



## 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

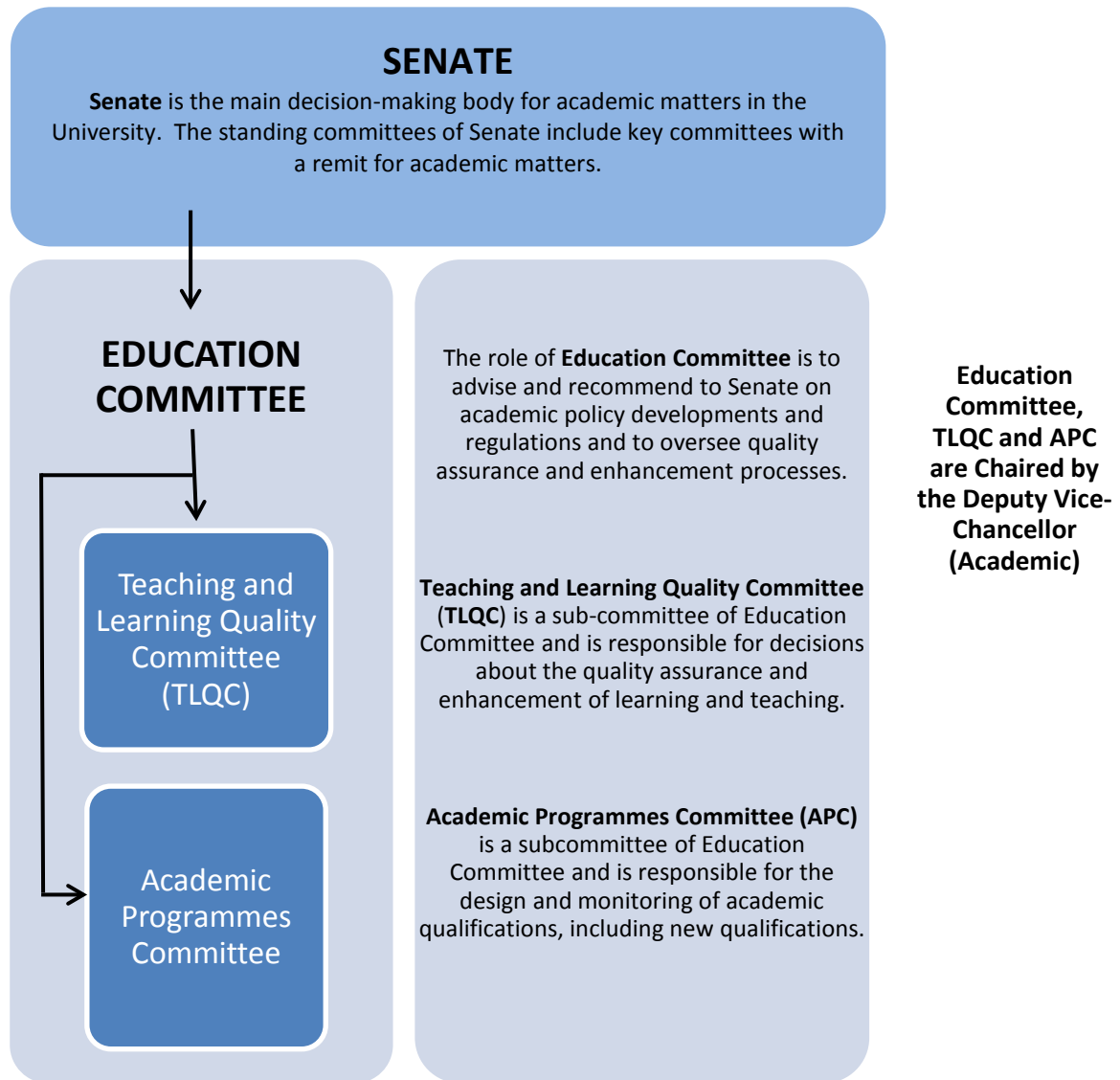
- The Quality Enhancement and Assurance Framework is annually updated by the Planning and Quality Office.
- The currency of the Framework is the responsibility of the Deputy Vice-Chancellor (Academic).

### 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. 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 Performance Review processes ensure accountability, based on the expectation that each member of staff carries out his or 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 main University surveys of students are reported by the Office of Planning and Quality Office 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 Planning and Quality Office.

- Students are invited to participate in University programme and Graduating Year Reviews.

#### Other stakeholders

- The University engages with 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.

#### Benchmarking

- The University's Benchmarking Policy describes the University's approach to benchmarking for learning and teaching.

### 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 by 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.

## 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 Planning and 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.
- 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 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 ongoing basis by the faculties using information available through the SMR, 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 Quality 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) and faculty Deans; follow up actions are required when the overall satisfaction rate of for a course falls below 70%
  - The University Learning and Teaching Survey with reporting to the DVC(A) and faculty Deans
  - induction processes and training programmes for staff new to university-level teaching or supervision
  - Academic 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 Graduate Profiles through:

- informing students of the profiles and their importance, beginning with recruitment and promotional material
- 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*, which mandates a three-year rolling Student Survey Plan.
- 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.
- The Planning and Quality Office is responsible for:
  - the analysis of course and teaching evaluations and the Learning and Teaching Survey
  - provision of data to monitor student demand, achievement and outcomes such as enrolment trends; student retention, progression and pass rates; student completions; and student withdrawals and failures.

#### External monitoring

- The University undergoes external academic audit on a five-year cycle.
- 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 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 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 support

- Libraries and Learning Services provide library, academic and language literacy services to enhance the teaching, learning, research, scholarship and creative work of students and staff. Students have access to enquiry and consultation services, generic workshops, and targeted and embedded learning opportunities to develop the skills required for academic success at the University.
- An online Academic Integrity course is completed by all new 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.
- Feedback from the Learning and Teaching Survey is reported to the DVC (A) and faculties by the Planning and Quality Office, and aggregated results are available on the University's Learning and Teaching website.
- 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




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## **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

<p style="text-align: center;"><b>ACADEMIC UNIT</b></p> <p style="text-align: center;"></p>	<p style="text-align: center;"><b>FACULTY</b></p> <p style="text-align: center;"></p>	<p style="text-align: center;"><b>UNIVERSITY</b></p> <p style="text-align: center;"></p>
<p><b>Academic Heads</b> Monitoring teaching quality and initiating and overseeing regular reviews of the quality of the curriculum, assessment and teaching</p> <p><b>Course Directors</b> Course outlines; learning outcomes; assessment design; leading course review; course delivery</p> <p><b>Academic Staff</b> Course outlines; learning outcomes; assessment design; participation in course review; course delivery</p> <p><b>Supervisors</b> Assisting students to achieve the best research result by providing expertise and support to help bring the research to a successful completion</p> <p><b>Students</b> Partnering with teaching staff in the learning and teaching process and providing constructive feedback on teaching the learning process and its outcomes</p>	<p><b>Deans</b> Providing effective strategic, academic and managerial leadership and overseeing the quality delivery of courses and teaching within their faculty</p> <p><b>Associate Deans (Academic)</b> Providing leadership on academic programming and planning</p> <p><b>Associate Deans (Postgraduate)</b> Overseeing academic policy and quality standards for postgraduate programmes and supporting student development</p>	<p><b>Deputy Vice-Chancellor (Academic)</b> 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</p> <p><b>Director of Learning and Teaching</b> Ensuring resources and projects are aligned with the university's strategic direction and its Learning and Teaching Plan</p> <p><b>Dean of Graduate Studies</b> 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</p> <p><b>Director of Planning</b> 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)</p> <p><b>Senior Academic Quality Advisor</b> Responsible for monitoring and enhancement of quality assurance activities, including University surveys, course and teaching evaluations, academic audit and learning and teaching policy</p>



**APPENDIX TWO: Committees and central services with responsibility for learning and teaching decision-making and quality assurance and enhancement**

	TEACHING AND LEARNING RESPONSIBILITIES	REPORTS TO	STUDENT REPRESENTATION AND INPUT
UNIVERSITY	<p><b>COUNCIL</b></p> <p>Ensures that the University attains the highest standards of excellence in education, training and research.</p> <p>Chair: Chancellor</p>	-	Two members elected by students
	<p><b>SENATE</b></p> <p>Advises Council on matters relating to courses of study or training, awards, and other academic matters.</p> <p>Chair: Vice-Chancellor</p>	Council	Five student members nominated by Auckland University Students Association (four undergraduate and one postgraduate)
	<p><b>EDUCATION COMMITTEE</b></p> <p>A standing committee of Senate that:</p> <ul style="list-style-type: none"> <li>• advises and recommends to Senate on academic policy developments</li> <li>• advises and recommends on policy and regulations relating to: <ul style="list-style-type: none"> <li>• University entrance</li> <li>• Recruitment, admission and enrolment</li> <li>• limitations and selection criteria</li> <li>• discipline</li> <li>• other matters of an academic nature</li> </ul> </li> <li>• recommends on and oversees Departmental and Programme Reviews</li> <li>• advises and recommends on academic matters relating to distance education.</li> </ul> <p>Chair: Deputy Vice-Chancellor (Academic)</p>	Senate	President, AUSA (or nominee)
	<p><b>ACADEMIC PROGRAMMES COMMITTEE</b></p> <p>A standing committee of Senate that:</p> <ul style="list-style-type: none"> <li>• reviews and makes recommendations to Senate on all proposals for new academic programmes, new academic</li> </ul>	Senate	One student representative

	TEACHING AND LEARNING RESPONSIBILITIES	REPORTS TO	STUDENT REPRESENTATION AND INPUT
<b>BOARD OF GRADUATE STUDIES</b>	<p>qualifications and major changes to existing programmes and qualifications</p> <ul style="list-style-type: none"> <li>• monitors the manner in which faculties exercise their delegated authority over minor changes to academic programmes and courses and the introduction of new courses</li> <li>• oversees and monitors the review and evaluation of new academic programmes and qualifications</li> </ul> <p><b>Chair: Deputy Vice-Chancellor (Academic)</b></p> <p>A standing committee of Senate that:</p> <ul style="list-style-type: none"> <li>• advises on and develops policy on postgraduate study</li> <li>• promotes postgraduate study and research</li> <li>• acts on all administrative matters relating to all doctorates and higher degrees</li> <li>• appoints examiners and moderators</li> <li>• oversees the conduct of examinations of doctoral and higher degrees</li> <li>• advises on the management and activities of the School of Graduate Studies</li> <li>• collects and reports on statistics relevant to graduate studies</li> <li>• acts on matters relating to the establishment and award of graduate Scholarships, Prizes and Awards as required by Scholarships Sub-Committee</li> </ul> <p><b>Chair: Dean of Graduate Studies</b></p>	Senate	Two postgraduate representatives nominated by the PGSA
<b>TEACHING AND LEARNING QUALITY COMMITTEE</b>	<p>A sub-committee of Education Committee that:</p> <ul style="list-style-type: none"> <li>• makes recommendations on policies and activities that will improve the quality of teaching and learning</li> <li>• monitors the quality of teaching and learning</li> <li>• advises and recommends on policies and procedures for the evaluation of teaching and learning</li> <li>• advises on priorities in higher education research, academic</li> </ul>	Senate, through Education Committee	Two student representatives

	TEACHING AND LEARNING RESPONSIBILITIES	REPORTS TO	STUDENT REPRESENTATION AND INPUT
	<p>staff development and student learning support activities and monitors these activities</p> <ul style="list-style-type: none"> <li>advises, recommends on and administers annual University of Auckland Learning Enhancement Grants, Teaching Excellence Awards and national Tertiary Teaching Excellence Awards</li> </ul> <p><b>Chair: Deputy Vice-Chancellor (Academic)</b></p>		
<b>LIBRARY COMMITTEE</b>	<p>Advises on policy relating to the library</p> <p><b>Chair: University Librarian</b></p>	Senate	AUSA representative.
<b>SENIOR MANAGEMENT TEAM (SMT)</b>	An advisory committee to the Vice-Chancellor	Vice-Chancellor	
<b>VICE-CHANCELLOR, DEPUTIES AND DEANS (VCDD)</b>	An advisory committee to the Vice-Chancellor	Vice-Chancellor	
<b>STUDENT CONSULTATIVE GROUP</b>	<p>An advisory committee to the Vice-Chancellor that:</p> <ul style="list-style-type: none"> <li>shares information about key strategic issues facing the University and their impact on students</li> <li>shares information and updates on key University developments</li> <li>consults on University-wide policy where these have not or cannot be discussed by any other University committee that includes student representatives</li> <li>hears concerns raised by students where these cannot be addressed by other committees, departments, faculties or service divisions</li> <li>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</li> </ul>	Vice-Chancellor	17-31 student representatives, including members of the AUSA and PGSA Executive, the Nga Taura 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

		TEACHING AND LEARNING RESPONSIBILITIES	REPORTS TO	STUDENT REPRESENTATION AND INPUT
FACULTIES	<b>MAY HAVE:</b>	<ul style="list-style-type: none"> <li>provides an opportunity for regular contact between senior University staff and student representatives.</li> </ul>		Grafton and Epsom campuses.
	<ul style="list-style-type: none"> <li><b>ACADEMIC COMMITTEE</b></li> <li><b>PROGRAMME BOARDS OF STUDIES</b></li> </ul>	<p>These bodies oversee curriculum and quality delivery of courses, and may have terms of reference that include consideration of:</p> <ul style="list-style-type: none"> <li>academic planning and programme changes</li> <li>the quality of academic advice to students</li> <li>assessment practices and outcomes</li> <li>best practice learning and teaching strategies</li> </ul> <p><b>Chair: A member of senior academic staff, often the Associate Dean (Academic)</b></p>	<p>Faculty Committees</p> <p>Senate</p>	Students may be represented
CENTRAL SERVICE DIVISIONS	<b>OFFICE OF THE DVC (A)</b>	<p>The Office of the DVC (A) is responsible for:</p> <ul style="list-style-type: none"> <li>University-wide academic policies and processes</li> <li>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</li> <li>academic outreach and continuing education</li> <li>University strategies for academic staff development and student learning support and eLearning</li> <li>academic quality assurance through departmental and programme reviews and external audit.</li> </ul>	Vice-Chancellor	
	<b>PLANNING AND QUALITY OFFICE</b>	<p>The Planning and Quality Office is responsible for the monitoring and enhancement of academic quality standards in partnership with the Office of the DVC(A), ensuring compliance with educational regulations, and administering and reporting on the Teaching and Learning Survey and course and teaching evaluations.</p>	DVC (A)	
	<b>ACADEMIC SERVICES</b>	<p>Academic Services supports:</p> <ul style="list-style-type: none"> <li>delivery and governance of academic administration services</li> <li>student life-cycle from application, admission and enrolment to examinations and graduation</li> </ul> <p>and has responsibility for:</p>	Director of Administration	

	TEACHING AND LEARNING RESPONSIBILITIES	REPORTS TO	STUDENT REPRESENTATION AND INPUT
<b>SCHOOL OF GRADUATE STUDIES</b>	<ul style="list-style-type: none"> <li>student records and fees, managing scholarships and calendar and regulation activities, academic timetabling, room bookings and reporting on space utilisation.</li> </ul> <p>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.</p>	Dean of Graduate Studies	SGS has ongoing contact with the Postgraduate Students' Association.
<b>LIBRARIES AND LEARNING SERVICES</b>	<p>Libraries and Learning Services support:</p> <ul style="list-style-type: none"> <li>the teaching, learning, research, creative work and administration of the University</li> <li>Student Learning and English Language Enrichment team</li> <li>the Māori and Pasifika Services team working with staff and students to help support the principles of the Treaty of Waitangi and Māori and Pasifika development within the University.</li> </ul>	DVC (A)	A student representative serves on the Library Committee.
<b>CENTRE FOR LEARNING AND RESEARCH IN HIGHER EDUCATION (CLEAR)</b>	<p>CLeaR helps new and current teaching staff and postgraduate students succeed in their academic careers, offering professional development and programmes such as:</p> <ul style="list-style-type: none"> <li>student learning support, the Doctoral Academic Career Module, and workshops for tutors and graduate teaching assistants</li> <li>teaching development, the Postgraduate Certificate in Academic Practice, the Teaching Catalyst Programme, and the CLeaR Fellowship Programme</li> <li>Māori academic development, including Tuākana tutor and mentor training, workshops and huis, Māori language development and writing retreats</li> <li>E-Learning resources for innovation in technology-enhanced teaching and learning</li> </ul>	Higher Education Research and Development Board chaired by the DVC (A); Dean of Education; TLQC	

## APPENDIX THREE: Student participation in quality assurance and enhancement

