
Cycle 6 Academic Audit Framework:

All students, all delivery, all staff who teach or supervise or support teaching or supervision

A. LEADERSHIP AND MANAGEMENT OF TEACHING AND 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.
- 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.
- GS 3. Teaching and learning environments: Teaching and learning activities are supported by appropriate learning environments (infrastructure, spaces, media, facilities and resources).
- GS 4. Academic delegations: Academic delegations support consistent and effective decision making and accountability for teaching and learning quality and research supervision.
- GS 5. Academic risk management: Potential disruption to the quality and continuity of teaching and learning at the university, including risks to infrastructure, is mitigated through effective risk management processes.
- 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.
- GS 7. Progress on the Enhancement Theme (Pasifika students): The university has achieved the objectives in its enhancement theme plan with respect to Pasifika students and successful practice has been embedded and is sustainable.

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.
- 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.
- 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.
- 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.
- GS 12. Learning support: Students have timely and equitable access to appropriate 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.

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.

Guideline Statements

- 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.
- 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.
- 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.
- GS 18. Assessment: Assessment is appropriate and effective.
- GS 19. Assessment standards: Assessment and outcome standards are appropriately set and moderated.
- GS 20. Academic integrity: Universities promote and ensure academic integrity and demonstrate fairness, equity and consistency in addressing concerns.
- GS 21. Assessment in te reo Māori: Assessment in te reo Māori, where appropriate, is facilitated by the university.

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.
- 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.
- 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.
- 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.
- GS 26. Teaching recognition: High-quality teaching is recognised and rewarded.

E. SUPERVISION OF POSTGRADUATE RESEARCH STUDENTS

- GS 27. Supervision quality: The quality of postgraduate research supervision is ensured.
- GS 28. Resourcing of postgraduate research students: Postgraduate research students are appropriately resourced and supported to undertake their research.
- 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.
- GS 30. Thesis examination: Thesis standards are assured through examination processes that are nationally and internationally benchmarked.