Learning and Teaching
Quality Enhancement and Assurance Framework

APPLICATION
These guidelines apply to all staff members and students of the University.

PURPOSE
This document describes elements of the University’s processes to support learning and teaching quality enhancement and assurance. Internal quality assurance and enhancement activities must validate the University’s progress towards its mission to be a research-led, international university, recognised for excellence in learning and teaching.

This framework sets out the University’s quality assurance activities at University, faculty, academic unit and service division level within a framework of planning, implementation, monitoring and enhancement; and identifies key responsibilities and accountabilities within the University for these activities.

This framework document should be read alongside the Planning and Accountability Framework, which describes the coordinated planning and reporting framework within which the University sets and achieves its strategic objectives and satisfies internal and external accountabilities. Academic quality assurance is an integral part of the planning, reporting and analysis described in the Planning and Accountability Framework.

This document should also be read alongside the University’s Graduate Profiles.
1 FRAMEWORK

The Quality Enhancement and Assurance Framework is updated annually by the Academic Quality Office. The currency of the Framework is the responsibility of the Deputy Vice-Chancellor (Academic).

Responsibility and delegation of authority

- Responsibility for the assurance and enhancement of learning and teaching quality rests with every member of staff involved in teaching delivery and student learning development. Students, in partnership with teaching staff, are responsible for their learning and for providing constructive feedback on teaching and courses. Responsibility for the oversight of learning and teaching quality is distributed throughout the University, through Course Directors and Coordinators, Academic Heads, Faculty Deans, and Associate Deans with responsibility for learning and teaching, the Dean of Graduate Studies; and ultimately the Deputy Vice-Chancellor (Academic), reporting to the Vice-Chancellor and the University Council.
- The Deputy Vice-Chancellor (Academic) is responsible for strategic direction and leadership of learning and teaching across the University.
- In all planning, the University identifies role-holders responsible and accountable for the implementation of specific tasks or processes.
- Each academic manager works to clearly-defined operational goals, performance measures and reporting obligations. Academic Development and Performance Review processes ensure accountability, based on the expectation that each member of staff carries out his or her responsibilities consistent with the delegated authority of his or her position.

Appendix one: Role responsibilities for learning and teaching quality assurance and enhancement
Committee structures

The Board of Graduate Studies (BoGS) is chaired by the Dean of Graduate Studies and is the central committee for the development of policy on postgraduate study, and for administrative matters related to doctoral and higher degree students.

The Senior Leadership Team (SLT), the Vice-Chancellor, Deputies and Deans group (VCDD), and the Vice-Chancellor’s Student Consultative Group are key advisory committees to the Vice-Chancellor.

Faculties and teaching units maintain committees that contribute to quality assurance and enhancement at the local level and often include staff represented on academic committees at University level.

Appendix two: Committees and central services with responsibility for learning and teaching decision-making and quality assurance and enhancement
2   PLANNING

Institutional planning
- The University of Auckland Strategic Plan 2013-2020 sets out objectives for the University, including those for learning and teaching. Faculty and service division Strategic Plans are aligned with the University’s Strategic Plan.
- Faculty and service divisions are required to produce Annual Plans with Key Performance Indicators (KPIs) aligned with those in the University Strategic Plan, including KPIs for learning and teaching. These Annual Plans inform the production of the University’s Annual Report. See the Planning and Accountability Framework.
- The Office of the Deputy Vice-Chancellor (Academic) maintains a three-year operational Learning and Teaching Plan, aligned with the Strategic Plan, which is approved by Senate and Council.
- Faculties provide an annual plan to TLQC on local learning and teaching priorities.
- Capital planning processes govern capital expenditure for the physical environment for learning and teaching. The Capital Plan is supported by faculty and service-division accommodation plans. A Campus Development Strategy and set of principles underpins planning for refurbishment and new development.

Student participation
- Students participate in the University’s planning cycle for learning and teaching through student representation on Council, Senate, Education Committee, and TLQC.
- Students also provide feedback through the class representative system in each department or school, which is reported to faculty-level Staff-Student Consultative Committees. Student class representatives are supported by training provided by the Auckland University Students’ Association (AUSA).
- Representatives from the AUSA, other University students’ associations, and key University committees provide comment on learning and teaching issues through the Vice-Chancellor’s Student Consultative Group.
- Students provide feedback on their learning experience through course and teaching evaluations and University surveys. Results of the Learning and Teaching Survey of students are reported to the DVCA(A), faculties, and TLQC. Departments, schools, faculties, and service divisions may also administer surveys under the University’s Student Survey Policy, in consultation with the Academic Quality Office.
- Students are invited to participate in University Programme and Graduating Year Reviews.

Other stakeholders
- The University engages with external stakeholders concerning curriculum, including:
Faculty and programme-level advisory boards with representation from employers, industry and professional groups. These boards often hold Terms of Reference that evaluate relevance of curricula

- accreditation reviews by professional and industry groups
- stakeholder input into University reviews of academic units, and programme reviews
- stakeholder input into the internal process supporting Graduating Year Reviews
- links through the Schools Partnership Office with teachers and principals
- employer involvement with internship or project opportunities in different programmes
- stakeholder input into reviews of curricula initiated by faculties.
3 IMPLEMENTATION

Academic policy
- University policies, procedures and guidelines for learning and teaching are developed using a template and are accompanied by an implementation and communication plan.
- Student input into policy development occurs through student representation on these key committees and through feedback from the University-wide Learning and Teaching Survey.
- Faculty representatives University committees disseminate new or revised policies at their local level.
- All University policies and related guidelines are available on a centralised Policy Register.
- University-level policies governing learning and teaching activities are approved by Education Committee, Senate and Council.

Course and programme design
- Processes for programme design and approval are managed by the Academic Programmes Office. The annually reviewed document, Academic Programmes: Amendment Guidelines sets out a two-stage approval process, which is monitored through Academic Programmes Committee (APC). This process ensures that the University's academic programmes are high-quality, relevant and aligned with strategic priorities.
- Departmental and programme committees ensure the currency of subject offerings and specialisations. Course development is undertaken at the department or school level, and approved at the faculty level, with oversight by APC.
- Course Directors have overall responsibility for course assessment, design and review.
- The Centre for Learning and Research in Higher Education (CLeaR) provides workshops on course design and assessment and can work with individual staff to support high-quality curriculum design.

Assessment
- The design and use of assessment is governed by Examination Regulations, relevant academic policies, and the annually reviewed Instructions to Examiners and Assessors.
- Assessment design in new or substantially-revised programmes is considered through faculty amendment preparation processes, and through Academic Programmes Committee.
- All faculties prepare and disseminate grade descriptors.
- Examiners (who may be internal or external) are responsible for course assessment, and assessors (who may be internal or external) are appointed to maintain standards in the examining process.

Postgraduate supervision
- Academic staff must be accredited to supervise masters or doctoral candidates; the accreditation process is managed by the School of Graduate Studies.
The Postgraduate Supervision Guidelines set out limits for supervision load per academic staff member.

**Learning and teaching spaces**
- Space provision is managed through the Property Services division. Much of the day-to-day management of learning and teaching spaces is coordinated by the relevant faculty or service division in conjunction with Property Services.
- The Learning Environment Support Unit is responsible for supporting pool teaching spaces and provides guidance and assistance for academic staff in using teaching technologies.

**Digital learning**
- The University is committed to the promotion and support of research-informed innovation, and the use of new technologies to enhance student achievement.
- The University’s Learning Management System, Canvas, allows online course management, including administration and assessment. Canvas supports web presence standards for course information.
- The e-Learning division in CLeaR provides resources and practical support for the development of e-learning projects and the use of e-Learning teaching technologies across the University. Several faculties have units supporting learning and teaching technologies.

**Learning and teaching continuity**
- The University Learning and Teaching Continuity Planning Guide supports teachers to prepare resilient courses and to manage unexpected interruptions to teaching, learning and assessment. Learning and teaching continuity planning processes articulate with faculty business continuity planning processes.
4 MONITORING AND EVALUATION

- Monitoring and evaluation processes informing academic quality provide information on the effectiveness of the University’s activities, and whether they are meeting the University’s strategic objectives. The information provided by monitoring processes informs planning cycles.

Academic policy
- The review of University-level learning and teaching policy is undertaken by the committee responsible for the development of a given policy, or on occasion by a specially constituted working group, supported by the Academic Quality Office. Policy reviews are prompted by review cycles, or by developments in the learning and teaching environment.
- Academic policies are monitored for currency through the Policy Register and by the Academic Quality Office.
- Policies governing postgraduate research and supervision are reviewed by the Board of Graduate Studies.

Course and programme review
- University reviews of academic units and disciplinary areas evaluate teaching and research performance against international benchmarks on a seven to ten-year cycle. The DVC(A) maintains a three-year rolling plan for reviews to facilitate review planning. Implementation of key action areas are monitored by Education Committee and Research Committee through a series of progress reports.
- The University has an internal process for review of new programmes, which is used to produce Graduating Year Reviews for the Committee on University Academic Programmes.
- A number of professional programmes across the University have periodic reviews undertaken by external bodies. Summary reports from the faculties on accreditation reviews are received by Education Committee. An annual summary of accreditation review reports summarises for Education Committee learning and teaching issues identified in the accreditation process.
- In some areas a monitoring role for programmes is taken by a Board of Studies or cross-faculty Board.
- Academic Programmes Committee is responsible for monitoring academic programme regulations. APC also receives reports on the quality of programmes delivered in partnership with other institutions, or off-shore. Course deletions are monitored and processed by APC.
- Regular end-of-course student summative course and teaching evaluations are required for quality assurance and enhancement purposes. The requirements and responsibilities for these evaluations are described in the University’s Enhancement and Evaluation of Teaching and Courses Policy, Guidelines and Procedures.
The quality of courses is also reviewed through formative evaluation of teaching, informal feedback and discussion between teaching staff and students during delivery of a course, and through formal and informal peer review and observation processes.

A course review process, involving all teaching staff, is undertaken at the conclusion of every course.

External moderators may undertake, for all or some postgraduate courses, a review of the content and grading of examination papers and report to the Academic Head as to the appropriateness of the examination and grading given course content and recognised academic standards. Moderation takes place on a one or two-year cycle.

Assessment

Assessment design is monitored through faculty processes for course design, and through the oversight of Academic Programmes Committee. Quality and consistency is monitored through course reviews and moderation processes at department and faculty level. An annual report on errors in examination papers is received by Education Committee.

Pass rates are considered on an on-going basis by the faculties using information available through the SMR system, together with the results of student evaluations; and follow-up activities are undertaken. Formal pass rate reports are considered by Education Committee.

The Learning and Teaching Survey provides for student comments on the quality and appropriateness of assessment.

Postgraduate supervision

The quality of postgraduate supervision is monitored through provisional and annual doctoral reports and mid-year Masters progress reports. Students also comment on the quality of supervision in the annual Doctoral Exit Survey.

Data on postgraduate and doctoral students produced by the Planning and Information Office are evaluated regularly by the Board of Graduate Studies.

Learning and teaching spaces

Appropriate space requirements for teaching and research facilities, student facilities and service divisions are included in the Long-Term Capital Plan. The Plan also considers the development of informal spaces for student activities, externally and internally, within new and refurbished buildings.

The quality of teaching and learning spaces is monitored through KPIs reported to Council and through the Learning and Teaching Survey.

All teaching technologies in teaching rooms align with Association of Educational Technology Managers (AETM) standards for tertiary teaching spaces. Standards cover areas such as sightlines, acoustics and audio-visual fit-out. To ensure the University’s technologies remain current they are updated on a five-year maintenance plan cycle.
Teaching quality

- Teaching quality is monitored in a number of ways:
  - self-reflection and review of teaching practice through formative evaluation
  - peer review processes
  - course review processes conducted by Course Directors
  - summative course and teaching evaluations with reporting to the DVC(A), faculty Deans and Associate Deans with responsibility for learning and teaching, and Academic Heads; follow up actions are required when the overall satisfaction rate for a course falls below 70%
  - The University Learning and Teaching Survey with reporting to the DVC(A), faculty Deans, and Associate Deans with responsibility for learning and teaching
  - induction processes and training programmes for staff new to university-level teaching or supervision
  - Annual Academic Development and Performance Review processes where academic staff reflect upon teaching skills and set objectives for teaching development
  - ongoing analysis of pass rates and reporting to Education Committee, identifying actions to address any issues raised.

Graduate outcomes

- The University and its staff support and monitor student achievement of the University’s Graduate Profiles through:
  - informing staff and students of the profiles and their importance, developing and implementing graduate profiles at programme level, using feedback from other stakeholders including employers
  - organising curricula, teaching practices and assessment methods to ensure that students are provided the opportunity to work towards the attributes of their respective profile.

Other internal monitoring

- University-wide surveys are governed by the University’s Student Survey Policy.
- The Learning and Teaching Survey is a key source of information to inform the University’s quality assurance and enhancement processes. Results of the Survey are reviewed by the Senior Leadership Team, TLQC, and Education Committee and reported to students.
- The Academic Quality Office, together with the Planning and Information Office, is responsible for the analysis of course and teaching evaluations and the Learning and Teaching Survey.
- Interactive dashboards in the University’s Strategic Management Reporting (SMR) system allow academic managers and staff access to curated strategic information to monitor student demand, achievement and outcomes such as enrolment trends; student retention, progression and pass rates; student completions; and student withdrawals and failures.
SMR Dashboards also support access to Learning and Teaching Survey results and role-appropriate data on course and teaching evaluation.

**External monitoring**

- The University undergoes periodic external academic audit. Academic Audit reports are public documents and the University is required to address audit recommendations and report on implementation.
5 ENHANCEMENT AND FEEDBACK

Institutional-level processes

- The DVC(A) holds annual meetings with Deans and Associate Deans with responsibility for learning and teaching to discuss faculty-specific issues arising from the Learning and Teaching Survey; results of student course and teaching evaluations and student pass rates. Faculties are responsible for developing action plans to address issues identified.
- Enhancements identified in the course of Academic Audit self-review and the recommendations made in the Audit report inform quality enhancement initiatives.

Teaching development

- Academic Heads review staff performance and goals, provide feedback, and oversee the induction and mentoring of new staff.
- CLeaR supports workshop-based training for teaching staff to develop their academic practice. The Centre also provides advice and assistance for teaching development methods such as peer observation and review, teaching portfolios, electronic portfolios, peer mentoring and formative feedback. Peer reviews and teaching portfolios may contribute to a staff member’s Academic Development and Performance Review, and may also form part of a submission for continuation and promotion or for an award for excellence in teaching.
- The Centre hosts the Postgraduate Certificate in Academic Practice, a professional qualification for academic staff, and supports CLeaR Fellowships. CLeaR Fellows are academic staff nominated by their Dean to research and disseminate new teaching strategies. CLeaR also runs the Teaching Catalyst Programme, for staff new to teaching at the University of Auckland. Learning Enhancement Grants provide a source of contestable funding to support the development of innovative projects to enhance teaching practice.
- The University’s Teaching Excellence Awards recognise and celebrate excellence in teaching and postgraduate research supervision. As a condition of the award, winners are asked to share their practice in teaching development forums. Faculties and departments recognise and reward excellent teaching practice through local teaching awards.
- The Vice-Chancellor’s Strategic Development Fund seeds new, innovative, strategically-aligned projects for activities such as the enhancement of Māori and Pacific participation and performance; enhancement of learning and teaching, to include the overall student experience; and enhancement of international students’ experience.

Student learning development

- Libraries and Learning Services provide information, academic and language literacy resources and services to enhance the teaching, learning, research, scholarship and creative work of students and staff. Students have access to enquiry and consultation services,
universal workshops, and targeted and curriculum integrated learning opportunities to develop the capabilities required for academic success at the University and beyond.

- An online Academic Integrity course is completed by all new students.
- Career Development and Employability Services provide services, resources, workshops, events and a job board to enhance the employability and career development of all students.

**Student participation**

- Student feedback is sought, considered and reflected in decisions made about learning and teaching policies and initiatives. See Appendix three.

**Appendix three: Student participation in quality assurance and enhancement**

**Other feedback loops and communication**

- Faculty representatives serving on university committees are expected to circulate information in their areas. New or significantly revised academic policies are accompanied by a communication plan.
- Projects and initiatives impacting teaching and learning quality are reported to committees, with dissemination of information back to faculties by committee representatives.
- Central service divisions, such as Libraries and Learning Services, and other units such as CLeaR, report regularly to academic committees.
- Dedicated webpages on the University website provide feedback to students on major initiatives undertaken to enhance learning and teaching.
- Academic staff provide feedback to students on changes made to courses as a result of information in course and teaching evaluations.
- The University’s online Policy Register is a resource for staff and students.
- CLeaR’s Teaching Catalyst Programme, for staff new to teaching at the University, includes information about University teaching policies and guidelines.

**KEY RELEVANT DOCUMENTS**

Include the following:

- Education Act 1989
- Consumer Guarantees Act 1993
- Privacy Act 2013
- Copyright Act 1994
- Fair Trading Act 1986
- Strategic Plan 2013-2020
- Learning and Teaching Plan
- Graduate Profiles
- Policy, procedures and guidelines on the Enhancement and Evaluation of Teaching and Courses
- Student Survey Policy
- Instructions to Examiners and Assessors
Academic Programmes: Amendment Guidelines
Managers and Academic Heads Guide for Inducting New Staff

DOCUMENT MANAGEMENT AND CONTROL
Owner: Deputy Vice-Chancellor (Academic)
Content manager: Senior Academic Quality Advisor
Approved by: Senate
Date approved: June 2015
Last annual Review by TLQC: April 2017
Review date: April 2018
APPENDICES

Appendix one  Role responsibilities for learning and teaching quality assurance and enhancement

Appendix two  Committees and central services with responsibility for learning and teaching decision-making and quality assurance and enhancement

Appendix three  Student participation in quality assurance and enhancement
APPENDIX ONE: Role responsibilities for learning and teaching quality assurance and enhancement

<table>
<thead>
<tr>
<th>ACADEMIC UNIT</th>
<th>FACULTY</th>
<th>UNIVERSITY</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Academic Heads</strong>&lt;br&gt;Monitoring teaching quality and initiating and overseeing regular reviews of the quality of the curriculum, assessment and teaching</td>
<td><strong>Deans</strong>&lt;br&gt;Providing effective strategic, academic and managerial leadership and overseeing the quality delivery of courses and teaching within their faculty</td>
<td><strong>Deputy Vice-Chancellor (Academic)</strong>&lt;br&gt;University-wide academic policies and processes; strategies for academic staff development and student learning support; quality assurance through departmental and programme reviews and external academic audit</td>
</tr>
<tr>
<td><strong>Course Directors</strong>&lt;br&gt;Course outlines; learning outcomes; assessment design; leading course review; course delivery</td>
<td><strong>Associate Deans (Academic) and (Learning and Teaching)</strong>&lt;br&gt;Providing leadership on academic programming and planning. Delegated responsibility for overseeing the quality delivery of courses and teaching within their faculty.</td>
<td><strong>Director of Learning and Teaching</strong>&lt;br&gt;Ensuring resources and projects are aligned with the university's strategic direction and its Learning and Teaching Plan</td>
</tr>
<tr>
<td><strong>Academic Staff</strong>&lt;br&gt;Course outlines; learning outcomes; assessment design; participation in course review; course delivery</td>
<td><strong>Associate Deans (Postgraduate)</strong>&lt;br&gt;Overseeing academic policy and quality standards for postgraduate programmes and supporting student development</td>
<td><strong>Dean of Graduate Studies</strong>&lt;br&gt;Development and oversight of policies and procedures for graduate programmes, and for the promotion and advocacy and oversight of postgraduate students and postgraduate study and research</td>
</tr>
<tr>
<td><strong>Supervisors</strong>&lt;br&gt;Assisting students to achieve the best research result by providing expertise and support to help bring the research to a successful completion</td>
<td></td>
<td><strong>Director of Planning</strong>&lt;br&gt;Responsibility for the University’s planning and accountability activities; liaison with the Tertiary Education Commission and the Ministry of Education. Oversight of the University’s reporting strategy and business intelligence processes. Monitoring and enhancement of quality assurance activities, in conjunction with the Office of the DVC(A)</td>
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<tr>
<td><strong>Students</strong>&lt;br&gt;Partnering with teaching staff in the learning and teaching process and providing constructive feedback on teaching the learning process and its outcomes</td>
<td></td>
<td><strong>Senior Academic Quality Advisor</strong>&lt;br&gt;Responsible for monitoring and enhancement of quality assurance activities, including University surveys, course and teaching evaluations, academic audit and learning and teaching policy</td>
</tr>
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</table>
### APPENDIX TWO: Committees and central services with responsibility for learning and teaching decision-making and quality assurance and enhancement

<table>
<thead>
<tr>
<th>UNIVERSITY COUNCIL</th>
<th>TEACHING AND LEARNING RESPONSIBILITIES</th>
<th>REPORTS TO</th>
<th>STUDENT REPRESENTATION AND INPUT</th>
</tr>
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<tbody>
<tr>
<td>Ensures that the University attains the highest standards of excellence in education, training and research.</td>
<td>-</td>
<td>Two members elected by students</td>
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<tr>
<td><strong>Chair: Chancellor</strong></td>
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| SENATE | | |
|---------------------|---------------------------------------|------------|----------------------------------|
| Advises Council on matters relating to courses of study or training, awards, and other academic matters. | Council | | Five student members nominated by Auckland University Students Association (four undergraduate and one postgraduate) |
| **Chair: Vice-Chancellor** | | |

| EDUCATION COMMITTEE | | |
|---------------------|---------------------------------------|------------|----------------------------------|
| A standing committee of Senate that: | | President, AUSA (or nominee) |
| • advises and recommends to Senate on academic policy developments | | |
| • advises and recommends on policy and regulations relating to: | | |
| o University entrance | | |
| o Recruitment, admission and enrolment | | |
| o limitations and selection criteria | | |
| o discipline | | |
| o other matters of an academic nature | | |
| • recommends on and oversees Departmental and Programme Reviews | | |
| • advises and recommends on academic matters relating to distance education. | | |
| **Chair: Deputy Vice-Chancellor (Academic)** | | |

<p>| ACADEMIC PROGRAMMES COMMITTEE | | |
|---------------------|---------------------------------------|------------|----------------------------------|
| A standing committee of Senate that: | | One student representative |
| • reviews and makes recommendations to Senate on all proposals for new academic programmes, new academic qualifications and major changes to existing programmes and qualifications | | |
| • monitors the manner in which faculties exercise their delegated authority over minor changes to academic programmes and courses and the introduction of new courses | | |
| • oversees and monitors the review and evaluation of new academic programmes and qualifications | | |
| <strong>Chair: Deputy Vice-Chancellor (Academic)</strong> | | |</p>
<table>
<thead>
<tr>
<th>BOARD OF GRADUATE STUDIES</th>
<th>TEACHING AND LEARNING RESPONSIBILITIES</th>
<th>REPORTS TO</th>
<th>STUDENT REPRESENTATION AND INPUT</th>
</tr>
</thead>
<tbody>
<tr>
<td>A standing committee of Senate that:</td>
<td>Advises on and develops policy on postgraduate study</td>
<td>Senate</td>
<td>Two postgraduate representatives nominated by the PGSA</td>
</tr>
<tr>
<td>- promotes postgraduate study and research</td>
<td>- acts on all administrative matters relating to all doctorates and higher degrees</td>
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<td>- appoints examiners and moderators</td>
<td>- oversees the conduct of examinations of doctoral and higher degrees</td>
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<tr>
<td>- advises on the management and activities of the School of Graduate Studies</td>
<td>- collects and reports on statistics relevant to graduate studies</td>
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<tr>
<td>- acts on matters relating to the establishment and award of graduate Scholarships, Prizes and Awards as required by Scholarships Sub-Committee</td>
<td>- appoints examiners and moderators</td>
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<td>- oversees the conduct of examinations of doctoral and higher degrees</td>
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<tr>
<td><strong>Chair: Dean of Graduate Studies</strong></td>
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<tr>
<td>TEACHING AND LEARNING QUALITY COMMITTEE</td>
<td>A sub-committee of Education Committee that:</td>
<td>Senate, through Education Committee</td>
<td>Two student representatives</td>
</tr>
<tr>
<td>- makes recommendations on policies and activities that will improve the quality of teaching and learning</td>
<td>- monitors the quality of teaching and learning</td>
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<tr>
<td>- advises and recommends on policies and procedures for the evaluation of teaching and learning</td>
<td>- advises on priorities in higher education research, academic staff development and student learning support activities and monitors these activities</td>
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<td></td>
</tr>
<tr>
<td>- advises on priorities in higher education research, academic staff development and student learning support activities and monitors these activities</td>
<td>- advises, recommends on and administers annual University of Auckland Learning Enhancement Grants, Teaching Excellence Awards and national Tertiary Teaching Excellence Awards</td>
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<td></td>
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<tr>
<td><strong>Chair: Deputy Vice-Chancellor (Academic)</strong></td>
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<tr>
<td>LIBRARY COMMITTEE</td>
<td>Advises on policy relating to the library</td>
<td>Senate</td>
<td>AUSA representative.</td>
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<tr>
<td><strong>Chair: University Librarian</strong></td>
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<tr>
<td>SENIOR MANAGEMENT TEAM (SMT)</td>
<td>An advisory committee to the Vice-Chancellor</td>
<td>Vice-Chancellor</td>
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<tr>
<td>VICE-CHANCELLOR, DEPUTIES AND DEANS (VCDD)</td>
<td>An advisory committee to the Vice-Chancellor</td>
<td>Vice-Chancellor</td>
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### Teaching and Learning Responsibilities

<table>
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<tr>
<th>Student Consultative Group</th>
<th>An advisory committee to the Vice-Chancellor that:</th>
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<tbody>
<tr>
<td></td>
<td>• shares information about key strategic issues facing the University and their impact on students</td>
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<td>• shares information and updates on key University developments</td>
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<td></td>
<td>• consults on University-wide policy where these have not or cannot be discussed by any other University committee that includes student representatives</td>
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<tr>
<td></td>
<td>• hears concerns raised by students where these cannot be addressed by other committees, departments, faculties or service divisions</td>
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<td></td>
<td>• provides a forum for consultation with students on the student services levy. Student members of SCG shall be briefed on the levy at the June meeting and shall respond with a recommendation at the August meeting</td>
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<td></td>
<td>• provides an opportunity for regular contact between senior University staff and student representatives.</td>
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<tr>
<th>Reports To</th>
<th>Vice-Chancellor</th>
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<tbody>
<tr>
<td>Students represented</td>
<td>17-31 student representatives, including members of the AUSA and PGSA Executive, the Nga Tauira Maori President, the Auckland University Pacific Island Students’ Association President, a representative of international students, the Tamaki Student Association President, faculty representatives, student representatives of Council, APC, BoGS, Education Committee, Equity Committee, International Committee, Library Committee, Research Committee, Runanga, and IT Strategy and Policy Committee; representatives of each of the Grafton and Epsom campuses.</td>
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### Student Representation and Input

<table>
<thead>
<tr>
<th>Vice-Chancellor</th>
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<tr>
<td>Faculty Committees</td>
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<tr>
<td>Senate</td>
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### FACULTIES

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<th>May Have:</th>
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<tbody>
<tr>
<td>• Academic Committee</td>
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<tr>
<td>• Programme Boards of Studies</td>
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</table>

These bodies oversee curriculum and quality delivery of courses, and may have terms of reference that include consideration of:

- academic planning and programme changes
- the quality of academic advice to students
- assessment practices and outcomes
- best practice learning and teaching strategies

**Chair:** A member of senior academic staff, often the Associate Dean with responsibility for learning and teaching.

### Central Service Divisions

<table>
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<tr>
<th>Office of the DVC (A)</th>
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The Office of the DVC (A) is responsible for:

- University-wide academic policies and processes
- working with Education Committee, Academic Programmes Committee, Teaching and Learning Quality Committee and their subcommittees, the General Education Board of Studies and the Board of Foundation Studies
- academic outreach and continuing education
- University strategies for academic staff development and student learning support and eLearning
- academic quality assurance through departmental and programme reviews and external audit.

**Chair:** A member of senior academic staff, often the Associate Dean with responsibility for learning and teaching.

### Academic Quality Office

The AQO coordinates and manages the University’s course and evaluation system, SET, and has responsibility for the distribution and analysis of course and teaching evaluation information to inform quality assurance processes. Together with the Planning and Information Office, the Academic Quality Office oversees the University’s Student Survey Policy and Plan, and manages the
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<tr>
<th>TEACHING AND LEARNING RESPONSIBILITIES</th>
<th>REPORTS TO</th>
<th>STUDENT REPRESENTATION AND INPUT</th>
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<tr>
<td>University’s annual Learning and Teaching Survey. The Office has responsibility for the review and preparation of academic policy, and for communicating academic policy-related information to the University community. The Office also maintains and reports on the operation of the Register of Academic Misconduct and its policy framework.</td>
<td>DVC (Operations) and Registrar</td>
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<td>The Planning and Information Office (Planning) is a unit within the Vice-Chancellor’s Office that leads and coordinates strategic and academic planning across the University. This is achieved by providing a range of information, support and advice, including provision of strategic and tactical information; monitoring and assessing the institution’s performance; and coordinating the planning process. The Office also has primary responsibility for the development and implementation of key performance indicators that monitor the achievement of the Strategic Plan.</td>
<td></td>
<td>Dean of Graduate Studies</td>
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| Academic Services supports:  
- delivery and governance of academic administration services  
- student life-cycle from application, admission and enrolment to examinations and graduation;  
and has responsibility for:  
- student records and fees, managing scholarships and calendar and regulation activities, academic timetabling, room bookings and reporting on space utilisation. | | SGS has ongoing contact with the Postgraduate Students’ Association. |
| The School of Graduate Studies (SGS) has overall responsibility for the development and oversight of policies and procedures for postgraduate programmes, the promotion of graduate study, and advocacy for graduate students. The School facilitates support for graduate students and ensures that staff have access to training and advice on research supervision. | | A student representative serves on the Library Committee. |
| Libraries and Learning Services supports the teaching, learning, research, creative work and administration of the University. One of five areas within LLS, Academic and Research Support Services consists of:  
- The Subject Librarian Team  
- Learning Advisers  
- Learning Support Services  
- Research Support Services  
- Career Development and Employability Services  
The Learning Advisers team provide workshops, resources and advice including working with faculties to integrate academic and information literacy into the curriculum, services for doctoral candidates, Māori and | | |

Quality Enhancement and Assurance Framework approved by Senate 29.5.2017
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<th>CENTRE FOR LEARNING AND RESEARCH IN HIGHER EDUCATION (CLEAR)</th>
<th>TEACHING AND LEARNING RESPONSIBILITIES</th>
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| Pacific students, and students with learning disabilities. The English Language Enrichment team provides resources and advice for any student wanting to improve their academic English. | CLeaR helps new and current teaching staff and postgraduate students succeed in their academic careers, offering professional development and programmes such as:  
- student learning support, the Doctoral Academic Leadership Initiative, and workshops for tutors and graduate teaching assistants  
- teaching development, the Postgraduate Certificate in Academic Practice, the Teaching Catalyst Programme, and the CLeaR Fellowship Programme  
- Māori academic development, including Tuākana tutor and mentor training, workshops and huis, Māori language development and writing retreats  
- E-Learning resources for innovation in technology-enhanced teaching and learning | Higher Education Research and Development Board chaired by the DVC (A); Dean of Education; TLQC | |
APPENDIX THREE: Student participation in quality assurance and enhancement

Student Voice

How do students provide feedback?

- Feedback sought from student groups on significant University developments related to teaching and learning
- Student representation on University-level teaching and learning committees
- University-wide surveys, including the Learning and Teaching Survey, Doctoral Student Exit Survey and the International Student Barometer
- Faculty and Department Staff-Student Consultative Committees
- Formative feedback, focus groups and social media
- Student Associations such as the Auckland University Student Association and the Postgraduate Student Association
- Vice-Chancellor’s Student Consultative Committee
- Course and Teaching Evaluations
- Programme and Academic Unit or Disciplinary Area Reviews

How is feedback considered?

- Discussion at University Committees
- Prioritisation of issues through Department SSCCs reporting to Faculty SSCCs
- Analysis and reporting of L&T Survey and Course and Teaching Evaluations to the Senior Management Team and Teaching and Learning Quality Committee
- Analyses of student feedback collected through focus groups and other surveys in central service divisions
- Analysis of course and teaching evaluations discussed with faculty deans
- Interviews with students during Programme Reviews

How are changes made as a result of feedback?

- Teaching and Learning policies revised and amended at Committee level, taking into account feedback from student representatives
- Issues highlighted by Faculty SSCCs are reported to Faculty meetings, and actions undertaken
- Recommendations of programme and academic unit reviews implemented and reported on to Senate and Council
- Changes/improvements to central service activities to improve student experience
- Course reviews undertaken, changes made to courses taking student feedback into account
- Action plans developed at faculty and service division level in response to issues identified in the University-wide Learning and Teaching Survey.

How are results reported back to students?

- Improving the Student Experience’ website summarizing student feedback and actions taken in response
- Aggregated summaries of evaluation and survey information available on the University website
- Teaching staff feedback to students concerning formative and summative evaluations
- Faculty websites
- Results reported and discussed at meetings of the Vice-Chancellor’s Student Consultative Committee
- Student representatives to University committees reporting back to students through faculty and departmental Staff-Student Consultative Committees
- Teaching and Learning website