



TE KUNENGA  
KI PŪREHUROA  
**MASSEY**  
UNIVERSITY  
UNIVERSITY OF NEW ZEALAND

Te Kunenga ki Pūrehuroa Massey University  
Cycle 6 Academic Audit Report  
Response

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June 2024

Most of the supporting documents and evidence in this response are electronically available. However, if you encounter a link that does not work, please contact Micaela Eastwood, Academic Support Consultant (Audits), [m.eastwood@massey.ac.nz](mailto:m.eastwood@massey.ac.nz) or 06 951 6536 to obtain access.



## FOREWORD

I am pleased to present the first report in response to the Cycle 6 Academic Audit report received from the Academic Quality Agency (AQA) in June 2023. Te Kunenga ki Pūrehuroa Massey University (hereafter 'Massey') has committed over the past year to advancing, where and as possible, the Recommendations identified in the 2023 report. At the same time, the University has been addressing our current financial recovery plan in addition to progressing our University Strategy 2022-2027.

This report includes an update on how Massey has responded to both the Affirmations and Recommendations made in the report. It also includes a status update on changes that have occurred at Massey since the site visit in March 2023.

On behalf of Te Kunenga ki Pūrehuroa Massey University, I wish to thank the very professional and thorough work completed by AQA staff and the Cycle 6 Academic Audit panel. Massey has appreciated the process and has approached the audit and this response as an immensely valuable opportunity to evaluate our current systems, reflect on our progress, and commit to sustaining a culture and practice of continuous improvement.

Ngā mihi nui

Professor Giselle Byrnes

Provost, Te Kunenga ki Pūrehuroa Massey University

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## GLOSSARY: KEY TERMS, ACRONYMS AND ABBREVIATIONS

The following terms and acronyms are used throughout the report. Other terms are either fully expressed or defined within the responses to individual guideline statements.

APPWG	Academic Progression and Performance Working Group
AQA	Academic Quality Agency
CAPAs	Corrective and Preventative Actions
CUAP	Committee on University Academic Programmes
CRRC	Code of Responsible Research Conduct
DAP	Disability Action Plan
DRC	Doctoral Research Committee
FTE	Full-time Equivalent
GRS	Graduate Research School
MOU	Memorandum of Understanding
OAQRA	Office of Academic Quality, Reporting, and Assurance
P&C	People & Culture
PAC	People & Culture Committee (sub-committee of University Council)
PBRF	Performance-Based Research Fund
QLF	Qualification Lifecycle Framework
SAC	Student Achievement Component
SDR	Student Disciplinary Regulations
SLT	Senior Leadership Team
UGP	University Graduate Plan

# CYCLE 6 REPORT RESPONSE AND PORTFOLIO OF DOCUMENTS

## BACKGROUND

In October 2022, Massey conducted a self-review and drafted a self-review report. In March 2023, Massey hosted a site visit as part of phase two of the Cycle 6 Academic Audit conducted by the Academic Quality Agency (AQA).

The final report was made available to the public on 22 June 2023. In this report, Massey received 15 Commendations, 10 Affirmations, and 17 Recommendations and is required to provide a follow-up report one year after its release addressing progress with respect to both Affirmations and Recommendations.

Communication regarding the published report was also made available via the [Massey Academic Audit website](#), Massey Staff newsletter, and for noting through various University committees.

## PREPARATION OF THE RESPONSE

In July 2023, each member of the Senior Leadership Team (SLT) was contacted to nominate a delegated person(s) that the Academic Support Consultant (Audits) from the Office of Academic Quality, Reporting, and Assurance (OAQRA) in the Office of the Provost could consult with. Based on this, OAQRA gathered information on what each area is doing or intends to do for their allocated item(s). This helped establish a base-level of information for the Academic Support Consultant (Audit) to work with and follow up on in order to develop the initial response report.

As Academic Committee is responsible for oversight of the response report, OAQRA ensured communication on the overall monitoring and reporting process, updated timelines, and the received responses (including updates and status) were reported on throughout the year.

During this period, a database and SharePoint site (internal website) were established to enable the storage of evidence received and to allow tracking and maintenance of all responses to be carried out efficiently and effectively.

Refer to '[Affirmations, Ref A1](#)' for further information on this system.

## CONCLUSION

Te Kunenga ki Pūrehuroa Massey University has made significant strides towards addressing the Affirmations and Recommendations listed by AQA. This progress has been made despite the challenging circumstances that the University and staff have had to manage as noted in the 'Updates to Massey University Since the Site Visit' section below.

The next update to these findings will be made to the AQA in June 2025.

# UPDATES TO MASSEY UNIVERSITY SINCE THE SITE VISIT

## Strategies, Plans, and Policies

- Te Kunenga ki Pūrehuroa Massey University Strategy 2022-2027 ([English](#), [te reo Māori](#))
- [Paerangi – Te Kunenga ki Pūrehuroa Massey University Learning and Teaching Plan](#)
- [Te Pou Rangahau – Massey University Research Plan 2024-2027](#)
- [Treaty of Waitangi: Kaupapa Here Tiriti o Waitangi Policy](#)
- [Annual Report, 2022](#)
- [Annual Report, 2023](#)
- [Weaving Wisdom into a Resilient Future – Te Kunenga ki Pūrehuroa Massey University 2024-2027 Pacific Plan](#)

## Staff Changes

### Appointment of new Chancellor and Pro-Chancellor

In March 2024, Mr Alistair Davis was appointed Chancellor of Massey replacing Mr Michael Ahie who was appointed to the Council in December 2012 and has served as Massey's first Māori Chancellor for the past eight years. Mr Davis has been a member of the University Council since 2018.

In March 2024, Ms Angela Hauk-Willis was appointed Pro-Chancellor of the University Council following the retirement in December 2023 of Mr Ben Vanderkolk who had held the role since January 2020. Ms Hauk-Willis was appointed to the University Council in 2022.

### Massey Business School Pro-Vice Chancellor

In mid-2023, Professor Stephen Kelly stepped away from the role as Pro Vice-Chancellor of Massey Business School (MBS) to focus on his work as a Professor in the School of Management. In February 2024, Professor Jonathan Elms was appointed to the position of Pro Vice-Chancellor of Massey Business School. Professor Elms previously held the Sir Stephen Tindall Chair in Retail Management at Massey.

## Te Huringa o Te Tai

Led by the Senior Leadership Team, Te Huringa o Te Tai was a multi-year project commencing in early 2021, focussing on enhancing efficiency and effectiveness in the delivery of professional services across the University. The General and Academic Administration and Finance Business Partnering project was conducted in two distinct phases. Phase one (commencing March 2021) focussed on the service lines and phase two on the academic units, i.e. the five Colleges.

In addition to the goals above, the purpose of Te Huringa o Te Tai was to review all professional services at the University to:

- Deliver services at a cost the University can afford.
- Achieve equity of access and distribution of resources.
- Future-proof professional services by ensuring:
  - Financially sustainable business operations.
  - A model that can withstand change and be fit for purpose now and in the future.

This initiative was fully implemented in December 2023.

## Proposals for Change

Fiscal challenges encountered by the wider tertiary sector in Aotearoa New Zealand are also affecting Massey. In addition, while domestic enrolments at Massey increased significantly during 2020 and 2021, since 2022 they have declined, exacerbating the gap between costs (operating expenses and staff costs) and income (especially teaching income). As a direct result, in 2023 and continuing into 2024, several service lines and Colleges implemented consultation on various Proposals for Change. These were driven by the following imperatives:

- That from 2024, service lines and Colleges will be in a financially fit position for the future;
- That the suite of services offered are more integrated and more connected in terms of the services provided; and
- That Colleges are able to offer world-class teaching, learning and research programmes.

The areas within Massey during this period that have been through Proposals for Change and/or Voluntary Enhanced Cessation (voluntary redundancies) are:

- The Office of the Provost
- Student and Global Engagement
- The College of Sciences
- The College of Humanities and Social Sciences
- Massey Business School (College of Business)

After full and careful consideration of all feedback and suggestions received/alternative proposals from all consultation periods, the final decision was released to each impacted staff.

Service Line / College	Key Release Dates	Final Decision
<b>Office of the Provost</b>	12 September 2023 – Initial Proposal for Change 17 October 2023 – Preliminary Decision 14 November 2023 – Final Decision	Changes were made to several roles within the Provost portfolio, e.g. reporting lines, some roles have been disestablished, and new roles created.
<b>Student and Global Engagement – Student Experience Directorate</b>	21 July 2023 – Initial Proposal for Change 11 August 2023 – Preliminary Decision 8 September 2023 – Final Decision	Changes were made to several roles within the Student Experience Directorate, e.g. reporting lines, new roles/service lines created, and some roles disestablished.
<b>College of Sciences</b>	2 October 2023 – Initial Proposal for Change 27 November 2023 – Preliminary Decision 14 December 2023 – Final Decision	To consolidate teaching and research activities in food technology, ecology, zoology, molecular cell biology, and chemistry to the Manawatū campus, aligned with the University Digital Plus policy and strategic direction.  In addition, the decision was made to close qualifications in engineering, supply chain management and quality systems.  Some changes to the number of roles affected.
<b>College of Humanities and Social Sciences</b>	16 October 2023 – Initial Proposal for Change 18 December 2023 – Preliminary Decision	Staffing was aligned to areas of student demand in two of the College's Schools – the School of People, Environment and Planning and the School of Humanities, Media and Creative Communication.



	15 February 2024 – Final Decision	The Final Decision confirmed the College did not reduce qualifications or disciplines, and students will be able to complete the majors and minors in which they enrolled.
<b>Massey Business School</b>	19 March 2024 – Voluntary Enhanced Cessation offer	An offer of Voluntary Enhanced Cessation has been announced to staff within Massey Business School. Applications closed Monday 8 April 2024.

What follows are Massey's responses to the Affirmations and Recommendations as per the 2023 Cycle 6 Audit Report.

## AFFIRMATIONS

### Ref: Affirmation 1 (A1)

The Panel affirms the University's plans for oversight and monitoring of responses to Recommendations made in this audit report.

An internal Academic Audit SharePoint site has been established. This contains libraries to store documents used for the Audit Review and the Audit Response in addition to a database to help track and monitor Corrective and Preventive Actions (CAPAs) until they are completed.

This site is managed by the Academic Support Consultant (Audit) in OAQRA. Content is classed as 'sensitive' while being collated, and due to its incomplete status, is not available for sharing across the institution; this information is currently only accessible to the OAQRA Director and Director Education Futures. A copy of all complete non-confidential information is open for staff and students to access in the [Academic Audit – Massey All Access](#) SharePoint site.

A schedule has been developed by the Academic Support Consultant to regularly maintain contact with those responsible for each Affirmation and Recommendation and to provide regular updates on the audit response to Academic Committee. A copy of these responses is also provided to the Learning and Teaching Committee for noting.

Each Massey University Cycle 6 response to the AQA report will be discussed, reviewed, and approved by the University's Academic Committee (on behalf of the Academic Board) before submission to AQA.

### GS 2. Student voice – Ref: Affirmation 2 (A2)

The Panel affirms the University's plans to develop a partnership with students in which the diversity of student voices is included in decisions that affect students, and to ensure that students are aware of changes made in response to their feedback.

The Student Representation Memorandum of Understanding (MOU) was discussed with student representatives and samples of the document were shared. This was agreed in 2023 and has now been signed with Te Tira Ahu Pae (Massey's student association) for 2024.

The MOU outlines the shared approach to student representation across Massey's committees and boards, as well as student voice on projects and project-specific working groups. The MOU provides for the funding of all student representation positions as well as funding for the representation by students on University committees where the appointment is made through Te Tira Ahu Pae. Ongoing discussions are being held with Te Tira Ahu Pae regarding a wider student voice framework (partnership agreement). A series of 'You said, we did' campaigns have been developed to ensure responses to feedback from students is widely shared and accountabilities for implementation are clear.

An example of the developing partnership is through the recent consultation on the report of the Future of Examinations Working Group where feedback was received from Te Tira Ahu Pae. Following the finalisation of the report, a meeting was held with Te Tira Ahu Pae representatives to go through the University's response and actions taken as a result of the feedback received.

A further update on this Affirmation will be provided in the two-year Academic Audit response from Massey.

## **B. STUDENT LIFE-CYCLE, SUPPORT AND WELLBEING**

### **GS 11. Academic complaints, appeals and grievances – Ref: Affirmation 3 (A3)**

The Panel affirms the University's complaints project and suggests this provides an opportunity to clarify informal, formal and Tikanga processes for resolution.

Funding has been approved to develop a complaints management IT-based solution that will help monitor and track all student concerns and complaints. As part of the development process, a policy will be reviewed and updated to ensure practice matches process.

The People and Culture unit is also currently reviewing staff conduct policies, with the aim of providing greater clarity and consistency in the management of staff conduct complaints.

A further update on this Affirmation will be provided in the two-year Academic Audit response from Massey.

### **GS 13. Safety and wellbeing – Ref: Affirmation (A4)**

The Panel affirms the University's use of Te Whare Tapa Whā as the basis for the student wellbeing framework.

The use of Te Whare Tapa Whā has been confirmed in the agreed Student Safety and Wellbeing Framework. Work will be ongoing with staff training and the development of processes to inform it is embedded into practice.

While the work in this area will continue, this Affirmation has been deemed by Massey to be complete.

A further update on this Affirmation will be provided in the two-year Academic Audit response from Massey.

## **C. CURRICULUM, ASSESSMENT AND DELIVERY**

### **GS 16. Review – Ref: Affirmation 5 (A5)**

The Panel affirms the University's plans to review its qualification review policies and procedures.

The University has paused the Qualification Review process for 2024 to undertake a major review and refresh of the process, policy, and procedures. This is linked to the Curriculum Lifecycle Framework project. A new Terms of Reference for the Qualification Reviews is being drafted that links the review process more closely with curriculum mapping and that focuses on the qualifications under review rather than wider areas as was in the previous process.

A further update on this Affirmation and the revised process will be provided in the two-year Academic Audit response from Massey.

### **GS 18. Assessment – Ref: Affirmation 6 (A6)**

The Panel affirms the University's intention to develop an assessment policy.

The Academic Progression and Performance Working Group (APPWG) was initially assigned by Academic Committee the task of developing a draft Assessment Policy and related Assessment Procedures. This was a major piece of work and the initial draft of the Policy and Procedures has gone through an extensive

consultation process, where feedback from the wider Massey community was sought. Wide-ranging feedback was received from around 36 individuals and committees on a diverse range of points. The draft Policy and Procedures has now been referred to the University's Learning and Teaching Committee for revision based on the feedback where an Assessment Policy and Procedures Working Group has been established and work has commenced on the revision. This Working Group has also established a reference group which includes staff with appropriate experience and expertise to provide additional advice. The University was pleased to see such engagement across the institution on this important subject.

A further update on this Affirmation and the revised policy and procedures will be provided in the two-year Academic Audit response from Massey.

#### GS 20. Academic integrity – Ref: Affirmation 7 (A7)

The Panel affirms the University's redevelopment of its academic integrity policy and procedures and plans to promulgate information and provide support for good practice.

An holistic review of the University's policies, procedures and regulations relating to academic integrity commenced in July 2023. The premise of the review is to establish a less complex, more consistent academic integrity-related policy framework, based primarily on an educative approach that also instils a culture of high-quality integrity within the University, rather than an adversarial or punitive regime.

This review included the following:

- Academic Integrity Policy (Policy).
- Academic Integrity: Procedures for the Managing Student Breaches (Procedures).
- Student Disciplinary Regulations (SDR).
- Code of Responsible Research Conduct (CRRC).
- Code of Ethical Conduct for the Use of Animals for Research, Testing, and Teaching (Animal Ethics Code).
- Code of Ethical Conduct for Research, Teaching, and Evaluations Involving Human Participants (Human Ethics Code).

The revised Academic Integrity Policy, Academic Integrity Procedures for Managing Student Breaches, and Student Disciplinary Regulations underwent initial consultation with a working group comprising College Academic Integrity Officers and other relevant staff. A process of university-wide consultation concluded on 28 March 2024. Given the extensive work undertaken prior to the wider consultation, only minor changes followed the process of consultation. The revised Policy and Procedures were approved by the Academic Board on 29 May 2024; the revised and updated Student Disciplinary Regulations were formally approved by Council on 18 July 2024.

The Code of Ethical Conduct for the Use of Animals for Research, Testing, and Teaching (Animal Ethics Code) was approved by NAEAC on 15 December 2023. The revised Animal Ethics Code is effective until 14 December 2028.

Reviews of the Code of Responsible Research Conduct and the Code of Ethical Conduct for Research, Teaching, and Evaluations Involving Human Participants (Human Ethics Code) are underway and are anticipated to be completed by June 2024.

A further update on this Affirmation will be provided in the two-year Academic Audit response from Massey.

#### Related links:

- [Student Disciplinary Regulations](#)

- Academic Integrity Policy
- Academic Integrity: Procedures for the Managing Student Breaches
- Code of Responsible Research Conduct
- Code of Ethical Conduct for the Use of Animals for Research, Testing, and Teaching
- Code of Ethical Conduct for Research, Teaching, and Evaluations Involving Human Participants

#### GS 21. Assessment in te reo Māori – Ref: Affirmation 8 (A8)

The Panel affirms the University's commitment to and plans for increasing assessment in te reo Māori.

All five Colleges have been consulted to ascertain the processes and requirements regarding requests by Ākonga Reo Māori Tuatahi (Reo Māori first-language learners) for assessments (and in some cases content of courses) to be delivered or completed in te reo Māori. Based on this advice, a draft paper with recommendations is currently being drafted. Once completed, the paper will be shared with Māori staff through Matawhānui and Māori students through Te Tira Ahu Pae/Te Rau Tauawhi and then with the Learning and Teaching Committee for further consultation.

In addition to this, a Student Journey/Experience Survey was completed in 2023, which includes questions to identify Reo Māori speakers and their experiences. There is a project proposal currently, in partnership with ITS, to identify Reo Māori learners at the enrolment or admission stage, so that the demand for Reo Māori assessments and course content can be better scoped. This project is progressing well.

Discussions are ongoing as to how to better cater to the expectations and needs of Ākonga Reo Māori Tuatahi through qualifications, courses, support both pastoral and academic, and assessments. This includes guided pathways, cross-college qualifications, more Māori content and concepts in core courses, as well as specific courses from a Māori perspective and knowledge-base.

A further update on this Affirmation will be provided in the two-year Academic Audit response from Massey.

## D. TEACHING QUALITY

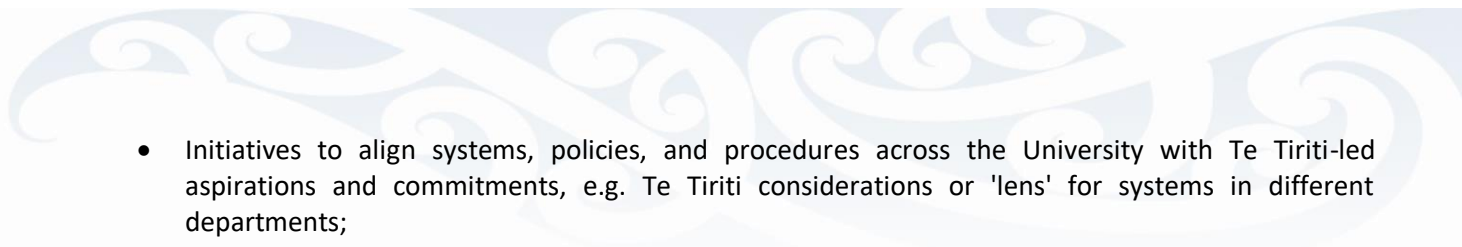
#### GS 22. Staff recruitment – Ref: Affirmation 9 (A9)

The Panel affirms the Kaiārahi Tiriti initiative as a means of building capability that will support the University's aspirations to be Te Tiriti o Waitangi-led.

As of April 2024, 35 Kaiārahi Tiriti (Te Tiriti mentors) project staff have been working on 41 initiatives across the University to meet Te Tiriti commitments as per the *Massey University Strategy 2022-2027*. The Kaiārahi Tiriti project is a part of a range of other Te Tiriti capability projects led by the Office of the Deputy Vice-Chancellor Māori and the Te Tiriti Capability team for 2023-2024.

Each Kaiārahi Tiriti has been released at 0.2 FTE to work on their initiatives. Examples of these initiatives include:

- Professional development and support for staff, e.g. staff capability-building Te Tiriti workshops, wānanga and conversation spaces;
- Research and ethics guidance, e.g. staff and postgraduate student Te Tiriti research and ethics-focused workshops, advice, support, and review sessions;
- Teaching and learning support, e.g. provision of Te Tiriti guest lectures and programme, curricula and pedagogical development advice, and support;

- 
- Initiatives to align systems, policies, and procedures across the University with Te Tiriti-led aspirations and commitments, e.g. Te Tiriti considerations or 'lens' for systems in different departments;
  - The development of discipline and profession-specific Te Tiriti resources, to inform and inspire staff and students in Massey's Te Tiriti-led journey, e.g. Te Tiriti development chronologies.

A further update on this Affirmation will be provided in the two-year Academic Audit response from Massey.

#### GS 22. Staff recruitment – Ref: Affirmation 10 (A10)

The Panel affirms the University's intent to develop a Pacific Staff Recruitment Plan.

Discussions have commenced exploring options for recruiting more Pacific Staff, especially academic staff. However, these discussions have not progressed significantly due to the financial constraints at the University and the sensitivity regarding the various change proposals in the Colleges.

A further update on this Affirmation will be provided in the two-year Academic Audit response from Massey.

## RECOMMENDATIONS

### GS 3. Teaching and learning environments – Ref: Recommendation 1 (R1)

The Panel recommends that the University ensures that its corporate support functions of ITS and Facilities and investment in these areas are aligned to support learning and teaching and the University's aspirations to be Te Tiriti o Waitangi-led.

The corporate support functions have undergone extensive change due to the financial challenges facing the University. These changes are dependent on the academic planning changes that are occurring as these will have an impact on teaching and learning spaces required and the overall systems design requirements.

The corporate support function of ITS is currently developing a new operating model for the services it provides to the University. The driver for this change is the imperative to align ITS resources more closely with the strategic objectives of the University. Emphasis will be on developing a much closer collaborative alignment with the system needs of the Provost and Registrar service lines, and the IT needs of Colleges. The Estates (Facilities) Directorship changed in May 2023 and changes are being implemented. The Project Board for Teaching Space Technologies held its inaugural meeting in July 2023 with new members from Estates and the Panel's Recommendations, including that of evidence of being Te Tiriti-led will form a part of its planning and agenda moving forward.

The Panel's findings are acknowledged in that it did not see evidence that the University's aspirations to be Te Tiriti o Waitangi-led were having a systemic impact on the design of learning and teaching spaces across the University. It is also acknowledged that the Panel recognised the significant investment on Te Rau Karamu marae at the Pukeahu (Wellington) campus and postgraduate research students' space in Te Wheke a Toi. As an initial update to this particular aspect of the Recommendation, all University Services teams, including ITS and Estates managers and staff, have been actively participating in workshops led by Massey's Kaiārahi team and Deputy Vice-Chancellor Māori, to better prepare staff for meeting these aspirations. The first step is understanding what it means in their individual roles for them to evidence it through their work which affects the impact on teaching and learning spaces and overall systems design requirements.

A further update on this Recommendation will be provided in the two-year Academic Audit response from Massey.

### GS 5. Academic risk management – Ref: Recommendation 2 (R2)

The Panel recommends the University implement a mechanism for ensuring policies are regularly reviewed.

The University acknowledges the Panel's finding in this area and is actively progressing the review of our Policies and Procedures. While there is not a single mechanism across the University to manage this, there are several ways in which this is being advanced. Academic Board requires a twice-yearly report on Academic Policies and Procedures due for review and progress made against reviewing them. The Office of Governance and Assurance regularly send out reminders of which policies are due for review to staff assigned the review. The Office of the Provost actively monitors those policies and procedures of an academic and research nature to ensure these are kept up-to-date.

Policy work has progressed with reviews conducted on several policies in 2023 and 2024. These include:

- Academic Freedom Policy
- Assessment Policy and Procedures (new)
- Digital Plus Policy (new)
- External Speaker Guidelines
- Micro-credentials and Short Courses Policy and Procedures
- No and Low enrolments Policy and Procedures
- Student Disciplinary Regulations (in conjunction with the Academic Integrity Policy and Procedures)



- Student Survey Policy and Procedures (new)
- Te Tiriti Policy

A further update on this Recommendation will be provided in the two-year Academic Audit response from Massey.

#### GS 5. Academic risk management – Ref: Recommendation 3 (R3)

The Panel recommends the University increase the visibility and awareness of academic risk reporting.

The University acknowledges this risk and is aware that our risk management policy and framework are due for review and update. While this work has been initiated, due to staff changes, the work was placed on 'temporary hold' until a Senior Risk and Assurance Advisor was appointed. This appointment has just been filled and this update will be one of the first tasks for the new appointee to complete, including coordinating consultation as appropriate.

Currently, mechanisms for escalating risks are detailed in the Risk Management Policy and Framework. Oversight of all risk registers is undertaken by the Governance and Assurance team so they can identify, analyse and manage risks across the University.

Risk registers are reviewed and updated three to four times a year. Risks with a 'very high' and 'high' current risk rating are reported to SLT and Council three times each year.

A further update on this Recommendation will be provided in the two-year Academic Audit response from Massey.

## B. STUDENT LIFE-CYCLE, SUPPORT AND WELLBEING

#### GS 9. Transitions – Ref: Recommendation 4 (R4)

The Panel recommends that the University review its processes and support for students to transition into postgraduate study.

While currently there is no formal mechanism to support students to transition into postgraduate study, high-performing students do receive a letter from the Provost congratulating them on their achievement and encouraging further success and there are allied activities in the Colleges to support and encourage high-achieving students. A stocktake of practices within the Colleges will be undertaken. Current efforts to support student transitions into postgraduate study are currently based on *ad hoc* experiences whereby students normally seek advice from academic staff and student support teams. The domestic and international recruitment teams are exploring developing a formalised process as part of the wider Prospect Management project. The Associate Directors for both the domestic and international teams will lead the formation of a working group with relevant internal university stakeholders to consider this process in 2024.

A further update on this Recommendation will be provided in the two-year Academic Audit response from Massey.



### GS 11. Academic complaints, appeals and grievances – Ref: Recommendation 5 (R5)

The Panel recommends that in pursuing its complaints project, the University engages with students, including in the formative stages.

As part of the requirements for building the new Complaints Management Solution, student voice is currently being sought. This will be a critical part of the new process in terms of determining scope and user requirements.

A further update on this Recommendation will be provided in the two-year Academic Audit response from Massey.

### GS 13. Safety and wellbeing – Ref: Recommendation 6 (R6)

The Panel recommends that the University review the appropriateness and effectiveness of access to Accessibility Services, especially for Māori students and Pacific students.

Changes are currently proposed regarding the structure of Disability Services and refinement of the Disability Action Plan (DAP). Progress is also being made on improving software use and student registration processes. Review and improvement will be a constant practice.

Specific accessibility services for Māori students are yet to be established, however, as part of Pūrehuroatanga, members of Te Rau Tauawhi (Māori Student Support team) have been working with students and Global Engagement to identify Māori students with disabilities to include in focus groups.

A further update on this Recommendation will be provided in the two-year Academic Audit response from Massey.

### GS 13. Safety and wellbeing – Ref: Recommendation 7 (R7)

The Panel recommends that the University review the availability, delivery and effectiveness of psycho-social support for students.

An appropriate period is required to undertake proper analysis following the implementation of several changes following the adoption of the Student Wellbeing and Safety Framework.

An evaluation framework has been developed and is currently being implemented. This framework examines key evaluation questions that will be asked by all support services and will look to collect consistent measures from across services such as usage, satisfaction, and awareness.

The University has recently released a Curriculum Transformation discussion paper as the first step in what will be a longer-term project. Within that, consideration is given to addressing challenges faced by students, particularly first-year students, and how to support a supportive pathways approach for students. It is also proposed that learning support is embedded into the course design for 100-level courses.

A further update on this Recommendation will be provided in the two-year Academic Audit response from Massey.

## C. CURRICULUM, ASSESSMENT AND DELIVERY

### GS 17. Graduate profile – Ref: Recommendation 8 (R8)

The Panel recommends the University progress its work on developing and communicating its graduate profile with urgency.

Following a period of university-wide consultation, the University Graduate profile (UGP) was presented at the University Council meeting on 21 September 2023. Minor amendments were requested and the revised UGP was subsequently approved at the October 2023 Academic Board meeting. Communication regarding the new UGP (its purpose and substance) was issued through University-wide communication channels such as the Massey News email and via the One Massey site.

An implementation plan has been drafted and will be actioned under the auspices of the Learning and Teaching Committee and Academic Committee. The UGP is expressly referenced in the Curriculum Transformation discussion paper released for the purposes of consultation in June 2024. The University has committed to having all new qualifications mapped to the UGP as they are created. The implementation plan considers the work involved in aligning existing qualifications to the UGP taking into account system work, authentic mapping engagement, data entry, regulation changes, etc. At this stage, it is anticipated the end of 2028 will be the deadline for alignment.

The Centre for Education Transformation will be involved in assisting Colleges to map their qualifications to the UGP. A new 'Programme Incubator' model is being trialled.

This Recommendation to develop the UGP has been deemed complete by Massey. Implementation of the UGP is, however, ongoing.

A further update on this Recommendation will be provided in the two-year Academic Audit response from Massey.

#### Related links:

- [Massey University Graduate Profile](#)

### GS 19. Assessment standards – Ref: Recommendation 9 (R9)

The Panel recommends the University include direction on benchmarking assessment standards in its future work on assessment.

The University has commenced work on this Recommendation through the recently proposed Assessment Policy and Procedures and review of the Assessment Handbook. As outlined in Affirmation 6, a working group has been established to progress this work which will include consideration of benchmarking assessment standards.

Benchmarking is also currently undertaken through our programme accreditations where we are required to benchmark against standards set by the accrediting body and followed by all institutions with that accreditation.

An update on this Recommendation will be provided in the two-year Academic Audit response from Massey.

## D. TEACHING QUALITY

### GS 22. Staff recruitment – Ref: Recommendation 10 (R10)

The Panel recommends the University set out a workforce development strategy to increase numbers of Māori staff as part of its aspirations to be Te Tiriti o Waitangi-led.

While the University has been giving considerable thought to this issue, there has been no definitive plan put in place due to the financial constraints at the University and the sensitivity of the various change proposals that are ongoing.

An update on this Recommendation will be provided in the two-year Academic Audit response from Massey.

### GS 23. Induction and ongoing expectations – Ref: Recommendation 11 (R11)

The Panel recommends the University review its induction policies and practices, paying particular attention to cultural appropriateness, coherence between central and college or school inductions, timing, and effectiveness.

#### Coherence between school and central induction

The People and Culture (P&C) team has drafted a 2024 workplan which includes a review and strategic roadmap with recommendations for a whole-of-organisation approach to induction for all new employees, and managers (academic and professional staff). This report is due to be provided to the People and Culture Committee (PAC) (subcommittee) of Massey Council in Q4, 2024.

In tandem with this, work is underway to review and implement improvements to current Massey new employee induction processes and artifacts. This includes providing more awareness of the centralised induction process and the resources available and creating a template for the services lines/schools to use to welcome new staff to their area. This template-based approach focuses on providing a structure for those responsible for supporting a localised induction to work to and to provide a similar look and feel to new staff anywhere in the University.

#### Timing and Effectiveness

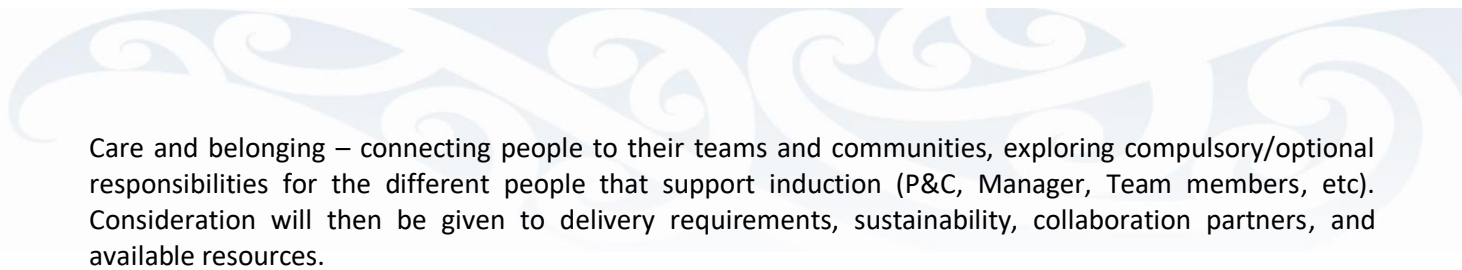
To provide guidance and support to managers as they are preparing to induct new staff, a set of materials called 'Leading Induction' has been developed and is now provided to the manager through the onboarding process via MyHR. This identifies the key moments that matter to a new staff member and gives them guidance on how they can lead and steward induction within a team successfully.

#### Cultural Appropriateness

Work was undertaken by P&C in 2022 to review the process and service delivery. The induction was reviewed as part of this work with the intent of identifying areas of improvement relating to the process, the system used and the overall approach. Further work based on these insights is planned alongside the design and implementation of the onboarding and induction module within the new HRIS system in 2024/2025. This work will consider how Massey build in a Te Ao Māori approach to induction and the key interventions that would be required to support this systematically across the organisation. This would include Whakawhanaungatanga, protocols or practices for welcoming and connecting staff as they apply and start with Massey, e.g. pōwhiri, mihi whakatau.

Tikanga – what is expected of hiring managers in applying tikanga and how to support them to have/build that knowledge and confidence in preparation for new staff starting and once they are here.

How and where to use te reo in communications and materials.



Care and belonging – connecting people to their teams and communities, exploring compulsory/optional responsibilities for the different people that support induction (P&C, Manager, Team members, etc). Consideration will then be given to delivery requirements, sustainability, collaboration partners, and available resources.

Due to staff turnover in P&C, progress on these initiatives has been slower than anticipated.

#### Appropriate induction to all new teaching staff that are new to Massey

In addition to the above, an induction specific for new academic teaching staff has been developed by the Office of the Provost. Kia tū Ngaio – He tukanga whakaako is a suite of professional development courses which encourages being thorough, deliberate, and professional through teaching. This suite is made available through the staff Development Calendar and targeted communications to new teaching staff, sent by P&C during their first week directs them to this. Additionally, a process is now in place between P&C and the Provost (Director of Teaching Academy) to identify those starting in teaching roles to enable more targeted support to be offered to them as they begin their employment with us.

A further update on this Recommendation will be provided in the two-year Academic Audit response from Massey.

#### GS 24. Teaching development – Ref: Recommendation 12 (R12)

The Panel recommends the University establish performance expectations with respect to teaching for the different levels of academic staff. This may be in the form of a Teaching Expectations Framework.

A teaching expectations framework is in development and is being done alongside existing overlapping guidance, e.g. high-impact course practices, and learning quality guidelines. Current proposals for change across the University have significantly impacted the appetite for this work given current uncertainty. Work will be progressed in 2024 once proposals for change are complete.

A further update on this Recommendation will be provided in the two-year Academic Audit response from Massey.

#### GS 25. Teaching quality – Ref: Recommendation 13 (R13)

The Panel recommends the University establish a framework for systematic monitoring and continuous improvement of academic quality.

The Qualification Lifecycle Framework (QLF) project will contribute to this Recommendation for the academic quality of courses, specialisations and qualifications. The QLF proposes having a series of review and monitoring steps.

The principles guiding this are that a Framework will:

- Facilitate development and continuous improvement approaches by empowering staff
- Focus on improving courses and qualifications rather than critiquing teachers and teaching
- Recognise the connection between courses and qualifications
- Recognise the lifecycle of courses and qualifications
- Promote equity and student centred approaches

At the course level, the QLF will include an annual course health check and a period course review conducted at least every three years. At the qualification level, there will be an annual qualification health check, the CUAP required Graduating Year Review and a five-yearly qualification review.

An update on this Recommendation will be provided in the two-year Academic Audit response from Massey.

## **E. SUPERVISION OF POSTGRADUATE RESEARCH STUDENTS**

Ref: Recommendation 14 (R14)

The Panel recommends the University revisit Recommendation 16 from its Cycle 5 Academic Audit Report.

*The Panel recommends that the University review its policy and processes for the management of sub-doctoral research, including the appointment and support of supervisors, establishing which activities require university-level oversight and which may be carried out within schools and Colleges, and developing a mechanism for cross-university sharing of experiences, including exchange of good practice.*

*Not addressed: While the need to extend coordinated support for research postgraduate students and supervisors below doctoral level has been discussed by the SLT, this Recommendation has not yet been addressed. Notably, exigencies of the COVID-19 pandemic exposed the significantly differential and often highly inequitable ways in which research postgraduate students and supervisors below doctoral level are receiving support from academic units across the University.*

*We recognise this area needs further work.*

This Recommendation requires a whole-of-university approach with long-term planning, implementation, and evaluation. Ideally, this work would be led by a governance committee of the University, and the Doctoral Research Committee (DRC) has recently sought clarification from the Academic Board chair regarding where sub-doctoral research policies and processes are addressed in governance structures.

The area of management of sub-doctoral research that has been addressed centrally through the Provost's portfolio is the administration of master's thesis examinations. These processes have recently shifted from the online examinations team to the Graduate Research School (GRS). The GRS has engaged with Colleges to update processes and forms so they are comprehensive and comparable to the examination of doctoral theses, e.g. conflict of interest guidelines, nomination of examiners. The GRS has successfully applied for support from ITS for the examination administration to be shifted online, into the SMS portal, rather than the current spreadsheet, shared drive, and email-based administration. This work commenced in April 2024. The development of a master's examination policy has begun.

The September 2023 meeting of the DRC discussed this Recommendation and Colleges are also working towards addressing this Recommendation. This will involve aligning processes and will need to ensure there is the capacity to fully support it.

A further update on this Recommendation will be provided in the two-year Academic Audit response from Massey.

### **GS 27. Supervision quality – Ref: Recommendation 15 (R15)**

The Panel recommends that formal relationships are in place with external supervisors.

There have been discussions with Colleges as part of the change processes at the University this year. The University's Doctoral Supervision Policy outlines the expectations and principles of research supervision including setting out the different supervisory roles. An academic staff member of the University who is on an employment contract is an employee and can act as the main supervisor. Emeriti Professors have a

continuing role with the University, and, as such, can act as main supervisors. Those undertaking research under a Massey Research Subcontract or Contract for Services are not employees and cannot act as main supervisors.

An external supervisor may act as a co-supervisor and cannot act as a main or mentor supervisor.

Honorary roles are described in the Honorary and Adjunct (Non-Employment) Appointments Policy. These non-employment roles include Adjunct Professors, Honorary Research or Teaching Fellows, Honorary Research or Teaching Associates, Adjunct Lecturer/Senior Lecturer, and Distinguished Friends at Massey. These roles may act as co-supervisors and are essentially acting as volunteers for the University, that is, they are not an employee. As such, they are not remunerated, but the contribution of their time, skills and knowledge is recognised through other mechanisms, e.g. access to university resources, co-publications.

The DRC discussed this Recommendation at its September 2023 meeting and proposed that guidelines be developed to clarify external supervisor relationships and that these are formalised in academic units. Discussion is ongoing, however, and this has not significantly progressed further at this stage.

A further area to consider are the costs associated with external supervision which needs wider management discussion. It has been highlighted that the expertise brought to bear on research by external supervisors should be remunerated. This was particularly the case for Māori researchers and Pacific researchers co-supervising students, who should be remunerated through funding from the additional revenue (SAC and PBRF) for Māori research students and Pacific research students.

A further update on this Recommendation will be provided in the two-year Academic Audit response from Massey.

#### GS 27. Supervision quality – Ref: Recommendation 16 (R16)

The Panel recommends that, as part of increasing its numbers of Māori staff and Pacific staff available to provide postgraduate research supervision, the University review whether pathways to accreditation of supervisors are appropriate for Māori staff and Pacific staff.

GRS has a fast-track accreditation programme for early career researchers called 'Accelerate' that is offered bi-annually. Feedback in 2022 supports the need for a review for Māori researchers and Pacific researchers on this pathway to accreditation. There have been some informal discussions in 2023 with members of the Māori professoriate, and in the September 2023 meeting of the DRC it was agreed to set up a working group to formalise an approach. However, due to a staff departure, this has been paused pending a new appointment.

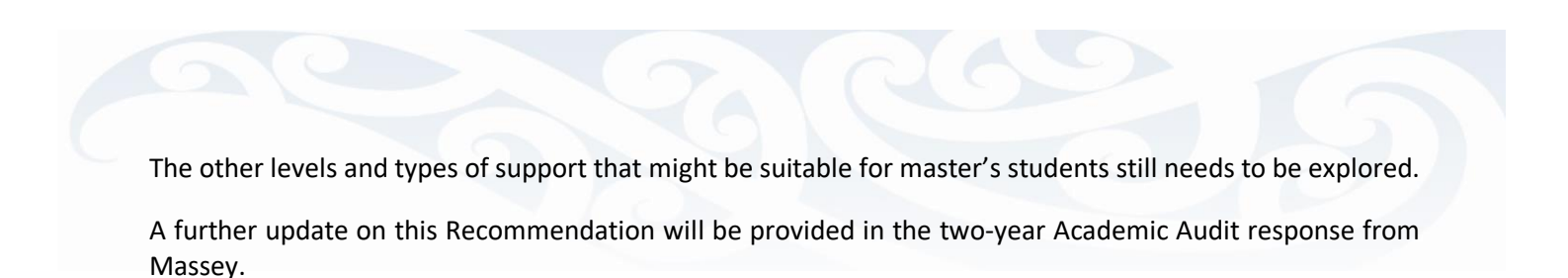
A further update on this Recommendation will be provided in the two-year Academic Audit response from Massey.

#### GS 28. Resourcing of postgraduate research students – Ref: Recommendation 17 (R17)

The Panel recommends the University explore whether support available from the Graduate Research School could be made available to sub-doctoral research students.

GRS is now supporting the administration of master's examinations. The Graduate Learning and Development Facilitator was exploring ways to include master's research students and supervisors in learning and development moving forward. However, as for Recommendation 16, this is on pause pending a new appointment.

The Scholars Massey programme, facilitated by the GRS, also extends to master's research students.



The other levels and types of support that might be suitable for master's students still needs to be explored.

A further update on this Recommendation will be provided in the two-year Academic Audit response from Massey.



## APPENDIX 1: SUPPORTING DOCUMENT / REFERENCE REGISTER

Section	Ref. Number	Supporting Documents	SharePoint / Website Links
<b>PREAMBLE</b>			
<a href="#">Background</a>			<a href="#">Academic Audit Massey website</a>
<a href="#">Strategies, Plans, and Policies</a>			<a href="#">Te Kunenga ki Pūrehuroa Massey University Strategy 2022-2027 (English)</a> <a href="#">Te Kunenga ki Pūrehuroa Massey University Strategy 2022-2027 (Māori)</a> <a href="#">Paerangi – Te Kunenga ki Pūrehuroa Massey University Learning and Teaching Plan</a> <a href="#">Te Pou Rangahau – Massey University Research Plan 2024-2027</a> <a href="#">Treaty of Waitangi: Kaupapa Here Tiriti o Waitangi Policy</a> <a href="#">Annual Report, 2022</a> <a href="#">Annual Report, 2023</a> <a href="#">Weaving Wisdom into a Resilient Future – Te Kunenga ki Pūrehuroa Massey University 2024-2027 Pacific Plan</a>
<b>AFFIRMATION</b>			
<a href="#">A1</a>			<a href="#">Academic Audit – Massey All Access</a>
<a href="#">A7</a>	SD-A01	Student Disciplinary Regulations [Draft]	<a href="#">Academic Integrity Policy</a> <a href="#">Academic Integrity: Procedures for the Managing Student Breaches</a> <a href="#">Code of Ethical Conduct for the Use of Animals for Research, Testing, and Teaching</a> <a href="#">Code of Ethical Conduct for Research, Teaching, and Evaluations Involving Human Participants</a> <a href="#">Code of Responsible Research Conduct</a>
<b>RECOMMENDATION</b>			
<a href="#">R8</a>			<a href="#">Massey University Graduate Profile</a>



## APPENDIX 2: SUMMARY TABLE OF AFFIRMATIONS AND RECOMMENDATIONS

**LEGEND:** ● Not yet started, ● Early stage, ● In-progress, ● Well advanced, ● Completed

AQA Ref #	Affirmation / Recommendation	Guideline Statement	Description	Status
A1	Affirmation	N/A	The Panel affirms the University's plans for oversight and monitoring of responses to Recommendations made in this audit report.	● Well advanced
A2	Affirmation	GS2	The Panel affirms the University's plans to develop a partnership with students in which the diversity of student voices is included in decisions that affect students and to ensure that students are aware of changes made in response to their feedback.	● Early stage
A3	Affirmation	GS11	The Panel affirms the University's complaints project and suggests this provides an opportunity to clarify informal, formal and Tikanga processes for resolution.	● In-progress
A4	Affirmation	GS13	The Panel affirms the University's use of Te Whare Tapa Whā as the basis for the student wellbeing framework.	● Completed
A5	Affirmation	GS16	The Panel affirms the University's plans to review its qualification review policies and procedures.	● In-progress
A6	Affirmation	GS18	The Panel affirms the University's intention to develop an assessment policy.	● Well advanced
A7	Affirmation	GS20	The Panel affirms the University's redevelopment of its academic integrity policy and procedures and plans to promulgate information and provide support for good practice.	● Well advanced
A8	Affirmation	GS21	The Panel affirms the University's commitment to and plans for increasing assessment in te reo Māori.	● In-progress
A9	Affirmation	GS22	The Panel affirms the Kaiārahi Tiriti initiative as a means of building capability that will support the University's aspirations to be Te Tiriti o Waitangi-led.	● In-progress
A10	Affirmation	GS22	The Panel affirms the University's intent to develop a Pacific Staff Recruitment Plan.	● Early stage
R1	Recommendation	GS3	The Panel recommends the University ensures that its corporate support functions of ITS and Facilities and investment in these areas are aligned to support learning and teaching and the University's aspirations to be Te Tiriti o Waitangi-led.	● In-progress
R2	Recommendation	GS5	The Panel recommends the University implement a mechanism for ensuring policies are regularly reviewed.	● In-progress

R3	Recommendation	GS5	The Panel recommends the University increase the visibility and awareness of academic risk reporting.	 In-progress
R4	Recommendation	GS9	The Panel recommends that the University review its processes and support for students to transition into postgraduate study.	 Not yet started
R5	Recommendation	GS11	The Panel recommends that in pursuing its complaints project, the University engages with students, including in the formative stages.	 Not yet started
R6	Recommendation	GS13	The Panel recommends that the University review the appropriateness and effectiveness of access to Accessibility Services, especially for Māori students and Pacific students.	 In-progress
R7	Recommendation	GS13	The Panel recommends that the University review the availability, delivery, and effectiveness of psycho-social support for students.	 In-progress
R8	Recommendation	GS17	The Panel recommends the University progress its work on developing and communicating its graduate profile with urgency.	 Completed
R9	Recommendation	GS19	The Panel recommends the University include direction on benchmarking assessment standards in its future work on assessment.	 In-progress
R10	Recommendation	GS22	The Panel recommends the University set out a workforce development strategy to increase numbers of Māori staff as part of its aspirations to be Te Tiriti o Waitangi-led.	 Not yet started
R11	Recommendation	GS23	The Panel recommends the University review its induction policies and practices, paying particular attention to cultural appropriateness, coherence between central and college or school inductions, timing, and effectiveness.	 In-progress
R12	Recommendation	GS24	The Panel recommends the University establish performance expectations with respect to teaching for the different levels of academic staff. This may be in the form of a Teaching Expectations Framework.	 In-progress
R13	Recommendation	GS25	The Panel recommends the University establish a framework for systematic monitoring and continuous improvement of academic quality.	 Not yet started
R14	Recommendation	N/A	The Panel recommends the University revisit Recommendation 16 from its Cycle 5 Academic Audit Report. *** <i>The Panel recommends that the University review its policy and processes for the management of sub-doctoral research, including the appointment and support of supervisors, establishing which activities require university-level oversight and which may be carried out within schools and Colleges, and developing a mechanism for cross-university sharing of experiences, including exchange of good practice.</i>	 Early stage

			<p><i>Not addressed: While the need to extend coordinated support for research postgraduate students and supervisors below doctoral level has been discussed by the SLT, this Recommendation has not yet been addressed. Notably, exigencies of the COVID-19 pandemic exposed the significantly differential and often highly inequitable ways in which research postgraduate students and supervisors below doctoral level are receiving support from academic units across the University.</i></p> <p><i>We recognise this area needs further work.</i></p>	
R15	Recommendation	GS27	The Panel recommends that formal relationships are in place with external supervisors.	● Not yet started
R16	Recommendation	GS27	The Panel recommends that, as part of increasing its number of Māori staff and Pacific staff available to provide postgraduate research supervision, the University review whether pathways to accreditation of supervisors are appropriate for Māori staff and Pacific staff.	● Early stage
R17	Recommendation	GS28	The Panel recommends the University explore whether support available from the Graduate Research School could be made available to sub-doctoral research students.	● Well advanced