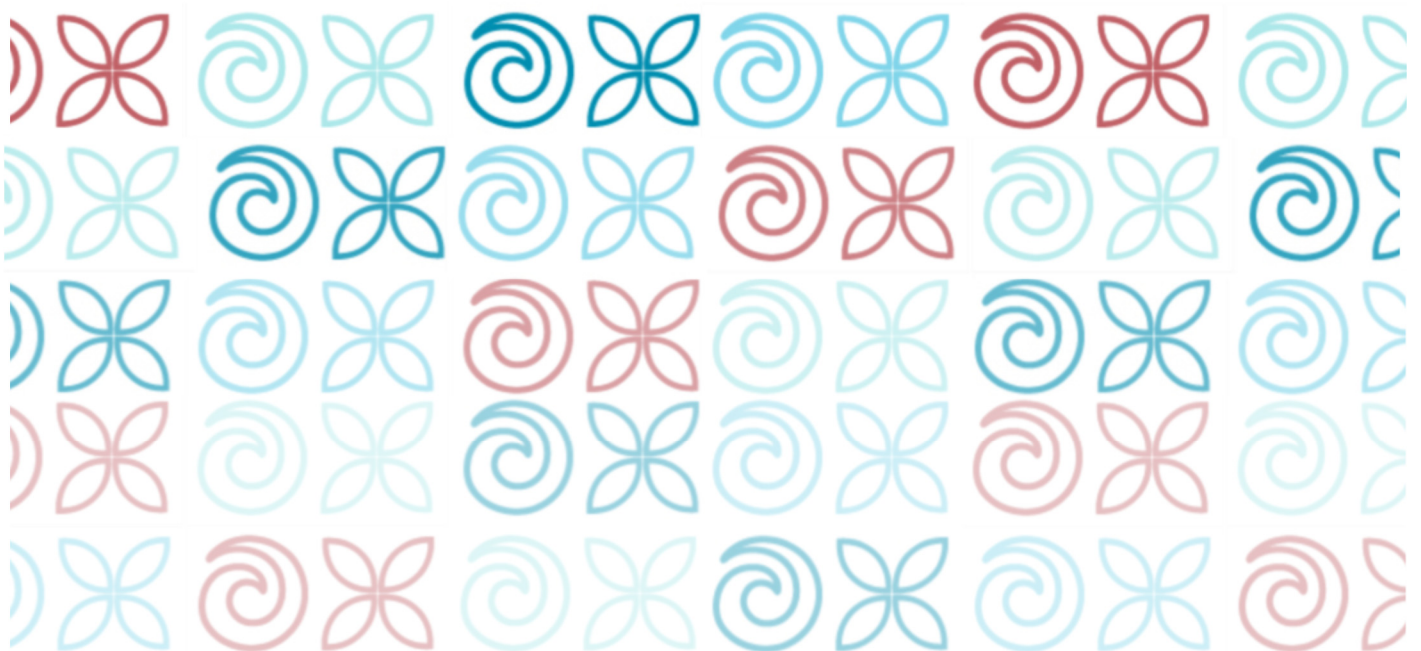


Enhancement Theme Symposium

31 October 2018

Pukeahu Campus, Massey University, Wellington

#ETSymp2018



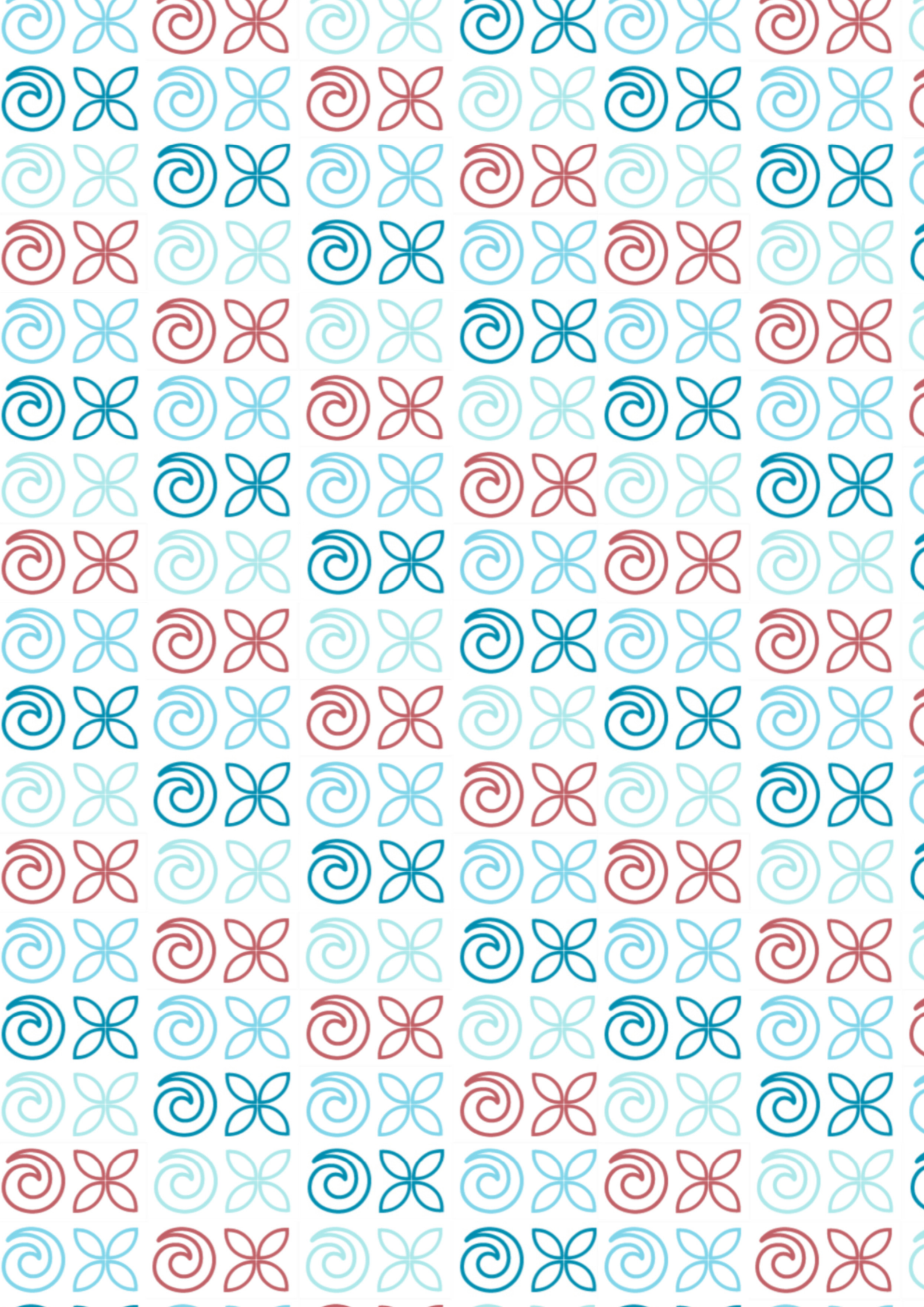
Te Pōkai Tara
Universities
New Zealand



AQA

Academic
QualityAgency
For New Zealand Universities

*Te Pokapū Kōunga Mātauranga
mō ngā Whare Wānanga o Aotearoa*



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*We would like to thank Massey University for hosting
the Enhancement Theme Symposium 2018*



MASSEY UNIVERSITY
TE KUNENGA KI PŪREHUROA
UNIVERSITY OF NEW ZEALAND

Programme

09:30 – 09:45	WELCOME Whakatau and Pacific Greetings
09:55—10:15	SCENE SETTING Professor Robyn Longhurst, Chair Enhancement Theme Steering Group Symposium objectives and questions for the day Outline of how sessions will work <i>Scene setting: the context for the enhancement theme and future of Universities in Aotearoa</i>
10:15—10:30	PARAMANAWA (MORNING TEA)
10:30—11:00	PLENARY A: HE VAKA MOANA Dr Hinekura Smith and Dr ‘Ema Wolfgramm-Foliaki University of Auckland
11:00—11:30	WORKSHOPS 1 – ACCESS Please choose one of the following streams: 1.1 MĀORI STUDENT RECRUITMENT 1.2 MĀORI STUDENT TRANSITIONS TO UNIVERSITY 1.3 PASIFIKA STUDENT RECRUITMENT 1.4 PASIFIKA STUDENT TRANSITIONS TO UNIVERSITY
11:30—11:40	Workshop Summaries
11:40—11:45	Hauora Break
11:45—12:15	PLENARY B: STUDENT PANEL: JOURNEY AND EXPERIENCES AT UNIVERSITY Session Chair: Ali Leota - NZUSA Pasifika Students <i>Panel members—To be confirmed</i>
12.15—12.45	WORKSHOPS 2 - STUDENT SUCCESS Please choose one of the following streams: 2.1 MĀORI STUDENT SUCCESS 2.2 STUDENT SUCCESS—STUDENT SESSION 2.3 PASIFIKA STUDENT SUCCESS 2.4 STUDENT SUCCESS
12.45—1.00	Workshop Summaries
1.00—1.30	KAI O TE RĀNUI (LUNCH)



Programme (continued)

1.30—2.00	<p>PLENARY C: ORGANISATIONAL CHANGE—BICULTURAL COMPETENCIES</p> <p>Professor Catherine Moran Assistant Vice-Chancellor, Amokapua Akoranga — University of Canterbury</p>
2.00—2.30	<p>WORKSHOPS 3 - ORGANISATIONAL CHANGE</p> <p>Please choose one of the following streams:</p> <p>3.1 ORGANISATIONAL CHANGE FOR MĀORI STUDENT SUCCESS 3.2 ORGANISATIONAL CHANGE—STUDENT SESSION 3.3 ORGANISATIONAL CHANGE FOR PASIFIKA STUDENT SUCCESS 3.4 ORGANISATIONAL CHANGE FOR STUDENT SUCCESS</p>
2.30—2.40	Workshop Summaries
2.40—3.00	PARAMANAWA (AFTERNOON TEA)
3.00—3.15	<p>PLENARY D: PROVISIONAL SYNOPSIS</p> <p>Enhancement Theme Steering Group Committee Members</p>
3.15—3.45	<p>PLENARY D: PANEL RESPONSE TO PROVISIONAL SYNOPSIS AND DISCUSSION</p> <p>Session Chair: Professor Robyn Longhurst, <i>Panel Members:</i> Derek McCormack, Vice-Chancellor, AUT Dr Charlotte Severne, AVC Māori and Pasifika (Massey) / Te Kāhui Amokura Professor Giselle Byrnes, Provost (Massey) / Enhancement Theme Steering Group Associate Professor Damon Salesa, Director of Pacific (Auckland) Mamaeroa Merito - Te Mana Ākongā</p>
3.45—4.15	<p>WORKSHOPS 4 - CRITIQUE PROVISIONAL SYNOPSIS</p> <p>Please choose one of the following streams:</p> <p>4.1 CRITIQUE PROVISIONAL SYNOPSIS—PATHWAYS 4.2 CRITIQUE PROVISIONAL SYNOPSIS—MĀORI STUDENT SUCCESS 4.3 CRITIQUE PROVISIONAL SYNOPSIS—PASIFIKA STUDENT SUCCESS 4.4 CRITIQUE PROVISIONAL SYNOPSIS—ORGANISATIONAL CHANGE</p>
4.15—4.30	Workshop Summaries
4.30—4.40	Hauora Break
4.40—4.55	Closing remarks - Professor Robyn Longhurst, Chair Enhancement Theme Steering Group
5.00	Poroaki



Welcome

Nau mai, piki mai, tahuti mai Welcome to the Enhancement Theme Symposium 2018

This Symposium is an opportunity for members of universities, including students, engaged with the topic of the theme – access, outcomes and opportunities for Māori students and for Pasifika students to share and critique initiatives and approaches.

The enhancement theme has been introduced to New Zealand universities as part of the overall model for Cycle 6 Academic Audit. The enhancement theme is led and undertaken by the universities, who have established a Steering Group to guide and oversee progress. There is more information on the enhancement theme in this workbook.

This symposium is not a conference. It is focussed on sharing experience and considering what could be achieved. It is an opportunity to explore the impact of doing things differently.

Thank-you all for contributing and best wishes for a successful day.

- Professor Robyn Longhurst, Chair, Enhancement Theme Steering Group

Enhancement Theme Steering Group

An Enhancement Theme Steering Group has been formed to guide and oversee theme activities and progress. The members of the Steering Group are:

- Professor John Morrow, The University of Auckland
- Walter Fraser, Auckland University of Technology
- Professor Robyn Longhurst, University of Waikato, Chair of the Enhancement Theme Steering Group
- Professor Giselle Byrnes, Massey University
- Professor Linda Trenberth, Victoria University of Wellington
- Professor Catherine Moran, University of Canterbury
- Professor Bruce McKenzie, Lincoln University
- Margaret Morgan, University of Otago
- Darryn Russell, Chair, Te Kāhui Amokura
- Professor Pare Keiha, Te Kāhui Amokura
- Associate Professor Hon. Luamanuvao Dame Winnie Laban, Pasifika member
- Dr Tasilete Teevale, Pasifika member
- Parekura Pewhairangi, Tumuaki, Te Mana Ākonga
- Ali Leota, Pasifika student member



Key Information

Administration Desk

At the front of the room will be an administration desk. If you have any issues throughout the day, please come and see one of the team here.

Talanoa Space

Participants are encouraged to bring materials to share within our Talanoa space - strategic frameworks, research etc.

Wi-Fi

Attendees can access Massey's Wi-Fi using the following credentials:

Username: MUEvents

Password: Exposure18

Eduroam

This is available for those participating universities. Please logon using your university username and password. Alternatively, you can access the internet using Massey's Wi-Fi (see above).

#ETSymp2018

We will be live tweeting throughout the day using this hashtag! If you are posting on a social media we encourage you to use this too!

Plenary Sessions

The plenary sessions will be recorded and made available after the Symposium.

Enhancement Theme Steering Group

Members of the Steering Group are available if you have any questions around the Enhancement Theme. Their name tags will be in blue!

Emergency Procedures

If the fire alarm rings continuously, evacuate the building by the nearest and safest exit to the assembly area, unless you are instructed otherwise. Do not use lifts. If safe to do so, take your personal belongings.

In the event of an earthquake, drop cover and hold. Wait for further instructions.

If you suffer an injury, please see the Administration Desk—one of the team will ensure that appropriate medical assistance can be provided or arranged.

Feedback

We would really value your feedback on our first symposium. There are two ways to do this:

1. You can complete the paper form provided and post it into the Feedback box.

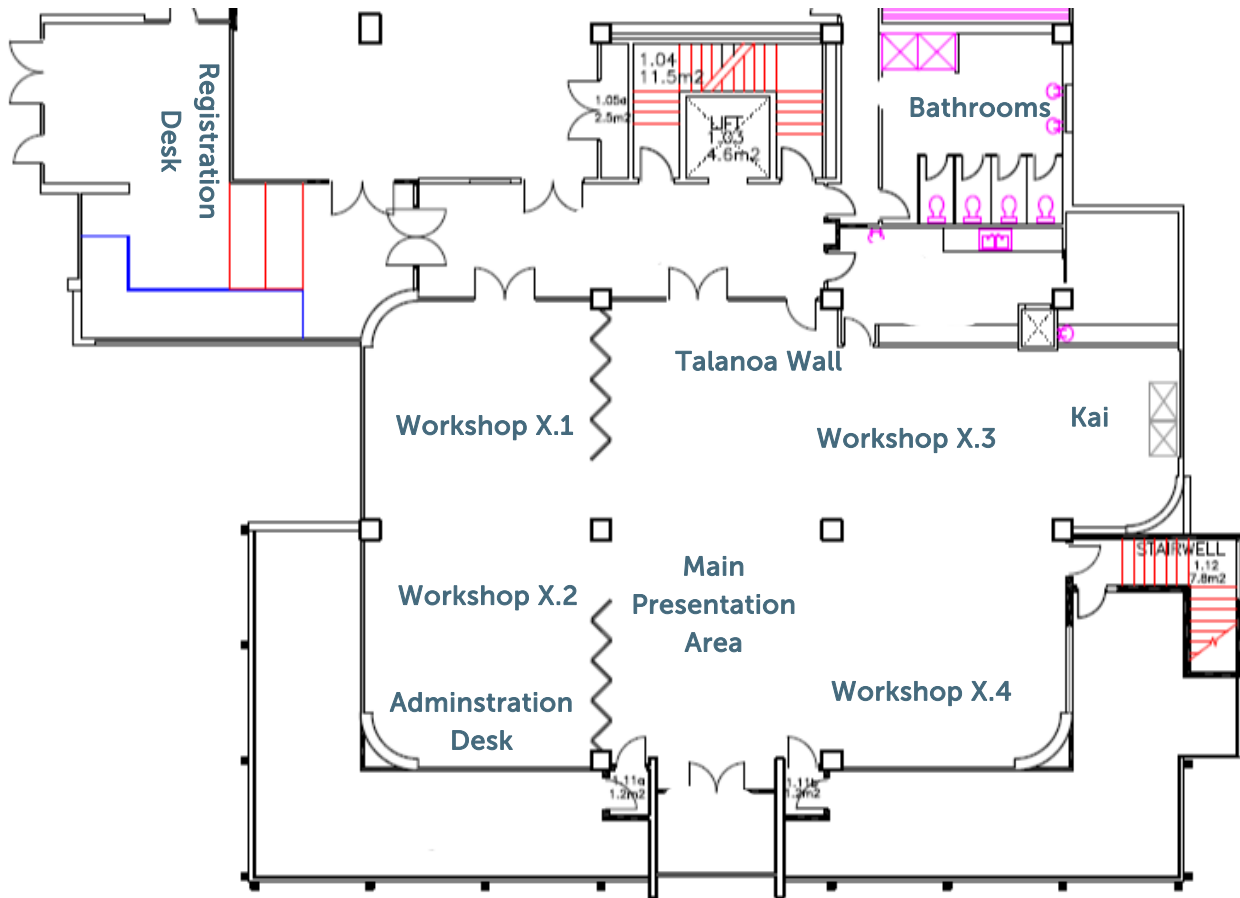
2. You can scan the QR code below or go online:

<https://www.surveymonkey.com/r/G26NGJC>



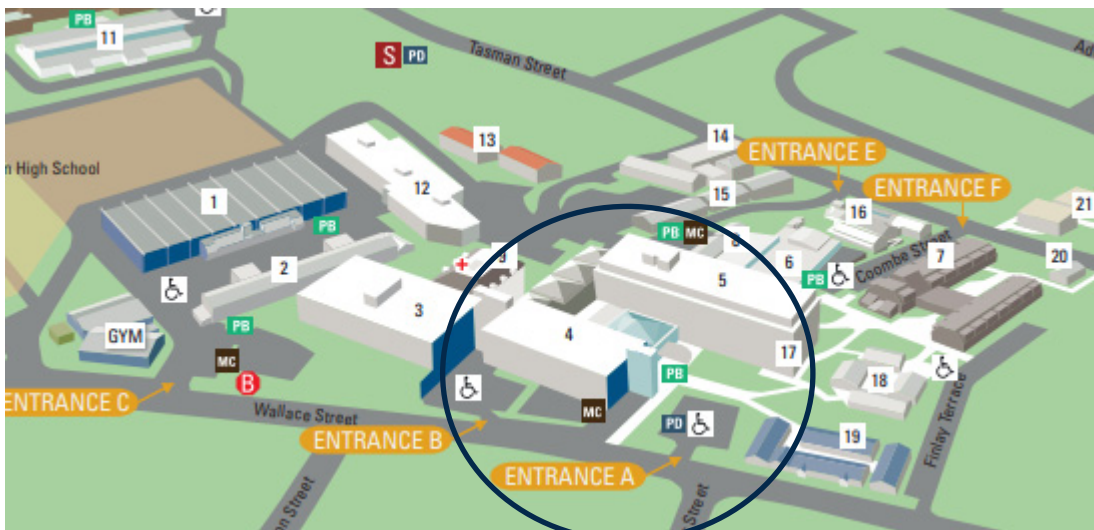
Venue

Flax and Fern Room - Massey University



Directions:

Arrive at Massey University, Pukeahu Campus through **GATE A**
Walk directly in to the 'The Pyramid' (between building 4 & 5)
Continue up the stairs to the **Flax and Fern Room**



Outline: How sessions will work

This is the first Symposium as part of the enhancement theme component of Cycle 6 Academic Audit. The programme for the day has been shaped by a summary of the universities' enhancement theme plans. They provide the Access – Success – Change components to the programme.

For each of the components, the format is that **workshops will follow a plenary session**. The plenary sessions are either a university initiative or particular perspective. The plenary sessions are intended to frame the workshops and also pose questions for the workshop streams to address.

The day places emphasis on sharing and critiquing approaches and inviting exploration of how initiatives might work at greater scale. The enhancement theme does recognise however that universities have different priorities and approaches and not every initiative will be appropriate at greater scale.

In each of the workshops, **participants will be asked to share their knowledge and experience** and use this knowledge and experience to consider the following questions:

- What key initiatives are underway in your university on this topic?
- What is needed to improve?
- What are the barriers to greater collaboration on this topic?
- What implications might initiatives have at greater scale, would they make a system-level improvement?
- If funding wasn't a constraint, what would you do?

In this way the initiatives and experience of each university will be shared with others and university participants are asked to distribute themselves across different streams.

Each workshop will have a facilitator and a rapporteur. There are 10 minutes at the end of each workshop session to develop a summary of the session.

These **summaries will be collated into a provisional synopsis of the day** and Plenary D will present this provisional synopsis. A panel will then be invited to respond to the provisional synopsis from different perspectives. **The final workshop session will critique the provisional synopsis and suggest priorities for achieving a system level improvement in access, outcome and opportunities for Māori students and Pasifika students.**

The synopsis will add to, enrich and extend the overall view of the enhancement theme. The sharing and critiquing of initiatives and progress adds to the theme as the current summary is based on university plans. Those plans are now progressing.

Discussing and critiquing plans, initiatives and progress from multiple perspectives adds richness to the enhancement theme. The enhancement theme may be extended by exploring how initiatives and approaches might operate at greater scale – or asking what implications for system level improvement might initiatives have.

Other opportunities for sharing approaches and progress occur at during the break sessions. A talanoa space for sharing approaches will also be available and participants are encouraged to bring materials such as strategic frameworks or collateral from existing initiatives.



Enhancement in the Universities

Summary of the universities' plans

Introduction

As part of the sixth cycle of academic audit for New Zealand universities, universities are undertaking an 'enhancement theme'.

An enhancement theme is a topic of national significance and important to all universities, that all universities will work on in a common time period. Universities will not all be expected to do the same thing or take the same approach to the theme, but they are expected to be working on the theme topic, sharing good practice and providing constructive peer review of developments and plans (1).

The New Zealand universities have drawn of the experiences of the Scottish universities and higher education institutes in developing and planning their enhancement theme. Enhancement themes are a well-established component of quality assurance and enhancement in Scotland (2).

The topic for the New Zealand universities' enhancement theme is "Access, outcomes and opportunities for Māori students and for Pasifika students". Within this overarching topic, universities have developed plans for how they will address the enhancement theme. This is a summary of university enhancement theme plans. Other enhancement theme resources and materials are available on the AQA website.

Summary of initiatives

As anticipated, universities have different emphases and initiatives for their individual enhancement theme plans. There are also some points of commonality and these are outlined first. The enhancement theme plans and initiatives can then be broadly grouped into those concerned with access and transition and those oriented towards retention and outcomes.

Commonalities

All university enhancement theme plans and initiatives are framed by university strategies and all provide indicators that will use to gauge success. Universities are examining the contribution that learning analytics can make. The majority of universities have specified an internal steering groups and include (or intend to include) students as members of those steering groups.

1 Enhancement Themes – Answers to Questions.

2 <http://www.enhancementthemes.ac.uk/en/home>



Access and transition initiatives

Most universities have included at least one access and transition initiative in their enhancement theme plan. The initiatives cover:

- Pathway and transition programmes in universities including discipline-specific programmes and specific transitions support programmes;
- Recruitment and admissions in terms of awareness, outreach and support and whether processes are facilitative or impeding;
- Advice for students using both digital advice and Māori and Pasifika advisors.

Pathway and transition programmes are the most commonly indicated by universities. Universities are also considering how digital tools can assist students in planning their study. Several of the access and transition initiatives include engagement with schools.

Retention

All universities have indicated they will pursue retention and outcomes-oriented initiatives. They include:

- Student life-cycle related initiatives with points of focus on first year and second year students.
- Student engagement and partnership initiatives. These include student contribution to decision-making and student voice.
- Curriculum, teaching and learning, teaching development and teaching space initiatives to support Mātauranga Māori, bi-cultural competence and confidence, and employability. Fostering Te Reo Māori is also included in this group of initiatives but is only explicitly referred to by two universities.
- Support initiatives including mentoring and student learning communities.
- Other initiatives involving communities and other partners.

Use of data, monitoring and evaluation of initiatives are again seen across retention and outcomes initiatives.

Discussion and next steps

The number and diversity of initiatives addressing “Access, outcomes and opportunities for Māori students and for Pasifika students” across New Zealand universities is not a new realisation. Recent work by Te Kāhui Amokura has identified over 300 existing initiatives. An issue that arises from both these compilations of initiatives is that the sheer number of initiatives poses challenges for evaluation and scaling of more effective initiatives. Scaling and systemic impact will be important for the audit phase of Cycle 6, where evidence of the embeddedness of practice will be considered by universities in their self-reviews and by audit panels.

The balance of initiatives is towards retention and outcomes. This may reflect realities of what universities can influence and expect to see changes in over the timeframe of the audit cycle. Other work by Universities NZ assesses the scale and impact of ‘pipeline’ factors contributing to access to university.

The initiatives summarised here will contribute to improving access, outcomes and opportunities for Māori students and for Pasifika students. However, enhancement theme initiatives do not exist in isolation and it is important to maintain connection with other workstreams, in particular those of Te Kāhui Amokura and the Komiti Pasifika.

One of the objectives of the enhancement theme is to share and disseminate good practice. The initiatives summarised in this paper have been used to develop the programme for this symposium.



Enhancement Theme Frameworks

Two frameworks have been developed to help articulate the objectives and activities of the enhancement theme is attached. They are intended to be a tool to support dialog.

The first framework (the phase framework) provides a longitudinal context, recognising that achieving a step-improvement across the university system in access, outcomes and opportunity for Māori students and for Pasifika students (while maintaining, or increasing, quality and without reducing access) will likely not be achieved in the immediate period of the enhancement theme.

(1) Phase Framework

	Current	Short-term (2-3 years) theme focus period	Medium term (3-8 years) Cycle 6 lifecycle	Long-term (10-20 years) Next generation learners
Synopsis	Māori learners and Pasifika learners access university and achieve qualifications at lower rates than other learners.	Universities undertake initiatives in line with their priorities and objectives with respect to the enhancement theme and share good practice and findings	Successful/effective initiatives are embedded and sustained within universities and this is demonstrated in academic audit.	
Aims		Theme Purpose: undertake initiatives and other activities that contribute to a demonstrable step-improvement across the university system in access, opportunity, engagement and achievement for Māori students and for Pasifika students.	Achieve parity in achievement without compromising quality while increasing participation.	The university experience for all students reflects the bi-cultural basis of Aotearoa and its place in the Pacific.
Indicators and Evidence	EPIs		Cycle 6 Audit reports (which need to take account of the sequence in which universities will have been audited)	

(2) Objectives Framework

The second focuses on the enhancement phase of Cycle 6 Academic Audit. The framework includes objectives over the short-term to be demonstrated in the medium term. It is based on the Scottish Student Transitions Enhancement Theme: Logic Model. The support of QAA Scotland in allowing its use and Professor Roni Bamber and Dr John Bamber for guidance on how such a model might work in New Zealand is gratefully acknowledged.



OBJECTIVES We want to:	OUTCOMES By the end of the theme we will have:	STRATEGIES Our approach is to:	EXAMPLE ACTIVITIES We will do this by:	OUTPUTS Our outputs will include:	IMPACT INDICATORS Our success will be seen in:
1. Improve our understanding of how to close the gaps and improve access, outcomes and opportunities for Māori learners and for Pasifika learners.	Documented ideas, contributions and effective ways to achieve parity.	Build on promising existing work, and undertake new initiatives and research, to identify and develop good practice examples.	Drawing from and synthesizing existing international and more local research and good practice guides to consolidate our learning.	Theme (synthesis) and individual university project reports.	An evidence-informed initial collection of useful ideas and resources.
2. Engage New Zealand universities and other relevant parts of the education sector in using what we have learnt (this should also address implications for other groups of learners)	Identified the key barriers to uptake in and external to universities, and supported effective ways of addressing these barriers. Engaged universities and other stakeholders in sharing and implementing ideas and good practices.	Share and encourage uptake of ideas, good practices and tried and tested initiatives.	Promoting engagement with the theme through a systematic programme of events, disseminating learning, and supporting universities to share and critique each other's workplans and approaches.	A comprehensive inventory and user-friendly map of resources. Evidence-informed case studies and guides. User friendly, web-based materials.	Evidence of significant cross sector engagement, and knowledge transfer in the uptake of ideas, and development of approaches and practices.
3. Embed Māori, Pasifika and student perspectives into the engagement theme work.	Been informed by the inputs and perspectives of Māori, Pasifika colleagues and students.	Work in partnership with Māori colleagues, Pasifika colleagues and students.	Establishing a high-level steering group that includes Māori and Pasifika perspectives.	All resources, materials, practices and approaches informed by the voices and perspectives of Māori and Pasifika colleagues and students.	Evidence of where Māori and Pasifika perspectives have impacted on theme outputs and outcomes.
4. Be explicit and transparent about how NZ universities are working together to progress parity in access, outcomes and opportunities for Māori learners and for Pasifika learners .	Learnt from cross sector collaborative working initiatives, and embedded this learning in routine practices and approaches.	Promote and support a linked series of inter-university projects, initiatives and interest-groups. Communicate theme activities.	Publishing, presenting and communicating in relevant fora.	An enhancement theme website (or webpages)	Interest from outside of the theme. Cross checking with leading national and international commentators.
5. Show how our work effects change in progressing parity of access, outcomes and achievement for Māori learners and for Pasifika learners.	Facilitated a step-change improvement across the university system in removal of barriers, access, engagement in learning, opportunity and achievement for Māori students and for Pasifika students.	Reflect on and constructively challenge and critique our work. Inform theme development by periodic evaluation and review.	Set and track appropriate benchmark data.	Recommendations for guideline statements for the audit component of Cycle 6.	Academic audit reports.

FAQs

New Zealand universities will include an enhancement theme in the overall design of their Cycle 6 Academic Audit. This is a new activity for New Zealand universities, and this document provides answers to some questions that may be asked. If this document does not include the question you would like to ask, please email director@aqa.ac.nz and it will be added.

What is an enhancement theme?

An enhancement theme is a topic of national significance and important to all universities, that all universities will work on in a common time period. Universities will not all be expected to do the same thing or take the same approach to the theme, but they are expected to be working on the theme topic, sharing good practice and providing constructive peer review of developments and plans.

Are enhancement themes used in other places?

Scottish universities have been using enhancement themes for over a decade. New Zealand universities will learn from Scottish universities regarding what has worked well for them, and consider what would be appropriate and useful for New Zealand universities.

How does the enhancement theme 'fit' into Cycle 6 Academic Audit?

Cycle 6 Academic Audit has a 7-8 year period between the Cycle 5 and Cycle 6 audits for individual universities. Enhancement theme activities will occur over the first 3 years of the Cycle 6 timeframe, after which the emphasis will shift back to academic audit for the remaining 5 years of the cycle. Recommendations from the enhancement theme will be addressed in the audit component of the cycle.

What is the topic of the enhancement theme?

The enhancement theme will address access, outcomes and opportunities for Māori students and for Pasifika students.

What are the objectives of the theme?

The specific objectives will vary by university. However, the overall objective is to improve access, outcomes and opportunities for Māori students and for Pasifika students in university study.

Why has this theme been chosen?

The participation and achievement of Māori students and Pasifika students is a priority within the Tertiary Education Strategy. New Zealand universities have made good progress on access, support and achievement for both of these groups of learners. However, the universities and AQA all recognise that further progress can be achieved.

How long does the enhancement theme last?

The theme is on a topic that all universities are already actively engaged with and pursuing. However, the enhancement theme component of Cycle 6 academic audit will last for 2-3 years. While work in universities is likely to be ongoing, the enhancement theme component of Cycle 6 academic audit will finish at the end of 2019.

How was the theme chosen?

The theme was selected at a meeting of the Deputy Vice-Chancellors (Academic), Assistant Vice-Chancellors (Academic), or similar positions (or their nominees) at a meeting with AQA in January 2017. It was subsequently approved by the AQA Board and has been critiqued and refined in correspondence between AQA, the Vice-Chancellors, Te Kāhui Amokura and at a further meeting of DVCs and AVCs Academic, or equivalents, in July 2017.

What will happen to the enhancement theme after 2019?

Universities are likely to carry on working on the enhancement theme topic. However, from the perspective of Cycle 6 Academic Audit, the enhancement theme is expected to inform some changes to some guideline statements that provide the framework for the audit component of Cycle 6. Universities' progress against those guideline statements will be audited between 2021 and 2023.



FAQs (continued)

What value will be derived from an enhancement theme, especially if universities already have work underway on the theme topic?

An enhancement theme is a topic of national significance and important to all universities, that all universities will work on in a common time period. Universities will not all be expected to do the same thing or take the same approach to the theme, but they are expected to be working on the theme topic, sharing good practice and providing constructive peer review of developments and plans.

How will a university that is already performing well with respect to the theme benefit from participation?

As with other aspects of academic audit, some of the greatest benefit of the audit process comes from the University's own self-review processes. Well performing universities can challenge themselves to improve further, as well as contributing to enhancement across the university sector.

Will universities not just copy one another?

Universities will learn from one another. Direct copying is unlikely to be effective as each university has its own history, context, capabilities, priorities and students. What works in one university may not work in the same way for another. One of the benefits of sharing good practice is that universities will also learn why initiatives work well in one university, but may be different in another.

Will universities be willing to share what they are doing when they are competing for students?

One of the principles that underpins quality assurance activities in New Zealand universities is that quality assurance is collective and collegial. AQA functions with the cooperation of all New Zealand universities and the engagement and expertise of individuals and universities' communities.

What is the impact or outcomes of an enhancement theme?

In general terms, the outcome of an enhancement theme would be to see an overall increase and improvement in access, outcomes and opportunities for access, outcomes and opportunities for Māori students and for Pasifika students.

Who is involved and how will the theme be managed?

The enhancement theme will be led by universities through a steering group. The steering group will comprise the DVC Academic or equivalent, or their nominee, from each university; the Chair and another member of Te Kāhui Amokura; two Pasifika members from universities; and two senior or postgraduate students who are Māori and Pasifika. The enhancement theme steering group will report to the Vice-Chancellors.

Will all universities be expected to do the same things?

No. All universities will work on the same theme, but it is expected that each university will undertake the enhancement theme in a way that fits with its own priorities and ethos. For example, some universities may focus on postgraduate students, others may focus on curriculum design and others on outreach and relationships with schools.

Why is AQA involved in the enhancement theme?

AQA's constitution establishes that part of its purpose is to apply quality enhancement processes that assist universities in improving student engagement, academic experience and learning outcomes. The enhancement theme is consistent with this aspect of AQA's purpose. AQA's role is to support and facilitate the scheme through providing secretariat support for the Enhancement theme steering group. AQA will also manage theme evaluations and the development of synthesis reports.

How will this be funded?

Each university will meet their costs of participation. AQA activities will be funded from its operating grant. Additional funding will be sought where appropriate.



