

CYCLE 6 ACADEMIC AUDIT – ONE-YEAR PROGRESS REPORT

Te Wānanga Aronui o Tāmaki Makau Rau | Auckland University of Technology

Introduction

The University is required to report to Universities New Zealand on progress towards implementation of the **Recommendations** and **Affirmations** received in its Academic Audit Report released in January 2025, and on the **Enhancement Initiatives** contained in its Self-Review Report. An earlier version of this report was discussed with the Chair of the AUT Audit Panel, Dr Hamish Cochrane, and Ms. Kim Allan at a meeting with Professor Wendy Lawson (Deputy Vice-Chancellor Academic), Dr Felicity Reid (Pro Vice-Chancellor Learning and Teaching) and Mrs Heather Merrick (Director, Academic Quality) at AUT on 23 February 2026.

The Report was accepted by Matatāhuna, The University Quality Assurance Agency on 30 April 2026.

Section A of the report is a high-level overview of progress with a traffic-light system indicating the status of each recommendation, affirmation, or enhancement initiative. **Section B** contains further detail, where relevant, on recommendations and affirmations.

Appendix 1 contains a list of acronyms used in the document.

Section A – High-level overview

PROGRESS MATRIX:

		No. of recommendations	No. of affirmations
Completed	Completed or substantially completed.	0	1
Well advanced	Examples: draft policy or framework developed, and substantial work completed, approval path set out, implementation planned.	5	2
In progress	AUT is addressing the issues raised and work is underway; some aspects are well advanced but others less so.	4	5
Early stage	Examples: discussion papers or proposals for change have been developed but work is not yet underway, or planning is underway for options.	3	3
Not yet addressed	No progress made at this stage.	0	0
		Total: 12	Total: 11

1. RECOMMENDATIONS

Recommendation	Related University project (where relevant) and/or University Plan	Indicative timeline for completion	PROGRESS UPDATE	High-level notes
R1: The Panel recommends that the University consider how information and data governance include principles for Māori data sovereignty and Pacific data sovereignty.	<i>Research Data Improvements Project</i> <i>Digital Plan</i>	Ongoing	Well advanced	This work is well advanced with the approval of the new University Digital Plan, establishment of new governance groups reporting to the Vice-Chancellor's Executive with responsibilities in this area and the development of a new Research Data Management Policy.
R2: The Panel recommends that the University consider how reflecting appropriate tikanga for its different campuses in teaching spaces can support the implementation of Te Aronui and Te Kete.	<i>Academic and Capital Plan</i>	Ongoing	Early stage	This work has begun with the finalisation of the Academic and Capital Plan (ACP) in May 2025. The ACP will guide future investment in physical space alongside academic portfolio priorities (our future offer). Further work is required in 2026 in our planning framework to align planning for the academic portfolio and the identification of physical and space requirements.

Recommendation	Related University project (where relevant) and/or University Plan	Indicative timeline for completion	PROGRESS UPDATE	High-level notes
R3: The Panel recommends the University <i>urgently</i> address a lack of consistency in academic decision-making that impacts on the equitable treatment of students with respect to academic advice, academic complaints and appeals, breaches of academic integrity or student discipline. Other areas of inconsistency, including guidance on the use of Generative artificial intelligence, support and resourcing for postgraduate research students, and responding to student feedback should also be addressed. The effectiveness of measures to ensure consistency should be monitored and reported regularly.	<i>Project Navigator</i> <i>Assessment Policy and Procedures Implementation Project</i>	Multi-year timeframe, across several projects	In progress	Project Navigator, a large and multi-year University-level project worked throughout 2025 to review the student journey to identify and address pain points and inconsistencies across academic administration processes and to consider a new service design model. The recommendation also relates to other work in progress, including the implementation of the Assessment Policy and work to embed the University's approach to artificial intelligence in the context of assessment.
R4: The Panel recommends the University review the terms of reference for and activities of Academic Board to ensure they are providing adequate guidance and monitoring of academic quality.	<i>Academic Portfolio Management Programme</i>	End 2027	Early stage	Addressing this recommendation is part of a review of Academic Board and its committees, and ongoing work to review decision-making and academic delegations across the University. Areas for improvement related to committee operation and decision-making have been identified, but this work is in the early stages.
R5: The Panel recommends that in progressing its planned work on administration of work placements, the University also pay attention to ameliorating the challenges faced by students, particularly those with caring responsibilities or studying part-time, in completing their work placement requirements.	<i>Student Placement Management Project</i> <i>Ki Uta Ki Tai</i>	End 2026 and ongoing	Well advanced	Work on enhancing AUT's management of student placements is well advanced within a University-level project to review business processes and identify a preferred software solution for managing work-integrated learning across the University.
R6: The Panel recommends the University revisit recommendation 2 from its Cycle 5 academic audit and ensure that students are able to access accurate and timely course advice that supports the completion of their qualifications in the least time possible.	<i>Project Navigator</i> <i>Academic Portfolio Management Programme</i> <i>Ki Uta Ki Tai</i>	Multi-year and multi-project.	In progress	As noted above (R3), Project Navigator is looking at critical points across the student journey, including academic advice, to recommend on changes to the service design model to enhance the student experience and student progression. R6 also relates to other work in progress, including the selection and implementation of a Curriculum Management System.
R7: The Panel recommends the University strengthen the contributions of Pacific voices to formal curriculum development, approval and review processes.	<i>[Draft] Pacific Plan</i>	End 2025	In progress	The Academic Quality Office (AQO) consulted with the Pro Vice-Chancellor Pacific Advancement in 2025 on how to ensure the contribution of Pacific voices to curriculum development, approval and review processes is strengthened. This is an area that may also be addressed within the Pacific Plan (under development) – see A10.
R8: The Panel recommends the University increase capacity and capability to undertake assessment and supervision in te reo Māori.		Multi-year capability	Early stage	Initial discussions have taken place between the AQO and the Office of Māori Advancement (OMA) in 2025 on reviewing

Recommendation	<i>Related University project (where relevant) and/or University Plan</i>	Indicative timeline for completion	PROGRESS UPDATE	High-level notes
		and capacity building.		the current process and guidelines for assessment in taught courses.
R9: The Panel recommends the University encourage and monitor engagement in professional development for teaching and update its Professional Learning Framework.	<i>People Plan</i>	2027	In progress	A primary focus for LTED in 2025 and in 2026 is supporting professional development for assessment redesign and academic integrity in the context of artificial intelligence. A service-design exercise is anticipated later in 2026 to inform longer-term professional development needs planning.
R10: The Panel recommends that the University review whether delegations held by the Dean of the Graduate Research School are adequate to allow them to manage their responsibilities for postgraduate research students across the University.		End 2026	Well advanced	The Graduate Research School (GRS) is working to clarify delegations of authority with respect to the management of supervisor performance.
R11: The Panel recommends the University raise the profile of the Register of Supervisors and consider whether requirements for maintaining registration as a research student supervisor are adequate.		End 2026	Well advanced	The GRS has revised and will further develop its processes for registration, including requirements for continued registration, and processes for de-registration.
R12: The Panel recommends that the University reinforce the need for respectful support and manifesting a duty of care for postgraduate research students across the University.		End 2026	Well advanced	Two new student advisor (postgraduate research specialists) roles have been established and appointed, located in the GRS but line-managed through the University Student Hub.

2. ENHANCEMENT INITIATIVES and AFFIRMATIONS

Enhancement initiative or Affirmation	Related University project, where relevant	Indicative timeline for completion	PROGRESS UPDATE	High-level notes
<p>A1: The Panel affirms the redevelopment of the Learning and Teaching Plan and development of an Academic Quality Framework.</p>	<p>Academic Portfolio Management Programme</p>	<p>End 2026</p>	<p>In progress</p>	<p>Work is progressing on the drafting of the AUT Education Plan which will flow from and align with Te Kete, Te Aronui and the Academic and Capital Plan.</p> <p>A draft scoping paper on an Academic Quality Framework was developed at the end of 2025. The AQF sits under the Academic Portfolio Management Programme.</p>
<p>A2: The Panel affirms the University’s enhancement initiative to develop an overall framework for student voice(s) and review how student feedback is sought, shared and changes based on this feedback are reported.</p> <p><u>Enhancement Initiative:</u> To enhance learner voice the University will work with students to:</p> <ul style="list-style-type: none"> • Develop a student voice framework, within which our approach to working in partnership will be detailed; and • Review the ways in which we collect feedback from students through various mechanisms (including through surveys and student representation) and establish processes for sharing the summarised feedback and the University’s subsequent actions. 	<p>Academic Portfolio Management Programme (Academic Quality Framework)</p>	<p>Mid 2027</p>	<p>In progress</p>	<p>Some work in this area was progressed in 2025. The student voice framework is to be taken up as part of the Academic Quality Framework project.</p>
<p>A3: The Panel affirms the University’s enhancement initiative to develop a University-wide schedule of academic delegations as part of its wider project on academic governance.</p> <p><u>Enhancement Initiative:</u> As part of a wider project on academic governance, the University will develop and promulgate an online schedule of academic delegations and ensure the register’s currency is maintained.</p>	<p>Academic Portfolio Management Programme</p>	<p>Mid 2027</p>	<p>In progress</p>	<p>This work is in discovery stage. It is related to wider work on academic decision making and review of academic committees.</p>
<p>A4: The Panel affirms the restructure of the Office of Pacific Advancement and the development of culturally affirming programmes and initiatives that support success for Pacific students.</p>	<p>Ako Aronui</p>	<p>Completed, and ongoing</p>	<p>In progress</p>	<p>A pilot programme, Ako Aronui, was in operation in 2025. Working alongside LTED and a project to enhance student support in pathway programmes, Ako Aronui aimed to strengthen Māori and Pacific learner success in selected first year courses.</p>

Enhancement initiative or Affirmation	Related University project, where relevant	Indicative timeline for completion	PROGRESS UPDATE	High-level notes
A5: The Panel affirms the University's revision of policies and procedures that support student complaints, appeals and grievances in culturally respectful ways.		Completed	Completed	The Student Concerns and Complaints Policy took effect in August 2025. Further work is planned in 2026 to enhance collection of complaints information and reporting.
A6: The Panel affirms the University's intention to implement a curriculum management system.	Academic Portfolio Management Programme	Multi-year and ongoing	In progress	A Business Case for stage one of Curriculum Management System is nearing finalisation.
A7: The Panel affirms the University's enhancement initiative to review its learning and teaching reporting to ensure that data related to student achievement, course and programme performance and curricula are accessible and centrally reported and that monitoring processes identify actionable information for academic leaders to support decision-making and continuous improvement. <u>Enhancement Initiative:</u> The University will review its learning and teaching reporting to ensure that data related to student achievement, course and programme performance and curricula are accessible and centrally reported and that monitoring processes identify actionable information for academic leaders to support decision-making and continuous improvement.	Academic Portfolio Management Programme	Multi-year and ongoing	In progress	The availability of consistent, accessible and reliable data to inform decision making is an enabling requirement of many ongoing University-level projects. Learning and teaching reporting is being examined through several projects, including Project Navigator and the projects within the Academic Portfolio Management Programme. The establishment of the Data and Digital Governance Group will help to support oversight of enabling work on data and reporting across the University.
A8: The Panel affirms the University's intention to redevelop its graduate profile to align with Te Aronui and Te Kete. <u>Enhancement Initiative:</u> The University will review and update its graduate profile to align it with Te Aronui and Te Kete.	Academic Portfolio Management Programme	Mid 2026	Well advanced	Throughout 2025 the University developed, consulted on and refined a new, University-level Graduate Profile aligned with Te Aronui and Te Kete. A final draft will go to the Deputy Vice-Chancellor and Vice-Chancellor in February 2026, before being considered and endorsed by Academic Board and Council.
A9: The University affirms the University's approach to understanding the impact Generative Artificial Intelligence is having on learning and teaching.	Assessment Policy Implementation	Ongoing	Well advanced	The University has determined and clarified its approach to artificial intelligence in assessment and is working with staff and programmes across the University to embed this approach and support assessment redesign.

Enhancement initiative or Affirmation	Related University project, where relevant	Indicative timeline for completion	PROGRESS UPDATE	High-level notes
				Further work is taking shape within the faculties to explore disciplinary implications and incorporate artificial intelligence into the curriculum and in pedagogy.
A10: The Panel affirms development of a Pacific Plan that will support capacity and capability building for teaching and research supervision for Pacific students.		Mid 2026	In progress	AUT is currently developing a Pacific Plan (2026-2030) to provide a consolidated direction for the University. The Pacific Plan will articulate how AUT will better serve Pacific communities across our learning and teaching, research, staffing, organisational culture, partnerships and community engagement.
A11: The Panel affirms the University's intention to redevelop its Academic Expectations Framework. <u>Enhancement Initiative:</u> The University will review the Academic Expectations Framework in light of Te Kete, Rautaki Rangahau, and the forthcoming new Learning and Teaching Plan.		2027	Early stage	This work has been deferred until 2027 and will flow from the finalisation of the Education Plan.

SECTION B – FURTHER DETAILS AND CONTEXTUAL INFORMATION

R1: The Panel recommends that the University consider how information and data governance include principles for Māori data sovereignty and Pacific data sovereignty (Well advanced)

A new governance group (Digital and Data Governance - DDG) was established in 2025 where Māori Data Sovereignty (MDS) matters are addressed and monitored. The DDG reports to the Vice-Chancellor's Executive and will support the embedding of core principles within the University's new Digital Plan 2026-2030, approved in September 2025, including those related to MDS: 'Mātauranga Māori and te reo Māori are taonga unique to Aotearoa New Zealand and as such should be protected and meaningfully incorporated into every part of the university in partnership with Māori for the benefit of all. Digital services and resources should increase respect and safe access to Mātauranga Māori and te reo Māori while ensuring its use is culturally affirming and mana enhancing for everyone.'

Future priorities for the University outlined in the Plan include ensuring Māori data remains within Aotearoa and establishing a University-wide understanding of MDS principles. Among the Plan's objectives for capability building is the development of researcher training and guidance materials aligned to MDS, to be rolled out in 2026, alongside the development of new repository services.

MDS is embedded as a core principle in the ongoing University project to develop a service for managing and preserving research data. An MDS specialist was engaged to advise on MDS elements within the revised governance document – the [Research Data Management Policy](#) - which was published in August 2025. Further work to develop repository services includes ongoing advice from AUT Māori research advisors to ensure, ethical, and technical alignment. Workstreams underway will ensure repository configurations and metadata fields support MDS requirements (e.g. provenance, sensitivity classification, kaitiaki roles). Ongoing communication and engagement with faculties will help to identify research datasets with Māori interests and enable work with researchers on applying MDS practices.

AUT published Pacific Research Guidelines in 2025 as a resource for postgraduate students and staff engaged in Pacific research. The guidelines were developed in consultation with AUT Pacific postgraduate students, the Moanaroa Pacific Research Governance Group, academic staff, and community members. A dedicated section on Pacific data sovereignty addresses the stewardship, governance and ethical use of Pacific data, including in contexts such as artificial intelligence and generative AI.

R2: The Panel recommends that the University consider how reflecting appropriate tikanga for its different campuses in teaching spaces can support the implementation of Te Aronui and Te Kete. (Early stage)

An Executive Portfolio Board, reporting to the Vice-Chancellor's Executive, was established in 2025 to oversee the transformation programme to support the Academic and Capital Plan and other large change programmes. A Capital and Assets Governance Group was also established. These two new governance groups will provide a platform for discussions on how the University can advance this recommendation in the context of existing and planned teaching spaces. Further work is underway to update and consolidate campus strategy.

There are no immediate plans for large-scale development of new teaching spaces. The exception is a planned property refit project in the Faculty of Health and Environmental Sciences to upgrade clinical simulation spaces, where the University will work with senior Māori staff and other stakeholders to ensure these spaces are reflective of and supporting the implementation of Te Kete and Te Aronui.

R3: The Panel recommends the University *urgently* address a lack of consistent in academic decision-making that impacts on the equitable treatment of students with respect to academic advice, academic complaints and appeals, breaches of academic integrity or student discipline. Other areas of inconsistency, including guidance on the use of Generative artificial intelligence, support and resourcing for postgraduate research students, and responding to student feedback should also be addressed. The effectiveness of measures to ensure consistency should be monitored and reported regularly. (In progress)

There are a number of work streams underway that address this recommendation:

- a) 'Project Navigator' sits within Ki Uta Ki Tai programme and has completed work to identify the causes of student journey pain points, as identified in this recommendation, and formulate a new service design model. Project Navigator's scope is services 'outside the classroom', including academic administration and services. The overall aim of the Project will be met by redesigning the current service model to ensure that:
 - The University operates as 'one AUT' with aligned services, and
 - Students need to tell their story only once,
 - Inconsistency and duplication are reduced by establishing clear roles, responsibilities and accountabilities.Improvements across enabling systems and data will provide the foundation for resetting existing processes such as appeals and the provision of academic advice, and for ensuring the consistency and efficacy of services can be monitored. Navigator is a significant organisational transformation programme that is essential for addressing the matters identified by the Panel in this recommendation. An initial, intense phase of discovery and design work involving staff and students from across the University was completed in November 2025, and a business case for the next phase of work was approved in December 2025.
- b) Other work related to this recommendation includes the rollout of the University's new assessment policy and the development and embedding of the University's approach to assessment design in the context of artificial intelligence. The Office of Learning, Teaching and Educational Design (LTED) is working with programmes, departments and schools across the University to support programmatic mapping of assessment and has developed a comprehensive set of resources for staff. This work is ongoing through 2026.
- c) AUT's Academic Integrity Guidelines are undergoing review for alignment with the Assessment Principles, Policy and Procedures. As part of this work the Academic Quality Office (AQO) is working with faculties to understand and enhance the consistency of current processes for the identification, management and recording of academic misconduct. A related technical project planned for 2026/7 is the replacement of the current Academic Integrity Database (i.e. University-wide register of breaches of academic integrity).

- d) Work has advanced on enhancement of advice to students on academic integrity in the context of artificial intelligence, including a review of the University's online module for students on academic integrity. Research Committee has approved the interim use of Royal Society Te Apārangi guidelines on the use of AI in research for research students and supervisors. The guidelines contain information and advice on data security, bias in AI, and intellectual property matters. Resource has been allocated to development of a fuller, AUT-specific framework for researchers.
- e) The Student Concerns and Complaints Policy and Procedures that were in draft at the time of the Audit visit has now been finalised and implemented – this will improve consistency of practice across the University over time.

The matter of support and resourcing for postgraduate research students is addressed in Recommendations 10-12, below.

R4: The Panel recommends the University review the terms of reference for and activities of Academic Board to ensure they are providing adequate guidance and monitoring of academic quality (Early stage)

A review of the Terms of Reference for academic committees, including Academic Board, is part of ongoing work on decision making and delegations within the Academic Portfolio Management Programme and a review of the structure and roles of academic committees. As several large strategic projects (including Navigator) developed and evolved over 2025, some critical interdependencies were identified related to AUT's academic decision making 'eco-system' and clarity of roles and responsibilities. These are now being considered to ensure work is not duplicated and there is a clear plan.

R5: The Panel recommends that in progressing its planned work on administration of work placements, the University also pay attention to ameliorating the challenges faced by students, particularly those with caring responsibilities or studying part-time, in completing their work placement requirements (Well advanced).

The Student Placement Management Project is working towards implementation and configuration of 'InPace', the selected placement management software. The intention of this work is to design a new service model to ensure a more joined-up and efficient approach to the management of placements and work-integrated learning across AUT, supported by efficient software for recording and managing this important aspect of our academic programmes. The pilot deployment of the new system will be within School of Nursing in the Faculty of Health and Environmental Sciences (which has a very large intake and placement programme).

To help address the current financial challenges faced by students the University, working closely with AUTSA and the Faculty of Health and Environmental Sciences, approved in 2025 the provision of financial support for some students on placements. A hardship grant of \$100 per week (pro rata over 7 days) was made available from Semester 2, 2025 for students who are undertaking school-assigned clinical placements and who need to travel out of Auckland to attend these placements. While schools within the Faculty of Health and Environmental Sciences continue to prioritise local placement opportunities, capacity constraints have made some out-of-region placements unavoidable, particularly in areas such as midwifery, where Northland-based students are sometimes placed in Auckland. In addition to this new support, students remain eligible for placement-related assistance through the Student Financial Hardship Fund.

R6: The Panel recommends the University revisit recommendation 2 from its Cycle 5 academic audit and ensure that students are able to access accurate and timely course advice that supports the completion of their qualifications in the least time possible. (In progress)

Academic advice and information on courses and programmes are critical aspects of the work of Project Navigator. The consistency of academic information and advice was identified as a pain point for students and staff in Navigator's discovery work. With the insights gained through that work the Navigator team is now working towards a refreshed service design model for ensuring that students can access relevant, timely and accurate advice without having to repeat their request or visit multiple parts of the University.

In related work, a business case for the selection and implementation of curriculum management software (CMS) is nearing finalisation. The CMS will aid the provision of academic advice by creating a single source of truth for course and programme information and enhancing consistency and may (in time) provide advisement functionality for students.

Finally, the Brand and Marketing Services team is currently working closely with other areas of the University, including Student Services and Administration, and the AQO to review and refresh the 'Study' section of the University website which contains advice on academic administration processes.

R7: The Panel recommends the University strengthen the contributions of Pacific voices to formal curriculum development, approval and review processes. (In progress)

As part of work to review and enhance guidance for staff on programme development and approval, the AQO is working with the Pro Vice-Chancellor Pacific to improve information for staff on how to build Pacific pedagogies and Pacific world-views into new and restructured programmes and how to ensure these matters, together with Pacific student success, are picked up in programme development and approval processes, and in periodic review. This will be achieved in part through redeveloped guidance and template material to ensure that this important aspect is addressed in these processes. An Academic Reviews Lead will take up their role in April 2026, working in partnership with Director of the AQO and the Pro Vice-Chancellor Pacific.

R8: The Panel recommends the University increase capacity and capability to undertake assessment and supervision in te reo Māori (Early stage)

The AQO, the Office of Māori Advancement (OMA) and other staff have had initial hui on reviewing the University's current processes for assessment in te reo Māori in undergraduate and postgraduate coursework. The progression of this important work is connected to University capability and capacity building objectives that have a relatively long horizon. Further decisions are awaited on investment to resource the work required to develop a solution to support te reo in assessment and supervision. National-level discussions via the UNZ Education Committee and Te Kāhui Amokura are ongoing and may inform AUT decision-making.

R9: The Panel recommends the University encourage and monitor engagement in professional development for teaching and update its Professional Learning Framework. (In progress)

Professional development for learning and teaching at AUT has continued to evolve since the Panel visited in September 2024. The University has refined, strengthened and clarified current professional development offerings for academic staff with a focus on supporting redesign of assessment.

To inform planning for the medium and longer term in this area, a service design review exercise will take place in Q1 2026. It is anticipated that the issue of monitoring engagement in professional development will be addressed as part of this service design exercise. This work will align with and flow from the finalised AUT Education Plan.

R10: The Panel recommends that the University review whether delegations held by the Dean of the Graduate Research School are adequate to allow them to manage their responsibilities for postgraduate research students across the University. (Well advanced)

The Graduate Research School (GRS) is close to finalising a new policy and set of procedures to more clearly and effectively manage issues related to postgraduate research supervision if and when they arise. This work will clarify the roles and responsibilities of staff working to support postgraduate research within the faculties, and within the GRS, and specifically the delegations held by the Dean, GRS.

R11: The Panel recommends the University raise the profile of the Register of Supervisors and consider whether requirements for maintaining registration as a research student supervisor are adequate. (Well advanced)

To become a registered supervisor at AUT, staff are required to complete 'Supervision Fundamentals' training in Canvas, have demonstrated expertise in the discipline or methodology to be supervised, and be active researchers. The GRS is developing revised processes (in alignment with the introduction of the policy described above) to manage and report on the different supervisory levels at which individual supervisors can be registered, and to manage ongoing registration. Under the new policy registration will be renewed every two years and may lapse if the supervisor has not completed ongoing professional development.

R12: The Panel recommends that the University reinforce the need for respectful support and manifesting a duty of care for postgraduate research students across the University. (Well advanced)

The University has appointed two new Postgraduate Research Student Advisors. To ensure coordination across student support services these roles are physically located in the GRS and line managed by the Student Hub. The purpose of these roles is to:

- Deliver comprehensive advisory support to current postgraduate research students enrolled in a dissertation or thesis, through a model of case management, fostering strong and mutually beneficial relationships
- Strengthen students' knowledge of the kinds of support services available from the Student Hub, Faculties, and the Graduate Research School.
- Be responsible for student support, pastoral care and case management of postgraduate research student issues and concerns.

The Advisors will be the first point of contact for PGR students (or staff seeking support for a PGR student) where they are experiencing issues or challenges.

A1: The Panel affirms the redevelopment of the Learning and Teaching Plan and development of an Academic Quality Framework. (In progress)

The Education Plan currently in development will sit under Te Kete and Te Aronui, and alongside a refreshed Research Plan as a core University plan. It will develop key objectives across a number of areas in support of 'Graduates the world needs' and include metrics for measuring progress.

The Transformation Management Office (TMO) is leading this work, under the guidance of the Deputy Vice-Chancellor Academic and Pro Vice-Chancellor Learning and Teaching. It is anticipated that the Education Plan will be finalised in the second half of 2026.

A2: The Panel affirms the University's enhancement initiative to develop an overall framework for student voice(s) and review how student feedback is sought, shared and changes based on this feedback are reported | *Enhancement Initiative: To enhance learner voice the University will work with students to develop a student voice framework, within which our approach to working in partnership will be detailed; and review the ways in which we collect feedback from*

students through various mechanisms (including through surveys and student representation) and establish processes for sharing the summarised feedback and the University's subsequent actions. (In progress)

In 2025 Academic Board discussed progress to date on the embedding of the new Academic Student Representative system described in the Audit Self-Review Portfolio, with a focus on some of the barriers to full uptake of the new representative system. In 2025 the AQO and AUTSA Education Vice-President began to examine strategies to incentivise students to volunteer as academic representatives and ways in which to formally recognise contribution and skills development and reported on this work to the Student Advisory Committee. The AQO will work with Student Services and Administration and with AUTSA to further progress this work in 2026. In addition, the AQO and the Student Communications team have drafted a new set of web pages for students to be able to see information on how the University collects and responds to student voice. These web pages will be finalised and published later in 2026.

A3: The Panel affirms the University's enhancement initiative to develop a university-wide schedule of academic delegations as part of its wider project on academic governance | Enhancement Initiative: As part of a wider project on academic governance, the University will develop and promulgate and online schedule of academic delegations and ensure the register's currency is maintained. (Early stage)

This work is part of the academic decision-making project which could not be advanced in 2025 due to the focus on the advancement of the Graduate Profile project. In 2026 it anticipated that analytical resource would help progress early-stage work on committee restructuring and on mapping current delegations, including the identification of required changes and gaps, towards development of a schedule.

A4: The Panel affirms the restructure of the Office of Pacific Advancement and the development of culturally affirming programmes and initiatives that support success for Pacific students (In progress)

The restructure of the Office of Pacific Advancement (OPA) outlined in the Academic Audit Self-Review Portfolio is completed. Throughout 2025, the OPA and the OMA (working with other central areas) piloted Aronui Ako, a programme of work intended to strengthen Māori and Pacific learner success by supporting culturally sustaining capability and responsive teaching across priority courses. Guided by Te Kete, Ki Uta Ki Tai, and Te Aronui, the programme introduced mentoring and student support in several selected, first-year courses to strengthen the conditions for Māori and Pacific learner success. Faiako and Pou Tuarā mentoring teams offered tailored teaching support and workshops for staff on culturally sustaining practices.

At the end of the year the team observed some improved academic outcomes in some of the priority courses where mentoring teams were embedded, and some positive shifts in learning and teaching practice. The pilot is now being evaluated and lessons from the work (particularly on the student support side) will be fed into the redesign of the student support service model as part of Project Navigator.

The University's Iti Kōpara initiative (an initiative under Ki Uta Ki Tai) supports Māori and Pacific high-school students to achieve academic success and progress towards tertiary study. The initiative was delivered in partnership with seven secondary schools across Tāmaki Makaurau, and helps students become familiar with university life, understand their study and career pathways, and strengthen NCEA achievement towards University Entrance.

Students selected for Iti Kōpara receive three years of wraparound support from Year 11 to Year 13. The programme combines on-campus AUT experiences with in-school delivery, tailored to each year level. Students in the Iti Kōpara programme in 2025 achieved outcomes that consistently exceeded national Māori, Pacific and Equity Index benchmarks, particularly in literacy and numeracy. Positive feedback was received from programme participants on the programme's contribution to their confidence and aspirations. In 2026 the initiative will have a new cohort of 70 students at year 11 (following the 2025 cohort of 72).

A5: The Panel affirms the University's revision of policies and procedures that support student complaints, appeals and grievances in culturally respectful ways.

Completed.

A6: The Panel affirms the University's intention to implement a curriculum management system. In progress.

A business case for stage one of this work (selection and implementation of a CMS and the associated review of data and business processes) will be considered at the April meeting of the Portfolio Executive Board.

A7: The Panel affirms the University's enhancement initiative to review its learning and teaching reporting to ensure that data related to student achievement, course and programme performance and curricula are accessible and centrally reported and that monitoring processes identify actionable information for academic leaders to support decision-making and continuous improvement. | Enhancement Initiative: The University will review its learning and teaching reporting to ensure that data related to student achievement, course and programme performance and curricula are accessible and centrally reported and that monitoring processes identify actionable information for academic leaders to support decision-making and continuous improvement. (In progress)

Strategy and Planning, in consultation with the AQO, are currently developing a new reporting dashboard that will bring together key course quality measures (including student achievement and student feedback) to support quality review and enhancement conversations and processes. The information in this dashboard needs to support decision-making at each level, including whole-of-University, for faculty leadership, and for programme and course leaders and will be a critical part of designing an integrated Academic Quality Framework.

A8: The Panel affirms the University's intention to redevelop its graduate profile to align with Te Aronui and Te Kete. | Enhancement Initiative: The University will review and update its graduate profile to align it with Te Aronui and Te Kete. (Well advanced)

The University is finalising a new Graduate Profile aligned with Te Kete and Te Aronui. A small project team has worked throughout 2025 to build and refine the new Graduate Profile, engaging with senior leaders in Te Hautū, students through AUTSA, and colleagues from the Offices of Māori Advancement, Pacific Advancement, International, Sustainability, Brand and Marketing, and LTED. A final stage of engagement with external stakeholders is required before finalisation. The project team is developing an implementation plan and scoping the resource required for supporting the embedding of the new Profile. This will include the review and alignment of curriculum and a plan to raise awareness of and engagement with the Graduate Profile.

A9: The University affirms the University's approach to understanding the impact Generative Artificial Intelligence is having on learning and teaching. (Well advanced)

As noted above, this work is a focus for the University in 2026. LTED is working with other areas of the University to develop guidance for staff on how to learn about and engage with AI in learning and teaching. The Learning Technologies Sub-Committee is developing institutional guidance on the role of AI in marking and feedback. This work is being undertaken in close consultation with the AUTSA Vice President Academic to ensure student perspectives are embedded in the approach. LTED is also examining how AUT's current learning technology ecosystem can support the observation and evidencing of student learning in AI-enabled environments and this includes the ongoing pilot of the Cogniti agent in courses across the University.

Following on from the AI Taskforce Report received by the Audit panel, the University has established the AI Acceleration Centre to coordinate and resource AI adoption more broadly across the University. The [AI Hub](#) provides information for staff on responsible and safe AI use, including guidance on different AI tools and data considerations. Online Gen AI Training Modules for staff are available through the Hub.

A10: The Panel affirms development of a Pacific Plan that will support capacity and capability building for teaching and research supervision for Pacific students (In progress)

The Pacific Plan (2026-2030) will clarify the activities that each work area across the University will deliver as part of the Plan's implementation, which will be embedded in business planning cycles with annual reporting and progress reviews. Affirmation A10 (with respect to capacity and capability for teaching) falls within the remit of the DVCA and work is scheduled to begin between the Office of the DVCA and OPA to shape the initiatives (tactics) against the draft strategic objectives in the Pacific Plan.

A11: The Panel affirms the University's intention to redevelop its Academic Expectations Framework. | Enhancement Initiative: The University will review the Academic Expectations Framework in light of Te Kete, Rautaki Rangahau, and the forthcoming new Learning and Teaching Plan. (Early stage)

The University's Learning and Teaching Committee discussed the current Academic Expectations Framework in 2025, with a view to updating the document. It was agreed that a more holistic review was required in the context of the finalised Education Plan and the service design work to determine mid-horizon planning for professional development. This work has been deferred to 2027.

A related piece of work led by People and Culture – to review the University's academic and professional 'My Annual Plan' process is advancing.

APPENDIX 1 – List of acronyms

ACP – Academic and Capital Plan

AQO – Academic Quality Office

DDG – Digital and Data Governance Group

GRS – Graduate Research School

LTED – Office of Learning, Teaching and Educational Development

MDS – Māori Data Sovereignty

OMA – Office of Māori Advancement

OPA – Office of Pacific Advancement

TMO - Transformation Management Office