that the loop be closed on student feedback. Notwithstanding this,

R3 The Panel recommends that the University ensure it is consistent across the University in responding to student feedback.

As acknowledged by the panel, work in this area is already well advanced, with published expectations that the feedback loop is closed. UC is currently implementing a new curriculum management system (its first stage launch for all new courses and CUAP proposals took place in September 2024) and plans are in hand to include a new field around student feedback when reviewing courses. There are also plans to revisit the standard course outline to get more consistency in what is produced, including the information on how student feedback is addressed and reported back to students.

As stated above, the Panel commended UC on its relationship with the UCSA and its use of student voice.

R4 The Panel recommends the University continue to work with Te Akatoki and UCSA to strengthen opportunities and support for the voices of Māori students and students from other priority student groups to be heard.

This area is well advanced.

Since the panel's visit, the representation of Te Akatoki on University committees has extended beyond faculties, Learning and Teaching Committee and Academic Board to include the Academic Administration Committee. Orientation and inductions to support these students to understand their role on these committees have been held. Two tauira Māori are now sharing the Tumuaki Te Akatoki role, with monthly meetings established between them and Kaihautū Matua and Kaihautū for Kā Waimaero. Tumuaki are meeting with Kaiurungi Mātua on a fortnightly basis. Hui allow opportunity to share any feedback they have and to seek guidance on any matters. The relationship has strengthened because of this.

The University has also been carrying out further work with other priority groups such as the introduction of a new initiative, 'PALS inclusive,' to offer support to neurodiverse students. This has been introduced as a result of feedback from first year students who felt that navigating study with neurodisabilities brings particular challenges which require dedicated support.

1.3 Academic Delegations

The Panel considered the University's processes for managing delegations reflect good practice in particular its stated intention that it will monitor and update delegations periodically.

A2 The Panel affirms the University's plans to monitor delegations and suggests this is extended to also monitor the consistency of policy implementation and decision making for teaching and learning quality and research supervision.

This area is now business as usual with regular reviews of delegations.

The University reviewed the delegation schedules in early 2024 and changes were approved by Council in April 2024. The schedules will be reviewed again in the future. There is ongoing work around policy implementation, which will be reinforced by the introduction of the Curriculum Management System – this will make systems around both delegations and policy related to curricula much clearer and more auditable. The Graduate School is also currently rolling out a research supervisor professional development framework designed to build supervisor knowledge and practice across four main areas to provide aligned professional development opportunities: knowledge of policy and processes regarding research supervision at UC, development and strengthening of effective supervisory practices that uphold UC values and align with UC’s principles of quality supervision, knowledge and tools to support our diverse research student community and building a community of interest regarding research supervision at UC. There is also a stronger focus on supervising ākonga Māori, bicultural supervisory practices, and Te Tiriti.

1.4 Academic Risk Management

As noted earlier, the Panel commended the University for its comprehensive and collaborative approach to responding to challenges and specifically in this area for the University’s attention to academic risks and the development of an academic risk register. The Panel considered the University’s approach to risk management, emergency management and business continuity to be mature and to demonstrate good practice. It commended the University for its management of risks and emergencies that have the potential to disrupt the quality and continuity of teaching and learning. In this context:

A3 The Panel affirms the University’s attention to academic risks and the development of an academic risk register.

Progress in respect to this affirmation is well advanced

The Risk and Assurance Team has consulted with Faculties and academic service units and academic risks across the business have been identified and are now captured on a risk register. The Team will continue to work with the Deputy Vice-Chancellor Academic to identify key risks and controls. The academic risk register will be one of the first risk registers to be maintained in UC’s new Ethical Review Manager (ERM) tool Protecht which has a go live date by the end of 2024.

1.5 Progress on the Enhancement Theme (Pasifika content)

The Cycle 6 enhancement theme topic focussed on access, outcomes, and opportunity for Māori and for Pacific students. The Panel commended the work of the Kaiārahi Māori in helping to build the University’s capability to become a ‘good Treaty partner’

The Panel’s visit occurred not long after the appointment of UC’s first Te Amorangi | Pro-Vice-Chancellor Pacific, a role that includes membership of the Senior Leadership Team. As this appointment was so recent, the Panel could only comment on early indications of progress.

A4 The Panel affirms the University’s enhancement initiative to strengthen the whole-of-university focus on access, outcomes and opportunities for Pasifika students and staff, led by the new PVC Pasifika.

Implementation of this affirmation continues to be in progress.

Following the creation of a Pro-Vice-Chancellor Pacific in early 2023, UC approved a revised Pacific Strategy in March 2024 which describes how UC will ensure our Pacific staff and students are supported to realise academic goals of success, achieving improved outcomes

with their culture and heritage affirmed, valued, and nurtured. This will be implemented over the coming years and will include developing the Pacific Knowledge and Culture Hub (PKAC) at UC, increasing dedicated academic and pastoral support for Pacific learners, enhanced relationships with Pacific communities, revitalised Pacific Studies courses, and continued support for UC research relating to the Pacific. There are performance targets to lift absolute and proportional enrolments by Pacific students at different levels groups, as well as educational achievement in terms of successful course completion, first year retention, and cohort-based qualification completion.

Since the panel visited, further curriculum developments in Pacific Studies have taken place with the introduction of several new courses and the intention over time of developing a major in the subject. The Academic Administration Committee terms of reference now include representation from the Office of the PVC Pacific. A new part-time (0.5 FTE) Pacific Student Advisor has been appointed and inducted to support Pacific ākonga in the Certificate of University Preparation.

2. Student Lifecycle, Support and Wellbeing

2.1 Transitions

The University's Learner Success Plan and the Kia Angitu strategic initiative emphasise interventions at key points in the student lifecycle. With these in mind, the panel commended the University's emphasis on and support for successful management of undergraduate students' transitions into study. At the time of the panel visit, the University's careers and work-integrated learning units were being brought together for better integration of student experience and in order to develop a programme of curriculum-embedded Career Development Learning.

A5 The panel affirms the University's intentions to embed Career Development Learning in curricula.

Progress on this affirmation is well advanced.

The Careers project has two objectives, designed to take both a universal approach to building career momentum at the cohort level, as well as providing targeted individual career coaching where needed. Objective 1 - Embedding careers education in curriculum - helps students build a sense of career identity tied to course content. Objective 2 - to support first year students at critical transition points and at entry, to facilitate degree choice for purposive study. This occurs outside of the classroom but enables opportunities to explore options and where possible create industry level connections, with alumni for example, ahead of graduation. In terms of employment outcomes, this project will also enhance career advice given to prospective and current students, particularly first year students. A Centre for Future Ready graduates is planned to be established in 2025 that will support this.

UC recently recruited a Careers Coach who is currently building the programme and working closely with the *Centre for Future Ready Graduates*. Against the first objective, Career Development Learning is being built into 100-level courses connecting with the catapult courses where possible. In 2024, and in response to the second objective, a trial is under way with career coaching the Te Kakau a Māui and Takere scholarship cohorts. A new Professional and Community Engagement Joint Academic Programmes Board is also being established which provides academic oversight and leadership for PACE courses and monitors the quality of existing offerings. New PACE courses have been developed.

2.2 Academic Advice

In 2023, the University brought support services, including student advising, together into a single hub Te Pātaka. First-year students have reported that they are satisfied with the advice they receive, and satisfaction levels are higher for Māori and Pasifika students. At the time of the audit, the University was developing an academic advising framework to ensure “coordinated and consistent advising processes for all students” and identified this as an enhancement initiative.

A6 The panel affirms the University’s intention to develop a coordinated and comprehensive advising framework.

This affirmation is complete, but obviously will remain as a key focus for UC. An updated Academic Advising Policy was approved by the Academic Board in February 2024.

Over the last three years we have seen a growing satisfaction with the centralised model for service delivery as measured by a standard Net Promoter Score (Refer Figure below). Over the same three-year period, users of the Kaitoko service report a high level of agreement that Kaitoko services were solving issues well and meet the needs of students. Fewer than 3% of students who accessed the service felt it was not meeting their needs at all.

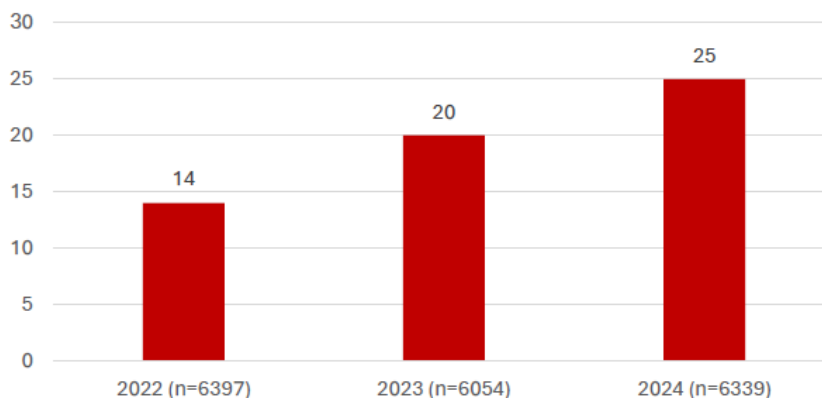


Figure 2: NPS score for Te Pātaka indicates that student satisfaction with the services provided by Te Pātaka (calculated through a Net Promoter score) have continued to increase over the years.

2.3 Academic complaints and appeals

The University brought in revised regulations and procedures for concerns, complaints, appeals and grievances during 2022 in line with the expectations of the Pastoral Care Code of Practice. The Panel confirmed that they could see reporting of statistics on complaints and satisfaction in line with the Code which it considered to be comprehensive and reflect good practice. The panel heard that the University was considering a new system to help administer complaints and grievances. and encouraged that development:

R5 The Panel recommends the University assess the effectiveness of communication of complaints, appeals and grievances processes and outcomes. This assessment should allow differentiation by student groups, including postgraduate students.

Work on this recommendation is in progress.

Demonstrations of a possible new online complaints system have taken place which will address this, and further developments will continue to progress. Work on this recommendation has not progressed as quickly as originally anticipated due to staff changes

and budgetary constraints, however two Senior Leadership Team members are now discussing next steps.

Further detail on the processes for postgraduate research students to raise concerns can be found under recommendation R12.

2.4 Learning support

The panel acknowledged that the University is well placed to identify groups of students not engaging in their courses. The panel also noted that students who participate in Peer Assisted Learning Sessions (PALS) achieve better academically (as assessed by grade point average) than students who do not. They also commented that PALS has a positive impact on pass rates for priority students.

A7 The panel affirms the University’s ongoing monitoring of the peer-assisted learning support component of Kia Angitu to ensure it is optimally supporting all students, including priority student groups.

This affirmation continues to be well advanced.

Peer-Assisted Learning (PALS) continues to add benefit to UC’s target populations of the Kia Angitu programme. The data below comes from the 2023 summary for all students who participated in at least one PALS session throughout the year. The results compared PALS students with their demographically equivalent pair who did not participate in PALS. All cohorts received statistically significantly higher GPAs than their comparison groups, with the exception of Pacific students. Had there been higher numbers, the Pacific cohort may have reached significance. Despite this the trend for higher GPAs is still present.

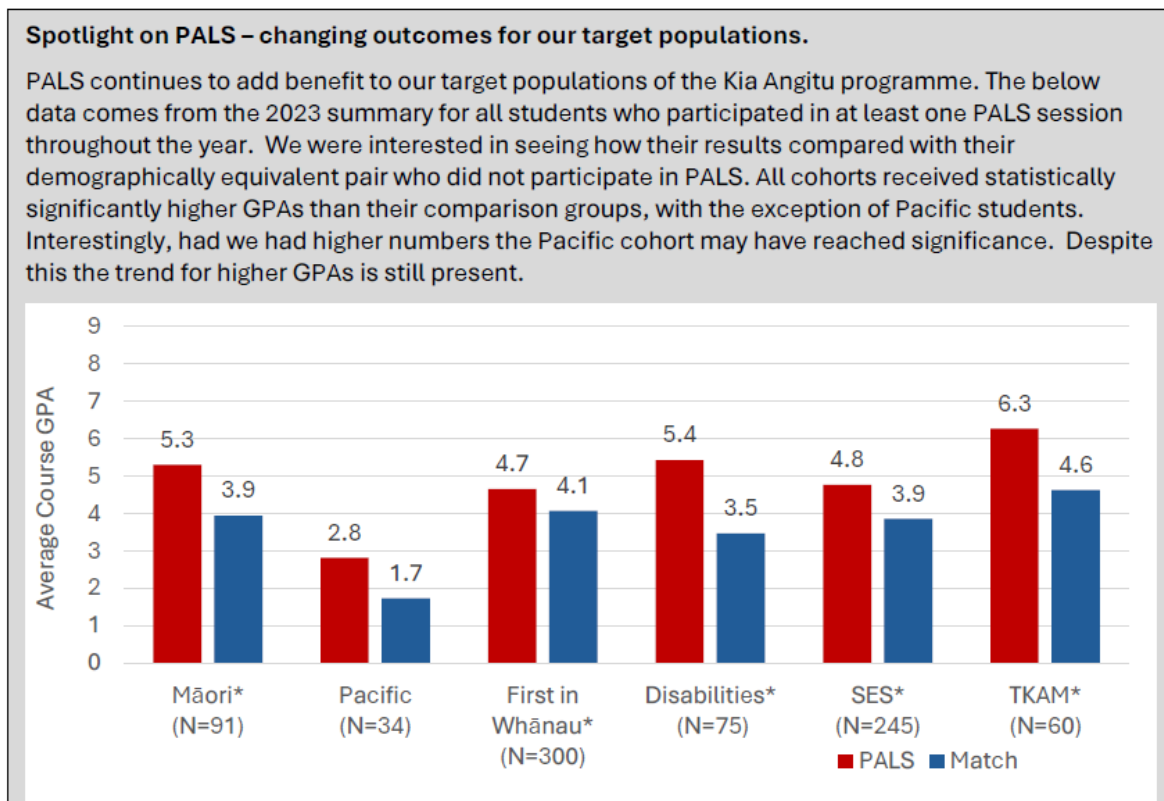


Figure 3: Course GPAs for target first year students who participated in PALS compared with a demographically equivalent matched pair who did not participate in PALS during 2023. Note: SES = low SES and TKAM – Te Kakau a Māui programme

This figure shows collective outcomes for target populations as a result of PALS participation in any course in 2023. As of 2024, approximately 91% of first-year students are enrolled in a programme in which there is access to a catapult course as part of the course choice. PALS is now offered in 19 Semester 1 courses and 15 Courses in Semester 2.

While PALS is significantly delivering on all fronts, UC has gathered feedback from the Momentum project which has led to refined processes. The first of these to be addressed is the critical role that PALS leaders play as a conduit between students and course coordinators. The organic feedback loop that was occurring in the first two years of delivery has now been systematised to ensure that Course coordinators get constant feedback about the course from PALS leaders as helpful 'ears and eyes' on the ground. With a continuous improvement focus some of the courses have changed in their delivery. The coupling of both course development along with PALS support is reaping substantial benefits and changing outcomes for our underrepresented learners. Finally, as the Pacific student cohort continues to be a challenge, there is a focus on recruiting Pacific PALS leaders as part of the proactive drive to increase these students' participation in the PALS programme.

3. Curriculum, Assessment and Delivery

3.1 Programme Approval

The audit report noted that the panel was impressed by the attention to consultation that ensures engagement with the Office of Treaty partnership, Māori staff, students, industry and employer representatives and other stakeholders in programme development. It commended the University for its model of new course and programme development. Prior to the visit, the University indicated that it intended to develop a comprehensive new curriculum management system (CMS) to further improve this area:

R8 The Panel affirms the University's development and implementation of a curriculum management system.

Progress towards this affirmation is well advanced.

The CMS has been purchased, introduced to staff and its first phase (covering new course proposals and new CUAP proposals) was rolled out from September 2024. Initial staff feedback has been very positive.

3.2 Graduate Profile

A university graduate profile was introduced in 2014, and UC confirmed at the time of the audit it intended to instigate its review. The panel acknowledged that the University seeks student and graduate feedback on how students perceive their development of graduate profile attributes is developing however their understanding is inconsistent. As a result:

R6 The Panel recommends that, in undertaking the planned comprehensive review of the University Graduate Profile attributes to ensure that they are fit for purpose and align with the University strategy, the University also examine how it ensures graduate profiles for qualifications are met.

A related recommendation reads:

R7 The Panel recommends the University ensure students are aware how graduate profile attributes, being developed through their programme of studies, equip them with key knowledge and skills.

Progress on these recommendations is well advanced.

The Academic Board held a workshop dedicated to graduate profiles in September 2023. Work has been ongoing to collate the recommendations received throughout the review and develop a framework for the University's graduate profiles that can guide the revision of attributes and Kaupapa. It is anticipated that a final paper will be considered by the Academic Board in late 2024/early 2025. The draft paper has been considered at the Learning and Teaching Committee and at the Academic Administration Committee. It places the qualification graduate profile at the centre – acknowledging R6 above and simplifying the profile so that it is more easily understood by students.

At this stage it is anticipated that there will be more encouragement for student support services and academic staff to regularly discuss the profiles with students – e.g. when delivering content, on giving student advice, in O-week, in careers advice, etc and an update on information available online. Consideration is being given to how graduate profile information might be emphasised in catapult courses.

The introduction of the CMS will also assist in updating, mapping, and aligning courses with the graduate attributes.

3.3 Assessment

In 2022, the University undertook significant work on its assessment policy and practice and established an Assessment Working Group to provide good practice and resources. The panel encouraged the University to include students as members of this group.

A9 The panel affirms the establishment of an assessment working group to support appropriate and effective assessment practices, in line with the Assessment Policy, across all programmes, within faculties and for diverse student groups.

The Assessment Working Group continued to meet in 2024. The group has made good progress in developing resources and in recommending updates to the Assessment Policy. The group included a member from Te Akatoki.

Some key points from the workplan include:

- developing UC-specific resources on the revitalised Teaching and Learning Hub to support staff to improve assessment design;
- the AI (Artificial Intelligence) Working Group has been developing guidelines, templates, and literacy resources to support staff who want to use AI in assessments and maintain the integrity of assessments that do not use AI;
- streamlining the exam accommodations system and exams systems (including the use of technology in examinations and alternative assessments);
- planning to embed links to resources into UC processes so that staff are prompted to consider assessment at relevant times (e.g. when developing a new course);
- planning on programmatic alignment which will tie in with the CMS development. At this stage, the intention is to run a pilot programme in 2025 once the CMS capability is established.

3.4 Assessment in te reo Māori

The University's policy for assessment in te reo Māori has been reviewed regularly over the last decade. The number of students involved is growing but still relatively low. The university is anticipating a growth in demand for assessments and assignments in te reo Māori and has started planning for this growth.

R8 The panel recommends the University continue to monitor the demand for assessment, including from postgraduate research students in te reo Māori.

This recommendation is well advanced, monitoring for demand continues.

The University continues to provide for students who may wish to use the Māori language in assessment, subject to conditions as set out in the UC Assessment in Te Reo Māori Policy. A tracking and monitoring process is now established with a dedicated email address to support students submitting assignments in te Reo. For Semester 1 in 2024, 12 students submitted 35 assignments for assessment. Academic staff are more aware of the process and can provide advice to students. A further review and update of the policy is taking place which is likely to receive committee consideration in October.

Te Kura Tāura | UC Graduate School has been in the process of developing a procedure document for ākonga | students who are writing either their Master's or Doctoral thesis in te reo Māori. This procedure document has been shaped by looking at all tertiary documentation in Aotearoa New Zealand regarding writing a thesis in te reo Māori and then realigned with guidance to suit the context of Te Whare Wānanga o Waitaha | University of Canterbury and Ngāi Tahu. The Thesis written in Te Reo Māori Procedure document has been reviewed by the Kaihautū Matua | Executive Director of Kā Waimaero | UC Māori and is being presented at the Graduate Research Committee in August. UC has not had a submission of any research theses in te reo Māori, but there are two current doctoral students who plan to submit their thesis in te reo Māori. A system for monitoring this demand has also been established by Te Kura Tāura | UC Graduate School.

4. Teaching Quality

4.1 Induction and ongoing expectations

The University enhanced its onboarding and induction systems and processes in 2022 and launched a pilot for a new digital platform Enboarder in 2023. The onboarding process includes preparation for the arrival of new staff, arranging a buddy and ensuring that key documentation and any compliance training is completed. In hearing about this change:

A10 The panel affirms the adoption of a digital platform to ensure consistency in onboarding new staff.

In addition, a further related affirmation was made as follows:

A11 The panel affirms the University's intention for further review and enhancement of the induction programme for new staff.

Progress on these two affirmations is well advanced.

Utilisation of the automated onboarding platform "Enboarder" is increasing. A tailored onboarding process for Academic Staff will be launched in Q4 2024. This will specifically target the needs of this group. The programme starts prior to their start date and continues until their second work anniversary. The programme sends messages to line managers and a nominated induction support person to reinforce the critical actions – from administrative, to professional development, and to build a sense of belonging for the new staff member.

Tailored guided induction programmes have been implemented for the following specialised roles: Executive Dean, Associate Dean (Academic), Academic Head, Faculty Manager and Academic Services Manager. Enboarder is being considered as an associated support mechanism for these programmes.

The introduction of a framework to support pan-University communities of practice for such groups as the Early and Emerging Academic Researcher Network (EEARN), the Community of Practice for Technical Staff (TechCoP) and the Community of Practice for Academic Mentors also supports the induction of staff new to UC. New staff are encouraged to sign up to groups with common interests, expertise, and roles to build connections across the organisation and improve their practice.

4.2 Teaching Development

The panel commended Ako Anamata | Future Learning and Development for its research-based approach to supporting teaching practices and curriculum design. At the time of the panel visit, the University was moving towards an online Professional Development and Review process to help guide engagement with teaching development opportunities. The audit report states that the university has a well-developed portfolio of professional development opportunities, including opportunities with a bi-cultural focus, however expanding on this:

R9 The panel recommends the University ensure that all staff have access to culturally-affirming opportunities to develop their teaching and supervision practices and that staff who provide professional development for others also have access to opportunities to develop their practice.

This recommendation is well advanced and has mostly progressed to business as usual.

The Kaiārahi in each Faculty have been running values workshops tailored for academics and the suite of courses available to all staff has been extended. This includes professional development in culturally responsive and sustaining pedagogy, te reo, Tangata Tū, Tangata ora – many of these are available either online or face to face. The uptake of professional development courses is high with most courses being fully subscribed for the rest of the year. A total of 1,010 staff have engaged in “Tangata Tū, Tangata Ora”, since its inception in 2015, with some staff completing it two or three times. 107 further staff are booked to attend for this year and 73 staff have completed it already in this year. 533 staff have completed Te Reo in the Workplace since it began in 2019. 58 are enrolled for the rest of the year at this stage.

The Kaiārahi in Te Kura Tāura | UC Graduate School is leading the development of three learning modules focused on upskilling supervisors in their bicultural supervisory practices:

- Te Kura Tāura: Supervisor Workshop 1 – Tikanga: Te Tiriti and supervision of graduate research
- Te Kura Tāura: Supervisor Workshop 2 – Tikanga Rua: Bicultural supervisory practice
- Te Kura Tāura: Supervisor Workshop 3 – Whai Tikanga: Positive supervision of Māori research students

The modules above fit within the Supervisor Professional Development Framework which has been developed by Te Kura Tāura to help support the implementation of quality research supervision.

The Kaiārahi themselves are also taking advantage of professional development activities with nine staff currently studying for doctoral and Master’s level qualifications.

4.3 Teaching Quality

As previously mentioned, the panel commended the University for making available and using data to improve teaching and learning including teaching quality. The University has also been working on a set of metrics that will provide a more holistic and contextual sense of good

teaching practice and align with the University's Strategic Vision 2020-2030. The panel encouraged this approach:

A12 The panel affirms the university's development of metrics that take a holistic view of teaching quality and are strategically aligned.

This continues to be an important element of UC's approach to ensuring teaching quality. The new teaching metrics have been implemented in the academic promotion process and a review process has been agreed following a full cycle of operation in 2025.

4.4 Teaching recognition

High quality teaching is formally recognised and rewarded through promotions and awards for teaching excellence. At the time that the self-review for the academic audit was prepared, only one University teaching excellence award had been made to a Māori staff member. Various initiatives had been put in place to encourage more applications and to make the process easier to navigate. By 2024, the number of applications from Māori staff has continued to increase.

R10 The panel recommends the University consider how its recognition of teaching excellence can be culturally appropriate and affirming and more effectively engage Māori and Pacific staff.

This recommendation is well advanced.

Changes made to the processes have already made a positive impact and will continue to be refined. The criteria for the awards have been reviewed again in 2024 with staff from Kā Waimaero. Revisions were made to how the bicultural criterion was framed in both teaching awards and teaching medal. The next steps will be to further engage Māori and Pacific staff by encouraging Heads of School/Department to speak to them about applications. It is expected that the annual debrief later in the year will consider this again further.

5. Supervision of Postgraduate Research Students

5.1 Introduction

At the time of the audit visit, Te Kura Tāura | UC Graduate School was being established. The panel commended the University's partnership and research-based approach to its development.

A13 The panel affirms the University's intention to fully implement the establishment and operation of Te Kura Tāura | UC Graduate School, including GEM, researcher and supervisor development frameworks and feedback mechanisms and a review.

Progress to address this affirmation is well advanced.

GEM is expected to be fully implemented by mid-2025. The [Researcher Development Framework](#) is now available on Te Kura Tāura's website and will be integrated with the events calendar shortly. The Supervisory Development Framework is now well advanced. Consultation has been undertaken with the University's Graduate Research Committee, with feedback integrated into a revised version. The framework is designed to provide professional learning opportunities for supervisors with different levels of experience in research supervision and/or familiarity with supervision processes at UC. There will be a staged roll out of the new modules in 2024 and 2025 to allow for the creation of content and further online delivery options. This delivery will be reviewed to ensure it is effective and meeting staff needs, including whether a larger emphasis on face-to-face delivery is required.

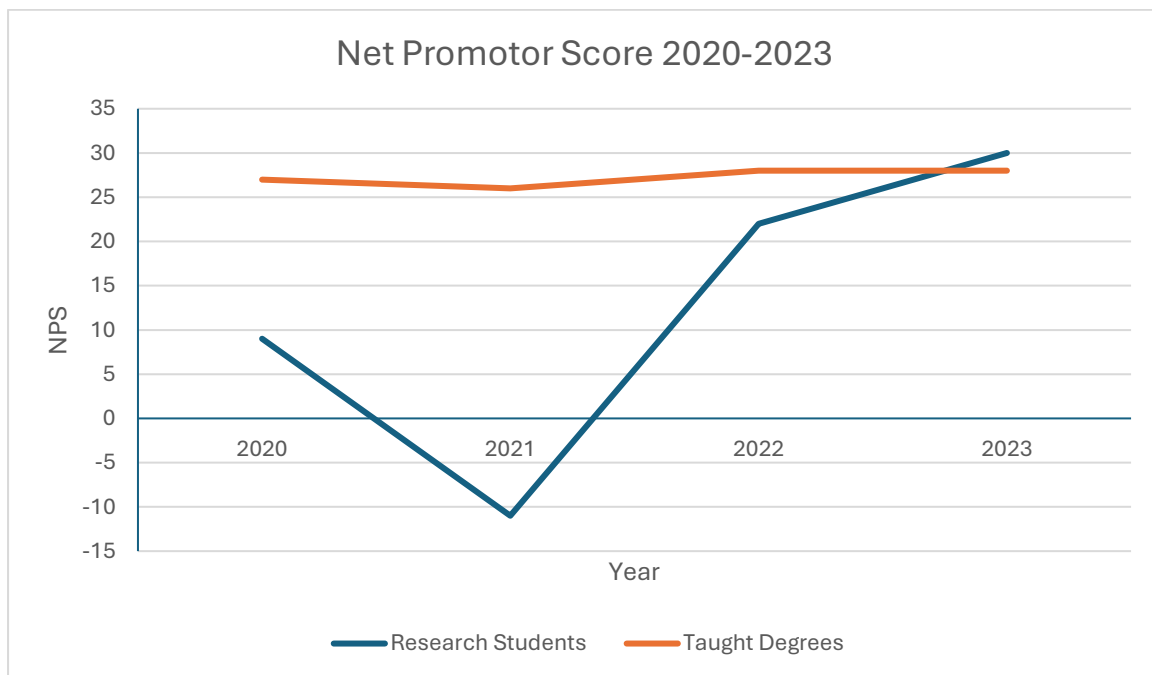
Supervisor Registration Process

The Supervisory Development Framework will be used as a tool for supervisor registration. To maintain their registration in 2025, supervisors will have until 31 December 2024 to complete the ‘Research Student Supervision: Policy, Practices and Support’ online module. To maintain their registration in 2026, supervisors will have until 31 December 2025 to complete at least one further workshop from the Supervisor Development Framework.

Over time, to gain and maintain supervisor registration, staff must: (1) Complete the professional development module on Supervisory Principles and Policies at least once every five years. (2) Complete at least one further supervisory workshop from the Supervisor Development Framework every two years.

Impact of Te Kura Tāura | UC Graduate School

Data from the Postgraduate Experience Questionnaire (PEQ) shows the impact of the establishment of Te Kura Tāura. The table below presents Net Promotor Scores (NPS) for Research students and students in taught degrees from 2020 - 2023. One impetus behind the establishment of Te Kura Tāura was the considerable gap in experience between research students and students in taught degrees. Data from 2022 and 2023 shows strong positive growth in the NPS for research students, showing similar scores to their counterparts in taught degrees.



Note: Taught degrees include all students from 1st to 4th year undergraduate, ‘Other undergraduate’, honours, ‘Other postgraduate’, and taught masters students (essentially everyone except PhD and research master’s students)

In addition to the PEQ data, all workshops and events for students and supervisors are followed up with feedback surveys. Offerings are reviewed regularly both quantitatively and qualitatively to ensure that content is relevant and impactful.

Work is underway to strengthen the data Te Kura Tāura can utilise to understand its impact on research students and supervisors and to provide a mechanism to strengthen offerings over time. An evaluation framework is being developed to establish the impact of the following key

initiatives: kaitoko support, research development framework, supervisory development framework). This ongoing evaluation will be conducted via quantitative (pre and post survey) and qualitative research methods. An application for research funding with Ako Aotearoa to enable a comprehensive analysis of the bicultural modules within the supervisory development framework on supervisor knowledge and practices is also currently under consideration.

5.2 Postgraduate Research Student Progress

At the time of the audit, the [Research Student Supervision Policy](#) detailed responsibilities for student progress and milestone reporting forms were available on the Te Kura Tāura website. However, the panel were unable to find a single source for all information. As a result:

R11 The panel recommends the University review its communication model for postgraduate research students to ensure that comprehensive and coherent information is available to guide students.

The response to this recommendation is well advanced.

In early 2024 the University's Graduate Research Committee endorsed the establishment of a Communications Working Group to review the communication model for graduate research students. The group reported in November with key recommendations around updates to the website, the Ako | Learn Graduate Research Students page and internal communications processes. The working group included representation from Faculties, Communications, Te Kura Tāura and the UCSA via their PG Representative. The panel also did a thorough analysis of student survey data in making their recommendations.

To complement the work undertaken in the communications review, UC Marketing is leading a review of the UC website in conjunction with Digital Services to support recruitment of research students. One component of this is to ensure that information on Te Kura Tāura | UC Graduate School's webpages flows logically and is easily discoverable (note, Marketing is also involved in the Communications Review detailed above). The UC Postgraduate and Research sections were identified as the key areas of the website that drive prospective research students to both enrol in research degrees and explore student support via Te Kura Tāura.

Updates on these sections have included:

- a clearer breakdown of the main types of PG study on the homepage
- a brand-new dedicated PG by Research (Thesis) page
- an update the Masters page to include a section dedicated to Research Masters degrees

Throughout the new PG Research website paths, we have referenced Te Kura Tāura and linked to the relevant web section where logical. The next stage is focusing on improving the TKT website section. Work commenced in August to ensure all key audiences are well served by the navigational logic and content on the TKT site (e.g., for current student audience, incorporate the student handbook content into the website UX).

R12 The Panel recommends the University consider how its processes, whereby postgraduate research students may raise concerns, can ensure confidentiality.

The panel noted that they appreciated that University has implemented an anonymous process for escalating postgraduate research student concerns to the Associate Dean of the Graduate School. The panel suggested that the university needs to consider additional

channels for students to raise concerns or complaints about the quality of their supervision and satisfactory progress of their thesis.

UC has a variety of processes for raising concerns, including an [online anonymous reporting tool](#), as detailed in the Research Student Supervision Policy, UC Student Complaints Procedures, and doctoral student Progress Reports. As a first step, students are encouraged to resolve issues informally through discussion with their supervisor. However, the University recognises that this may not be a step that students feel comfortable to take so they are also able to approach the *Independent Advocacy Advice service of the UCSA or their preferred student support service (e.g., a Kaiurungi or a Rainbow Advisor)*. The UCSA service is well-utilised and familiar to UC students. Te Kura Tāura hosts regular events for students in which supervision is discussed. Students are also made aware of the process for raising concerns via these channels.

. There is also an anonymous reporting tool on the UC website: [Raise a concern | University of Canterbury](#). If a student has a concern but does not want it to be formally investigated or wishes to remain anonymous, they can make an informal anonymous report via an online [form](#). Making an anonymous report does not prevent the student from making a complaint through the formal complaints process or reporting the incident to the New Zealand Police. In some cases, the University may not be able to investigate or take steps in response to a concern where the student requests confidentiality or makes an anonymous complaint. This is because for reasons of natural justice the person complained about will usually need to be offered an opportunity to respond to the concerns raised about them, and in most cases, this will require the identity of the student raising the concerns to be disclosed. The approach taken to anonymous/confidential concerns will accordingly vary depending on the nature of the concerns raised and the remedies the student is seeking.

R13 The Panel recommends the University consider whether Kia Angitu provides an accessible model for postgraduate student transitions into and through qualifications and success that would support priority group students and contribute to closing parity gaps.

As mentioned previously (under A7), the panel commended the University's support for undergraduate students via Kia Angitu. They suggested this could be extended into the graduate research space:

The response to this recommendation is at an early stage.

The three key principles that underpin the initiatives in Kia Angitu have been considered and have relevance for postgraduate students. Thus, future and current initiatives within Te Kura Tāura can also be grouped accordingly.

Principle 1 – Creating pathways that foster equity at entry. Current initiatives within this principle includes targeted scholarships for Māori and Pacific postgraduate research students, and the use of a structured orientation programme for new research students. Te Kura Tāura Kaitoko (research student advisors) are also available to help support the initial settlement and transition into UC and Christchurch. Tailored workshops/research development modules for international students and students who are English language learners have been developed but they are currently delivered throughout a student's research journey rather than on entry.

Principle 2 – Ensuring all students are supported throughout first year (and at critical transition points). Te Kura Tāura Kaitoko (research student advisors) now offer support to doctoral students via a check-in at all 6-monthly milestones. Students are also able to book in appointments with Kaitoko at other times throughout their doctoral journey.

Principle 3 – Leveraging data and technology to improve student success. Currently, Te Kura Tāura utilises UCPEQ survey data as the primary outcome to measure the impact of initiatives. Surveys for participants that have engaged in workshops and professional development modules are also utilised. The ability to leverage data and technology will be strengthened further once GEM is fully implemented.

