Investment Plan 2025-2027

Auckland University of Technology

5 July 2024

Auckland University of Technology	
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He mihi

Ko te karanga nei o Te Pūrengi
Kia nanao atu ai ki a ia anō
Kia tere ai te waka
Ki ngā mātāhauariki o te māramatanga.

Nā konā he whakatere waka
I ngā au o te wai e ora ai
Ō tātou wawata e waipuketia ana
I te Moana nui a Kuranui,
A Kuraroa, a Kurapāmaomao.

Nā ō tātou tīpuna i whakapūaho mai
Te arawai hei whai, me te kārewa anō hoki
 I ō tātou wawata mō te ao huri nei,
Ko ēnei wawata anō e tohu ai
Te whakarere iho o te kakau o te hoe
E tetere nei te waka o te kuranui
Ki ngā pae o te māramatanga.

Ko te wawata ia, he whakatinanatanga
Te pūrongo nei hei whakaohooho
I ō tātou hāpori,
Kia whakamaua Te Pūrengi
E nanao atu ai te taura o tokotū,
E hiki kakau ai te hoe
Ki te whakatere tōtika i te waka,
Kia waka eke noa ai te koke ki tua o kitea.

The call of Te Pūrengi invites you to grasp the metaphorical rope of the mast, seek out challenges, and venture into new waters.

May we explore the tides and currents that shape our collective aspirations in the increasingly complex and ever-changing tertiary education environment.

Informed by the courage of our tīpuna we navigate these waters, buoyed by our dreams and aspirations for the future, and our desire to voyage forward into unchartered waters in the pursuit of enlightenment.

The hope is this plan will inspire us all, far and wide, to whakamaua Te Pūrengi – take hold of the rope of the mast, to navigate, to evolve in our quest for knowledge and understanding.

Contents

Section 1. Strategic Intent

Mission and role

Our distinct contribution

Auckland University of Technology Te Wānanga Aronui o Tāmaki Makaurau (AUT) is New Zealand's university of technology and university of opportunity. We are a modern, internationally connected, and influential institution, with a long heritage of providing excellent, accessible, and applied learning that meets the needs of Aucklanders. Ours is a storied contribution to New Zealand's tertiary network, arising from a deep connection with our rohe and an abiding commitment to the success of all Aucklanders. Through all our learning, teaching, research, and partnerships, we are known for addressing societal challenges, engaging with under-served communities, and accelerating the impact of our mahi. Now well into our third decade as a university, we are ready to take on additional responsibilities as a Tiriti partner, and to step into our role as a leader in the wider Pacific region.

Who we are

Our students

AUT is Aotearoa New Zealand's third largest university. Our students are largely drawn from across the Auckland region, along with cohorts from Northland, Bay of Plenty, and Waikato (Figure 1). Prior to the pandemic, we also had a large contingent of international students and while it is still relatively early days, this market is showing promising signs of recovery.

Figure 1 Geographic spread of all new intake students (left) and all new school leavers (right), annual average intake for domestic students, 2021-2023
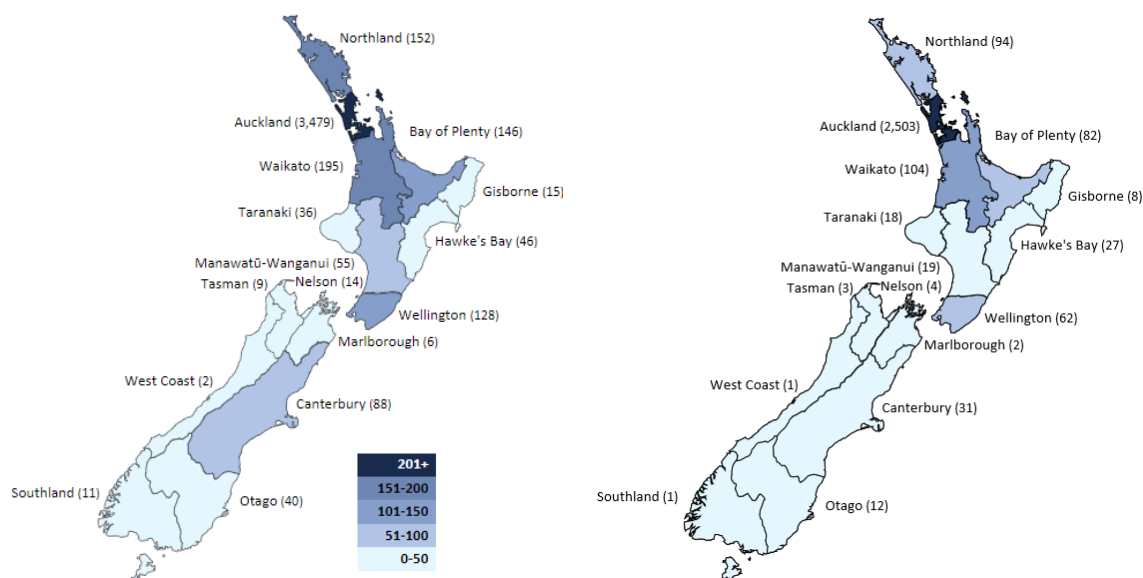
While diversity is to be expected in a multi-cultural city like Auckland, AUT's students are diverse in more than just their ethnicities. They have a wide range of socio-economic backgrounds, educational histories, ages, accessibility needs, and countries of origin. IDI data reveal that even our younger students are consistently more likely to be working during the academic year, and many of our students have followed non-traditional pathways to university. They may be

professionals looking to upskill, second chance learners, seeking career advancement, or to contribute to the body of knowledge through their own advanced research. Some of our students arrive at AUT with many years of systemic educational and socio-economic disadvantage to overcome. They may have a different gender identity or sexual orientation, finding in AUT a place of acceptance and safety. They may be the first person in their family to attend university. They may have a refugee background, introduced to AUT while at the Mangere centre. They may be students who prefer to learn by doing, and to be entrepreneurial and creative. This diversity sets AUT apart from other universities. It also adds to our richness (Figure 2).

Figure 2. A profile of Domestic-funded students at AUT, 2021-2023

Domestic-funded students (headcount): 2021 to 2023

Disability
1 in 10 students identified as Deaf or disabled **10%**

Gender diverse
1 in 100 students identified as gender diverse **1%**

NZ Dep. Index
Nearly 1 in 5 students were from high NZ Dep. **19%**

Māori
Over 1 in 10 students were Māori **11%**

Pacific
Almost 1 in 5 students were Pacific **17%**

First in family
Almost half were the first in their family to go to uni **44%**

Rainbow
Almost 1 in 10 students identified as being part of the Rainbow community **9%**

School leavers
Nearly half of all domestic-funded students were school leavers **45%**

| 2023 | **Equity Index** 1 in 10 school leavers came from schools with many or most barriers |
| 2021-23 | **NCEA rank score** Nearly 1 in 5 (18%) school leavers had a score of less than 140 points |

Our learning and teaching

We specialise in research-informed teaching and the creation, enhancement, and application of practical and specialised knowledge for economic, social, and environmental impact. Our students are supported to develop and apply the skills and knowledge of their intended profession, and the personal attributes required for success in a working environment.

As a university of opportunity, our higher education provision is supported by a small but strategic suite of pre-degree programmes, most of which are designed to facilitate transition into bachelors degrees (Graph 1).

Graph 1. Distribution of enrolments by level of study, 2021-2023
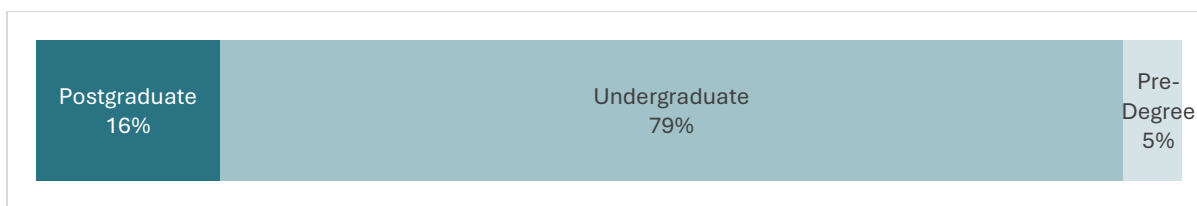
Our discipline mix reflects our heritage and status as a university of technology by concentrating on provision with a strong connection to employment; our largest amount of provision is in the health sciences, followed by management and commerce.

Graph 2. Distribution of enrolments by field of study (NZSCED broad code), 2021-2023

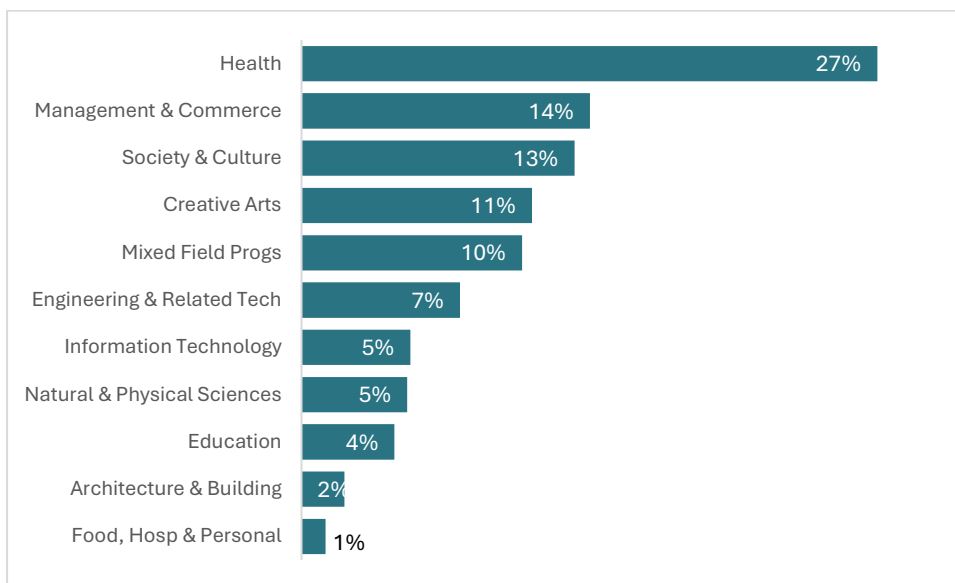We also offer specialist provision in Māori development, Māori media, sustainability, architecture, and art and design, reflecting our status as a contemporary university, engaged with our world.

The University is structured into five facuties and 14 schools (Table 1).

Table 1. AUT faculties and schools

| Faculty	School
Business, Economics and Law Te Ara Pakihi, Te Oranga me te Ture	Business School – Te Kura Kaipaikihi Law School – Te Kura Ture
Faculty of Culture and Society Te Ara Kete Aronui	School of Education – Te Kura Mātauranga School of Hospitality and Tourism – Te Kura Taurimatanga me te Mahi Tāpoi School of Social Sciences and Humanities
Faculty of Design and Creative Technologies Te Ara Auaha	School of Art and Design – Te Kura Toi a Hoahoa School of Communication Studies – Te Kura Whakapāho School of Engineering, Computer and Mathematical Sciences – Te Kura Mātai Pūhanga, Rorohiko, Pāngarau School of Future Environments – Huri te Ao
Faculty of Health and Environmental Sciences Te Ara Hauora a Pūtaiao	School of Clinical Sciences – Te Kura Mātai Haumanu School of Public Health and Interdisciplinary Sciences School of Science – Te Kura Pūtaiao School of Sport and Recreation – Te Kura Hākinakina

Faculty	School
Faculty of Māori and Indigenous Development Te Ara Poutama	Te Ara Poutama

We have three main campuses and two specialist locations across Auckland, each with their unique mix of discipline strengths.

- City Campus is in the central business district, and home to a range of disciplines including business, law, art and design, engineering, Māori development, computer science, social sciences, and science.
- North Campus is based in Northcote and is the centre for education and most of the health science qualifications.
- Manukau-based South Campus was established in 2010. Several core health sciences are headquartered at South, including midwifery, paramedicine, and oral health, along with other options such as business, education, sport and recreation, and law.
- The AUT Millennium Institute is based in Mairangi Bay and is a centre for research in sport science and human performance.
- The Refugee Education Centre is part of the Mangere Refugee Resettlement Centre, where AUT provides an education programme for the 1,500 refugees who arrive in New Zealand each year.

Since the last Investment Plan, we have divested from one specialist facility, the Warkworth Satellite Site, as part of our financial recovery programme. While most of our provision takes place on campus, we also have a small yet growing amount of online delivery, and work with Te Whatu Ora sites, the New Zealand Defence Force, Wellington Phoenix, Auckland Rugby, and iwi to deliver health and sport science programmes in Whāngarei, Taranaki, Rotorua, Wellington, Auckland, and Christchurch (Figure 3).

Figure 3. Regional delivery sites for AUT, with locations and EFTS to date in 2024
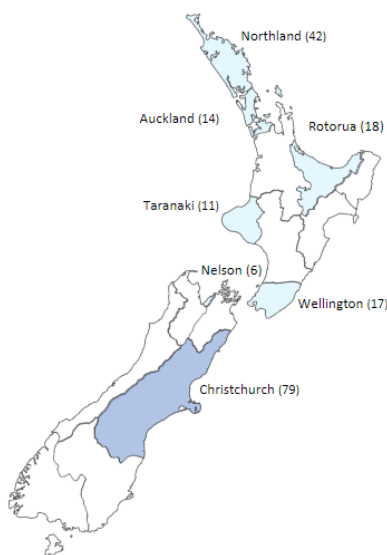
Our research

Over the past 25 years, AUT has built an enviable international reputation, including being named in the World Top 60 Under 50 by QS. This is based not just on our learning and teaching, but our

research strengths and developing international reputation as well. *Rautaki Rangahau,* our new research plan, characterises AUT's approach as one of rangahau ora (research for wellbeing), in acknowledgement of our current and emerging strengths, and our unique context. AUT's research is defined by:

- as a Tiriti partner, our commitment to Te Tiriti o Waitangi, and its enactment through Te Aronui;
- as a university of technology, the extension and application of knowledge for practical, beneficial outcomes; and
- as a university of opportunity, seeking sustainable development and improved wellbeing for our environment, our city, and our nation.

AUT has several established research programmes that are internationally recognised and influential. These include those addressing health and wellbeing inequities, sport science, sustainable design and development, and te reo and other indigenous language revitalisation. The Taupua Waiora Māori Centre for Māori Health Research is a leader in translating knowledge into policy, practice, and education, particularly into facilitating access to and use of health services for Māori, improved hauora outcomes, and whānau- and community-centred health and development. The University hosts the Pacific Islands Families Study, the world's only prospective longitudinal study of Pacific peoples, and its offshoot, the Healthy Pacific Grandparents Study. Through these two studies, AUT has provided ground-breaking insights into optimum pathways for Pacific children and their families, addressed social inequities, and contributed to the health and wellbeing of older Pacific people. We also host the internationally recognised Sports Performance Research Institute (SPRINZ), which is dedicated to enhancing physical and mental health; injury prevention; and physiology, training, and nutrition for both high performance athletes and the general public. Our National Institute for Stroke and Applied Neurosciences has achieved a global reputation for epidemiological studies and clinical trials to improve health and outcomes for people with major neurological disorders, including stroke, traumatic brain injury, and dementia. Over the last two years, the University has also received research grants for two major national investigations: Te Hotonga Hapori, which considers the impact of urban regeneration on community wellbeing and will be working specifically with Kainga Ora tenants; and the development of sustainable, earthquake resilient buildings using semi-rigid friction-sliding connections, which will avoid structural damage during an earthquake, and enable speedy re-occupancy.

Underneath these leading lights, we also have several areas where our research is more emergent; over the period of this Investment Plan the University will be investing in capability support and development, so all researchers can achieve their potential.

Our rankings and accreditation

AUT is named among the world's top universities, including being ranked in the top 500 on both the QS and Times Higher Education (THE) world university rankings in 2024/2025. When compared to other organisations under 50 years old, AUT is a stand-out performer; we are ranked in the top 60 by QS and =98th by THE. We have secured a five-star QS rating overall, and scored five stars in seven fields, including teaching, employability, research, and environmental impact. In 2024, THE ranked AUT 20th in the world in terms of 'bang for buck', based on our scores for research, teaching, and working with industry, in comparison with our research, industry, and overall institutional income.

We also perform consistently well on the various indicators of social impact; AUT was placed 64th equal on THE's 2023 University Impact Rankings, including 12th equal for our contribution to the United Nations Sustainable Development Goal 8 Decent Work and Economic Growth, 24th equal for Goal 5 Gender Equality, and 66th equal for Responsible Consumption and Production. QS placed AUT at 201st in the world overall, including 62nd on measures of equality, and 75th on measures of governance.

Our leadership and governance

Our Council

AUT is governed by its Council, which has 12 members and is led by the Chancellor, Rob Campbell CNZM, and a newly appointed Pro-Chancellor. The members include the Minister of Education's appointees, along with those appointed by Council to represent Ngāti Whātua o Ōrākei and Auckland's Pacific communities; the Vice-Chancellor; and staff and student representatives. Council's official duties holding the University accountable to rigorous standards of excellence in our learning, teaching, research, response to Te Tiriti; to the highest standards of integrity, conduct, and fiscal responsibility; and ensuring that we serve the diverse communities of Auckland well.

Executive

Professor Teolesulusulu Damon Salesa is the University's Vice-Chancellor and chief executive and is accountable to Council. Professor Wendy Lawson (Deputy Vice-Chancellor – Academic) is responsible for the development and quality of the University's educational provision, while Professor Mark Orams (Deputy Vice-Chancellor – Research) provides leadership for both staff and graduate student research. We are also preparing to recruit a Deputy Vice-Chancellor – Māori and have sought advice from a rōpū of Māori staff. The Vice-Chancellor convenes the Executive Committee, which also includes the Deputy Vice-Chancellors, the Pro Vice-Chancellors Māori and Pacific, the faculty deans, the assistant vice-chancellors (with responsibilities for corporate governance and finance and infrastructure), the group directors of People and Culture and Strategy and Planning, and the head of the Vice-Chancellor's office. This is the University's decision-making body.

Other leadership committees

Along with the members of the Executive, the University's Senior Leadership Team includes other group directors and Pro Vice-Chancellors; the dean of the Graduate Research School; the Kaihautu Tiriti; the chief technology, information security, and marketing officers; and the University Librarian.

Academic Board is a committee of Council and responsible for the academic direction, development, and policies of the University. These include ensuring academic freedom, managing qualification regulations, monitoring the quality of our research, and establishing new programmes. Academic Board also has a series of sub-committees that oversee much of the University's core business. These include the Research Committee, the Learning and Teaching

Committee, faculty boards, the Programme Approval and Review Committee, the University Postgraduate Board, and the Library Committee. Academic Board members include the Vice-Chancellor and Deputy Vice-Chancellors, the deans, the AUTSA President and a student representative of each faculty, and various professors and senior leaders across the University.

As part of the enabling work to support Te Kete, AUT has formed the Transformation Management Office which is developing clear and consistent approaches to governance, decision-making, and engagement.

Our strategic direction

Te Kete, AUT's new strategy, was released in May, following a comprehensive consultation process where staff, students, mana whenua, industry players, and other stakeholders were invited to share their thoughts about AUT, our strengths and opportunities for improvement, and how we can best contribute to this ever-changing world.

The ensuing conversations supported AUT's long-standing commitments to being a university of technology and opportunity; to being student centred; and to our values of pono, tika, and aroha. These are crystallised in our vision:

Enriching lives and creating a better world through technology, learning, and discovery

And our mission:

We are Aotearoa New Zealand's university of technology and opportunity. We produce graduates the world needs, discover and apply knowledge with purpose, and work in partnership to accelerate our impact.

Te Kete signals six key areas where we will focus our energies and investments over the coming years, in all our teaching, research, and engagement activities:

- Respond to Te Tiriti o Waitangi | Learn, grow, and share the benefits of Tiriti partnership with all our communities.
- Be Aotearoa's university of technology | Celebrate and enhance our distinct, applied, and engaged approach to learning, teaching, and scholarship.
- Be a university of opportunity and create graduates the world needs | Enable all with academic potential to succeed.
- Discover and apply knowledge with purpose | Invest in research that is connected, beneficial, trusted, collaborative, and creative.
- Seek partnerships that accelerate impact | Engage with community and industry partners who are similarly socially responsible, future focussed, and values led.
- Become a net carbon zero organisation | reduce our emissions and contribute to a healthy, resilient climate.

Our planning framework

Our planning framework (pictured below in Figure 4) sets out our approach to achieving these goals. It has five levels, all of which ultimately stem from our Tiriti and legislative responsibilities, as outlined in Te Tiriti o Waitangi, the Education and Training Act 2020, and the *Tertiary Education Strategy*. *Te Aronui* and *Te Kete* share top billing for AUT-developed plans and inform all other plans and actions. The Long-Term Academic and Capital Plan (LTACP) will provide the link between strategy and operations, ensuring the University has a clear academic direction and the necessary infrastructure to deliver it. The core plans and key enablers together create a cohesive

approach for AUT to deliver the mission and outcomes described in *Te Kete*, with several of these plans addressing at least one of the key shifts outlined above. Finally, each faculty, support unit and division must establish a business plan that demonstrates how they will deliver the objectives, mission, and actions described in the higher-order plans.

Figure 4. AUT's internal planning framework

AUT INTERNAL PLANNING FRAMEWORK

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        ┌──────────────────────────────────┐
        │    Education and Training Act     │
        │      Te Tiriti o Waitangi         │
        │    Tertiary Education Strategy    │
        └──────────────────────────────────┘
            ↓                        ↓
      ┌───────────┐  ←→  ┌───────────┐
      │ TE ARONUI │      │  TE KETE  │
      └───────────┘      └───────────┘
                               ↓
      ┌────────────────────────────────────┐
      │   LONG TERM ACADEMIC & CAPITAL PLAN │
      │               Digital               │
      │              Property               │
      └────────────────────────────────────┘
            ↓                        ↓
  ┌──────────────────────┐  ┌──────────────────────┐
  │     CORE PLANS       │←→│    KEY ENABLERS      │
  │ Learning and Teaching│  │    Sustainability    │
  │ Rautaki Rangahau     │  │    International      │
  │ (Research)           │  │   Māori Advancement  │
  │ Ki Uta Ki Tai        │  │  Pacific Advancement │
  │ (Student Success,    │  │     Engagement       │
  │ including Disability  │  │                      │
  │ Action Plan)         │  │                      │
  └──────────────────────┘  └──────────────────────┘
            ↓                        ↓
      ┌────────────────────────────────────┐
      │           BUSINESS PLANS           │
      │ THREE YEAR PLANS for: Faculties |  │
      │   Academic services | Divisions    │
      └────────────────────────────────────┘
      ┌────────────────────────────────────┐
      │   VALUES | Pono, Tika, Aroha        │
      └────────────────────────────────────┘
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The relationship between these documents on the planning framework and the focus areas arising from *Te Kete* and *Te Aronui* are outlined below (Table 2).

Table 2. AUT's strategic shifts and planning documents

Focus area	Enabler/Planning document	Intention	Status
Respond to Te Tiriti	*Te Aronui*	Provide a cohesive approach for AUT to respond to te Tiriti and build cultural capability amongst AUT staff	Developed and released in 2023. See Te Tiriti section for implementation plan
Be Aotearoa's university of technology	Long-term Academic and Capital Plan	Will include Digital and Property Plans. The LTACP has a two-fold purpose: • Identify the most appropriate mix of disciplines, campuses, and modes of study for AUT and our students • Ensure our virtual and physical infrastructure can support the above vision	New. To be developed in 2024
Be a university of opportunity Create graduates the world needs	*Ki Uta Ki Tai* Disability Action Plan Learning and Teaching Plan	Ensure all students with academic potential can flourish	*Ki Uta Ki Tai* developed and released in 2022 Disability Action Plan developed and released in 2023. Implementation now in progress.
Discover and apply knowledge with purpose	*Rautaki Rangahau*	Build on AUT's strengths in rangahau ora, and invest in a thriving and collegial research culture	Developed and released in 2023.

Focus area	Enabler/Planning document	Intention	Status
			Implementation now in progress. Will be refreshed in 2024 to reflect *Te Kete*
Seek partnerships that accelerate impact	Engagement Pacific Advancement International Plan	These enablers will guide our approach in each area, ensuring we go about our learning, teaching, research, and engagement in a way that reflects our priorities	Approach to be developed in 2024 and 2025
Become a net zero carbon organisation	Sustainability Plan	Reduce our emissions and increase our positive impact on the planet, through our learning, teaching, research, and actions	Existing Sustainability Plan to be refreshed to reflect *Te Kete*.

Section 2. Te Tiriti o Waitangi

> Our name, Te Wānanga Aronui o Tāmaki Makau Rau, reflects our mission and purpose.
>
> Tāmaki Makaurau reflects our long connection to Auckland and its people.
>
> Wānanga is the opportunity to come together, persevere, have courageous conversations, and carefully yet confidently venture beyond the known horizon.
>
> Aronui refers to deepening our knowledge and understanding and references one of the three baskets of knowledges – Te Kete Aronui. The knowledge attained in this basket centres around the human experience of discovery, of technology and innovation, and the transformative power of education and research.
>
> Therefore, Te Wānanga Aronui o Tāmaki Makau Rau is a space that celebrates the pursuit of knowledge and embraces new realisations that reflect our world, which is meaningful, effective, and transformative for collective well-being and growth.
>
> - *Te Aronui*

Council and Te Tiriti

As the University's governing body, Council is responsible for ensuring AUT is responding to the needs of, and delivering equitable outcomes for, all our communities. AUT's management and Council are aligned in their commitment to Te Tiriti, to ensure AUT is making an active, effective, and positive contribution to Māori advancement and a Tiriti-centred future. Council includes members who are Māori, including representatives from Ngāti Whātua o Ōrākei. Council ensures AUT is engaged with Ngāti Whātua Ōrākei, the hapū and iwi of Tāmaki Makaurau and provides advice and oversight of *Te Kete* and *Te Aronui*.

Assisted by Council, AUT will continue its transformational journey toward aligning with Te Tiriti o Waitangi and to better express AUT's role and responsibility to support the aspirations of Māori. AUT, with the support of Council, is committed to an on-going relationship of mutual benefit for all – tangata whenua and tangata Tiriti and upholding te Tiriti for the benefit of all the communities we serve.

> To grow and prosper as a university, we will awhi, empower, and respect those leading the work to achieve this.... Our task is to work together and turn our words into real and meaningful actions that are taken together. Putting Te Tiriti into action, enabling better and new practices, and move forward collaboratively. It's time we get on with it. Kia mahi tahi tātou.
> - Chancellor Rob Campbell, at the launch of *Te Aronui*

Te Aronui: a decision-making framework

Following a series of wānanga held with Māori staff, and subsequent discussions with representatives from Ngāti Whātua o Ōrākei, Ngāti Paoa, and Waikato Tainui, AUT launched *Te Aronui* in 2023. This is a living framework that will be infused through our all plans and activities to guide the University in Tiriti-honouring and mana-enhancing actions. It is represented by a taniko pattern, Aronui, which signifies the pursuit of knowledge (Figure 3).

Figure 5. Te Aronui

Te Aronui's strength lies in its applicability. It is designed for use at the highest strategic level, yet also functions as a powerful guide to ethical decision-making and behaviour, both individually and collectively. Each of the five tiers of the pyramid represents a different element of AUT's contribution to Te Tiriti, and an opportunity to reflect on the alignment with what AUT is wanting to achieve (Table 3).

Table 3. The tiers of Te Aronui*, and what they represent*

Tier	Represents
1. Te Wananga Aronui o Tāmaki Makaurau	Our collective responsibility to enact Te Tiriti, and for tangata whenua and tangata Tiriti to work together for our mutual wellbeing
2. AUT's values: pono, tika, aroha	The importance of communicating with integrity and purpose and taking considered and appropriate actions, where the mana of all participants is restored or enhanced
3. The articles of Te Tiriti: āta noho, kāwanatanga, tino rangatiratanga, ōritetanga, ritengatanga	Our intention to uphold Te Tiriti for the benefit of all our communities
4. The principles: whanaungatanga, manaakitanga, kaitiakitanga	Our desire to act in ways that are caring, inclusive, generous, mutually respectful, and protective of each other and our natural environment.
5. The enactments: whakaawe, whakaea, whakamana, and whakanui	The importance of enabling Māori influence, realising Māori aspirations, seeking equitable outcomes for all, and eliminating racism and discrimination.

Implementing Te *Aronui*

The programme of work we have introduced to date is described below, along with other workstreams already underway that support AUT in our quest to honour Te Tiriti.

Increasing staff cultural capability | Whakanui | Aronui Ora is a professional development programme based on *Te Aronui* and was introduced in 2024, following successful pilot courses held with Māori staff and people leaders in 2023. The initial investment will cover up to 800 staff

undertaking the programme and will include the development of online resources to support wider engagement. Aronui Ora covers the history of Te Tiriti and colonialism in Aotearoa, te reo and tikanga, allyship and anti-racism, our values, and group projects focussed on enacting aronui at AUT. As well as building the general competence and confidence of staff in understanding Te Tiriti and colonialism, this mahi directly serves *Ki Uta Ki Tai* Goal 3, where we recognise the importance of culturally relevant and mana-enhancing service delivery and student support in lifting learner success.

Embedding mātauranga Māori in our curricula | Whakamana | AUT is nearing the end of a multi-year programme to embed mātauranga and Te Tiriti education into the core of all our undergraduate programmes. More recent programmes to go through the process include the Bachelor of Laws, Bachelor of Medical Laboratory Science, the Bachelor of International Hospitality Management, the Bachelor of Engineering (Honours), the Bachelor of Architecture and Future Environments, and the Bachelor of Sport and Recreation. The Bachelor of Science (described below) demonstrates how this foundational understanding is built on in subsequent years.

> **Embedding mātauranga Māori into the Bachelor of Science**
> The revamped Bachelor of Science degree was introduced in 2023; first-year students now complete SCIE504 Science and Society, which introduces te Tiriti and mātauranga Māori, and learn about the social, cultural, and ethical dimensions of knowledge and research. Second year students complete SCIE606 Vision Mātauranga: Science Practice in Aotearoa, which introduces students to cultural safety, Māori law and rights, and te ao Māori. The third year includes a capstone project where students are required to evaluate their practice against Vision Mātauranga, Te Tiriti, and Te Ara Tika.

This work is set to continue throughout the upcoming Investment Plan period, as AUT revamps its graduate profile in the light of *Te Aronui,* and as the cultural capability of all staff improves over time.

Supporting Māori student success | Whakaea Pou Māori – Māori Centre is AUT's iwi Māori-focussed support service. The Pou Awhina who work in the Centre are culturally competent, trained, and qualified to support our ākonga to achieve as Māori in all fields – cultural and personal as well as academic. Their focus is on establishing whanaungatanga – a sense of belonging and engagement – which builds the foundations necessary for academic success. They provide study and tutorial support, financial assistance and scholarship advice, connections to ākonga Māori groups, and Pou Manawa-resourced whānau spaces. Pou Māori staff work closely with Titahi Ki Tua (TKT), the Māori Students Association, providing support at the weekly kai and study gatherings at Ngā Wai o Horotiu marae on City Campus. TKT members support the University by providing kapa haka and other cultural support at graduation and other significant University events.

Supporting Māori into academic careers | Whakaea | AUT's flagship Eke Tangaroa programme recruits Māori and indigenous Pacific early career academics and provides support as they establish their careers. This is a unique initiative where kaihoe (appointees) are mentored by the Kaiurungi (navigator), Professor Georgina Tuari Stewart, as they build a publication record and learn the craft of academic teaching. This mahi also links to *Ki Uta Ki Tai* Goal 3*,* as we recognise the importance of a diverse and representative staff body for our students' continued success. We have appointed 20 Māori kaihoe since the programme's inception in 2015; 13 are still working at AUT while others have been recruited by other universities. The kaihoe make a valued contribution to our research culture and two secured Fast Start Marsden Grants in 2023. We are also set to launch five Te Aronui doctoral and masters scholarships, which are available to

students being supervised by the kaihoe. The scholarships include tuition fees and a stipend, which supports the students in their endeavours, builds the pipeline of future Eke Tangaroa applicants, and allows current kaihoe to gain supervision experience. We also participate in several sector-wide initiatives to support Māori and Pacific researchers through their advanced studies and into an academic career, including Mai Ki Aronui, Piki Ake, and the Te Kei Māori Academic Development course.

Valuing Māori leadership | Whakaawe | At present, AUT's most senior Māori leadership position is the Pro Vice-Chancellor Māori Advancement. This role is filled by Professor Pare Keiha, who is also Dean the Faculty of Culture and Society and Te Ara Poutama and leads the Office of Māori Advancement. The other three faculties have specific and resourced Associate Dean Māori/Māori Advancement roles. The Kaihautū Tiriti role was established in 2022 to lead the development of Te Aronui and provide Tiriti guidance to the Vice-Chancellor.

Advancing Māori research methodologies and practices | Whakaea | AUT is establishing five new five new Pou Herenga Waka (multi-disciplinary teams) that will represent our key research themes. Te Ranga Tukutuku Māori is the Māori research network, with the aim of honouring and elevating Māori research at AUT and sharing the benefits with all our communities. The network will play a central role in mentoring Eke Tangaroa kaihoe and building capability and impact in kaupapa Māori and Māori-centred research; research that is by, for, and with Māori; and in disciplinary-focussed research by Māori academics. The network connects our individual academic staff and smaller research clusters with our newly appointed Māori research manager, and several existing high-performing existing programmes, including Taupua Waiora Research Centre's hauora-focussed work, Te Ipukarea's expertise in language revitalisation, and Te Hotonga Hapori.

> **Te Ture Kia Tika | Let the Law Be Right**
> AUT led a five-year-long, cross-sector investigation into the New Zealand justice system, drawing on the lived experiences of individuals, their whānau, and their communities to make evidence-based recommendations for change. Led by Stella Black (Ngāi Tūhoe) and Associate Professor Katey Thom, the investigation was funded by the Borrin Foundation and co-designed with external cultural advocates, Hoani Waititi marae, research advisors, and practitioners. The final report, Te Ture Kia Tika | Let the Law be Right makes eight recommendations, woven together with 45 co-designed pūrakau (stories) that illustrate the collective insights and experiences shared by users, their whānau, and representatives of community services. The recommendations include adopting a trauma-informed approach to the justice system, recognising that most offenders are themselves victims of trauma; strengthening prevention and early intervention services; addressing financial hardship and poverty; and bolstering planning and support for re-integration to the community.

Section 3. Responding to investment priorities

> *We are a world-ranked university of opportunity. We whakamana our students and our staff, and believe excellence is within reach of every individual willing to strive for it. Our university community embraces and benefits from the diversity of cultures, perspectives, experiences, and identities it contains.*
>
> -   Te Kete

Our contribution to system-wide equity

TES Objective 1 Learners at the centre
TES Objective 2 Barrier-free access

Lifting learner success through targeted and co-ordinated academic and pastoral support

As a university of opportunity, achieving equity of outcomes is a long-held ambition of AUT's. The central aim of *Ki Uta Ki Tai* is to create an environment where inequities between students diminish during their time at AUT; one where students succeed and prosper regardless of their financial circumstances or other barriers they may face.

At present, these disparities are clearly evident on entry. In total, 19% of school leavers who enrol at AUT do not have University Entrance, compared to just eight percent across the rest of the university sub-sector.[1] Moreover, for those who do have University Entrance, 13% of AUT students have a rank score below 140, which is clearly associated with lower pass rates at university level.[2] Achieving equity of outcomes will require a whole-system approach, beginning with reducing disparities and lifting achievement at secondary school and continuing with sustained and targeted academic and pastoral support while at university. While we have made achieved equity in success rates for Deaf and disabled students, and made significant progress for Māori, we still have some distance yet to travel before achieving a fully equitable system (Graph 3 - Graph 5).

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[1] Data sourced from the Ngā Kete Secondary to Tertiary Transition App, for students whose final secondary school enrolment was between 2020 and 2022, and subsequently enrolled at a university
[2] The average course completion rate for a school leaver with an NCEA rank score below 140 was 73% in 2023, compared with 87% for students with a higher rank score

*Graph 3. Progress towards equity of outcomes for priority students: parity gaps for undergraduate course completion rates in 2023*
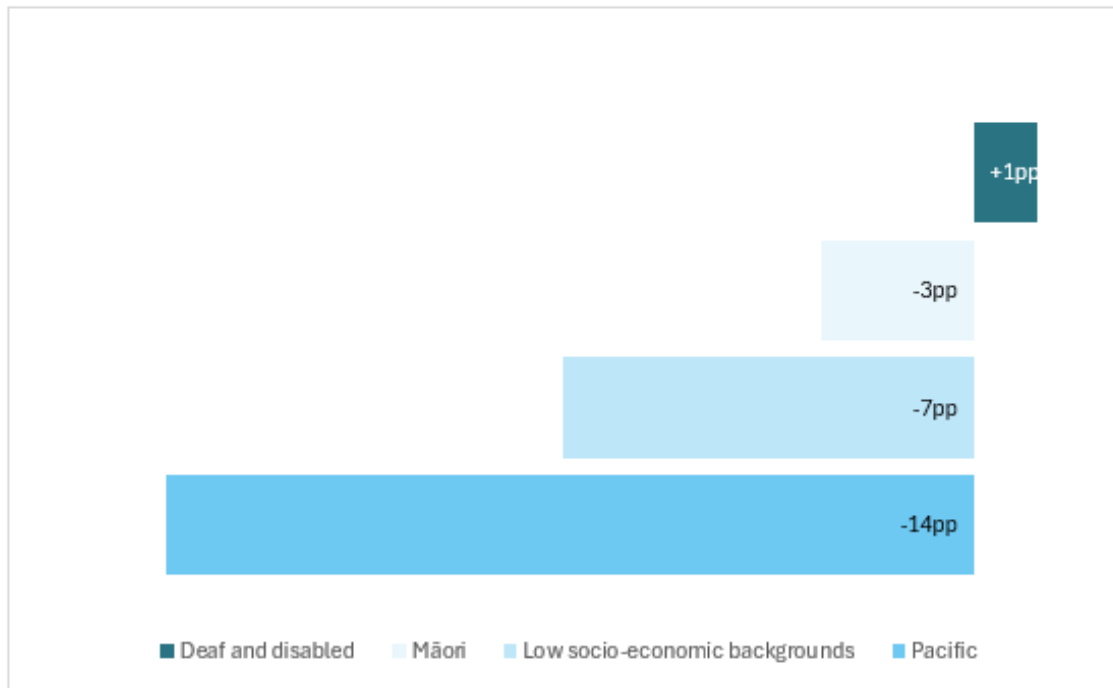
Graph 4. Progress towards equity of outcomes for priority students: parity gaps in undergraduate retention rates in 2023 (note that 2023 retention was affected by lower success rates in 2022; we anticipate this will improve in 2024 in response to improved completion rates)
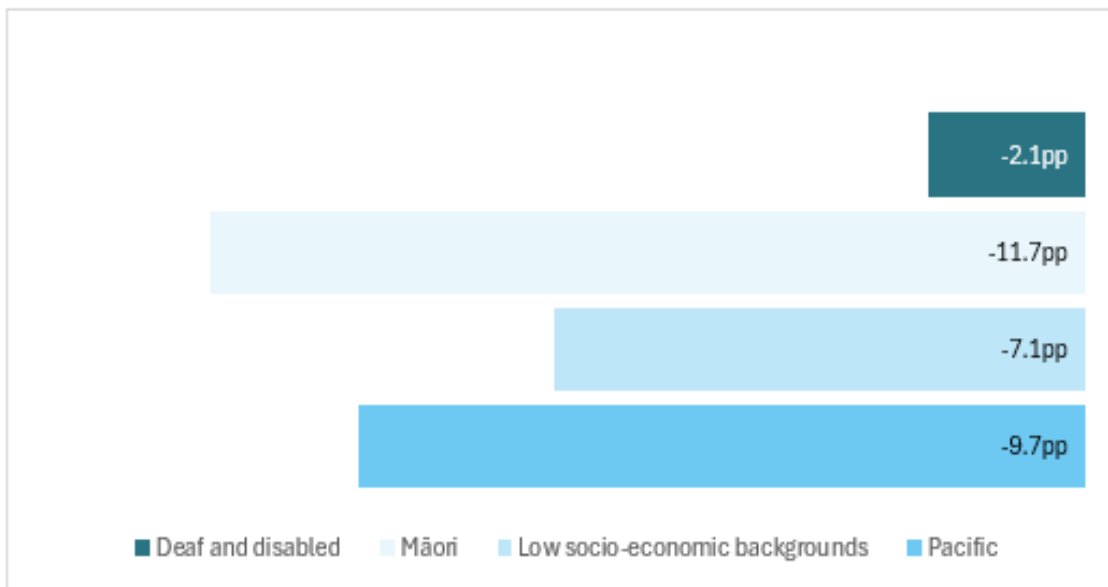
Graph 5. Progress towards equity of outcomes for priority students: parity gaps qualification completion rates in 2023
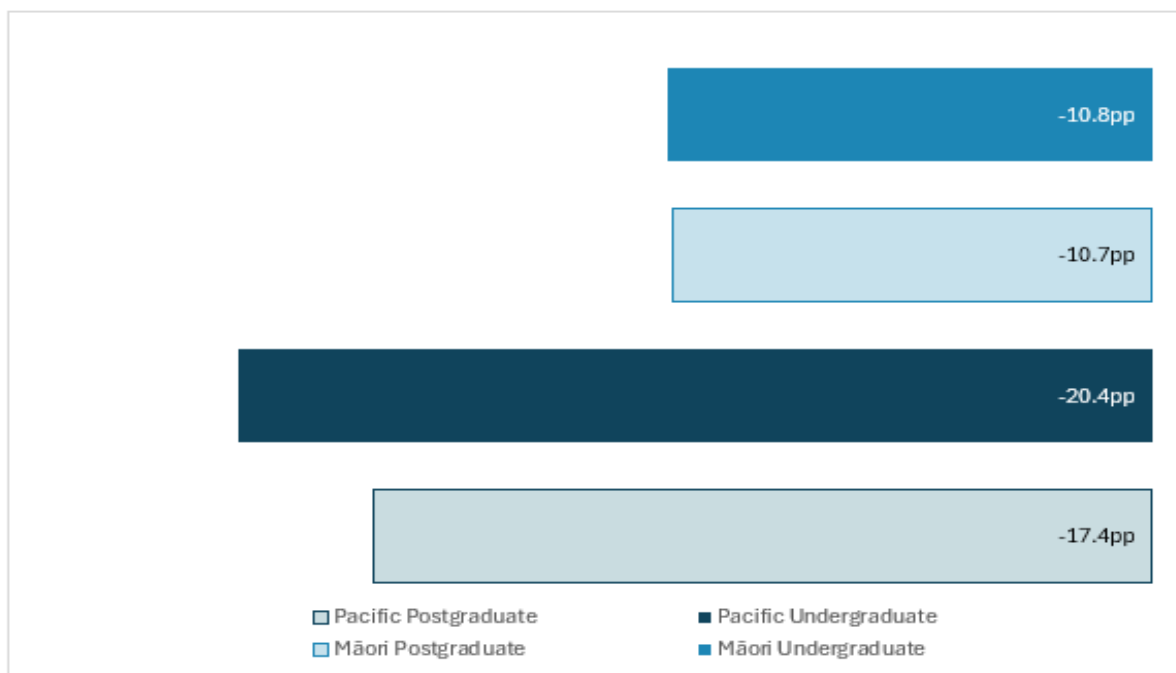
AUT's goal is to achieve equity of course completion and retention outcomes for all students within five years, with a corresponding effect on qualification completion rates over time. We recognise the importance of lifting course completion rates for all priority groups first, as that will have the largest impact on retention, and eventually qualification completion. This goal is reflected in our educational performance indicator commitments (Section 10) and will require a significant lift in success rates for Pacific students and those from lower socio-economic backgrounds in particular. These are the fundamental drivers for *Ki Uta Ki Tai* and a central element of the university change programme discussed in Section 6 Continuous Performance Improvement. We acknowledge that the significant time and resources we have invested to date have not sufficiently mitigated the barriers to success faced by many of our students, and that it is time for a different approach. At the centre of this programme is the development of a whole-university service model, which will allow us to offer academic and pastoral support to each student, targeted to their individual needs and circumstances. We intend to have this service model in place for 2026. Our progress towards the implementation of *Ki Uta Ki Tai* and our actions to lift learner success are discussed more fully in the Learner Success Significant Progress Update that accompanies this Investment Plan, along with the Partnerships Schools programme (Section 4 Addressing the needs of stakeholders), embedding mātauranga Māori into our curriculum (Section 2 Te Tiriti o Waitangi), and many of the actions discussed later in this section.

Lifting learning success through quality teaching and in-class experiences
TES Objective 3 Quality teaching and leadership

The upcoming Learning and Teaching Plan will formalise AUT's pedagogical approaches to supporting learner success and developing graduates the world needs. In the meantime, we have commenced development of our new assessment policy and procedures to centre on authentic, coherent, and student-centred approaches. The new policy and procedures also reflect recent technological advancements, including the rise of generative AI, to ensure our assessments are robust and fit for purpose. The draft policy sets out seven principles for assessment at AUT, including whakaritengā mo te oranga (equipping students for learning throughout life), urungā

aromatawai (being student centred, inclusive, accessible, and compassionate), manaakitanga me te tiakitanga (supporting active learning through interaction with peers, resources, and teachers), and ka whakamana i te taunekeneke a ngā ākonga (providing opportunities for self- and peer-assessment, self-regulation, critical reflection, and dialogue). Other initiatives under consideration include introducing early formative assessments in all Level 5 courses, to ensure students gain timely feedback on their learning and build their confidence, and ensuring all assessments are informed by the principles of Universal Design for Learning.

Our contribution to a stable and responsive tertiary education network

TES Priority 4 Future of learning and work
TES Priority 5 World-class inclusive public education system

AUT makes a distinct and valued contribution to Aotearoa's network of provision. As is demonstrated throughout this Investment Plan, we offer high quality provision that stems from close alignment with industry and community groups. Our research addresses the critical issues facing our society and is used to inform policy in New Zealand and around the world.[3] Our standing in the world rankings is testament to the quality of our teaching, learning, and research. In recent years we have weathered some difficult financial circumstances; we took the necessary steps to ensure our financial stability and place us solidly on the path to post-pandemic recovery. We also work closely with industry and Government to ensure our provision is aligned with priority fields, and that we are providing our future graduates with the background, skills, and mindset necessary for career success. The following section presents AUT's response to the priority disciplines identified by TEC for this Investment Plan period.[4] Where gaps exist in the equity of access and outcomes, AUT is working to address these through *Ki Uta Ki Tai* and the initiatives discussed elsewhere in this report, including the Māori and Pacific STEM camp, the Partnership Schools programme, and the introduction of culturally responsive curricula.

Construction

Discipline	Region	Priorities
Construction	Nationwide	All construction-specific provision

AUT introduced a Bachelor of Construction in 2022, which has grown to 200 EFTS in 2024. This programme prepares students for careers as construction managers or quantity surveyors, both of which are vital for the construction industry. The degree is on track for accreditation by the Royal Institute of Chartered Surveyors (RICS) by the end of 2024, after which graduates with a Bachelor of Construction major and the Professional Practice minor will be eligible for RICS accreditation. The BCS is successfully attracting a large Pacific cohort (23% of enrolments in 2024), although it still has some ground to cover for other priority groups (6% Māori, 8% Deaf or disabled, 13% from low socio-economic areas). The undergraduate degree is supported by the Master of Construction Management, which has a small contingent of Domestic students (19 EFTS in 2024) and a much larger cohort of international students (136 EFTS in 2024).

Also supporting the construction industry is AUT's Bachelor of Architecture and Future Environments. This degree has grown steadily since its introduction in 2020, reaching 315 EFTS in 2023. The programme is founded in sustainability, well-being by design, and te aranga Māori design principles. Students learn to work in multi-disciplinary teams and diverse cultural settings. There is a relatively high proportion of Pacific students enrolled in the degree (13% of enrolments), who have an 81% course

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[3] Publications by AUT researchers were cited in 472 policy documents released in 2023. These documents came from 34 countries and included 44 from the World Health Organisation, 28 from the Analysis and Policy Observatory (Australia), and 20 from the Publications Office of the European Union. *Source: Overton*
[4] Unless otherwise stated, EFTS and proportions in this section are based on Domestic DQ-funded students only and course completion rates are for 2023

Discipline	Region	Priorities
Construction	Nationwide	All construction-specific provision

completion rate. Māori representation is somewhat lower (7%, with a course completion rate of 79%). To date, there have been 8 Māori and 11 Pacific graduates from this degree.

Science, technology, engineering, and mathematics

Disciplines	Region	Priorities
Food science Natural and physical sciences	Nationwide	Leadership and innovation-focussed qualifications More Māori and Pacific graduates
	Northland	Seafood and aquaculture

AUT had 425 EFTS in the Bachelor of Science in 2023. The proportion of Māori students declined over the pandemic (down from eight percent in 2021 to 5% in 2023). The programme is otherwise relatively diverse; 17% of students are Pacific peoples, 17% are Deaf or disabled; and 20% come from low socio-economic areas. We had 25 Māori and 59 Pacific graduates from the Bachelor of Science between 2020 and 2023. We have not yet achieved equity of outcomes in the BSc; the overall course completion rate is 83%, with the gaps ranging from -10 percentage points for Pacific students to -3pp for Deaf and disabled students. We anticipate being able to trace the impact of the new initiatives we have introduced over the next two years.

We offer a full major and minor in Food Science in the BSc, and our marine sciences programmes at both undergraduate and postgraduate level include aquaculture.

Discipline	Region	Priorities
Information technology	Nationwide	Leadership and innovation-focussed qualifications More Māori and Pacific graduates
	Auckland	AI and cloud computing

The Bachelor of Computer and Information Sciences was one of the first qualifications to be restructured and now includes a first-year course, DIGD507 Mahitahi Collaborative Practices, that introduces students to tikanga, mātauranga Māori, pūrākau, and reflective practice. Although Māori student representation is still relatively low (6% of enrolments), numbers have grown steadily since 2020. Pacific enrolments have increased much more swiftly, up 55% from 2022 and they now represent 11% of enrolments in the programme (including 4% Fijian, 3% Samoan, and 2% Tongan). The equity gap for both groups has also narrowed as course completion rates have improved, standing at -3pp for Māori and -10pp for Pacific students. We celebrated with 37 Māori and 63 Pacific graduates from the BCIS between 2020 and 2023. Deaf or disabled students make up 11% of enrolments and 19% come from low socio-economic areas. Both cohorts are achieving solid results; Deaf and disabled students are at parity while students from low socio-economic areas are just one point below.

The School of Engineering, Computer and Mathematical Sciences offers an academic literacy support programme for all Māori and Pacific students in Year 1 of their degrees. We expect that this, along with the above-named initiatives, will see a boost in the number of Māori and Pacific graduates in the years to come.

In relation to the priorities identified for Auckland, we offer a minor in AI that equips students with the foundational knowledge and skills in AI technologies, algorithms, and applications, preparing them for diverse career paths in this rapidly evolving field. The BCIS also imparts knowledge of cloud computing, including the technologies and integration with AI, which enables them to leverage scalable and flexible computing resources for AI development and deployment.

Over the coming years, we intend to develop a masters programme dedicated to AI, which will offer advanced coursework and research opportunities for students seeking to deepen their expertise in AI theory, algorithms, and applications. This degree is aimed at the growing market for skilled AI professionals and empowers individuals to make significant contributions to the advancement of AI technologies across various industries.

Discipline	Region	Priorities	
Information technology	Nationwide	Leadership and innovation-focussed qualifications More Māori and Pacific graduates	
	Auckland	AI and cloud computing	
Discipline		**Region**	**Priorities**
Engineering and related technologies		Nationwide	Priority engineering More Māori and Pacific graduates

In common with several other providers (including Victoria and Massey), student demand for the Bachelor of Engineering (Hons) has softened in recent years. To counter this, we have developed several new marketing approaches focussed on highlighting the unique features and benefits of AUT's programme.

We are beginning to see the effects of the changes we have made to the programme, including the inclusion of the Mahitahi Collaborative Practices core course, and the academic literacy support programme, in the number and success rates of Māori students. Even though overall enrolments have declined, Māori enrolments have increased, which has meant the proportion of Māori students in the BEng(Hons) grew from 4% in 2020 to 7% in 2023. Māori students are also consistently above parity; their course completion rate was 88% in 2023, two points higher than the overall rate.

We still have some distance to travel for Pacific students; they make up 8% of enrolments and the equity gap for course completion has widened to -8 percentage points over the past two years; we expect to see that improve as the pandemic's impact recedes and more students experience the benefits of the additional support offered. There were 20 Māori and 60 Pacific graduates from the BEng(Hons) from 2020 to 2023, including seven Pacific graduates in the software engineering, a key discipline priority for Auckland. Both other priority cohorts are achieving solid results. Ten percent of students identify as Deaf or disabled and 17% come from lower socio-economic areas. Their course completion rates are 84% and 81% respectively.

The School is also working with Engineering New Zealand and the New Zealand Council of Engineering Deans (NZCED) on two initiatives designed to support more Māori and Pacific rangatahi into professional careers in engineering and technology. The Pūhoro STEMM Academy provides mentoring and academic support for students, while the Matata Initiative is cross-sector group investigating collaborative approaches to lifting the number of Māori and Pacific engineers.

Clinical health sciences

AUT's clinical health sciences are high quality programmes that attract a diverse cohort of students. They graduate with a wide range of core and allied health disciplines. We have established close relationships with Te Whatu Ora and other health providers and engage with them frequently to ensure our programmes are relevant and imparting the necessary clinical and cultural skills, and that we are addressing current and future workforce shortages. AUT supports the Government's plan to introduce a centralised placement system, as this will alleviate some of the administrative workload associated with managing placements. We would appreciate having more placements available under the new system; this is frequently a limiting factor in our ability to increase provision in high-demand fields. We are also limited by the chronic underfunding and high delivery costs of many of these disciplines. Any increase of provision beyond what is described below would require a partnership between AUT, TEC, Manatū Hauroa, and Te Whatu Ora to ensure we have the appropriate levels of funding and placements pipeline firmly established. In the meantime, AUT will be reviewing course and programme viability to ensure our financial sustainability.

Discipline	Region	Priorities
Anaesthetic technology	Nationwide	Addressing acute workforce shortages

AUT's Bachelor of Health Science in Perioperative Practice is the only qualification of its kind nationwide. We take in 40 students from Auckland and 20 across the country each year, in two intakes. There are 148 EFTS enrolled to date in 2024, of whom 18% are Māori and 15% are Pacific peoples. Māori students in this programme have exceptionally high course completion rates (90% in 2023), although there is a considerable equity gap (-14pp) for Pacific students. The BHSc in Perioperative Practice was introduced in 2023 as an outcome of our continued engagement with the former Auckland District Health Board. This programme is a key part of a strategy to remedy the critical shortage of anaesthetic technologists. Following a successful trial at Waitakere Hospital, we anticipate that this will shortly be supported by a new recognition of prior learning pathway for newly registered paramedics to achieve dual registration as anaesthetic technologists. The paramedics would need to study an additional 120 points and a further 860 clinical hours to qualify, which would be in addition to the places already available to students in the BHSc in Perioperative Practice. Our ability to increase provision is limited by the availability of clinical placements and the relative under-funding of the perioperative practice discipline.

Discipline	Region	Priorities
Nursing	Nationwide Auckland Northland	Addressing acute workforce shortages

Although enrolments in the Bachelor of Health Science (Nursing) have declined since their peak in 2022, they remain high (988 in 2023) and we are anticipating a full recovery over the coming years. The Nursing cohort is diverse and highly successful; 10% of students are Māori, 22% are Pacific peoples, 17% come from low socio-economic backgrounds, and 10% have a reported disability. Each of these groups are also achieving good course completion rates (Māori: 84%; Pacific 81%; low socio-economic: 83%; and Deaf and disabled: 91%). We had 71 Māori and 169 Pacific graduates from the BHSc (Nursing) between 2020 and 2023.

Discipline	Region	Priorities
Medical laboratory science	Nationwide Auckland	Addressing acute workforce shortages

AUT is one of only two providers of medical laboratory science education, which is acknowledged to be both significantly underfunded and in acute workforce demand. AUT has just over 100 EFTS in the Bachelor of Medical Laboratory Science each year, of whom 5% are Māori, 14% are Pacific[5], 12% are Deaf or disabled, and 14% come from low socio-economic backgrounds. All cohorts achieve outstanding course completion rates, ranging from Pacific students (89%) through to the overall success rate of 97%. There were four Māori and 12 Pacific graduates from this degree between 2020 and 2023. In recognition of the very low numbers of Māori students, we recently restructured the degree to embed culturally safe practices and mātauranga Māori, including the second year Vision Mātauranga course that is also part of the Bachelor of Science; we expect that these changes, supported by targeted recruitment, will lead to an increase in Māori students enrolling in the programme over the coming years.

AUT would welcome the opportunity to increase provision in the Bachelor of Medical Laboratory Science; at present we are hampered by the cost of provision (the programme currently runs at a considerable annual deficit) and a severe shortage of student placements. AUT and the University of Otago have presented a shared case to TEC for an increase in DQ funding amounts for medical laboratory science.

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[5] Māori and Pacific figures in the BMLS are for 2024, the first year of the restructured degree

Discipline	Region	Priorities
Midwifery	Nationwide Northland	Addressing acute workforce shortages

 AUT is one of two university providers of midwifery education in New Zealand. Our BHSc (Midwifery) is offered through our South Campus in Auckland, with smaller cohorts in Northland, Taranaki, and the Lakes District. These regional delivery sites were established in partnership with what is now Te Whatu Ora, in response to an acute shortage of midwives and the need to educate local people for local roles. Our intake is around 150 students per year in Auckland, with up to ten each in Northland and Lakes, and six in Taranaki. The Taranaki and Northland cohorts have been running for many years; Lakes was established in 2023.

As with nursing, midwifery attracts a diverse and high-achieving cohort of students. Of the 394 EFTS enrolled in 2023, 24% were Māori, 14% were Pacific peoples, 9% were Deaf or had a disability, and 27% came from low socio-economic areas. Course completion rates for all groups are above 90%, and there were 61 Māori and 36 Pacific graduates from the BHSc (Midwifery) from 2020-2023.   This is an achievement worth celebrating in the light of the programme's low qualification completion rates; our students are dedicated and high achieving, yet frequently face challenging economic and life circumstances. One approach to remedy this is the AUT-led national Te Ara ō Hine – Tapu Ora initiative, which provides pastoral care, financial assistance in cases of hardship, and academic support for Māori and Pacific midwifery students. Students are also partnered with a pregnant community volunteer, providing them with additional support while gaining invaluable insight into the pregnancy journey.

Discipline	Region	Priorities
Occupational therapy	Nationwide Auckland Northland	Addressing acute workforce shortages

AUT has around 270 EFTS in the BHSc (Occupational Therapy) each year, of whom 13 percent are Māori and just six percent are Pacific peoples. This programme attracts high numbers of disabled students (20% have a reported disability), while proportionally fewer are from low socio-economic areas (10%). This generally a well-performing programme, with course completion rates overall and for Māori and disabled students above 90%, and students from low socio-economic areas at 86%. There is an equity gap for Pacific students, although their course completion rate of 83% is still at the University average. A total of 35 Māori and 21 Pacific peoples graduated with the BHSc (Occupational Therapy) between 2020 and 2023.

Discipline	Region	Priorities
Oral health	Nationwide Auckland Northland	Addressing acute workforce shortages

The BHSc (Oral Health) is a high-demand programme. We have an intake of around 96 students per year in Auckland, along with six though a partnership with Te Whatu Ora Northland, in response to the urgent need within that region.

Overall, we have around 210 students in the BHSc (Oral Health) each year, of whom 19% are Māori, 13% are Pacific, 8% are Deaf or disabled, and 21% come from low socio-economic areas. In 2024 we shifted the programme from North to South Campus. The new on-campus teaching clinics will serve the public, as well as reducing a barrier for potential students in the region, many of whom are Pacific peoples. Once again, students in this programme achieve exceptional course completion rates, with all cohorts above 89%. There were 19 Māori and another 19 Pacific graduates from the BHSc (Oral Health) between 2020 and 2023.

Discipline	Region	Priorities
Paramedicine	Nationwide Auckland	Addressing acute workforce shortages

AUT is the only university provider of paramedicine education. We offer the Bachelor of Health Science in Paramedicine in Auckland, along with a small cohort at the Burnham Military Camp near Christchurch, through a long-standing partnership with the New Zealand Defence Force.

AUT has around 450 EFTS per year in the BHSc in Paramedicine, of whom 10% are Māori, six percent are Pacific, 15% have a disability, and 11% come from low socio-economic areas. Although the programme is taught at South Campus, there are still significant barriers to entry for many Pacific students and we are making progress on addressing these through improved relationships with the Pacific community. While completion rates are above 88% for three of the four priority cohorts, there is a persistent equity gap for Pacific students in the programme (-13pp). Nevertheless, 45 Māori and 33 Pacific students graduated with the BHSc in Paramedicine from 2020 to 2023.

As with medical laboratory science, both paramedicine education and graduates are in acute demand, yet our ability to increase enrolments are constrained by a shortage of placements, the high cost of delivery, and a long-outdated funding model. AUT has an existing request with TEC and the Ministry of Education for an increase in funding for paramedicine.

Discipline	Region	Priorities
Physiotherapy	Nationwide Auckland Northland	Addressing workforce shortages

The Bachelor of Health Science (Physiotherapy) is a high-demand programme, with around 550 EFTS per year, including 13% Māori and 11% Deaf or disabled students. The other priority groups are relatively less well represented, with just five percent Pacific students and eight percent from low socio-economic backgrounds. We changed the admissions process for this programme recently, to encompass more factors than just NCEA performance. We anticipate this will lead to more Pacific enrolments, as well as more socio-economic diversity amongst the cohort. Course completion rates are above 90% for three of the four priority cohorts, and while there is an equity gap for Pacific students (83%) they are still at the university average. There were 53 Māori and 51 Pacific graduates from this degree from 2020-2023.

Discipline	Region	Priorities
Counselling psychology	Nationwide	Addressing acute workforce shortages in clinical psychology

While clinical psychology is currently the only psychology discipline listed as a priority, the inclusion of counselling psychology would help alleviate the pressure on the mental health system. There is both a critical shortage of, and acute demand for, clinical psychology services, which results in sub-optimal outcomes for patients and severe capacity constraints for students needing to complete clinical supervision requirements.[6] Trained counselling psychologists work with clients at an earlier stage of the mental health system. The clinical supervision requirements for students are in different settings, which would allow an increase in system capacity without adding further strain to existing resources. This reduces the pressure on acute services by addressing issues before a clinical psychologist is required, leading to better outcomes for patients and their families.

AUT's Postgraduate Diploma in Counselling Psychology in a one-year programme for graduates of the Master of Health Science in Psychology (or equivalent) and completes the tertiary study requirements for registration with the New Zealand Psychologists' Board. We had eight EFTS in this programme in 2023, including two Māori students and two who were Deaf or disabled. The course completion rate was 100%.

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[6] Written question of Hon Dr Duncan Webb to the Minister for Tertiary Education and Skills, 37383 (2024). New Zealand Parliament 11 June 2024

Initial teacher education

Discipline	Region	Priorities
Secondary teaching	Nationwide	Addressing workforce shortages in: • Te reo • Mathematics • Science and technology More Māori and Pacific graduates
	Northland	Acute demand

Following a national trend, domestic enrolments in the Graduate Diploma in Secondary Teaching have halved since 2022, with EFTS falling from around 118 per year to 51 in 2023. However, this has been offset by a surge in demand from international students, up from minimal numbers to 63 in 2023. From the first two cohorts of Canadian students, around 23% have secured teaching jobs in Aotearoa, a statistic we are looking to increase over time. In addition, recent policy announcements, including the advent of paid placements, will help mitigate a major barrier to entry for our students. The programme has a high proportion of Pacific students (17%), with slightly lower Māori representation (9%). For other priority groups, 13% of students in the GradDipSecTeach are Deaf or disabled, and 19% come from low socio-economic backgrounds. All cohorts achieve excellent course completion rates, starting with Deaf or disabled students at 85%, and all other groups at or above 94%. We had 27 Māori and 36 Pacific graduates from the programme from 2020-2023.

In response to the acute demand for secondary teachers in the North, our students can travel to Northland to complete their practicum requirements. This is a mutually beneficial opportunity for all participants. Students build relationships with schools and fellow teachers; AUT strengthens its partnerships; we relieve some of the pressure for Auckland-based placements; and the schools have a wider recruitment pool to draw from.

In addition, AUT has identified a range of initiatives that may address the priorities described above. Those that we are considering are:
- Alternative entry pathways for aspiring te reo and technology teachers. Whereas applicants normally require an undergraduate degree to enter the GradDipSecondaryTeaching, an alternative entry option would consider, as relevant, an applicant's professional experience, language proficiency, trade certificates, or other appropriate qualifications. We recognise that these candidates may require support with academic skills, which will be included as part of the entry pathway.
- Marketing directly to graduates from AUT's BSc, BA, and other relevant degrees. We are also exploring pathways with the School of Sport and Recreation to recruit more health and physical education teachers. AUT has a strong cohort of Māori and Pacific graduates in this field, which may help to increase the diversity of the workforce.
- Providing scholarships for Māori and Pacific graduates to train as teachers.
- Developing a hybrid option for the GradDipSecondaryTeaching, with in-person content potentially offered in Northland and Auckland.

Discipline	Region	Priorities
Primary teaching ECE teaching	Nationwide	More gender diversity More Māori and Pacific graduates
	Northland	Acute demand

AUT has two options for students wanting to qualify as ECE or primary teachers: the three-year Bachelor of Education [Specialty] Teaching, or the one-year Master of Teaching and Learning for graduates. The BEdTeaching includes a pathway for students wishing to focus on Pacific education, including specific courses and opportunities for placements in Pacific settings.

There were 490 EFTS in the BEdTeaching in 2023. Gender aside, the cohort is very diverse, with 14% Māori, 22% Pacific, 12% Deaf or disabled, and 20% coming from low socio-economic areas. However, most students are female; only around 10% are male and we have a small group of gender diverse students. This is a high-performing programme; course completion rates are at or above 85% for all priority groups. We had 81 Māori and 75 Pacific graduates from this programme between 2020 and 2023.

The Master of Teaching and Learning had 23 Domestic EFTS in 2024, plus a large cohort of international students. Of the domestic students, 17% were Pacific, 11% were Deaf or had a disability, and seven percent were male. This programme has an exceptionally high course completion rate, with all domestic and international course completion rates well above 95% for each of the years from 2020 to 2023. Around 20% of international students in ECE and teaching programmes subsequently gain teaching roles in New Zealand.

Domestic demand for teaching programmes has softened in recent years. We have had to pause enrolments at South Campus due to a lack of numbers but will continue to monitor this closely. As with secondary teaching, we recognise the opportunity to offer more scholarships to Māori and Pacific students, implement targeted marketing campaigns (especially to male secondary students), and investigate a hybrid delivery option, potentially with in-person teaching available in Northland. The Primary programme already offers Northland-based practica; we will consider this for ECE as well.

Section 4. Addressing the needs of stakeholders

AUT's antecedent, the Seddon Technical Memorial College, was founded in response to a community need for a night school, allowing Aucklanders to receive an education while still working a day job. This attitude of service and support for community needs remains central to AUT's ethos almost 130 years later. The AUT Online project is one of many that demonstrate our commitment to equity, excellence, and serving the needs of Aucklanders.

> **AUT Online: developing accessible postgraduate education**
> The AUT Online project commenced in 2024 with the aim of accelerating AUT's entry into fully online delivery. AUT Online will be a tailored suite of programmes designed to meet the needs of domestic working professionals who are unable to study on campus. We intend to introduce ten programmes by 2028, offering both graduate and postgraduate credit-bearing programmes that are specifically designed for online study and targeted at immediate workforce needs, while supporting student success through building a deep sense of engagement, collaboration, and community.

We have an extensive and ongoing engagement programme with a wide range of stakeholders, including our current and future students and their whānau, mana whenua, employers and industry representatives, the communities surrounding our campuses and specialist sites, national and local government, alumni, Auckland secondary schools, research partners, relevant professional accreditation bodies, and other partner institutions and agencies. Most recently, we invited a wide range of external stakeholders to contribute towards the development of *Te Kete*, including employers, industry groups, alumni, and mana whenua. Their aspirations for the University frequently aligned closely with our own, providing a vital additional lens for understanding our role and contribution to Auckland and Aotearoa.

Engaging with industry and employers

Applied learning requires a close connection with industry and employers. Our industry partners and other stakeholders contribute to the development of new programmes, as well as monitoring the relevance and quality of existing ones through our regular review processes. Many of our industry partners were involved in the development of *Te Kete*, sharing their expectations of the University and their experiences of working with our students, graduates, and researchers. They also welcome our students on industry placements, provide real-life business cases for students to work on, attend our careers expos, share their experiences at our Employability events, and in many cases serve on our Advisory Committees. These committees enable close relationships between AUT and the relevant industry, community, and professional bodies. They may provide guidance on industry and community demand for graduates, including changing market needs, or be consulted on the development of new courses and programmes, or contribute to our regular programme reviews. Members of the committees may also help secure clinical or co-operative placements for students and assist staff with professional development activities. We have more than 30 advisory committees across the four large faculties, including ones for each of the clinical health disciplines; ECE, primary and secondary teacher education; an international alumni reference group for the Faculty of Business, Economics, and Law; computer and mathematical sciences; engineering; and architecture.

> **Developing maritime engineers with Babcock (NZ) Ltd**
> In 2023, AUT and Babcock (NZ) Ltd launched a new partnership, with an agreement to collaborate on scholarships, internships, and joint research projects in support of New Zealand's maritime engineering sector. The partnership includes a range of initiatives designed to increase the number of Māori, Pacific peoples and women in engineering careers. As one example, Māori and Pacific secondary students at the annual STEM Camp spend a day at the

Babcock NZ site at the Devonport Naval Base. They learn how naval ships and marine structures are designed, constructed, and repaired, and gain experience of a career in naval architecture and maritime engineering.

Providing applied projects for postgraduate business programmes
At the end of their studies, our postgraduate business students complete a consultancy-style applied business project, addressing a genuine problem or opportunity identified by a participating business partner. At the end of the semester, the top-performing students present their findings and recommendations to the business representatives. This offers students a real-world learning opportunity, valuable practical experience, and a chance to build relationships with potential future employers. Some participants in this programme have included Fujifilm, ANZ Bank, Ecostore, Fisher and Paykel, Fonterra, and BetterCo.

Supporting Pacific food resilience in Noumea
Traditional food systems in the Pacific region have been devastated by colonisation, mining, and the planting of single crops. The School of Hospitality and Tourism and the Pacific Food Lab (New Caledonia) are working together to promote more resilient food systems, regenerative horticulture practices, and the consumption of healthy, locally sourced food. The agreement includes student internships as well as research collaborations; in a recent example, Master of Gastronomy students visited the *Fête des Produits Locaux* in Noumea to learn about the island's resurgent food culture and experience a celebration of locally produced, sustainable foods.

Quality assurance and accreditation

We engage with, and have our programmes accredited or otherwise approved by, a large range of national regulatory bodies, including Engineering New Zealand, Kaunihera Manapou (Paramedic Council of New Zealand), Nursing Council of New Zealand, the Midwifery Council of New Zealand, the Teaching Council of Aotearoa New Zealand, the Physiotherapy Board of New Zealand, the New Zealand Registered Architects Board, the New Zealand Council for Legal Education, and Chartered Accountants Australia New Zealand. Our Bachelor of Business degree is accredited by both the AACSB and EQUIS, placing it alongside the top international business schools.

Local and national government

AUT engages regularly with both local and national government. This includes regular meetings with elected and other officials, representation on the Auckland City Centre Advisory Board, and attendance at key events. As a major provider of health sciences graduates, AUT is heavily involved with Te Whatu Ora at both a national and systemic level. and with individual sites in Auckland and in the regions.

Supporting under-served learners

AUT has a deep conviction that anyone with academic potential should be able to flourish through our commitment to equity and excellence. This support of Auckland's under-served communities is one of our most unique and valued characteristics and the diversity of our learners described in Section 1 is a testament to the depth of our commitment. Some of the ways we engage with our communities to achieve this are described below.

Supporting Māori success
AUT has ongoing kōrero with the mana whenua of our three main campuses: Ngāti Whātua o Ōrākei (City), Ngāti Paoa (North), and Waikato/Tainui (South). The Office of Māori Advancement leads this conversation on AUT's behalf, which includes engagement on our strategic direction and developments, such as the development of *Te Aronui* and *Te Kete*; creating pathways for rangatahi to enter AUT through scholarships and opportunities for university experiences; and

effective research partnerships. The Learning from Nature programme is an example of how one successful collaboration can lead to another, creating further and deeper connections between AUT, iwi, and our communities.

> **Living Laboratories and Learning from Nature**
> AUT's new Learning from Nature programme builds on the success of the Living Laboratories research project. Living Laboratories was established in 2019 as a partnership between AUT and Ngāti Whātua, applying mātauranga Māori and emerging climate science to investigate optimal planting regimes for regenerating native forests. Living Laboratories commenced in Pourewa Valley and has since grown to two further sites in Te Muri Regional Park and Pūkorokoro. Funding from the Whakatupu Aotearoa Foundation allowed AUT to establish Learning from Nature, where school students, community groups, and rangatahi can visit the Pourewa site and learn about mātauranga Māori, repairing nature, and enhancing climate resilience through nature-based solutions.

The University also has specific programmes designed to support Māori and Pacific rangatahi into disciplines where they are currently under-represented. The AUT STEM Camp is an annual, three-day event where secondary students stay on campus, attend workshops, build outrigger canoes and visit sites such as the Living Laboratory at Pourewa Valley and the dry dock at Devonport Naval Base, and participate in waka ama alongside staff from the School of Sport and Recreation. The camp is free, and students coming from outside Auckland can also receive a travel allowance. Attendees can then apply for the AUT Poipoia te kākano kia Puawai Scholarship, which is worth up to $41,000 in fees and stipends over four years.

Supporting Pacific success

AUT continues to invest heavily in supporting Pacific success. UniPrep completed its tenth iteration in 2024, with 79% of the 173 participants continuing on to study at AUT in Semester 1. UniPrep students are primarily Pacific peoples, some who come from low socio-economic areas; the programme helps them make a successful transition into university life by building academic skills as well as close connections with their peers. In 2023 we received funding from the McCall MacBain Foundation for Village Meets, a transition programme for Pacific students. Our midwifery students are part of Tapu Ora, which aims to address the critical shortage of Pacific midwives by providing academic support, hardship funding, and wrap-around care, and we engage with a range of industry-specific organisations including Tupu Toa and ANIVA. Tupu Toa is focussed on building pathways for Māori and Pacific graduates into organisations that will prepare them for future leadership roles, while ANIVA supports workforce and leadership development for Pacific nurses and midwives.

We are currently establishing more formal consultation mechanisms with members of the Pacific community. This includes establishing a Pacific Advisory Board, which will represent the community voice and provide strategic advice to the Pro Vice-Chancellor Pacific. The Board is expected to include Pacific staff and students as well as community representatives.

Feedback from staff during the development of *Te Kete* showed that we have significant, unrealised potential for leadership in the Pacific; our upcoming Pacific Plan will address opportunities for extending our role in the region. We are also extending our involvement with our Pacific alumni and held our first alumni event in Samoa in late 2023.

Partnership schools

AUT has long engaged with the large high schools surrounding South Campus, and in the past have offered a range of opportunities for connection and support, most notably our flagship UniPrep programme, along with NCEA support, homework clubs, and university experience days. In support of *Ki Uta Ki Tai* Goal 4 Transition to university, we now seek to build on this foundation

and deepen our level of engagement with a wider group of Auckland schools, all of which have high or relatively EQI scores, and significant proportions of priority learners, including Māori and Pacific peoples. With a working title of the Partnership Schools programme, over 2024 and 2025 AUT will establish a well-resourced, mana-enhancing engagement model that is co-designed with the schools to support increased numbers of priority learners achieving University Entrance and enrolling at AUT. While still under development, we expect that the partnership is likely to include:

- working with schools, their whānau, and communities to understand their views on the challenges facing their rangatahi, and how AUT can support them;
- providing access to a digital platform that offers exam tutorials for NCEA;
- offering a school-based NCEA preparation and personal development programme for all students from Year 10, deepening engagement with them, their whānau, and the University as they advance towards Year 13;
- offering interested and eligible students places in UniPrep and/or at AUT, most likely supported by scholarships; and
- potentially offering professional development opportunities for teachers and community leaders.

We have dedicated $1.07 million toward this project and identified an additional eight full-time equivalent staff roles that will be required, including an NCEA specialist to provide targeted support to secondary students and support the design and development of digital tools; a school partnerships leader who will work with the schools to co-design an engagement programme that meets the specific needs of their learners; and three course counsellor/recruitment advisors to help secondary students align their interests, career aspirations, and study pathways. We expect this approach will build a well-prepared pipeline of Māori and Pacific school leavers by 2028.

Supporting the success of Deaf or disabled students

AUT provides extensive, student-centred support for Deaf and disabled students, as was outlined in the Disability Action Plan 2024-2026. We have a similarly diverse forms of involvement with community stakeholders, from working with disability transition co-ordinators to support an individual student's move from school to university; through to supporting students with diagnoses for a range of conditions; to ensuring the accessibility of our buildings with the Barrier Free New Zealand Trust. We work with a wide range of advocacy groups and other stakeholders including Taikura Trust, Geneva Health, Blind Low Vision New Zealand, Ko Taku Reo, community mental health providers, and CCS Disability Action. This engagement is generally on an individual level and ensures we provide continuity of care for the student. Especially in the case where a student is receiving mental health support, this partnership between AUT, the student, and their provider means we can respond to any specific needs or challenges in a way that is aligned with their wider support plan. We will also provide funding for students who are seeking diagnoses for conditions such as learning disabilities, ADHD or autism spectrum disorder, then work with the diagnosing agency to ensure the appropriate support is in place.

More broadly, the University has a long-standing relationship with Be.Lab and we are also members of Achieve, the national disability network for tertiary providers. We work closely with Be.Lab and the Ministry of Social Development to provide internship opportunities for Deaf and disabled students during their studies. These internships are sought after by students and provide invaluable work experience and employability skills. Representatives from Workbridge, a specialist employment service, are on campus for one day per week during the semester,

supporting students to make the transition to the workforce. Through the development of the Disability Action Plan, we have recognised the opportunity to respond to feedback on ensuring our Deaf community are part of the design for the way forward; this will be an area for focus over the coming years. We have commenced action on several items that are associated with the Disability Action Plan to date, to prepare for the more significant changes to come. These include:

Become disability confident | we have reviewed the student-facing website and the information on disability resources on our staff intranet, and plan to update both sets of resources. We are also reviewing various documents that are used by Deaf and disabled learners, including practice guides, information on graduation and safety on campus, and employability and careers resources, to ensure the content and language are appropriate and accessible.

Implement inclusive policies and practices | We are developing a new set of terminology based on feedback shared by students and staff during the Disability Action Plan development. We will seek feedback on the proposed changes from our Deaf and disabled students before implementation. In addition, our Disability Support Services team has conducted an in-depth review of the feedback students provided for the draft Plan. In addition to the broader action items, they are now developing a set of steps that will build on the positive responses received, and address several areas identified for improvement. They are also developing resources and contacts for other support services, recognising the intersectional experience of many students, and developing co-working models.

Improve accessibility in learning and teaching | Finally, we have commenced an investigation of several accreditation opportunities to determine whether they will be appropriate for the University and supportive for our students. This includes a working group considering the Sunflower Hidden Disabilities programme.

Section 5. Learner voice

AUT has a strong foundation for interaction with students, with established partnerships with the Auckland University of Technology Students' Association (AUTSA), and both formal and informal mechanisms for seeking input into quality assurance of learning and teaching, and the ongoing enhancement of the student experience. We have identified several enhancements to make over the coming years, especially focussed on ensuring the outcomes of student feedback are shared with them. The DVC-Academic has commenced this work with a review of course and programme performance, including student feedback mechanisms.

Formal mechanisms

Regular meetings | AUTSA's President and Vice-President Education have regular scheduled meetings with senior university leaders, including the Vice-Chancellor, the Group Director Student Services and Administration, the Pro Vice-Chancellor Learning and Teaching, and the Director of Academic Quality.

University committees | Committee membership is an important mechanism for understanding student voices and the impact of university policies and procedures. Members of AUTSA's Student Representative Council represent students at ten different committees, including Council, Academic Board, Faculty Boards, and other committees relating to learning and teaching, programme approval and review, scholarships, and the library; along with faculty committees for appeals and disciplinary matters. As an example, AUTSA's Vice-President Academic has a standing item on the Learning and Teaching Committee agenda for raising student-related concerns.

Shared student and AUT fora | The Student Advisory Committee (SAC) is a joint forum between the University and AUTSA, which monitors student-related activities and provides oversight and guidance on the allocation of the Student Services Fee. Students can raise any concerns with services and support, buildings, facilities, and compliance with the Education (Pastoral Care of Tertiary and International Learners) Code of Practice through this committee, which has equal representation from AUT and AUTSA, plus a representative from Titahi Ki Tua.

The newest formal feedback initiative is the *Ki Uta Ki Tai* Student Reference Group. This group includes 20 current students, representing all walks of life and discipline options at AUT. They contribute to the ongoing improvement of student support services, university academic and administration processes, resources, and student success initiatives. A sub-group of members from the Student Reference Group provided invaluable insight, based on their lived experiences, into the development of the University's Disability Action Plan in 2023.

Where appropriate, the University will also establish short-term student advisory groups or hold feedback sessions to inform a specific change process, or to provide insight into opportunities to improve our services. Some recent examples including the gap analysis and attestation processes that accompanied the introduction of the Code of Practice, and the development of *Ki Uta Ki Tai, Te Aronui,* and *Te Kete*.

Assisting students in financial hardship
In 2023, a short-term student advisory group was established to inform a review of the University's processing for assisting students who are experiencing financial hardship. In total, the group included 51 students of varying ethnicities and fields of study, and included Deaf or disabled students, and members of the Rainbow community. Their recommendations centred on ways to streamline the approval process, including providing AUT Wallet credit for students in crisis to purchase meals on campus, and for creating a clear pathway for those needing financial support to access assessments

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for learning disabilities, ADHD, and autism spectrum disorder. The final set of changes made as a result of these recommendations were implemented in April 2024.

Student voices in *Te Kete*
Student voices were integral to the development of *Te Kete*. The University sought feedback through existing formal channels, such as the AUTSA Student Representative Council and the *Ki Uta Ki Tai* Student Reference Group, along with consultation sessions that were open to all students, and informal means including noticeboards where students were encouraged to share their feedback. We also analysed several years' worth of comments from our existing student surveys. Students consistently shared their appreciation for AUT's applied and work-integrated approach to learning, the connections they made with their peers and staff, and the preparation they received for their future careers.

Māori voices | TKT provides a wealth of insight into the experiences of Māori students at AUT. They work closely with the Office of Māori Advancement, providing regular feedback and advice on relevant matters. Students can raise issues with TKT through social media channels, surveys, kanohi-ki-te-kanohi kōrero, group hui, and email.

Research student voices | Doctoral candidates can raise concerns and share feedback with the University through the Graduate Research School's Doctoral Student Advisory Group.

The survey programme | AUT has an extensive survey programme, supported by regular course and teaching evaluations. These include an Annual Programme Survey and University Experience Survey, which seek feedback on academic programmes and the support services and resources offered; the Annual Graduate Survey, which tracks the destinations and experiences of recent graduates; the Student Readiness Survey, which gathers information on incoming students' backgrounds and level of preparation for university life; and course and teaching evaluations, which seek specific feedback on the learning experience and quality of teaching in each course. The actions arising from these surveys varies by type; results of the Annual Programme Survey and course and teaching evaluations are shared with the relevant faculty board, with courses or programmes that fall below a set threshold being identified for further action. In response to the Student Readiness Survey, AUT staff will contact students who appear to be less well prepared, offering targeted support based on their results.

Informal mechanisms

In recent years, our social media channels and the AUT app community chat groups have become an important and timely informal mechanism for understanding the student experience. AUT captures and aggregates this feedback into a Student Voice Dashboard, which provides insight into the immediate concerns experienced by our students. This, along with aggregated reporting on enquires to the Student Hub, allows AUT to provide more responsive communications to students, and understand where and how we could improve our processes and services.

Next steps

While most of these mechanisms for understanding the student voice are relatively mature, AUT has identified some gaps in our current approach, and recognises the need for improvement in the way we share outcomes with students.

Implementing a university-wide class representative system | Following a joint review in 2023, AUTSA and AUT are introducing a new class representative structure. This makes the approach consistent across the faculties, allows for the establishment of a database of student

representatives, and will allow for a new appointment in AUTSA to co-ordinate student voice activities.

Reviewing the University's existing survey programme | This mahi commenced in 2023 with a review of course and teaching evaluations. The working group noted the lack of a consistent policy on responding to this form of feedback and made several suggestions for improvement, including the development of formal protocols for sharing results, and any subsequent changes, with students. A second working group will be established in 2024 to review other core University surveys, including enhancing reporting and feedback mechanisms.

Understanding new students' experiences | As part of the whole-university service model that underpins *Ki Uta Ki Tai,* we have identified a gap in our understanding of students' experiences in the first few, crucial weeks of study. Currently the Student Readiness Survey indicates whether a student may need further support before classes begin, yet there are no official ways to gauge whether the orientation, transition, and early support offered is effective and timely. We plan to introduce a survey for new AUT students that will seek insights into their sense of connection with their peers, their level of confidence, and their sense of belonging to the University community. This information will be useful for evaluating the impact of the whole-university service model, and our orientation and transition programmes as a whole.

Section 6. Continuous performance improvement

AUT is working through a significant organisational change programme that touches every aspect of our mahi: our learning and teaching, our approaches to supporting our students' and researchers' success, our administrative processes, and our accountability structures. This work was sparked by several different factors, including senior leadership changes; the need to respond to the new, post-pandemic environment; development of our strategy; the implementation of *Ki Uta Ki Tai;* and the desire to continue developing and growing as Aotearoa New Zealand's university of technology and opportunity. We are also working to improve our planning and governance processes, including a refreshed business planning process and some enhancements to our budget-setting.

Through this programme, we seek to lift student success, bolster our research performance, secure our financial stability, and improve our administrative and management procedures. Many of these actions have been discussed already in earlier sections of this Investment Plan. Through all these changes, we aim to become more effective, more efficient, and more accountable in our practices. The newly established Transformation Management Office is tasked with co-ordinating and overseeing progress towards these goals and bringing additional rigour to our project-based methodologies and evaluation practices. Some of the current projects are described in Table 4.

Table 4. Change programmes currently underway

Programme of work	Intention
Develop a new Learning and Teaching Plan (and refresh of the University's Graduate Profile)	Enacting the 'graduates the world needs' section of *Te Kete*
Refresh the University's planning, reporting, and risk frameworks	Managing risk, improving accountability structures, and measuring our performance towards our stated objectives
Introduce a portfolio approach to managing our academic programmes	Ensuring our programmes are coherent, relevant, and responding to national needs and priorities
Develop AUT Online	Offer a suite of accessible and equitable online postgraduate programmes
Review course evaluation procedures	Increase student and staff engagement with course evaluation tools, improve sharing of results and subsequent actions with students, and improve course evaluation procedures
Review assessment policy and procedures	Provide a framework for design and implementation of assessment that is characterised by authenticity, coherence, relevance, and accessibility

We also signalled some significant changes as part of our continuous improvement programme in *Investment Plan 2022-2024*. Table 5 provides an update on our progress towards these objectives.

Table 5. Progress towards changes signalled in Investment Plan 2022-2024

Actions for 2022-2024	Outcome
AIM: Lift learner success through the three workstreams: - Exceptional learning experiences and holistic student support - Effective systems and processes - Understanding our students and ourselves	
Improve the way we use the student voice and respond to feedback	Established the Ki Uta Ki Tai Student Reference Group Initial review of course and teaching evaluations included

Actions for 2022-2024	Outcome
	recommendations on boosting student participation and approaches to sharing results and subsequent changes.
Implement recommendations from Barriers to Learning review	As a result of this project, we ensured that Canvas, our new learning management system, embedded high quality accessibility standards. Refer to Section 4 for an update on the Disability Action Plan
Strengthen Orientation programmes	Orientation at AUT includes connecting each student with a group of peers and a student ambassador, ensuring their ICT and administrative needs are taken care of, and a study-ready checklist. In 2024 we introduced a Pacific Fanau day, late-comer drop-ins on all campuses, and daily pōwhiri to welcome each group of students.
Deploy the NCEA subject matching tool	NCEA subject analysis identified gaps in our students' learning; we adjusted the content of our foundational courses accordingly. The partnership schools programme will include appointing an NCEA specialist to coach secondary students.
Review attendance verification policies and practices, including introducing early assessments in all first-year papers	Initial review completed and new Attendance Census introduced in 2024. Early assessments introduced where there is a clear academic reason for doing so.
Communicate the learner success plan and academic support philosophy to all staff	*Ki Uta Ki Tai* was shared with all staff when first adopted. We have an upcoming learning and teaching symposium, at which the first day will be devoted to *Ki Uta Ki Tai,* and a regular communications plan. The academic support philosophy was largely superseded by *Ki Uta Ki Tai*.
Introduce engagement-focussed nudges in all core courses	Nudges were trialled in some courses, and we have opted for a different approach under *Ki Uta Ki Tai*.
Develop student engagement reporting	Completed and available to teaching staff
Use the AUT App to share students' engagement data with them	Completed and shared through AUT app
Use the findings from the discontinuation project to inform our student support initiatives	Completed; the findings resulted in a review of our verification of attendance processes (discussed above). We also incorporated the findings from this project in a rebuild of our enrolments platform (completed) and our admissions platform (underway)
AIM: Build students' transferrable skills and respond to regional skills needs	
Review and strengthen our work-integrated learning programme	Improve processes, management, and reporting of our credit-bearing student placements. Executive approved the development of a full business case on 10 June.
Increase health and science provision	Despite an overall decline in enrolments, AUT increased its health sciences provision by 1% and its engineering provision by 5% between 2021 and 2023. Science provision declined 15%, although we anticipate this will increase now the new curriculum is in place
AIM: Develop our research programme	
Implement new pan-university AUT Futures research themes	Following a review, we paused AUT Futures and instead developed a refreshed research plan (Rautaki Rangahau) and are consulting on a new research entities framework.
Identify and mitigate barriers to research	Established Te Kura Hāpai Rangahau (Researcher Education and Development Unit) in 2023
AIM: Honour Te Tiriti o Waitangi	
Embed mātauranga Māori into our undergraduate programmes	Almost completed; the Bachelor of Science, Bachelor of Medical Laboratory Science, and the Bachelor of Engineering (Hons) have all been restructured to include mātauranga Māori in the last three years.
Respond to the recommendations of Wānanga Aronui	Te Aronui was developed and adopted; implementation is now underway

Actions for 2022-2024	Outcome
Lift cultural competence of non-Māori staff	Underway through the Aronui Ora programme
Build a more representative academic staff membership	Programmes such as Eke Tangaroa and Mai Ki Aronui continue to support Māori and Pacific peoples into academic careers. *Rautaki Rangahau* also introduced several new initiatives, including establishing a Māori research network, appointing a dedicated Māori Research Engagement Manager, and providing the Te Aronui scholarships.
Review and improve the support provided to early career Māori and Pacific academic staff	Completed. The Kaiurungi (navigator) position was established to provide additional support to kaihoe
AIM: Enable the above through effective planning processes	
Midpoint review of *AUT Directions to 2025*	Completed. Development of *Te Kete* commenced in 2023
Review the business planning process	Completed. Transformation Management Office established to support implementation of university-wide projects, including *Ki Uta Ki Tai* and improved business planning processes

Quality assurance reviews

AUT is preparing for our Cycle 6 Academic Audit, with the panel visit taking place in September 2024. Our Cycle 5 audit was held in 2015 and resulted in six recommendations, focussed on risk management, academic advice, academic appeals and grievances, staff induction and recruitment, research-active staff, and teaching development. In the intervening years, we have reviewed and improved our business continuity and emergency management procedures, created an online form for student complaints, introduced an Academic Expectations document to clarify roles and responsibilities for academic work at each level, developed a professional framework for learning and teaching, and established Te Kura Hāpai Rangahau (Researcher Education and Development Unit). The review of processes for academic advice is now part of *Ki Uta Ki Tai* and will be considered as part of the development of a whole-University service model. Student appeals and grievance processes are subject to enhancement and a review of the relevant policy, following the introduction of the Pastoral Care Code.   Our enhancement initiatives for the upcoming audit include:

- Developing a student voice framework and reviewing the ways we collect student and respond to student feedback;
- Streamlining our data and reporting processes, particularly for course and programme performance and learner success; and
- Updating the Graduate Profile and Academic Expectations to align with *Te Aronui, Te Kete*, *Rautaki Rangahau,* and the new Learning and Teaching Plan.

As described in Table 4, we also plan to review and update the University's planning, reporting, and risk framework, to ensure that risk is integrated in to planning and reporting at each level.

Carbon reduction and climate plan

Te Kete recognises AUT's responsibilities as a kaitiaki for our planet. It also includes the bold aspiration to become a net zero carbon university. While we have some way to go, we have taken some significant steps forward over the past three years. We now conduct on-site waste sorting at City and South Campuses and are set to introduce this at North Campus and our student accommodation facilities. We meet the Carbon Neutral Government Programme's reporting requirements, and with support from the State Sector Decarbonisation Fund, are replacing fossil fuel-powered heating equipment with efficient, low-emissions technology.

A1 Building: Reducing construction waste
Construction accounts for a significant proportion of waste sent to landfill each year in New Zealand. In partnership with contractors Naylor Love, AUT has been able to divert 90% of the 182 tonnes waste from the demolition of AF Building and the construction of A1 Building away from landfill. Some of the

innovations included returning pipe offcuts to the manufacturer to be melted down and repurposed, reusing framing timber, adopting reusable cable ties, using recyclable hoardings, and cleaning and returning plastering buckets. The project also serves as an important real-world learning opportunity; architecture students in the School of Future Environments have visited the site on several occasions and received guest lectures on sustainable practices from Estates staff.

Over the coming years we will continue building on these efforts, led by the Sustainability team and the Transformation Management Office. The details are still under discussion and are likely to centre on reducing our emissions; taking bold climate actions in research, learning and teaching and our operations; and ensuring sustainability is central to our decision-making processes. This will include improving the resilience of our business model to the anticipated effects of climate change.

Section 7. Financial information (redacted)

Section 8: Additional requirements for TEIs

Key performance indicators

Table 6 presents our university-level key performance indicators (KPIs) for 2025-2027. These indicators largely focus on the key outputs outcomes of our work, including graduates, research, and our national and international reputation, to demonstrate our distinct contribution to Tāmaki Makaurau, Aotearoa, and beyond. These are placed alongside measures that reflect the quality of our performance and the experiences of our students, and other, carefully chosen input measures of key strategic relevance for AUT. Each of these measures relates directly to the direction laid down in *Te Kete* and *Te Aronui* and contributes towards the *Tertiary Education Strategy* objectives and/or the TEC priorities. These measures are complemented by the performance commitments outlined in Table 10.

The KPIs and the performance commitments form a central part of AUT's performance monitoring framework. Each KPI has been assigned to a member of the Vice-Chancellor's Executive Committee, with clear accountabilities for oversight and/or delivery. The way these metrics will be incorporated into AUT's wider performance monitoring framework is described in Section 10.

Table 6. Key performance indicators 2025-2027

Key performance indicator	2023 Actual	Annual target	Alignment	
			Te Kete	TES Objective / TEC Priority
1. Proportion of students who would recommend their programme of study	79%	≥82%	Graduates the world needs › Distinctive	Objective 1
2. Proportion of students who are satisfied with teaching quality	81%	≥82%	Graduates the world needs › Expert	Objective 3
3. Proportion of bachelors graduates who have completed work-integrated learning while studying	92%	≥85%[7]	Graduates the world needs › Work ready	Objective 4
4. Proportion of available graduates who are working full-time	88%	≥85%	Graduates the world needs › Work ready	Objective 4
5. Course completion rate for students from areas with high deprivation scores	76%	+1pp	Graduates the world needs › Open	Objective 2 › TEC priority
6. Number of Māori graduates from qualifications at degree level and above	470	+4%	Knowledge discovery and application with purpose › Talented › Beneficial	Objective 2 › TEC priority
7. Number of Pacific graduates from qualifications at degree level and above	579	+3%	Knowledge discovery and application with purpose › Talented › Connected	Objective 2 › TEC priority
8. Number of active research contracts	339	+2%	Knowledge discovery and application with purpose › Applied	Objective 5

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[7] We have reduced the target for this KPI as we are considering making work-integrated learning (WIL) optional in some programmes where a student can demonstrate an established work history, most likely to pertain to non-school leavers

Key performance indicator	2023 Actual	Annual target	Alignment	
			Te Kete	TES Objective / TEC Priority
9. Number of quality assured research outputs	1,964	+2%	Knowledge discovery and application with purpose › Trusted	Objective 5
10. Proportion of academic staff who are research active	58%	+1pp	Knowledge discovery and application with purpose › Trusted	Objective 5
11. Number of academic staff involved in PGR supervision	619	+2%	Knowledge discovery and application with purpose › Talented	Objective 5
12. Number of media articles using AUT staff as expert voices or highlighting AUT research	1,439	≥1,000	Knowledge discovery and application with purpose › Talented	Objective 1
13. Proportion of research outputs that contribute to a UNSDG	30%	+1pp	Knowledge discovery and application with purpose › Connected	Objective 5
14. Number of staff who have undertaken professional development in mātauranga Māori or te reo	0	+100	Partnerships that accelerate impact › Relational	Objective 2
15. Number of subjects ranked in the top 350 of the QS World University Subject Rankings	8	+1 subject	Partnerships that accelerate impact › Engaged	Objective 5
16. Revenue from donations, grants, and gifts-in-kind	$1.56M	2025 $2M 2026 $4M 2027 $8M	Partnerships that accelerate impact › Relevant	Objective 5

Section 9. Summary of activities (redacted)

Section 10. Outcomes and measures

Educational performance indicator commitments

Progress towards the 2022-2024 commitments

Despite the pandemic-related challenges, AUT performed relatively well against our 2023 EPI commitments, exceeding our target for Māori course completion (+1.6pp) and achieving target for participation of Māori students at postgraduate level. We also came close to achieving the participation targets for Māori (-0.3pp) and Pacific (-1.1pp) students at degree level, and Pacific students at postgraduate (-0.7pp) level. Our 2023 retention scores were affected by a difficult year for all students in 2022; we anticipate a significant improvement in 2024 and future years.

Setting targets for 2025-2027

The first goal of *Ki Uta Ki Tai* is to achieve equity in success rates within five years. The EPI commitments expressed in Table 10 trace a path to securing a minimum course completion rate of 84% for all groups by 2030. While we have already achieved this for Deaf and disabled students and are close to achieving it for Māori, there is still significant ground to cover for Pacific students and those from lower socio-economic backgrounds. The university change programme, and *Ki Uta Ki Tai* in particular, are aimed at creating this much-needed step change.

We anticipate that, as course completion improves, so too will retention. *Ki Uta Ki Tai* addresses many of the root causes of student attrition, including failure, difficulties with the transition to university, and a lack of connection with peers. This begins with the schools partnerships programme, which aims to address systemic inequalities in access to higher education, especially for Māori, Pacific peoples, and students from lower socio-economic backgrounds. The case management model will be designed to connect students with like-minded peers, and to identify those in need of greater support at the earliest possible point, so we can channel resources effectively and efficiently to increase their chances of success. Over time, we anticipate this increased pipeline will lead to more students enrolling at, and graduating from, AUT, with downstream effects on the number subsequently enrolling in postgraduate study, and then research degrees.

Table 7. Educational performance indicator commitments 2025-2027

Measure	Cohort	Ethnicity	Actual 2023	Target 2025	Target 2026	Target 2027
Course completion		Māori	83.1%	84.0%	84.5%	85.0%
		Non-Māori, Non-Pacific	89.2%	90.0%	90.0%	90.0%
		Pacific	70.5%	73.5%	76.0%	78.0%
First-year retention	Level 7 degree	Māori	61.3%	67.0%	69.0%	71.0%
		Non-Māori, Non-Pacific	75.6%	79.0%	80.0%	81.0%
		Pacific	63.4%	67.0%	70.0%	72.0%
Participation	Level 4-7 non-degree	Māori	10.5%	11.5%	12.0%	12.5%
		Non-Māori, Non-Pacific	62.8%	58.5%	58.0%	57.5%
		Pacific	30.1%	30.0%	30.0%	30.0%
	Level 7 degree	Māori	11.5%	12.5%	13.0%	14.0%
		Non-Māori, Non-Pacific	71.2%	67.5%	66.5%	65.0%
		Pacific	19.6%	20.0%	20.5%	21.0%
	Levels 8-10	Māori	8.1%	9.0%	9.3%	9.5%
		Non-Māori, Non-Pacific	83.6%	82.0%	81.2%	80.5%
		Pacific	9.5%	9.0%	9.5%	10.0%

Measure	Actual 2023	Target 2025	Target 2026	Target 2027
Amount of external research income earned	$26.6M	$29.3M	$30.8M	$32.3M
Number of International student EFTS	3,183	3,342	3,509	3,685
Number of research degrees completed	282	295	300	305

Monitoring progress

The EPI commitments are a crucial element of AUT's overall performance monitoring and enhancement programme. They sit alongside our statement of service performance and Disability Action Plan metrics as the University's key strategic goals. Over the coming months, they will be integrated into our new *Ki Uta Ki Tai* evaluation framework[8] and a planned library of metrics to be used when considering the effectiveness and efficiency of our initiatives. As well as outcome measures such as the EPI commitments, the library will include a suite of input measures, covering a range of benefits including financial returns, research outcomes, and student-specific metrics on issues such as their sense of belonging at AUT, their level of confidence, and their experiences in their courses.

We report on our statement of service performance metrics monthly. While the evaluation programme will provide key insights throughout the year, we anticipate reviewing progress towards our EPI commitments, where appropriate, following the completion of Semester 1 and Semester 2 each year.

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[8] For more on the evaluation framework, please refer to the *Ki Uta Ki Tai Significant Update,* Section 3 Next steps.