



UNIVERSITY OF
AUCKLAND
Waipapa Taumata Rau
NEW ZEALAND

Curriculum Framework Consultation Document

Phase 1: Taumata and Curriculum Structure Recommendations

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Waipapa Taumata Rau, Waipapa Tāngata Rau

Pinnacles of excellence and place of great people

Preface

Humanity is at a critical juncture as we face multiple, inter-related and extraordinarily complex issues of paramount importance. Waipapa Taumata Rau | University of Auckland is a civic institution with an outstanding history of proven excellence and commitment to the development, dissemination, and impact of knowledge. Like the academic, professional and civic communities we are part of and serve, our current experience is a shared one of the escalated pace and scale of change. Building on our strengths and in continuing to realise our ambitions, we have a vital role to play in addressing the unprecedented challenges of our times and their ongoing impact on all our futures.

In addition to extreme change for our social, economic and environmental systems, the tertiary education environment is shifting markedly. Expectations of what a university education should be and do are changing and students, employers, professions and communities as well as academics require those expectations to be met. Digitisation of information has fundamentally altered its distribution but also the depth of how it is analysed, understood and responded to. COVID-19 continues to impact the student experience and our ways of working, creating further complexities for staff workload.

As a university this necessitates we also adapt, so that we keep pace with the global rate of change and the increasingly diverse needs of students. In particular, as a world-class, globally recognised research institution we have an opportunity to respond to these conditions and what they mean for our students, what they mean for our researchers and academics, and what they mean for communities at large – whether in Tāmaki Makaurau, the wider Pacific region or globally.

Curriculum Framework Transformation (CFT) is a key element of Waipapa Taumata Rau | University of Auckland's response to these recognised challenges and opportunities. The programme of work is ongoing but this document presents for formal consultation a suite of eight taumata or transformational principles to guide our response with respect to curriculum. They arise from and return to place, to our institutional values, to who we are as a community, to whom we connect, and how we go about our work. Two sets of recommendations for the Curriculum Framework (CF) are also presented:

- the first, 24 Recommendations for Curriculum Structure for formal consultation;
- the second, indicative key emerging recommendations from other focus areas of CF work are noted for information only and to give a sense of the range and interconnection of that work. These emerging recommendations are not yet finalised and will be the subject of ongoing discussion and refinement prior to consultation in July/August.

Aligned to this work, our refreshed University Graduate Profile and the alignment of our teaching with it helps demonstrate the aspirations for our students and how we equip them with the capabilities we believe are essential. As such, the Graduate Profile is a critical foundational statement for our teaching.

If, following consultation, aspects of the CF are approved for implementation, we recognise that some aspects will take time to realise fully and will require an ongoing and phased commitment to change over a sustained period, enabled by meaningful support for staff. This steady shift is key to creating the opportunities for our community to be at the forefront of positive change, and for all students to be further supported, encouraged, nurtured, and celebrated as they learn, grow and ultimately make their way in the world.



Introduction

Strategic Context

Taumata Teitei outlines the future for Waipapa Taumata Rau | University of Auckland, considering the University's place in the world and our engagement with local communities, along with our values and the impact we seek to make.

Those values are:

- Respect and Integrity;
- Excellence; and
- Service.

The development of CF taumata and recommendations are founded on the te ao Māori principles and institutional values named in *Taumata Teitei*. The University is committed to positively impacting society and to the advancement and exploration of knowledge in ways consistent with Waipapa Toitū and the principles of manaakitanga, whanaungatanga, and kaitiakitanga.

Taumata Teitei considers five core portfolios of the University's activities: Education and Student Experience; Research and Innovation; Partnerships and Engagement; Enabling our People and Culture; and Our Enabling Environment.

Within the Education and Student Experience strategic initiative, there are four priorities:

- Accessible and equitable lifelong higher education opportunities (Priority 1);
- Student-centric learning, co-curricular and extra-curricular cultures (Priority 2);
- Education that is research-informed, transdisciplinary, relevant and with impact for the world (Priority 3); and
- Graduates who make the world better tomorrow that it is today (Priority 4).



The Education and Student Experience component of *Taumata Teitei* interacts strongly with the strategic initiatives of the other four portfolios and integrates with the work across the University.

Taumata Teitei puts students at the centre of their learning, engages them in a research-led education, and equips them to make a difference in their worlds. The Strategy also commits us to deep engagement in our change and development processes through co-design and collaborative development processes that will see students, staff, and community inform how we will respond.

Taumata Teitei recognises that in the current socio-economic climate, students will be seeking a university education at several and varied stages of their lives. The education needs of students are also changing. Knowledge must now expand to include broader interdisciplinary skills, and new ways of developing competency and self-learning.

Taumata Teitei sets out strategic priorities to respond to these changes in student profile and needs, in line with the University's values and aspirations for the future. These considerations are reflected in the size, shape, and composition aspects of the University's long-term academic plan. The CF is a key initiative to deliver on the four Education and Student Experience priorities and support the achievement of the goals of the size, shape, and composition strategy.

The Curriculum Framework

The CF advances Waipapa Taumata Rau | University of Auckland's global standing as a tertiary institution of proven excellence. In addition to our long-standing reputation for academic excellence, the CF recognises that excellence in teaching and research is necessary for and provides a means of engendering transformation in the lives of many people.

The CF puts the students at the centre of learning and teaching and recognises and values their social and emotional selves alongside their academic contributions. It looks to create an individual experience for students in a collective environment. It also supports staff to innovate to meet the changing demands of tertiary education. This interwoven, underlying foundation will lead to a tertiary experience that will be highly distinctive, recognisable, and sought-after by learners, staff, and wider communities both nationally and internationally.

The CF covers the following areas:

- How we reflect the underpinning principles and approaches highlighted in *Taumata Teitei* across the curriculum (i.e., mātauranga Māori, Te Tiriti o Waitangi principles and accountabilities, kaupapa Māori pedagogies; research-led and research-informed teaching; sustainability; transdisciplinarity, innovation and entrepreneurship; and work- and community-integrated learning);
- How we reflect academic, cultural, social and emotional strengths and needs within the curriculum;
- How we teach (values, relationality, methods and modes), where we teach, and when we teach; and
- How we configure our degrees.

The CF presents a set of eight draft taumata (transformation principles) and associated recommendations to guide our future programmes and learning and teaching. Together they will provide a lasting framework for transformative curriculum development.

The aim of the CF is to realise a material shift in the form and nature of Waipapa Taumata Rau | University of Auckland's curriculum. Delivering on the CF taumata and recommendations is a significant investment for the University and some aspects of that transformation will require a number of years to be realised fully, particularly those changes that have a high level of dependency on our digital and physical infrastructure and/or need time to ensure meaningful support is in place

for staff. It will require implementation phasing that ensures optimal prioritising, pacing, and layering to ensure successful sustainable change.

In parallel to the development of the CF, work is underway to identify priority investment areas aligned to the recommendations and how best to pace and layer any changes to ensure successful sustainable change should the recommendations proceed. This work is concurrent with several other supporting strategic initiatives currently underway at Waipapa Taumata Rau | University of Auckland including: within the People and Culture portfolio initiatives involving workforce, capability, and culture; Research and Innovation initiatives including the establishment of University Research Centres (URCs); and the Enabling Environment initiatives including the Estate Strategy and Digital Strategy; and consideration of the University's budget model; as well as other supporting initiatives within the Education Strategy.

The following sections provide a more detailed overview of the CF Taumata and the associated CF Recommendations.

A note on language: The verb "will" is used throughout this document to describe how the proposed taumata will guide the CF and what will result from the recommendations for curriculum structure and emerging recommendations were they to be adopted and implemented following consultation and the approvals process.

Curriculum Framework Transformation Organisation and Approach

The CFT Taskforce was convened in July 2021 to initiate work on a proposal to transform Waipapa Taumata Rau | University of Auckland's CF in line with *Taumata Teitei*. The Taskforce was, and remains, under the Sponsorship of the Provost and Co-Sponsors, the Pro Vice-Chancellors Māori and Pacific. The Provost, Deans and Directors Committee (PDDC) are the Steering Group for the programme of work. During Semester 2, 2021 Taskforce Lead and Project Owner Bridget Kool (Pro Vice-Chancellor Education) convened a group of over forty academic and professional colleagues (representing faculties, Large Research Institutes [LRIs], the School of Graduate Studies and specialist areas) and students to undertake extensive research, ideation, and design work.

Wide engagement was achieved with staff and students through different faculty and inter-faculty webinars, workshops, and

zoom meetings. The approach of the CFT Taskforce was and is intentionally open and wide-ranging in its engagement. This includes a strong partnership model with student leaders, which includes the involvement of students on Specialist Working Groups and as student engagement workshop leads. Alan Shaker (Auckland University Student Association Education Vice-President) joined the CF Leadership Team in 2022.

In 2022, the CFT Taskforce team organisation was refined in order to support more concentrated work on developing the framework and emerging recommendations and to begin to test assumptions and implications of the work within faculties and LSRI in preparation for formal consultation. Peter Shand (Creative Arts and Industries [CAI]) was appointed Academic Lead and convened Faculty and Specialist Lead Groups.

Faculty and LSRI Leads:

- Lindsay Diggelmann (Arts);
- Sue Laurenson (Business and Economics);
- David Lines (CAI);
- Darren Powell (Education and Social Work [EDSW]);
- Michael Hodgson (Engineering);
- Clare Wall (Medical and Health Sciences [FMHS]);
- Bronwyn Davies (Law);
- Murray Ford (Science);
- Kelly Burrowes (Auckland Bioengineering Institute); and
- Mark Vickers (Liggins).

and Specialist Leads:

- Pūtoi Ako: Co-leads Piata Allen and Alison Jones (EDSW); Mel Wall and Daniel Wilson (Science);
- Pacific: Lisa Uperesa (Arts);
- Graduate Profile: Barbara Staniforth (EDSW);
- Learning and Teaching: Julia Novak (Associate Director, Learning and Teaching Design) and Gayle Morris (Director, Learning and Teaching);
- Curriculum Structure: Peter Shand;
- Sustainability: Niki Harré (Science);
- Transdisciplinarity, Innovation and Entrepreneurship: Co-leads Jaime King (Law) and Marie McEntee (Science);
- Transitions: Kaitlin Beare (Science) and Mark Vickers; and
- Work- and Community-Integrated Learning: John Egan (FMHS).

Leads continue to work with specific faculty and specialist working groups, which include academic and professional staff and students. University-wide engagement opportunities for staff and students will continue throughout 2022 and 2023 through roadshows, webinars, and workshops. The work is supported by a project team led by Liz Hollard (Project Manager), Emily Hanna (Programme Change Manager) and Fiona Chard (Business Capability Lead).

Graduate Profile

Allied to the CF is the Graduate Profile. The Graduate Profile is a critical foundational statement for teaching and makes clear to current and potential students, staff, employers, the community, accrediting agencies and other academic institutions, the qualities the University seeks to foster in all its graduates. It reflects the strength of our graduates' connection to place and their capacities for meaningful contribution and leadership as citizens, in the professions, and in communities in Aotearoa New Zealand, Te Moana-nui-a-Kiwa, the Pacific Region and globally.

A parallel process to align the University's existing Graduate Profile with *Taumata Teitei* was undertaken by a specialist working group led by Barb Staniforth. The group worked closely with the Office of the Pro Vice-Chancellor Māori during the alignment process. Following a period of formal consultation in

March 2022, a Refreshed [Graduate Profile](#) has been developed and is currently going through the required approval processes. The Refreshed Graduate Profile will establish clear and meaningful aspirations and capabilities for our programmes to realise, by defining both the shared attributes of our graduates and attributes specific to their diverse fields of study. The CF aligns with the Graduate Profile in the achievement of both its aspirations and graduate capabilities.

Consultation

Consultation on the CF taumata and associated recommendations is in two phases:

- **Phase 1: May 2022:** the draft CF taumata and Recommendations on Curriculum Structure;
- **Phase 2: July/August 2022:** other non-structural CF recommendations (and following engagement on them May-July).

Following each phase of consultation, the feedback will go through a process of review leading to refinement of the taumata and recommendations prior to endorsement by PDDC, approval by the University Executive Committee, Education Committee, Senate, and Council. These processes will conclude by the end of 2022.





Curriculum Framework Taumata

The draft CF taumata respond to the strengths, aspirations, and changing needs of students. They speak to creating a distinctively Waipapa Taumata Rau | University of Auckland educational experience for students. The draft taumata also respond to strengths, ambitions, and developmental opportunities for staff.

The taumata order is intended to convey a narrative of our vision and show the relationship between them. To that end, they commence with a clear statement as to the value of place and context that honours the name Waipapa Taumata Rau gifted to the University by Ngāti Whātua Ōrākei. Taumata Two and Three speak to our strengths as a leading public university. Taumata Four through Six highlight the connection between people and the CF with a focus on equity and access. Taumata Seven furthers connectivity within and beyond the University. The final taumata reflects our long-standing understanding of and commitment to contributing to betterment. It is worth noting that this positive and material impact is strengthened and made more meaningful by virtue of the uniqueness of our place, which connects the last and first taumata.

The draft taumata guide the CF so that it clearly and effectively:

1. Demonstrates our commitment to mātauranga Māori, kaupapa Māori pedagogies, and Te Tiriti o Waitangi principles and accountabilities.
2. Advances our pursuit of excellence in the development, dissemination, and impact of knowledge.
3. Builds on our world-class research strengths and ambition, expands opportunities and connections in research, and enhances research-led teaching.
4. Fosters a sense of belonging that recognises the importance of people's diverse identities, cultures and strengths, academic aspirations, and social and emotional needs.
5. Creates accessible and equitable opportunities to experience relational learning practices, enhanced by physical presence, place and technology.
6. Supports programmes that are accessible and navigable, are responsive to individual experience within a collective academic environment, and accommodate different needs and life stages.
7. Provides expanded opportunities to enrich disciplinary depth of knowledge with learning and experiences across academic disciplines and beyond the institution.
8. Reflects our commitment to the collaborative development, wide sharing and application of knowledge for positive and material impact on our world.

1 Demonstrates our commitment to mātauranga Māori, kaupapa Māori pedagogies, and Te Tiriti o Waitangi principles and accountabilities

Our curriculum and teaching model will reflect the value and recognition that Waipapa Taumata Rau | University of Auckland accords to Māori knowledges and ways of knowing, and the relationality of Te Tiriti o Waitangi. As a knowledge institution we have the responsibility and honour to develop, nourish and protect the Māori-led revitalisation of mātauranga.

The CF will meet these commitments in several ways, including:

- **Māori leadership:** those with knowledge and expertise in Te Tiriti o Waitangi, mātauranga Māori and kaupapa Māori pedagogies will be positioned to ensure that implementation of these elements is consistent with Waipapa Toitū, *Taumata Teitei*, and Te Taonga nō Tua Whakarere, He Taonga mō Āpōpō (Waipapa Taumata Rau | University of Auckland Language Plan for the Revitalisation of Te Reo Māori 2020–2025);
- **The CF will give effect to the University’s commitment to Te Tiriti o Waitangi,** its principles and accountabilities.

and for students:

- **The curriculum will provide a foundational understanding** for all students of what it means to study at Waipapa Taumata Rau | University of Auckland, and how place shapes our educational experience, through a “Waipapa Taumata Rau” foundational course. Where relevant and appropriate, programmes and disciplines are encouraged and supported to build on the curriculum and pedagogy of this foundational course to enable a connected experience for students throughout their learning at this University;
- **Development of mātauranga Māori pathways** designed and led by mātauranga experts that will support and grow opportunities for world-leading research by and with Māori and Indigenous scholars;
- **Where appropriate, a relational learning experience that connects to kaupapa Māori pedagogies.**

and for staff:

- **Māori knowledge experts** are recognised as such by their own communities and the academic community. This expertise is visible and acknowledged within all parts of the CF;
- **Phased support and capability-building** for staff, designed and led by experts, will support an understanding of kaupapa Māori pedagogies, and engagement with Te Tiriti o Waitangi principles and accountabilities and provide appropriate opportunities to refresh programmes.



2 Advances our pursuit of excellence in the development, dissemination, and impact of knowledge

Excellence is a central tenet of Waipapa Taumata Rau | University of Auckland. Excellence and is reflected in the whakataukī Waipapa Taumata Rau, Waipapa Tāngata Rau | Pinnacles of excellence and place of great people.

The CF will augment this position in several ways, including:

- **Support the development of new programmes of study** in emerging disciplines and occupations;
- **Support the continued development of new and innovative approaches to learning and teaching** that reflect contemporary demands of a diverse student and staff population;
- **Continue to provide a comprehensive range** of subjects and disciplines and commensurate programmes of study, aligned to *Taumata Teitei*.

and for students:

- **Direct experience of world-class** learning, research and facilities in their chosen areas of study that is appropriately responsive to change;
- Opportunities to obtain **depth and richness of understanding of disciplines;**
- Opportunities to obtain **rich academic skills and professional capabilities** and attain **high academic achievement.**

and for staff:

- **Create further opportunities for staff to embed leading edge research in their teaching.**

and for stakeholders:

- **Maximise the curriculum's capacity to contribute to social betterment** and in particular forge just and sustainable societies in Aotearoa New Zealand and the Pacific.



3 Builds on our world-class research strengths and ambitions, expands opportunities and connections in research, and enhances research-led teaching

Waipapa Taumata Rau | University of Auckland is one of the world's leading research universities. The CF ensures research-led and research-informed teaching are woven into all stages of the tertiary journey, increasing students' exposure to our world-class researchers and resources. It enhances opportunities for students to gain experience in research activity that will both prepare them for higher levels of tertiary research and provide them with skills and experience relevant to high-skilled employment and professional activities.

The CF will augment this position in several ways, including:

- **Research-led and research-informed teaching** is an integral part of the curriculum that assists students to investigate problems from multiple perspectives, engage with others to think critically and find impactful solutions;
- **Identifiable postgraduate research pathways** will give clarity and transparency to research experience including capacity to continue to doctoral study;
- **Create opportunities for initiatives** such as Vertically Integrated Projects (VIP) and Transdisciplinary Vertically Integrated Projects (TVIP) led by academics and emerging researchers who work with cohorts of undergraduate and postgraduate students to participate in ambitious, long-term, large-scale, research projects over multiple years and, where appropriate, with stakeholders from outside the institution;
- **Provide opportunities for URCs and LSRIs** to introduce or expand teaching alongside their world-class research (including in sustainability and transdisciplinarity, innovation and entrepreneurship).

and for students:

- **Increased research-led and research-informed learning experiences** will give students increased opportunities to participate in innovative programmes and courses that expose them to the expertise and passion of the University's researchers and illuminate potential future learning opportunities and pathways;
- **Development of key research skills for students** will enable students to develop and flourish as researchers. From developing an understanding of what disciplinary and transdisciplinary research entails to the development of core research skills, students will gain a better sense of research relevant to their areas of learning and ambitions;
- **Provision of clear and consistent opportunities to experience research activity**, particularly in postgraduate programmes. Clarity regarding research options will allow more students to develop capability in research activities commensurate with their own sense of ambition and capability, as well as meeting disciplinary and professional expectations and thresholds for doctoral study.

and for staff:

- **Increased opportunities for staff to integrate research** into all aspects of the curriculum;
- **A rich and challenging curriculum** through support and recognition for pedagogical innovation and the scholarship of teaching and learning, informed and led by research and aligned with TeachWell.

and for stakeholders:

- **Supports research engagement** through opportunities in the curriculum for transdisciplinary research, partnerships with industry, policy makers, and community, including strengthening relationships with Māori and Pacific communities.

4 *Fosters a sense of belonging that recognises the importance of people's diverse identities, cultures and strengths, academic aspirations, and social and emotional needs*

The CF takes a 'whole of person' view of students and staff. It recognises and builds on our strengths, cultures and identities, and our social and emotional as well as academic needs to achieve a fulsome, positive educational experience. This view is informed by holistic models of health and wellbeing.

Fostering a sense of belonging through the CF will be achieved in several ways, including:

- **Delivering a meaningful curriculum** that embraces how students and staff see themselves and their place in their communities, and in relation to Waipapa Taumata Rau | University of Auckland and the world;
- **Realising an educational experience that reflects relationality** between the learner, their community, educators, and the University that will result in improved staff and student satisfaction and improved student retention and progression.



and for students:

- **Meeting students where they are** by being an institution that reflects the diversity of its student body and is sensitive to the needs of all learners. By recognising where students are in their academic journey and valuing the contribution all learners and teachers bring, the University will create the learning environment and support systems necessary for academic and personal success;
- **Creating a sense of belonging** that ensures that students feel a part of the University community that endures beyond formal study. By providing a safe environment, students will be able to develop the skills needed for ongoing success, both academically and as contributing community members and global citizens. The CF will foster cohort-building and encourage meaningful connection between students in academic programmes and across the University in order to create an ongoing sense of community and personal wellbeing;
- **Ensuring academic workload and assessment** is appropriate to programmes of study and takes account of student wellbeing.

and for staff:

- **Enabling and supporting teaching staff to grow their own knowledge and capability** to match the growing desire from students for more flexible, blended and online learning, and an associated increased use of technology. Additionally, staff will be supported to further develop capability in honouring Te Tiriti o Waitangi; working with Pacific communities; sustainability; transdisciplinarity; innovation and entrepreneurship; work- and community-integrated learning pedagogy; models of teaching delivery which enhance relational teaching activities and encourage student-led teaching initiatives; collaborative practices; and student engagement and success. This support will need to reflect and build on individual staff members existing knowledge and capabilities, be appropriate for their role, and continue over time.

and for stakeholders:

- **Clearly valuing and responding positively** to the requirements of students and staff in their relationships to the other **communities** to which they belong.



5 Creates accessible and equitable opportunities to experience relational learning practices, enhanced by physical presence, place and technology

Relationality is a central driver of *Taumata Teitei* and is at the heart of Waipapa Toitū. Its pertinence to the CF is particularly acute in respect to Learning and Teaching where it underpins the transformed learning experiences of students, both digitally and *kanohi ki te kanohi* (face to face). It puts the student and their relationships with peers, teachers, professional staff, the institution, and the communities from which they come at the centre of their sense of place within the University. It necessitates responsiveness to varied student circumstances while enhancing their experience of the University as their community.

This central aspect of the CF will be achieved in several ways, including:

- **Prioritised relational learning**, which focuses attention on the relationship between learners and teachers as active participants in the learning experience at all levels and in all modes of teaching and learning – a priority that reflects TeachWell’s principles of *Ako* and Collaboration;
- **Connection to place and identity** on Waipapa Taumata Rau | University of Auckland campuses through the impact of learning and teaching experiences;
- **Technology-Enhanced Learning (TEL)** to provide enriched on-campus experiences as well as opening-up new settings for learning and teaching through both blended and fully online opportunities.

and for students:

- **Commitment to student-centricity** is reflected in students having an opportunity to shape how, where, and when learning occurs across flexible TEL contexts;
- **Relational learning opportunities** for engagement between individuals, student cohorts, and staff to facilitate learning through collaboration with others will be created. Revised timetabling and enhanced spaces for students to make connections and gather for collective engagement will help to achieve this. *Mātauranga Māori* and *kaupapa Māori* pedagogies, and Pacific knowledges and pedagogies will deepen relational learning and extend skill development to ensure our graduates are best positioned to embrace cultural diversity, equity, and inclusiveness;
- **The provision of TEL will provide increased flexibility for learners**, asynchronous access to instructional content and materials, greater opportunities for part-time learners, and allows for further integration of learning and teaching into work and community placement settings.

and for staff:

- **The experience and expertise of our diverse teaching staff** will contribute to the shape, content, pedagogical, and curriculum choices that inform the rich disciplinary cultures at Waipapa Taumata Rau | University of Auckland;
- **Development of TEL practices** that can support pedagogies;
- **Flexible engagement in high quality professional learning and development** that is supported and is not limited by factors of physical location, equity, or technological skills.

and for stakeholders:

- **Students’ experience of the principles of relational learning** will be transferable to professional and community situations.

6 Supports programmes that are accessible and navigable, are responsive to personal experience within a collective academic environment, and accommodate different needs and life stages

A renewed imperative for tertiary education is to provide clear and coherent pathways into and through programmes and courses, and to be more responsive to learners' prior experience, changing needs and/or opportunities. Improved accessibility and equity of programme offers, presented in a manner that is clear to learners at all stages of their academic journey, will better meet students' needs to balance life and study commitments.

Ensuring programmes are accessible and navigable for all students will be achieved in several ways, including:

- **Greater consistency of structure and fundamental capabilities** that will help define the specific experience of learners and their place at Waipapa Taumata Rau | University of Auckland. In both under- and postgraduate programmes, the CF needs to balance the clarity and assurance obtained from consistent programme structure, shared core areas of learning, and opportunities for progression with responsiveness to the requirements of disciplines, professionally-oriented, and professionally-accredited programmes. It identifies fundamental expectations for learner experience:
 - core academic skills, including disciplinary skills and capabilities
 - associated knowledges of place specific to studying at this University
 - levels of knowledge acquisition and critical capacities appropriate to qualifications; and
 - at undergraduate level, the critical value of exposure to transdisciplinary learning; and
 - at postgraduate level, clear opportunities to develop research skills and capabilities;
- **Clear pathways and stackable qualifications** that give learners certainty regarding how they might pursue study interests, progress within programmes, and how they can shape entry, exit and re-entry points to enable ongoing study and professional development. The CF



provides clarity and legibility of programme pathways from undergraduate through to higher degrees including the clear identification of research pathways for students. It recommends a shared suite of stackable postgraduate qualifications to enhance access to postgraduate study by enabling greater flexibility for students over time. In addition, clear pathways and stackable qualifications also allow more opportunity to identify and offer different study options for lifelong learners.

and for students:

- **Responsiveness to and support for access for a wider range of students** at all levels, including postgraduate research. The CF will include transition support for students considering or undertaking tertiary study. Enhanced support for transition into tertiary study for undergraduate and postgraduate students new to the University, those returning after a period of absence, international students, or students stepping through specific progression waypoints within and between qualifications will reflect learners' cultural, social, and personal needs as well as academic preparedness. Transitions will be tailored to learners' prior experience (including in the workforce). The CF will also consider appropriate admission requirements and support for professionals enhancing their careers at postgraduate level;

- **Appropriate levels of flexible timing** and duration that respond to non-linear study experiences. Within the limits imposed by regulatory necessity and/or specific aspects of technical or professional currency, the CF is considerate of learners who cannot commit to full-time and/or contiguous study. It enables learners to align their passion for tertiary study more effectively with their circumstances and/or responsibilities and recognises that those circumstances may change. Such student-centricity makes Waipapa Taumata Rau | University of Auckland a place that encourages learners to return.

and for staff:

- **Making it easier for staff to guide students** through their choices through more consistent requirements, guidelines, and approaches. Clear and cohesive degree structure and pathways and breadth of learning will enable more clarity for staff in supporting student decision-making or when providing advice. New roles created by the Student Services Function Review will help to enable aspects of student engagement.

and for stakeholders:

- **Clearly identified opportunities for learners from the professions** will be of advantage for both upskilling and retraining;
- **Improved clarity for employers** regarding the pathways graduates have followed (particularly in sub-doctoral postgraduate study).

7 Provides expanded opportunities to enrich depth of disciplinary knowledge with learning and experiences across academic disciplines and externally

The CF extends opportunities for learners to undertake study outside their areas of disciplinary focus. This reflects the increasing desirability in work, civil society, and academia to equip people with multiple skills-sets and capabilities across traditional disciplinary boundaries. It serves students and graduates well in experiencing a wider range of knowledge, methodologies and, in some cases, epistemologies that reflect the diversity and complexity of work and life. It also unlocks for students the rich and diverse disciplinary expertise of academic staff across faculties, URCS and LSRIIs.

The CF will enable these opportunities in several ways, including:

- **Breadth of knowledge and experience** will enable students to follow different intellectual passions and gain a breadth of knowledge and experience to develop unique intellectual and practice positions. Staff have an increased opportunity to connect areas of expertise with a similar range of diverse fields and positions;
- **Transdisciplinary opportunities** will scaffold student learning from an awareness of what transdisciplinary study and research entail to escalating opportunities for participation in courses, research, and co-curricular activities that bring together staff and students from across the University. Diverse student cohorts (different levels and disciplines of study) will work with both academic staff and emerging researchers in areas of critical relevance to contemporary local, regional, and global situations, and connect with external stakeholders. Transdisciplinary postgraduate opportunities, particularly in research, address a critical aspect of the future impact of tertiary education and research.

and for students:

- **Optional study beyond discipline for undergraduate students** will provide students with increased agency to create learning experiences that reflect their learning aspirations. Badging of bundled courses on the student's academic transcript will provide proof of an expanded field of knowledge and skills-set;





- **Conjoint and double majors in Bachelors degrees** will continue to enable students to develop intersecting areas of disciplinary specialisation to best reflect their talents, ambitions, and objectives;
- **Intersecting and diverse communities of learners** will shape students' experiences within the University and beyond. By offering courses in areas of shared interest or concern, students will have enhanced opportunities to meet, connect, and work with peers that they otherwise might not. These experiences will promote an expanded sense of community – further enriching students' experience and campus life.

and for staff:

- **Enhance support for inter- and transdisciplinary study options** will expand staff opportunities for cross-University collaboration, development of teaching, and increasing learner engagement with areas of teaching and research expertise;
- **Enhance opportunities for external collaboration** within the curriculum;
- **Enhance opportunities for transdisciplinary, innovation and entrepreneurship research and activity** to be integrated in the curriculum.

and for stakeholders:

- **Transdisciplinary, innovation and entrepreneurship** learning, teaching, and research provides explicit opportunities for engagement between the University and industry, the professions, and community organisations.

8 *Reflects our commitment to the collaborative development, wide sharing, and application of knowledge for positive and material impact on our worlds*

The CF recognises the need for both established and new capabilities that enable staff and students to meet their aspirations and make meaningful contributions in their chosen areas of academic, civic, professional, and personal engagement. It reflects the University's priority to lead the transition to sustainable ecosystems and actively fosters understanding of multiple perspectives in diverse situations (from specific matters to grand challenges) and develops opportunities to encourage and enable connection and innovation necessary for future-focused betterment.

The CF will meet those needs in several ways, including:

- **Deep subject knowledge and disciplinary expertise** remains at the heart of the of the curriculum and assures graduates have an outstanding grounding in fields of learning commensurate with a university of international renown. The CF augments our existing strengths by committing to greater relationality in learning and teaching that builds capabilities in enquiring widely, thinking responsively and engaging collectively and collaboratively. Developing these capabilities in learners and teachers is essential to understanding the relevance and contribution of scholarship for positive and material impacts on our worlds;

- **A curriculum underpinned by principles of cultural identity, social justice, civic duty, and sustainable practices** and that demonstrates sustainable practices and outcomes require connection between the University, our staff and students and the stakeholders and communities we serve;
- **Commitment to sustainability in curriculum** includes the need for all students to be exposed to sustainability values, skills and practices, and experience transdisciplinary problem-solving in response to the grand challenges we face; and the widespread availability of sustainability-specialisations. It also includes the provision of sustainability-related networks, professional development and resources for teaching staff, and a vibrant range of co-curricular activities initiated by students and staff and supported by a responsive, engaged University community. Overall, the curriculum will equip students to play their role in contributing to public debate and collective decision making about the future of the world we share.

and for students:

- **Expanding opportunities for learning and teaching and research involving hallmark elements** of sustainability, transdisciplinarity, innovation and entrepreneurship, will expand perspectives, skills, and competencies to enable engagement with and responses to complex societal challenges;
- **Opportunities for students to engage in work- and/or community-integrated learning** throughout the curriculum and in specific co-curricular activities at all levels will enable students to connect their learning and develop capabilities they can apply to professional and civic situations that can contribute to future-focussed innovation;
- **Enable learners to develop key allied skills and capabilities**, including core academic literacies, ethical and moral reasoning, team-working, emotional, social, and creative intelligence better to reflect the changing face of work and civic contribution pertinent to their learning.

and for staff:

- **Further embeds the relationship** between impactful research and the curriculum;
- **Encourages staff to extend existing or develop new capabilities and connections** in, for example, sustainability, and transdisciplinarity, innovation and entrepreneurship.

and for stakeholders:

- **Expanded connection with external stakeholders** in the hallmark areas of the CF (sustainability, transdisciplinarity, innovation and entrepreneurship, and work- and community-integrated learning) strengthens relationships between staff, students, and external partners and enhances the relevance and impact of the curriculum for those partners;
- **Supports Waipapa Taumata Rau | University of Auckland's priorities as a global civic institution** including partnering with stakeholders; leading transitions to sustainable ecosystems; improving health and wellbeing for all; advancing just, cultured, and engaged communities; and innovating contemporary, distributed, secure knowledge systems.



Curriculum Framework Recommendations

The following tables set out the recommendations identified to deliver on the taumata outlined in the previous section. There are two parts to the recommendations.

The first outlines the Recommendations for Curriculum Structure (Table 1) and, with the draft taumata, are part of formal consultation in May. This consultation phase, and any resulting changes arising from feedback, will enable formal review and approval of the taumata and the recommended changes to curriculum structure to be confirmed ahead of the review and redesign of programmes and development of the Level 3 Graduate Profiles.

The Recommendations for Curriculum Structure (Table 1) are presented in three domains: Undergraduate Curriculum Structure, Sub-doctoral Postgraduate Curriculum Structure, and Pathways. For each Recommendation, alignment with the element of the curriculum it relates to (for example: Structure of qualifications, Core learning, Work- and Community-Integrated learning, etc.) and with the taumata is noted.

It is worth noting that structure in and of itself is a powerful, though partial, means for transforming curriculum. Curriculum structure changes assist with the appearance and form of

transformation. Nevertheless, transformation of the nature of the educational experience at Waipapa Taumata Rau | University of Auckland is more deep-set and will be realised through the integration of what are currently emerging recommendations from the specialist focus areas of the CF (refer Table 2). The role of structure in this respect is to enable those transformational changes to occur across the curriculum and within programmes. It also serves to enhance student educational access and opportunity and to help achieve positive and lasting learning experience for an increasingly diverse student population with changing expectations of the relationship between learners, teachers and our University.

For additional information on the Curriculum Structure recommendations you can refer to the [Curriculum Structure recommendations supporting paper](#).

Table 1: Recommendations for Curriculum Structure for Consultation in May

ELEMENT	#	DOMAIN	TAUMATA
UNDERGRADUATE CURRICULUM STRUCTURE			
Structure of qualifications	1	<p>Use a standard structure for UG degree qualifications:</p> <ul style="list-style-type: none"> • 360-point Bachelors degree; • 480-point Bachelors Honours degree; • Conjoint degree (two 360-point Bachelors degrees); • Conjoint degree (one 360-point Bachelors degree and one 480-point Bachelors Honours degree); • Conjoint degree (two 480-point Bachelors (Honours) degrees); • Where this does not already exist, the University will investigate opportunities for formal recognition of learning for those students who exit an undergraduate qualification prior to completion. <p><i>Note: A Bachelors Honours degree requires a research component of at least 30 points. A student who successfully completes a Bachelors Honours degree may meet admission requirements for doctoral study.</i></p> <p>Consider the scale and structure of all professionally-accredited and professionally-oriented undergraduate programmes on a case-by-case basis to meet academic and accreditation requirements while adopting the curriculum framework transformation principles.</p>	2, 3, 7, 8
Structure of qualifications	2	<p>Identify further opportunities for 480-point Bachelors Honours degrees.</p> <p><i>Note: As part of this work consider enabling students who meet appropriate achievement requirements to elect to apply to transfer from a 360-point Bachelors degree into a 480-point Bachelors Honours.</i></p>	2, 3, 6
Structure of qualifications	3	<p>Standardise the points value of all undergraduate courses to multiples of 15 points.</p>	6
Structure of qualifications	4	<p>Discontinue General Education as a specific requirement for students.</p> <p><i>Note: The value of breadth of learning continues to be recognised in Recommendations 10-12.</i></p>	
Core learning	5	<p>All Waipapa Taumata Rau University of Auckland undergraduate degrees will require completion of:</p> <ul style="list-style-type: none"> • a zero-point te reo Māori pronunciation screening for all students by the end of first year of enrolment; and • a 15-point faculty-based “Waipapa Taumata Rau” course for all students, relevant to their programme of study and completed in the first year of full-time equivalent enrolment. The course will provide Māori-focused curriculum content and Te Tiriti o Waitangi principles and accountabilities and will ensure all students have the relevant knowledges of place to enhance their learning. <p><i>Note: Faculties may need to refresh programmes in light of the proposed “Waipapa Taumata Rau” course to ensure a connected experience for students. There is the potential for some aspects of this course to be supported centrally and delivered at a faculty level.</i></p>	1, 2, 4, 8

Table 1: Recommendations for Curriculum Structure for Consultation in May

ELEMENT	#	DOMAIN	TAUMATA
UNDERGRADUATE CURRICULUM STRUCTURE <i>continued</i>			
Core learning	6	All Waipapa Taumata Rau University of Auckland undergraduate degrees will continue to require completion of a zero-point Academic Integrity course and DELNA screening for all students by the end of first year of enrolment.	2
Core learning	7	All Waipapa Taumata Rau University of Auckland undergraduate degrees will require completion of a 15-point transdisciplinary requirement (with parallel requirement for students enrolled in mātauranga Māori pathways). <i>Note: Students may fulfil the transdisciplinary requirement through a range of teaching and research options that meet approved transdisciplinary learning outcomes.</i>	2, 7, 8
Work- and/or Community-Integrated Learning	8	Faculties will enable students in all programmes to experience work- and/or community-integrated learning. <i>Note: This element is required learning for students. Faculties will have flexibility on how programmes integrate work- and/or community-integrated learning equivalent to a minimum 15 points in a degree. It is recognised that this recommendation sits between structure and the implementation of learning outcomes, but it is also recognised that there needs to be space within programmes for this area of learning for students.</i>	4, 8
Structure of qualifications	9	Faculties will ensure all undergraduate degree programmes include a capstone project of a minimum 15 points in the final year of study; capstones may be required or optional.	2, 8
Structure of qualifications	10	Faculties will, when accreditation requirements permit, ensure all undergraduate degree programmes include an option for a minimum of 45 points out-of-discipline study of the student's choosing at two or more levels of study, including opportunities to undertake transdisciplinary or out-of-faculty study. <i>Note: The value for students of 45 points across two levels is that this aligns with modules of study and enables the learning to be badged as a specified component of achievement on an academic transcript. Students who opt for a transdisciplinary module will be able to include the 15-point transdisciplinary requirement in the calculation of the 45 points of out-of-faculty study.</i>	2, 7, 8
Structure of qualifications	11	Faculties offering general degree programmes will ensure an option for double majors is included in all non-conjoint general degree programmes (including investigation of a second major outside the faculty).	2, 7, 8
Structure of qualifications	12	Review the current structure of conjoint offers with a view to achieving greater consistency of structure and to reducing minimum completion requirements and investigate further opportunities for conjoint programmes.	2, 7, 8

Table 1: Recommendations for Curriculum Structure for Consultation in May

ELEMENT	#	DOMAIN	TAUMATA
SUBDOCTORAL POSTGRADUATE CURRICULUM STRUCTURE			
Structure of qualifications	13	<p>Use a standard structure for general and creative practice postgraduate degree qualifications:</p> <ul style="list-style-type: none"> • 180-point Masters degree; <ul style="list-style-type: none"> – structured with stacked qualifications (60-point PG Certificate; 120-point PG Diploma; 180-point Masters) enabling students to: <ul style="list-style-type: none"> • commence study in any of these qualifications and progress to complete a 180-point Masters; and • exit the 180-point Masters with PGCert or PGDip as appropriate to points completed. – recognition of equivalent of 60 points at entry to the 180-point Masters for students who have completed an Honours qualification or a PG Cert where that qualification was awarded under this structure or recognition of prior learning. <p>Consider the scale and structure of all professionally-accredited and professionally-oriented sub-doctoral postgraduate programmes on a case-by-case basis to meet academic and accreditation requirements while adopting the CFT principles.</p> <p><i>Note: This Recommendation does not require changes to Postgraduate Certificate or Postgraduate Diploma programmes specifically designed for working professionals.</i></p>	2, 3, 6, 8
Structure of qualifications	14	Phase-out or convert existing general and creative practice sub-doctoral postgraduate programmes that differ from the proposed standard structure (including stand-alone 120-point Honours and 240-point Masters).	6
Support research pathways at PG	15	<p>Introduce a new 120-point Masters of Research (MRes) degree consisting of a 120-point thesis for students who hold a Bachelors Honours qualification or equivalent and who meet appropriate admission requirements.</p> <p><i>Note: This qualification would be available for enrolled students in any subject registered for doctoral study.</i></p> <p><i>A student enrolled in the MRes who meets appropriate achievement requirements may apply to transfer to doctoral study after completing the equivalent of 60 points of the degree; the start date of the PhD would be backdated to the start of the MRes.</i></p>	2, 3, 6, 8
Structure of qualifications	16	Standardise the points value of all sub-doctoral postgraduate courses and research projects to multiples of 15 points.	6
Core learning	17	<p>All Waipapa Taumata Rau University of Auckland postgraduate programmes will require completion of:</p> <ul style="list-style-type: none"> • a zero-point te reo Māori pronunciation screening for all students who have not already completed it; and • a zero-point postgraduate version of “Waipapa Taumata Rau” or equivalent in the first year of equivalent full-time enrolment for all students who have not already completed the undergraduate course. <p><i>Note: The intent is to ensure all postgraduate students have been introduced to relevant knowledges of place and Te Tiriti o Waitangi principles and accountabilities to enhance their study at Waipapa Taumata Rau University of Auckland.</i></p>	1, 2, 3, 4, 8

Table 1: Recommendations for Curriculum Structure for Consultation in May

ELEMENT	#	DOMAIN	TAUMATA
SUBDOCTORAL POSTGRADUATE CURRICULUM STRUCTURE <i>continued</i>			
Core learning	18	All Waipapa Taumata Rau University of Auckland postgraduate programmes will require completion of a zero-point Academic Integrity course and DELNA screening for all students who have not already completed them.	2
Structure of qualifications	19	Investigate and develop further opportunities for inter- and transdisciplinary masters programmes.	2, 3, 7, 8
Structure of qualifications	20	<p>Faculties and programmes to investigate opportunities to develop:</p> <ul style="list-style-type: none"> out-of-discipline study options (up to 30 points); and work- and/or community-integrated learning options. <p>Note: out-of-discipline study and work- and/or community-integrated learning options should be investigated for professionally-accredited and professionally-oriented programmes with attention to how options could be provided whilst meeting academic and professional requirements.</p>	2, 3, 7, 8
PATHWAYS			
Pathways	21	<p>The standard pathways from undergraduate to doctoral study (where admission requirements are met) for students of Waipapa Taumata Rau University of Auckland will be:</p> <ul style="list-style-type: none"> 360-point Bachelors degree » 180-point Masters degree » Doctoral degree; 480-point Bachelors Honours degree » Doctoral degree; 480-point Bachelors Honours degree » 120-point Masters of Research degree » Doctoral degree; 480-point Bachelors Honours degree » 180-point Masters degree (with recognition equivalent to 60 points) » Doctoral degree; Conjoint (two 360-point Bachelors degrees) » 180-point Masters degree » Doctoral degree; Conjoint (one 360-point Bachelors and 480-point Bachelors Honours degrees) » 180-point Masters (if the discipline of study is from the 360-point Bachelors degree) » Doctoral degree; Conjoint (combining 360-point and 480-point Bachelors Honours degrees) » Doctoral degree (if the discipline of study is from the 480-point Bachelors Honours degree); Conjoint (combining 360-point and 480-point Bachelors Honours degrees) » 120-point Masters of Research degree (if the discipline of study is from the 480-point Bachelors Honours degree) » Doctoral degree; Conjoint (combining 360-point and 480-point Bachelors Honours degrees) » 180-point Masters degree (with recognition equivalent to 60 points if the discipline of study is from the 480-point Bachelor Honours degree) » Doctoral degree; Conjoint (two 480-point Bachelors Honours degrees) » Doctoral degree; Conjoint (two 480-point Bachelors Honours degrees) » 120-point Masters of Research degree » Doctoral degree; Conjoint (two 480-point Bachelors Honours degrees) » 180-point Masters degree (with recognition equivalent to 60 points) » Doctoral degree. <p><i>continued on next page</i></p>	6

Table 1: Recommendations for Curriculum Structure for Consultation in May

ELEMENT	#	DOMAIN	TAUMATA
<i>PATHWAYS continued</i>			
Pathways	21	<p>Specifically, within sub-doctoral postgraduate study pathways:</p> <ul style="list-style-type: none"> Students who enrol in a PG Cert may have the opportunity to transfer to either a PGDip or 180-point Masters if appropriate achievement is attained; Students who enrol in a PGDip may have the opportunity to transfer to a 180-point Masters if appropriate achievement is attained; Students who have completed a PGCert within this structure may, for a period of time as appropriate to the programme of study and if appropriate achievement is attained, return after a period away from study to a PGDip or 180-point Masters (with reassignment or 60 points credit transfer). 	6
Admissions	22	<p>Review admissions criteria and/or policy and processes for undergraduate and sub-doctoral postgraduate degrees for opportunities to recognise a wider range of skills and capabilities of applicants and to increase opportunities for postgraduate study:</p> <ul style="list-style-type: none"> Undergraduate review to include consideration of: <ul style="list-style-type: none"> – broadening admission criteria beyond simple grade ranking; – additional eligibility criteria to UTAS eligibility criteria to enhance diversity; – the role of transition and the attainment of foundational skills to support student success. Postgraduate review to include consideration of: <ul style="list-style-type: none"> – GPA requirements for admission (inclusive of achievement level and qualifying courses); – equivalent professional experience as more widely applicable criterion; – allied provision of transition support; – allied progression achievement requirement at the end of the first 60 points with potential exit and award of PGCert. 	4, 6
Transitions	23	<p>Provide further bridging opportunities for students who otherwise may not qualify for admission into postgraduate and doctoral study (including students achieving below admission GPA requirements, non-cognate applicants, and some international students).</p> <p><i>Note: Bridging opportunities should relate to both general skills and programme-specific skills. A specific example to support students into doctoral study could be the introduction of a new Postgraduate Certificate (Doctoral Bridging Programme).</i></p>	4, 6
Accessibility	24	<p>Review completion time requirements:</p> <ul style="list-style-type: none"> to make part-time study available in programmes where this meets professional placement requirements; and to increase duration available for suspension of study. 	4, 6

The CF specialist areas were established to enable focus on the transformative areas identified in *Taumata Teitei*. As noted above, Table 2 outlines some key emerging recommendations pertaining to the specialist areas of the CF. They are points-in-time ideas and are included in this document to give a sense of the holistic nature of the CF. This is not intended to be a definitive list as we will continue to engage on all specialist area workstreams and the emerging recommendations ahead of formal consultation on them in July/August.

The areas of specialist area workstreams are:

- Pūtoi Ako: mātauranga Māori, kaupapa Māori pedagogies, and Te Tiriti o Waitangi principles and accountabilities;
- Research-led and research-informed teaching;
- Sustainability;

- Transdisciplinarity, innovation and entrepreneurship;
- Work- and community-integrated learning;
- Transitions and support: How we reflect academic, cultural, social, and emotional strengths and needs within the curriculum; and
- Learning and teaching delivery: How we teach (values, relationality, methods, and modes), where we teach, and when we teach.

Greater detail on the work undertaken to this stage and the context for these emerging recommendations may be found in the links to the working documents on the CF Website. As working documents, they are not finalised and represent the current state of ideas and discussion.

Table 2: Indicative Recommendations (Expanded Final Recommendations will be Consulted on July/August)

PŪTOI AKO: MĀTAURANGA MĀORI, KAUPAPA MĀORI PEDAGOGIES, AND TE TIRITI O WAITANGI PRINCIPLES AND ACCOUNTABILITIES	TAUMATA
<p>The Pūtoi Ako component of the CF addresses three of the horizontal underpinning principles of Mātauranga Māori, kaupapa Māori pedagogies and Te Tiriti o Waitangi that run through the heart of <i>Taumata Teitei</i> and the transformation process. This reflects the value and recognition that Waipapa Taumata Rau University of Auckland accords to Māori knowledges and ways of knowing, and the relationality of Te Tiriti o Waitangi</p> <p>Following are an indicative subset of emerging recommendations being explored to deliver on the CF taumata that relate to Pūtoi Ako.</p>	
<p>Research-informed mātauranga pathways: A number of mātauranga courses and programmes already exist at Waipapa Taumata Rau University of Auckland. These, with the development of new courses, will become more visible and students will have the option of following specialist and transdisciplinary mātauranga pathways. These mātauranga pathways provide a model for improving engagement with mātauranga Māori and kaupapa Māori pedagogies that are underpinned by Te Tiriti o Waitangi partnerships. They also increase the need for higher numbers of mātauranga experts and researchers including in external research collaborations. This provides an enabling environment for further research including an increase in pathways that are primarily concerned with mātauranga Māori research, revitalisation, decolonisation, and indigenisation processes. The pathways will be designed to transition students into the University at all entry points and provide mentoring and guidance towards research and academic career pathways.</p>	<p>1, 2, 3, 4, 5, 6, 7, 8</p>
<p>Māori leadership: Ethical and sustainable implementation and quality assurance for providing Te Tiriti o Waitangi, mātauranga Māori and kaupapa Māori pedagogies across the curriculum will be achieved through ensuring enabling conditions and resourcing are in place, including Māori leadership and recruiting and retaining Māori staff.</p>	<p>1, 2, 4, 5, 7, 8</p>

Table 2: Indicative Recommendations (Expanded Final Recommendations will be Consulted on July/August)

Building upon and strengthening core learning: Where relevant, programmes and disciplines will be encouraged and supported to build on the curriculum and pedagogy of the “Waipapa Taumata Rau” course to enable a connected experience for students throughout their learning at this University.	1, 2, 4, 5, 8
RESEARCH-LED AND RESEARCH-INFORMED TEACHING	TAUMATA
<p>A Waipapa Taumata Rau University of Auckland experience by its nature is research-informed. The research-led and research-informed teaching component of the CF explores how we can further weave research-led and research-informed teaching into all stages of the tertiary journey, including how we increase visibility and access and the ability for students to participate in imaginative and innovative programmes designed by leading researchers.</p> <p>Following are an indicative subset of some of the emerging recommendations being explored to deliver on the CF taumata that relate to research-led and research informed teaching.</p>	
Increased visibility and access for undergraduate students to the University’s world-class researchers, their research and our research resources.	2, 3, 7, 8
More deliberately capture and support research related to pedagogical innovation and incorporate these into our teaching.	2, 3
Develop VIP Model to including disciplinary and transdisciplinary VIPs; and scaffolded skills development.	2, 3, 7, 8
SUSTAINABILITY	TAUMATA
<p>Sustainability is a broad term with many different meanings. In the context of the CF, it is defined as “leading transition to sustainable ecosystems”, it foregrounds environmental sustainability, acknowledging that other aspects of the CF groups place greater emphasis on social and economic dimensions. In this component of the CF, we explore how to extend the reach and significance of the Sustainable Development Goals and be a global leader in sustainable practices through education. This includes how we deliver on a vision for students to possess an intimate and deep sense of sustainable practices, which will be demonstrable in their actions and interactions.</p>	
Develop a digital hub of sustainability resources that can support teachers to embed learning experiences and assessments across courses that will support students to engage fully in sustainability education and transdisciplinary learning.	2, 3, 7, 8
A network that connects sustainability teachers, researchers, and professional staff from across the university and provides a pool of experts for teaching, student engagement and lifelong learning.	2, 3, 4, 7, 8

Table 2: Indicative Recommendations (Expanded Final Recommendations will be Consulted on July/August)	
Professional development and resources to enable academic staff to integrate sustainability topics and into their programmes and courses, and to foster sustainability competencies in students.	2, 3, 4, 7, 8
Sustainability specialisations in undergraduate degrees that may be programme-specific, cross-faculty modules/linked courses, or VIPs.	2, 3, 7, 8
TRANSDISCIPLINARITY, INNOVATION AND ENTREPRENEURSHIP (TIE)	TAUMATA
<p>The TIE component of the CF addresses opportunities to expand on transdisciplinary, innovation and entrepreneurship learning and research. <i>Taumata Teitei</i> emphasises the importance of complementing students’ deep engagement in the discipline of their choice with additional knowledge and skills to enable them to be transdisciplinary, innovative and entrepreneurial in their thinking. Students will experience opportunities for learning and research both in the curriculum and in co-curricular activities. Staff will be encouraged and supported to lead and contribute to a variety of expanded and innovative curricular and co-curricular activities, many of which also provide opportunities for external stakeholder engagement.</p> <p>Following are an indicative subset of emerging recommendations being explored to deliver on the CF taumata that relate to TIE.</p>	
Develop new curricular, co-curricular and extracurricular opportunities that foster inter- and transdisciplinary learning and research, development of competencies and skills that enable TIE, inter-professional research and collaboration, and engagement with “wicked” or complex problems. These new curricular and extra-curricular opportunities could be housed within faculties, LSRIIs, and/or UCRs.	2, 3, 7, 8
Develop the Wicked Problems Challenge Series open to all undergraduate students. These classes provide a strong shared experience for students and a starting point for related study modules, such as Vertically Integrated Modules, or research-led initiatives, such as TVIPs.	2, 3, 5, 7, 8
Integrate Innovation and Entrepreneurship skills and competencies into all degree programmes at a level sufficient to satisfy the requirements of the Graduate Profile.	2, 7, 8
Increase Vertically Integrated Modules and VIP offerings from outside a given discipline or area of enquiry for undergraduate students.	2, 3, 7, 8
WORK AND COMMUNITY INTEGRATED LEARNING (WIL)	TAUMATA

Table 2: Indicative Recommendations (Expanded Final Recommendations will be Consulted on July/August)

At Waipapa Taumata Rau | University of Auckland, WIL connects teaching with practice and community using diverse approaches that maximise students’ ability to contribute to society. Work-integrated learning (WIL) is defined as “an educational approach that uses relevant work-based experiences to allow students to integrate theory with the meaningful practice of work as an intentional component of the curriculum”. Defining elements of this educational approach requires that students engage in reciprocal, authentic and meaningful work, typically involving three stakeholders: the student, the University, and external partners. The approach taken encompasses the principles of aroha, reciprocity, manaakitanga, and whanaungatanga, which are emphasised to enhance the relational space between communities, other external partners, and the whenua. WIL prepares students for employment, community service and partnership, and doctoral study involving community and industrial/commercial/professional partnerships.

The primary recommendations for WIL have been incorporated within the structure recommendations outlined in Table 1 (8 and 20). Further detail supporting these recommendations can be found in the WIL supporting paper.

TRANSITIONS AND SUPPORT	TAUMATA
<p>The transitions and support component of the CF explores the changes navigated by students in their entry into and movement within and through Waipapa Taumata Rau The University of Auckland. Successful transitions reflect social and emotional needs, academic literacies, and the development of a positive learner identity and sense of belonging within the University community which together are essential to ensure effective and successful student achievement.</p> <p>Successful transitions need to be cast as a partnership between the student and the University that is based on trust, shared responsibility, and collaboration. Effective student achievement and successful transitions are guided by principles of manaakitanga and whanaungatanga integrated across several priorities, as detailed in <i>Taumata Teitei</i>, and alignment with Waipapa Toitū where students and people are at the centre.</p> <p>Following are an indicative subset of some of the emerging recommendations being explored to deliver on the CF taumata that relate to transitions and support.</p>	
<p>The development of a Waipapa Taumata Rau University of Auckland Transition Framework that:</p> <ul style="list-style-type: none"> • Supports an integrated transition pedagogy across the institution • Recasts transition as a partnership between students and the institution • Aligns with the underpinning framework of Waipapa Toitū 	<p>1, 2, 4</p>

Table 2: Indicative Recommendations (Expanded Final Recommendations will be Consulted on July/August)	
Academic mentorships - every student has access to academic mentoring and pastoral care structures throughout their academic journey.	2, 4
Scaffolded skills developed throughout undergraduate studies, including a broad range of literacies and capabilities in the first year of study, are seen as important to student achievement in programmes of study and in the development of life skills. They also help students develop into independent and resilient learners that facilitate smooth transition into PG studies and/or the workplace.	2, 6
Creation of opportunities to engage whānau in the University experience. This is particularly important for Pacific learners, as well as first-in-family students, and recognises that not all students view tertiary study as a step away from family.	4, 8
Co-curricular recognition programme that actively encourages and recognises students' involvement in co-curricular activities that develop skills and learning experiences in a meaningful way.	4, 7, 8
LEARNING AND TEACHING DELIVERY	TAUMATA
<p>The Learning and Teaching delivery component of the CF addresses the 'where, when and how' aspects of the CF. The aspirations in <i>Taumata Teitei</i> call for a university education that develops students 'connection to each other, their place in Aotearoa New Zealand, the Pacific and the world, and whose actions have social and ecological consequences'. Students at Waipapa Taumata Rau University of Auckland will have access to an equitable, imaginative, and collaborative education through the provision of researched-informed programmes and courses. Underpinning the learning and teaching delivery is the concept of relational learning, enhanced by technology, presence, and place.</p> <p>Following are an indicative subset of some of the emerging recommendations being explored to deliver on the CF taumata that relate to learning and teaching delivery.</p>	
<p>The development of a Waipapa Taumata Rau University of Auckland Transition Framework that:</p> <ul style="list-style-type: none"> • Supports an integrated transition pedagogy across the institution • Recasts transition as a partnership between students and the institution • Aligns with the underpinning framework of Waipapa Toitū 	1, 2, 4
Communicate a clear vision for what learning and teaching look like at Waipapa Taumata Rau University of Auckland for students and staff. This will include in-person, blended and online environments to ensure a consistent experience for students as much as possible and enable accessible, equitable lifelong higher education opportunities.	2, 5
Reduce the delivery of instructional content by means of synchronous, in-person teaching, particularly in large lectures.	2, 5
Ensure that the teaching of instructional content is always accompanied by a teaching activity that is more interactive and engaging and offers a relational or active learning experience for students, emphasising the importance of face-to-face activities.	2, 5
Prioritise weekly timetabled blocks of teaching by course or student cohort, to encourage natural cohort-building and on-campus days for students.	5, 6, 8
Encourage scaffolding in all assessments and increase the transparency of the assessment design process, including opportunities for meaningful feedback, co-design and student agency where appropriate.	2, 4
Encourage and develop staff understanding of Universal Design for Learning (UDL) principles to ensure that we are pro-actively supporting learners in their studies.	2, 4

Glossary

Capstone

A culminating educational experience with a focus on the consolidation of prior learning, the development of graduate capabilities and the transition to postgraduate study or work.

Co-curricular

Co-curricular refers to activities, programmes, and learning experiences that complement and are additional to credit-bearing learning and research but are not credit-bearing (for example, performances by students in creative practice degrees or participation in Waipapa Taumata Rau | University of Auckland's Co-Curricular Recognition Programme).

Degree classifications

Degree classifications where recommendations distinguish creative practice, general, professionally-accredited, and professionally-oriented degrees that language refers to:

- **Creative practice degrees:** academic programmes where learning and outcomes are achieved in creative practice activities;
- **General degrees:** academic programmes that may be independent of set professional outcomes or where the means by which those outcomes are achieved are flexible;
- **Professionally-accredited degrees:** academic programmes that are subject to accreditation by an external professional body or where graduates are registered based on having met specified professional competencies within that programme;
- **Professionally-oriented degrees:** academic programmes that are not subject to accreditation by a professional body, but the relevance of the programme requires graduates to have met professional competencies.

Entrepreneurship

The capacity to engage with opportunities and ideas in order to create value with, and for others. The attribution and creation of value is complex and diverse, as the value created could exist in a number of realms, including social, cultural, economic, or ecological.

Extracurricular

Extracurricular refers to activities not normally falling within the scope of the curriculum (for example, participation in University sports, clubs or societies).

Hallmark elements

As signalled in *Taumata Teitei: Mātauranga Māori*, Kaupapa Māori pedagogies, Te Tiriti o Waitangi principles and accountabilities, Learning and Teaching, Sustainability, Transdisciplinarity, Innovation and Entrepreneurship, and Work-Integrated Learning.

Innovation

The creation of knowledge and resources, or the new combination of existing knowledge and resources, to enable change.

Kaupapa Māori pedagogies

The term 'kaupapa Māori' is commonly used to refer to Māori philosophical values, practices and interests, developed by Māori, for Māori and with Māori. In the context of the curriculum framework, kaupapa Māori pedagogies can be understood as 'teaching and learning underpinned by Māori values and reflecting Māori preferred practices'. Some of these values are expressed in the three 'Te Ao Māori Principles' from *Taumata Teitei*: manaakitanga, whanaungatanga and kaitiakitanga. These broader values can be embedded in the teaching and learning activities in all courses. Kaupapa Māori pedagogies:

- Support Māori leadership in the revitalisation of te reo Māori, mātauranga Māori and tikanga Māori through centring Māori ways of knowing and being;
- Reject deficit theorising: Kaupapa Māori pedagogies build on the knowledges that students bring to their studies and contribute to the ongoing improvement of learning design and delivery of te ao Māori content and content for Māori learners;
- Reflect the values of manaakitanga, whanaungatanga and kaitiakitanga.

Mātauranga Māori

Mātauranga Māori is 'the unique Māori way of viewing themselves and the world, which encompasses (among other things) Māori traditional knowledge and culture' (WAI262 p.6). Mātauranga Māori encompasses ancient knowledge of the human, natural and spirit worlds as well as modern and creative knowledge of these realms. It is knowledge developed collectively by Māori in the past, present and future. It refers not simply to knowledge but to ways of knowing.

Mātauranga Māori is a taonga, and as such requires protection. While iwi Māori are the primary kaitiaki of their knowledge, the University has an obligation to protect mātauranga Māori, and to provide a safe environment in which mātauranga can flourish. WAI 262 Waitangi Tribunal Report provides detail on the Crown's kaitiakitanga obligations with regard to mātauranga.

Mātauranga Māori is held, developed, and taught by iwi Māori experts (or those considered experts by Māori). It is undergoing revival in te ao Māori, on marae and at wānanga. It is not homogenous and can be iwi, hapū, and whānau specific. It finds expression in all fields of human endeavour including engineering, economics, music, sports, art, biology, education, law, medicine, physics, psychology, religion, architecture, philosophy, mathematics, technology, as well as daily life in whānau and in communities.

Mātauranga Māori includes te reo Māori. It can be expressed in te reo Māori or other languages. It can use methods similar to those of science, though it recognises dimensions of existence beyond those accessible to science and makes sense of a fundamentally relational universe (see Salmond, 2012).

WAI262. Retrieved from: <https://waitangitribunal.govt.nz/news/ko-aotearoa-tenei-report-on-the-wai-262-claim-released/>

Salmond, A. (2012). Ontological quarrels: Indigeneity, exclusion and citizenship in a relational world. *Anthropological Theory*, 12(2), 115-141. <https://doi.org/10.1177/1463499612454119>

Masters of Research (MRes)

The MRes is an internationally recognised advanced postgraduate research degree, designed to develop high-level research skills and capabilities to prepare students for doctoral research or for careers outside academia. In the context of the CF and as distinct from a named Masters degree, the MRes is a 120-point research project with the possibility students might apply to transfer to PhD study following completion equivalent of 60 points.

Pacific knowledges

Pacific knowledges comprise diverse and varied epistemological frameworks and practices that are indigenous to specific areas of Te-Moana-nui-a-Kiwa, as well as those that emerge as a result of movement away from ancestral homelands. These include theorising or constructing knowledge shaped by the worldviews, languages, and lived realities of Pacific peoples. Pacific peoples' approaches to knowledge incorporate experiential and embodied knowledge drawn from specific contexts, environments and relationships, from deep ancestral time to the contemporary moment.

Within the context of Aotearoa New Zealand these distinctive knowledge traditions and practices are often woven together into pan-Pacific approaches to knowledge with problematic homogenising effects. Notwithstanding this, mātauranga Māori is clearly distinguishable from Pacific knowledges, practices, and worldviews, because it belongs to tangata whenua, the first peoples of Aotearoa. However, in diasporic spaces outside Aotearoa New Zealand, they often rest under the same umbrella of Indigenous Pacific epistemologies or knowledges. These epistemological traditions are distinct from those traditions and approaches imported through colonialism and settlement that permeate formal institutions across the Pacific.

Pacific pedagogies

Pacific pedagogies are interventions in formal education spaces designed to support the success of Pacific students. They are inclusive of but go beyond incorporating Pacific content in the curriculum and include relational and interactive teaching strategies informed by cultural awareness and expertise, appropriate styles of engagement and interaction, a commitment to pastoral care, and active support to achieve high expectations. Pacific pedagogies incorporate and affirm Pacific values, knowledge traditions, experience, and worldviews. They are mindful of wider contexts beyond teaching strategies since 'successful learning sits on the pillars of the family, the community, cultural capital, collaborative relationships and institutional support' (Chu et al., 2013: 4).

Chu, C., Samala, A., Paurini, S. (2013) *Educational practices that benefit Pacific learners in tertiary education*. Research Report. Ako Aotearoa, National Centre for Tertiary Teaching Excellence.

Research-informed teaching

The curriculum reflects latest thinking and knowledge in the field of study and staff can deliver curriculum designed by someone else or they are teaching an applied programme that doesn't require many of the higher-level capabilities and skills associated with research.

Research-led teaching

This term refers to a range of research related teaching activities, such as:

- Research-driven: where students are taught research findings in their field of study;
- Research-oriented: where students learn research processes and methodologies;
- Research-tutored: where students learn through critique and wide-ranging discussion between themselves and staff who can draw upon a deep understanding of thinking and knowledge in their field (advanced skill); and/or
- Research-based learning: where students learn as researchers and develop research skills on actual projects led by academic staff (advance skill).

Sustainability

Sustainability teaching and experiences include an emphasis on developing intra and interpersonal competencies, critical thinking and the capacity for collective problem solving. Transdisciplinarity is an intrinsic part of sustainability learning. While sustainability incorporates multiple dimensions, the focus in the CF is on the aspiration toward 'leading transition to sustainable and abundant ecosystems', i.e., flourishing of the natural environment and attention to the human/environment interface.

Te Tiriti o Waitangi

Te Tiriti o Waitangi is the partnership between Hapū-Iwi and the Crown. In the context of the University, Te Tiriti frames relationships with the Hapū and Iwi of the regions where the University is located, and responsibilities to hāpori and taurira Māori generally. Te Tiriti prioritises positive relationships, respectful engagements, and mutually beneficial outcomes for Hapū, Iwi, and te ao Māori and the University community.

Taumata Teitei affirms the University's commitment to the Te Tiriti o Waitangi. It states that our teaching and learning will be framed by 'Te Tiriti o Waitangi accountabilities'; we will 'honour Te Tiriti o Waitangi'; the University 'will be a place where te reo Māori can flourish and where mātauranga Māori and Te Tiriti o Waitangi are valued, fostered, protected and used responsibly by us all'. This engagement is evident in our teaching and research practices, our programme content, and our collegial relationships.'

Technology-Enhanced Learning (TEL)

Technology-enhanced learning (TEL) is used to describe the application of technology to teaching and learning activity and signals the value that technology adds to learning in universities. It is an umbrella term and for all types of teaching and learning delivery, including blended, flexible, multimodal, online and face-to-face learning (Seel 2012). TEL can foster rich on-campus experiences, as well opening new settings for learning, and help educate students for the present while empowering them for life-long learning. Through TEL all physical campus, digital, community or industry environments can and should become valid locations for learning and teaching.

Transdisciplinarity

Transdisciplinarity iteratively interweaves knowledge systems, skills, methodologies, values, and fields of expertise within inclusive, innovative collaborations across academic disciplines and with non-academic stakeholders, focused on transformative outcomes in societal challenges.

Transitions

Transitions are the changes navigated by students in their entry into and movement within Waipapa Taumata Rau | University of Auckland, reflecting both social and emotional needs, and academic literacies.

Transition Pedagogy

A shared understanding of what 'transitions' mean in the context of Waipapa Taumata Rau | University of Auckland. A framework that reflects the unique needs of specific student cohorts and the strengths of the academic units involved, while maintaining a cohesive and integrated approach to transitions.

Universal Design for Learning (UDL)

UDL is a framework to improve and optimise learning for all learners. Its key principles are:

- Engagement: stimulating and motivating learners
- Representation: offering information and content in different ways and formats; and
- Action and Expression: allowing different ways students might interact with the material to show what they have learned.

UTAS

Undergraduate Targeted Admissions Scheme

Vertically Integrated Project (VIP) and Transdisciplinary Vertically Integrated Project (TVIP)

An educational model that enables cohorts of undergraduate and postgraduate students to participate in ambitious, long-term, large-scale, staff-led research projects over multiple years for curricular credit and/or research funding. VIPs provide students with research experience, professional skills training, and mentorship throughout the programme and extend the resources available to staff for research. A TVIP is a VIP that is led by an interdisciplinary team of staff, enrolls cohorts of interdisciplinary students, and uses transdisciplinary approaches to respond to complex societal challenges.

Work and/or community-integrated learning (WIL)

An educational approach that uses relevant work-based experiences to allow students to integrate theory with the meaningful practice of work as an intentional component of the curriculum. Defining elements of this educational approach requires that students engage in reciprocal, authentic and meaningful work, typically involving three stakeholders: the student, the University, and external partners. The approach taken encompasses the principles of aroha, reciprocity, manaakitanga, and whanaungatanga, which are emphasised to enhance the relational space between communities, other external partners, and the whenua. Work- and/or community-integrated activities are diverse and take place within and alongside courses, on and/or off campus, and with different levels of engagement.

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