## Partners in Decision-Making

*A response to sector requests to strengthen*

*tertiary student voice in decision-making bodies*

October 2021



## Contents

Executive Summary [3](#_Executive_summary)

Appendix A: Convening conversations [6](#_Appendix_B:_)

Appendix B: Key Questions [8](#_Appendix_C:_)

Appendix C: Making partnership real [9](#_Appendix_C:_)

Appendix D: Resources and Services [17](#_Appendix_D:_)

Appendix E: International and domestic practices supporting students in

 institutional decision-making roles [20](#_Appendix_E:_)

Appendix F: Sector Agencies promoting partnership in decision-making [32](#_Appendix_F:_)

Appendix G: A Kaupapa Māori equity and braiding framework for achieving Vision Mātauranga Aspirations [34](#_Appendix_G:_)

Appendix H: Lincoln University Student Experience Board Terms of Reference [35](#_Appendix_H:_Lincoln)

Appendix I: University of Canterbury Students Association Representative Handbook 2021 [39](#_Appendix_I_)

Acknowledgements

Ministry of Education

New Zealand, August 2021.

Mātauranga House, 33 Bowen St

PO Box 1666, Thorndon

Wellington 6140, New Zealand.

## Executive summary

*Partners in Decision-Making* was a targeted initiative to progress the journey of strengthening learner capability for decision-making roles in universities and Te Pūkenga.

Students are at the core of tertiary education in Aotearoa New Zealand and they play a critical role on many boards and committees within their tertiary organisations. Their roles may be as elected or nominated student representatives or as participants through consultations, audits, and reviews.

While student voice in institutions and nationally has always been a prime motivation of student leaders, providers are now turning their attention to questioning the effectiveness of representative systems on their decision-making bodies.

The Ministry of Education invited Te Pūkenga and Universities New Zealand Te Pōkai Tara to nominate staff and students involved in decision-making functions to examine how well-prepared learners are for these decision-making roles, and how well-prepared staff are to work with students in these roles.

Students and staff, separately and together, reflected on the complexity of the decision-making environment and identified the same key areas for improvement:

* There is a wide range of providers who take different approaches to attracting, inducting and supporting members of decision-making bodies – staff as well as learners. The institutional frameworks which set the context for decision-making are at different stages of development – from established university and polytechnic structures to the evolving Te Pūkenga organisation and vocational education and training arrangements.
* Student representatives have short tenures. They come from widely varying cohorts and have distinctive pathways into decision-making roles. In most instances, students are in the minority of members on boards and committees. They often lack the knowledge, skills, confidence or opportunity staff have to influence decisions which staff are more likely to possess. They have other personal responsibilities, as learners, parents, employees but are motivated to do their best to make an impact on decisions to improve the experiences of other students.
* Māori students tell us that often they are not even at the decision-making table.
* Te Tiriti o Waitangi is seen as the touchstone for partnerships and core to all relationships in the sector. It gave rights to Māori as citizens to be involved in decision-making. There was general agreement that now is a good time to really lift what this looks like in tertiary education decision-making contexts. How this translates into practice and the pace for improvement will be different depending on the operational context. Milestones on the journey include equal representation of Māori, students and staff, on decision-making bodies; early involvement in the decision-making process; and sharing diverse knowledge and perspectives openly and respectfully.

To access some resources and services for Treaty-based relationships, see [**Appendix D**](#_Appendix_D:_)**.**

Despite the widely different perspectives of the participants, the hui demonstrated consistent motivation to make progress towards the shared goal of strengthening student voice to develop true partnership as a basis for decision-making.

When all the conversations across the three hui had time to settle, it became clearer that partnership is the desired goal of what is likely to be a long journey. Learning how to develop the trust and respect to work together effectively is the process.

What emerged were two simple routes to embed a culture of genuine partnership: to listen to each other and to learn together.

* *Listen to each other*
* Convene and make time for conversations to explore the benefits of partnership and build a clear, widely understood philosophy of what partnership in decision-making means in your context and how it is valued.
* Include students and staff from different perspectives and different levels who do not usually get the chance to talk together but who all have a role influencing partnerships in decision-making.
* Involve Chairs of boards and committees who have a vital part to play in ensuring all and diverse voices are engaged.
* Invite national networks and sector agencies to contribute. Set a culture of transparency in communication and listening respectfully and openly.
* Try out ways to show that the diversity of views is accommodated and valued, not just heard.
* Capture and report insights and keep these conversations going. Conversations should have a purpose and lead to actions or initiatives for improvement and change.
* Tell others about these conversations and what they are achieving so they can see that a culture of partnership is a journey accomplished through gradual steps which are achievable – ‘an evolution not a revolution’.

One way to approach this is outlined in [**Appendix A**](#_Appendix_A:_)

For some key focusing questions for conversations across networks see [**Appendix B**](#_Appendix_B:_)

Some ideas to stimulate thinking at these hui are covered in this think-piece [**Appendix C**](#_Appendix_C:_)

For some information about the roles of sector agencies see [**Appendix F**](#_Appendix_F:_)

* *Learn together*
* There is a wide range of resources produced internationally and in Aotearoa to help with learning to improve partnerships in decision-making. Staff and students at the hui revealed many current practices, ideas and innovations currently under development or being used in institutions that others can learn from. Sharing this knowledge and experience can help each provider to develop practices that are suitable and workable for their students and staff.
* Learn more about the practices that are actually occurring across your organisation. Perhaps consider beginning the journey by conducting an analysis to identify the gaps, challenges and opportunities within your institution. Ideally this could include all levels of management, academics, students and professional staff.Use this analysis not as a ‘talkfest’ but specifically to identify action points which are realistic and achievable.
* Prioritise the development of representative capability within both staff and students. Start by checking they have the same understanding of the formal structures and processes – the eco-system for decision-making. Help other students and staff learn about the eco-system for decision-making by publishing information about formal structures and processes such as what decision-making bodies exist and the function of each. Cultural training for all representatives, both staff and learners, is important.
* Consider the methods used to inform students about the availability of representative role and how they can participate in decision-making.
* Focus on whether there is adequate student training to nurture students’ capability and confidence for decision-making roles. Provide greater training in governance and lift their understanding of what a representative role on a committee means, in terms of both speaking for their constituents and their collective responsibility as a member of a decision-making body.
* Help staff learn about the inevitable power imbalance between staff and students on decision making bodies, the advantages of mentoring and collaborating with students and how to draw out the best input from them.
* The demands on some students representing the views of diverse communities may be greater. Work together to explore the options to spread the load and how their needs can best be incorporated into the decision-making process.
* Succession planning and knowledge transfer is crucial to the sustainability of partnerships in decision-making. It is a reality that student representatives change often. Staff and students need to work together on how changeover responsibilities to new a representative cohort might happen.

To access some learning tools that avoid ‘reinventing the wheel’ see **Appendix D.**

To find out more about international and local practices see [**Appendix E**](#_Appendix_E:_)**.**

This package uncovers some international and local information and research, and contributes to what might eventually become a central repository of tools and practices that has a level of co-ordination at national level.

It shares the process and thought leadership used in this initiative so that students and those working in the sector can progress the shared commitment to strengthen partnership in decision-making.

Please contact Nicola.Meek@education.govt.nz for any questions or comments about this work or opportunities to strengthen collaboration around partnerships in decision-making in tertiary education.

## Appendix A: Convening conversations

The Ministry of Education convened three hui with tauira and provider representatives nominated by Te Pūkenga Universities New Zealand and Te Pōkai Tara.

We wanted to hear about what student participation in decision-making bodies was like, how tauira found their way into these roles and how they prepared for them. We wanted to explore what improvements might be possible and what resources and support tauira and providers might need from government and other agencies.

The process of developing an increasingly effective culture of partnership in decision-making in tertiary education includes time to get to know each other and listening to each other’s perspectives on common questions.

We’ve included this section how on those hui ran, the key focus questions, and how data was gathered in case your networks want to convene similar conversations locally.

**Participants:** We invited Te Pūkenga and Universities New Zealand to nominate staff and tauira to join this conversation. For us it was incredibly valuable to hear from people we wouldn’t otherwise know and who were actually working on decision-making bodies now and who could share expertise we wouldn’t otherwise have access to.

*For your thinking*:

* who might help you find the participants who can most bring the most benefit to this conversation, and who might get the most benefit from it?

*Lessons learned:*

* if we were doing this again, we would make it clear that equal numbers of Māori tauira and staff were welcome to attend as a one way of honouring Te Tiriti.
* participants said they valued being part of a conversation with people who weren’t on the same campus / part of the sector as themselves.

**Pre-meeting information:** We provided a short briefing document a few days ahead the hui so that everyone had the same information about why the hui was happening, what the specific focus was, what their role was, and what was expected to come out of the meeting.

*For your thinking:*

* *how clearly is pre-meeting information framed in your network and what might need to happen to embed this as effective practice.*

**A safe place for conversations:** We held a hui for staff and a separate hui for tauira, then a third hui with ran workshops both groups. Each group had 10 – 12 participants which allowed for plenty of opportunities for everyone to have a say. As the third hui had around 24 participants, we organised the room café style, with tauira and staff in each group.

We dedicated time at the beginning of each hui for whakawhanaungatanga, getting to know the people in the room, and the perspectives they bring.

*For your thinking:*

If you were to convene a similar hui, how would you know if participants would feel safer talking with people with similar roles to them, or were open to working with tauira / staff as partners from the outset?

*Lessons learned*:

We used an independent venue and brought in independent experts to steer the hui which reduced any suggestion that any particular party ‘owned’ the conversation.

**Gathering data and feedback:** We had several ways to capture insights from the kōrero: notes from small group activities; individual comments, reflections, questions; and a note-taker with the exclusive function of capturing plenary discussion.

We collated the data and returned the notes to the participant group within a week of the meeting; and circulated the notes from both the first two workshops to both groups of participants ahead of the third meeting.

*For your thinking:* what are your timing and accuracy standards for returning data to participants?

**Extending community of interest:** For last half of the third and final meeting, we invited people from agencies with an interest in continuous improvement in the education sector. This had (at least) two benefits. Participants could synthesise and share what they’d been talking about, and agencies could inform tauira and staff about how the work they are doing do aligns with what the participants were talking about.

## Appendix B: Key Questions

The following sets of questions were used as the focus for enquiry about partnering in decision-making:

*Exploring participant perspectives:*

* What are your experiences partnering with providers/tauira in decision making?
* What pathways led you into decision-making positions at your institution?
* What challenges have you found to being an effective partner in decision making?

*Shaping future needs and opportunities:*

* What skills and competencies do providers/tauira need to be confident and effective in these decision-making roles?
* How can tauira and providers be more effective in honouring Te Tiriti in decision-making groups? What about other equity groups?
* What can providers do to help develop decision-making capability?
* What would you like to see in place that would help tauira and providers work together effectively to achieve good outcomes?

*Scoping future preferences:*

* What are the actions/initiatives etc that might help progress the journey toward partnership?
* What are some of the challenges and opportunities for implementation? For tauira, for providers and the institution?
* How might these be implemented? How might we evaluate progress?
* How do we broaden discussion, understanding and knowledge within our institutions and beyond? What role do we all play-individuals, collectively, centrally?
* What tools and resources might support this journey?
* How do we access and share information, resources, good practice and tools? What might this look like?

## Appendix C:

## Making Partnership Real

Dr Sally Varnham and Pam Thorburn

August 2021

*Our learners are the core of tertiary education in New Zealand as elsewhere. How do we ensure that their voices are heard and that they inform decision making in providers across the sector? How may the principles of partnership in Te Tiriti o Waitangi become embedded in this resetting of relationships?*

While student voice has always been a prime motivation of student leaders in institutions and nationally, providers are now turning their attention to questioning the effectiveness of representative systems on their decision making and governance bodies. Increasingly in comparative sectors abroad, tertiary institutions and their students are working together to embed student partnership as a culture of making decisions which take account of all interests and perspectives. While it is useful to learn from these sectors, it is important to have uppermost the unique nature of New Zealand tertiary education.

The *Partners in Decision-making* initiative aims to move towards clarity in understanding what student partnership means, why it is important and what is needed for it to become embedded as the culture of decision making in institutions. This paper provides a perspective on the themes highlighted through the initiative, poses questions for discussion and reflection and finishes with an outline of some possible ways to progress the journey towards partnership in decision-making.

Learners and staff participating in the initiative made abundantly clear both the diverse nature of the New Zealand sector and its key considerations. Specifically:

1. The centrality of Te Tiriti o Waitangi and its principles of partnership.
2. The widely varying learner cohorts and their distinctive pathways;
3. The wide range of providers and the education and training they provide, including their philosophies of learning;
4. The different stages of development of institutional frameworks which set the context for decision making and governance - from the established university structures to the evolving Te Pūkenga organisation and industry training arrangements.

These hui followed the mahi in 2020 of national student leaders which resulted in *Whiria Ngā Rau: from student voice to partnership.* A gift to the sector, Whiria Ngā Rau uses the harakeke to frame a learner perspective of the values which may help shift from ‘student voice’ as an abstract term to a tertiary education system that honours Te Tiriti o Waitangi and embraces its learners as its key partners. Through a set of suggested principles and reflections of practice, *Whiria Ngā Rau* aims to provide both the inspiration and the means for the journey.

It is essential to recognise at the outset that this work is about reaching a shared understanding of student partnership and assisting student representatives and providers on decision making bodies to work together effectively and authentically.

Moving along the continuum from student voice to student engagement to student partnership – some **common themes** from both hui include:

1. The central importance of **Te Tiriti o Waitangi** as the touchstone for partnerships. There was general agreement that now is a good time to really lift what this looks like in tertiary education decision-making contexts.
2. **Organisational Culture:** It is important that a future model of partnership and working collaboratively is embedded in practice. A provider culture based on a set of agreed values was a desired approach. Being respected and valued for contributions was important with students, who want in particular to be treated as adults and expert contributors to decision making.
3. **Transparency, clear expectations and timely communication:** Providers and students could work together to develop effective and appropriate communication channels. These would ensure students are able to come to the table fully informed of all that surrounds the issues and decisions to be made.
4. **Pathways for student representatives:** There are huge variations in pathways for learners into representative roles and they mostly arise through informal connections. How may providers and students work together to enhance the understanding among students of the importance of these roles and the visibility of opportunities for them? Within this question is a sector-wide discussion of the benefits of effective student representation for both institutions, students and the sector generally.
5. **Recognition:** There is clearly a need to recognise the value students bring to decision-making roles but what form should recognition of their time and application take? Discussed were means such as payment, recognition on transcripts, credits, internships and awards for leadership.
6. **Training and support for staff:** There is inevitably a power imbalance between staff and students on decision making bodies. Recognition of this and consideration of how it may be addressed is important. How may staff be encouraged to see the advantages of collaboration with students and be helped with means to draw out the best input from them? It is essential to build respect for each other’s views. Staff student liaison roles and informal means of communication to build relationships were considered as was the need to widen the conversation among staff cohorts in institutions – academics, managers, professional staff – to increase understanding.
7. **The critical role of Chairs of boards and committees:** They play a vital part in ensuring all and diverse voices are engaged. This requires allowing time and resources to develop the relationships which foster free and open discussion of issues. Setting of agendas for meetings important and co-chairing could be considered.
8. **Training and support of students in decision-making roles:** How best to ensure students receive whatever training and support is needed to ensure they are capable and confident in their decision-making roles was central. The support should include provision for mentoring by staff for student representatives. The students stressed the importance of lifting their understanding of what a representative role means in terms of both speaking for their constituents and their collective responsibility as a member of a decision-making body. It was suggested that greater training in governance was called for. Running alongside this is the understanding by staff of ‘who students speak for’ on committees.
9. **Equity and diversity:** The wide range of providers and students who make up the tertiary system presents challenges in ensuring that student representatives are aware of the structures and systems surrounding decision making in their institution. Providers and learners in each institution need to focus on the needs of all representatives within its structure and functions of the decision-making bodies. A good process would be working with its staff and students on an institutional analysis to identify gaps and challenges and develop means of addressing these. Cultural training for all representatives, both staff and learners, is important.
10. **Succession planning and sustainability is central:** Attention should be paid to how best this may be achieved by both staff and students.

Even at the early stages of this initiative, students and staff demonstrated a commonality of purpose, and despite the widely differing perspectives of all the participants there was shown to be a strong consistency in motivation towards partnership.

For partnership to become embedded there needs to be a clear institution-wide philosophy of student engagement and student partnership which is visible at all levels of decision making. It should be seen by providers as integral to the educational experience they provide, and by students as a component of their professional and personal development. It is essential to develop mutual trust and respect through providers and students working together to create an environment for decision making which is understood, accessible and transparent.

Clear and appropriate means of communication should be agreed upon by all. Thought should be put into how best issues may be identified and communicated and how to work collectively towards resolution. Important to this end could simply be agreeing on suitable times and places for meetings and collaboration to take place.

*So what might be some ways to make these improvements real? How do we keep them simple and achievable?*

* **Widening the Conversation**

It is important for institutions to have an ongoing focus on making the environment more inclusive for student input to decision making. Central to this is widening the understanding of partnership in decision making. Staff and students should work together to overcome the challenge of a constantly changing student population and to use succession as an opportunity to expand the collective understanding of the value of partnership. Working together to develop the responsibilities and mechanisms for changeover and knowledge transfer is key.

Consider:

* What do you see as the benefits to both the students and your institution by adopting a partnership approach to problem solving and decision making?
* What are your ideas for widening the conversation within your circles of influence, emphasising the benefits and the case for increasing the presence of students within all levels decision making?
* **Community**

The focus on creating communities which are more inclusive for students in decision making should be ongoing, both within institutions but also widely in the sector. There should be a responsibility on all institutional staff to encourage, advise and support students to this end and to ‘demystify’ the strategies and priorities which feed into decision making. The key is all working together to plan and implement straightforward and workable systems. Sector agencies have a key role to play in assisting and encouraging this process.

Consider:

* What role might Practitioner / Learner networks play in improving and sharing good practices?
* What role could sector agencies be playing in supporting and encouraging partnership in institutional decision making?
* **Developing and building on current practices**

There are many practices currently being used and under development within institutions and these could be shared and contextualised for particular needs and situations. They could be formal such as regular Staff/Student Consultative or Liaison Committees, or informal such as regular and well understood systems for seeking out the views of the wide range of students. Provider institutions now have resources for training, support and mentoring and these could be shared through a common database or forming practitioner networks. [See for example: [SVA-GPG-Structure-Case-Study.pdf (studentvoiceaustralia.com)](https://studentvoiceaustralia.com/wp-content/uploads/2019/12/SVA-GPG-Structure-Case-Study.pdf)]

Consider:

* What opportunities are there to work together on strategies to develop or enhance genuine and authentic student partnership within decision making in your institution?
* What is needed for a ‘campaign’ of training and support for students as decision-makers, transferring knowledge on succession and valuing these representative roles?
* **Resources**

Many providers and students in New Zealand and abroad have been working towards a collective understanding and implementation of student partnership. There is an increased recognition of the importance of working collaboratively and it is valuable to look to the knowledge already accumulated within institutions, nationally and internationally. There is a wide range of resources available to assist institutions to develop their own systems.

Consider:

* How can you use current resources (including networks, time and spaces) for the development of partnerships between learners and providers involved in decision-making?
* What resources do you need and how could you work collaboratively to develop them?

**Future directions**

*This work has aimed to plant the seeds and create the impetus to widen the conversation among key provider personnel and students. It provides resources on which they may draw, and creates more opportunities for sharing knowledge, information and processes among students and providers across the sector*.

All three hui have clearly demonstrated the motivation of providers, students and sector agencies to work together in the best interests of all. The starting point is a general agreement that students are at the heart of tertiary education and their voices should be a central component of all decision-making. This agreement is the beginning of a journey based on a common understanding of what it means to work together and why, and how to make it a reality.

There is a widely diverse range of students who make up the tertiary sector and how all their voices may be represented is the central question. It requires that the engagement of student voice is more than simply having student representation on institutional boards and committees. Rather integration of student voice should be a fundamental part of all decision making and it should be seen as both real and achievable, rather than optional or aspirational.

The discussions between providers, students and agencies provided the opportunity for asking questions and sharing views in a trusted and safe environment. There was an appreciation of the wide range of interests and perspectives of all the participants and the responsibilities, knowledge, experiences, insights and opinions of each person. Importantly there was clear indication of an evolving understanding of what working together entails and how best to develop a culture of effective and authentic representation of the wide range of student voices in each particular provider and across the sector.

Clarity as to the meaning of partnership within a broader understanding of all tertiary environments in Aotearoa New Zealand is essential. Important also is a clear view of the scope of this work within this scenario.

**Partnership** is a word and a concept which has many different meanings within many different contexts. The hui emphasised the central importance of **Te Tiriti o Waitangi** as the touchstone for partnerships.

Today the Treaty is widely accepted to be a constitutional document that establishes and guides the relationship between the Crown in New Zealand (embodied by our government) and Māori.

As a partner to Te Tiriti o Waitangi, the Crown has a duty to actively promote and protect Tiriti rights and to develop education settings in a way that reflects Māori-Crown relationships. As such the principles which surround the Te Tiriti partnership are core to all relationships within the sector. How best to ensure the effective and authentic incorporation of all learner voices within our tertiary environment while honouring the Te Tiriti partnership was a core part of all discussion.

The Treaty relationship is unique and honouring the principles is central to the journey toward partnership. How this translates into practice within the tertiary environment and in particular within individual tertiary institutions will be different depending on the operational context and will need to be explored.

While the special place of Māori representation within the decision-making process was considered critical, it is important to remember that the scope of this work was considering the broader parameters of student representation and how best to assist the integration of all learner voices within decision making.

For clarity, a lead may be taken from tertiary sectors abroad where the continuum has been termed as authentic engagement of student voice: a path towards development of a relationship of partnership. This work suggests following that path by recommending ways of working together which effectively and authentically embrace all learner voices. Partnership is the aim rather than the beginning. Learning how to develop the trust and respect to work together effectively is the process.

To be seen as achievable, any processes should be clear and straightforward and benefit both students, providers and the sector. The range of both providers and learners which were represented at the hui demonstrated that here is ‘no one size fits all’. They emphasised the importance of a focus on inclusivity and the sharing of knowledge, experiences and insights to enable each provider to develop practices suitable and workable for them.

The hui revealed many ideas and innovations already operating and the opportunity was provided for learning from each other. How we achieve clarity and the continuous gaining of knowledge is through the continuation of similar conversations and or hui and the desire to have these challenging and courageous conversations.

Set out below are some suggestions that might help to continue the journey toward meaningful change.

**Practical points for making this journey real**

These are points specifically identified in the hui. They are in addition to the multitude of resources provided by links in the Report on International and Domestic practices and the Toolkit appended to this document.

**Widen the Conversation**

* Establishing a sense of community and a culture of sharing of information is important. Communication among and with student bodies, providers and sector agencies should be receptive, transparent and respectful. It should be aimed at more than just hearing a diversity of views but ensuring they are valued and accommodated. Students and providers could work together to decide the best means and times of communication. Establishing regular liaison times and methods is suggested to make communication more achievable in all learning environments.
* We are all in a position to influence change, from our different perspectives and at our different levels. However, there will be key people whose roles put them in a position to facilitate change within your environment - be bold. Create opportunities for discussion – provider management and governance groups, student groups within providers and nationally and sector agencies.
* Be clear on the value of student voice and of working together to be able to articulate this positively to these people, groups and cohorts.
* Use the connections established at the hui to build networks and communities of practice to learn what other providers and students are doing and to identify and recognize good practices (an example could be the Lincoln University Student Experience Board shared at the hui). Work together on communication strategies and initiatives and bring the ideas to your institution.
* Show how embedding a culture of working together is a journey and which may be accomplished through gradual steps which are achievable – ‘an evolution not a revolution’.
* Invite sector agencies to play a strong role in strengthening this culture. Establishing lines of communication and liaison with them is important.

 **Building on Current Capability**

* Begin the journey by conducting an analysis to identify the gaps, challenges and opportunities within your institution. Ideally this could include all levels of management, academics, students and professional staff.
* Use this analysis not as a ‘talkfest’ but specifically to identify action points which are realistic and achievable.
* Prioritise the development of representative capability within both staff and students. Focus on whether there is adequate student training and capacity building to nurture and develop the student leadership within your organisation. Work with student representatives to identify what would work best for them and for the institution.
* Make sure that staff and students have an understanding of the relevant decision-making formal structures, processes and policies - the eco-system. Identify where there might be opportunities to change and improve.
* Ensure that your staff training and development places engagement and working together with students as core.
* To develop an authentic culture of working together, there should be value accorded to all voices, providers, staff and students. Providers and students both play a role in developing effective networks among student groups to support and amplify diverse views. Student bodies each bring different perspectives, and they have a responsibility to support each other to fulfil decision-making roles.
* All student representatives and student bodies should have access to all information required to enable their effective participation in decision making. This includes the fundamentals of governance and management and decision-making processes, matters relating to provider and sector strategy and funding.
* Providers should prioritise identifying issues and making decisions more comfortable and respectful for all students and staff. A system of mentoring could be considered for this. Chairs of decision-making bodies have a strong role to play.

**Recognition of Workload**

* All student leadership should be resourced with the right information, skills and time to prepare for meeting and be recognised to enable them to perform the representative roles effectively. Providers and students should take the opportunity to work together to consider how best this may be accomplished.
* Succession planning and knowledge transfer is crucial to sustainability of student voice. It is suggested that providers and staff work together with student representatives and leaders to provide the support needed for successful transitions and to enable those coming into the positions to be fully equipped to participate effectively from the outset.
* Student representatives need to be supported to manage the demands of representative roles and responsibilities. Work together to identify how student and staff time can best be managed to achieve the best possible value.
* The demands on some students representing the views of diverse communities may be greater. Work together to explore the options to spread the load and how their needs can best be incorporated into the decision-making process.
* A large number of resources and guidelines are available on the following pages here. Rather than ‘reinventing the wheel’, it is suggested it could be considered how they may be adapted for the context of your institution.

**Concluding Remarks**

There was a desire expressed to have a degree of co-ordination at a national level that would help facilitate progress of student voice toward authentic partnership.

This could enable initiatives such as a central repository for information and resources to be provided. It could also provide opportunities to support local, regional and national networking and discussion forums. It could assist with sharing good practice, training, tools and support for both students and staff working together, recognise the leadership of students and provide relevant advice.

## Appendix D: Toolkit - Resources and services

|  |  |
| --- | --- |
| **Widening the conversation** | **Resource** |
| Te Tiriti ō Waitangi PartnershipStrengthening Māori governance | * Te Puni Kōkiri
* What is governance

<https://www.tpk.govt.nz/en/whakamahia/effective-governance/what-is-governance>* Te Arawhiti
* Building closer partnerships with Māori

<https://www.tearawhiti.govt.nz/assets/Tools-and-Resources/Building-closer-partnerships-with-Maori-Principles.pdf>* Vision Mātauranga and He Awa Whiria: Equity and Braiding approaches to project planning

[Bridging-Cultural-Perspectives-FINAL-0.pdf (swa.govt.nz)](https://thehub.swa.govt.nz/assets/Uploads/Bridging-Cultural-Perspectives-FINAL-0.pdf)Planning tool – see [**Appendix G**](#_Appendix_G:)* The Tangatiratanga Report for Tāmaki Makaurau 2019 (focus area Youth Participations and Leadership) [IMSB\_Rangatiratanga report 2020.indd](https://www.imsb.maori.nz/assets/pdf/IMSB_Rangatiratanga-Report-20200226.pdf?k=d367cba727)
* Governance Review Tiohanga Rukuhia:

[MĀORI Governance Reviews — Te Whare Hukahuka (twh.co.nz)](https://www.twh.co.nz/governance-reviews) |
| Prompts for conversations to listen to each other | * The Australia and New Zealand School of Government
* [How Aotearoa-New Zealand is building successful partnerships with First Peoples | ANZSOG](https://www.anzsog.edu.au/resource-library/news-media/how-new-zealand-is-building-successful-partnerships-with-first-peoples)
* Te Rau Ora – Strengthening Māori Health and Well-being

[Sir-Mason-Durie-Transcript-Keynote-The-Future-of-Maori-Health-Forum-30th-Nov-2020.pdf (terauora.com)](https://terauora.com/wp-content/uploads/2021/02/Sir-Mason-Durie-Transcript-Keynote-The-Future-of-Maori-Health-Forum-30th-Nov-2020.pdf)* Student as partners: Building capability in staff and students

M. Burnie, A. Henderson & H. Dolan Academic Skills, The University of Melbourne[15D.pdf (unistars.org)](https://unistars.org/papers/STARS2021/15D.pdf)* Student participation in university governance: the role conceptions and sense of efficacy of student representatives on departmental committees

<https://doi.org/10.1080/03075070802602000>* Redefining Student Representation: from tokens to change makers

 Jordan Tolli and Dr Mollie Dollinger[15A.pdf (unistars.org)](https://unistars.org/papers/STARS2021/15A.pdf)* Students as customers versus as active agents: conceptualising the student role in governance and quality assurance.

R.Naylor, M.Dollinger, M. Mahat and M. Khawaja [Students as customers versus as active agents: conceptualising the student role in governance and quality assurance | Request PDF (researchgate.net)](https://www.researchgate.net/publication/342996608_Students_as_customers_versus_as_active_agents_conceptualising_the_student_role_in_governance_and_quality_assurance) |
| Embedding a culture of partnership | * Whiria Ngā Rau: Progressing from Student Voice to Partnerships

[Whiria Ngā Rau](https://conversation-space.s3-ap-southeast-2.amazonaws.com/Whiria%2BNga%CC%84%2BRau%2B%E2%80%93%2Bprogressing%2Bfrom%2Bstudent%2Bvoice%2Bto%2Bpartnerships%2B2021.pdf)* Creating a National Framework for Student Partnership in University Decision-Making and Governance

[Creating a National Framework for Student Partnership in University Decision171017.pdf (uts.edu.au)](https://www.uts.edu.au/sites/default/files/article/downloads/Creating%20a%20National%20Framework%20for%20Student%20Partnership%20in%20University%20Decision171017.pdf)* Lincoln University Student Experience Board Terms of Reference (see [**Appendix H**](#_Appendix_H))
* Student Partnerships in Quality Scotland
* A Ladder of Citizen Participation - Sherry R Arnstein <https://www.sparqs.ac.uk/ch/F2%20ladder-of-citizen-participation_en.pdf>
* Massey University
* Campus Co-Lab

<http://www.campusco-lab.com/>* Student Voice Australia
* *Creating a national framework for student partnership in university decision-making and governance:* *A toolkit for embedding student partnership in your institution*
* Building Partnership pp. 5-11

<http://studentvoiceaustralia.com/wp-content/uploads/2017/12/toolkit-261117.compressed-1.pdf>* Student voice in Tertiary Education Settings

[TOOL | Student Voice in Tertiary Education Settings Practice Examples (ako.ac.nz)](https://ako.ac.nz/assets/Knowledge-centre/The-student-voice/Student-Voice-in-Tertiary-Education-Settings-Practice-Examples.pdf) |
| **Developing skills & confidence** | **Resources**  |
| Induction  | * Student Representative Introductory Training Modules (including succession planning)

[SVA-GPG-Training-Modules.pdf (studentvoiceaustralia.com)](https://studentvoiceaustralia.com/wp-content/uploads/2019/12/SVA-GPG-Training-Modules.pdf)* The Student Engagement Partnership (England)
* Introductory Student Representative Training Sessions

[Introductory Student Rep Training Sessions – The Student Engagement Partnership (tsep.org.uk)](https://tsep.org.uk/introductory-student-rep-training-sessions/)Edinburgh University Students Association – Class Rep WorkbookC [E3 Case Study - EUSA Informatics Workbook 12-13.pdf (sparqs.ac.uk)](https://www.sparqs.ac.uk/ch/E3%20Case%20Study%20-%20EUSA%20Informatics%20Workbook%2012-13.pdf)* A guide to inducting students’ association education officers in colleges for 2021-22

[A guide to inducting students' association education officers in colleges for 2021-22 - sparqs - sparqs Resource Library, Edinburgh](https://www.sparqs.ac.uk/resource-item.php?item=266) |
| Planning tools  | * Course rep life cycle planning tool

[E3 Case Study - EUSA Informatics Workbook 12-13.pdf (sparqs.ac.uk)](https://www.sparqs.ac.uk/ch/E3%20Case%20Study%20-%20EUSA%20Informatics%20Workbook%2012-13.pdf) |
| Meeting practices  | * Effective participation in meetings – Perth College UHI

[sparqs > Resource Library](https://www.sparqs.ac.uk/resources.php) * Seven steps to Effective Decision-making

[decision-making-steps\_002b (umassd.edu)](https://www.umassd.edu/media/umassdartmouth/fycm/decision_making_process.pdf) |
| Education and Training  | * Student Voice Australia - *Creating a national framework for student partnership in university decision-making and governance:* *A toolkit for embedding student partnership in your institution.* Training and Support pp. 20-41

<http://studentvoiceaustralia.com/wp-content/uploads/2017/12/toolkit-261117.compressed-1.pdf>* A toolkit for embedding student partnership in your institution

[toolkit-261117.compressed-1.pdf (studentvoiceaustralia.com)](https://studentvoiceaustralia.com/wp-content/uploads/2017/12/toolkit-261117.compressed-1.pdf)Students as Partners programme at the University of Melbourne…gives students the opportunity to: * provide a student perspective on current and future activities
* participate in team decision-making
* review, design and develop engaging services and resources
* co-deliver workshops and presentations

[Students as partners program (unimelb.edu.au)](https://students.unimelb.edu.au/academic-skills/students-as-partners-program)* Student as Partners programme at Victoria University Melbourne is characterised by 8 principles: embedded practice in and out of the academic classroom; recognition / remunerations, community practice, holistic approach to partnership, co-creation, accessible to university population, valuing successful partnerships, empowering agency and successful outcomes for decision-making.

[Students as Partners | Victoria University (vu.edu.au)](https://www.vu.edu.au/current-students/careers-opportunities/students-as-partners)* New Zealand Schools Trustees Association
* Student Representative Handbook
* Meeting Procedure / Governance and Management pp. 7-13
* [student-rep-handbook\_web.pdf (trustee-election.co.nz)](https://www.trustee-election.co.nz/assets/Becoming-a-Trustee/e5c277e504/student-rep-handbook_web.pdf)
* The Four Pillars of Governance Best Practice for New Zealand Directors

[Four Pillars of Governance | Contents | IoD NZ](https://www.iod.org.nz/resources-and-insights/4-pillars-landing-page/contents/) |

## Appendix E: International and domestic practices supporting students in institutional decision-making roles

In comparative sectors abroad providers and students in tertiary education are developing a culture of student partnership in their decision making. It was once said that we use students to confirm decisions rather than inform them but there is strong evidence now that this is changing. There is a new focus on the importance of learner voice and a respect for the need for inclusiveness in decision making. Increasingly, the trend is towards a collaborative approach with students having a strong role to play from the outset and institutions and their students working towards a culture of partnership.

There are many in Aotearoa New Zealand now thinking in these terms too. This is consistent with government’s strategic settings for a learner-centred education system[[1]](#footnote-1). The time has come for a sector-wide conversation involving providers, students and sector agencies. It would be useful to reach a collective understanding of ‘what’, ‘why’ and ‘how’: what a culture of student partnership in decision-making means in practice, the benefits for institutions and their students of working together in this way; and how it may be achieved.

In sectors abroad the progression is expressed as student voice to student engagement to student partnership and this it achieved through authentic student representation. It begins with course representation and many students then progress to being members of institutional boards and committees, on working parties, consultations, audits and reviews.

For students, being an effective representative in institutional decision making is not always easy. For many staff, working with students collaboratively may not always be easy either. Partnership requires student representatives who are confident, capable, who are informed and who understand their role as part of a decision-making body. It requires of staff an appreciation of the value of learner voice and the ability to bring out the best in the student representatives – to support them, to uphold their mana, and to learn from them. Most of all it requires transparency and trust.

In all the sectors, there is an ongoing discussion in relation to reward and recognition for students fulfilling representative roles. For students to be effective in these roles requires dedication of time in addition to their study and personal lives. How this is best recognised is the subject of differing views, depending on the institution and the role. It may be by payment or it may be a certificate of recognition, noted on transcripts or thank you events with award presentations. These are tangible benefits which arguably serve to encourage professionalism to the role and enhance diversity of representatives. The intangible benefits students gain in terms of their professional and personal development cannot be overstated. Skills in leadership, critical thinking and democratic processes are undeniably gained from representative work but this should not detract from a consideration of tangible benefits. An important question is how best to attract a diverse range of students to undertake and sustain representative roles on decision-making committees – faculty, institutional or associated with student clubs and sports.

This analysis looks abroad first to consider the mechanisms being developed to support both students and staff in representative roles in their institutions. It draws on the experiences, the developments and the practices in comparative sectors, particularly in the United Kingdom, Scotland and Wales, Ireland and Australia. The specific focus here is the provision made in each sector for the training and support of students and staff in their representative systems.

In beginning this analysis and pointing to resources, it is important to note that in the United Kingdom and Irish sectors student representation starts from the class or course level and the focus is on development of capability from the outset. Most commonly these representatives progress upwards to faculty and institutional level, armed with the knowledge, experience and ability to be effective representatives on decision making and governance bodies. Australia’s course representative system is less well developed and representative training is aimed more at students undertaking roles on faculty and institutional boards and committees.

The second part of this analysis will be a consideration of the current situation in New Zealand. It will look at the current state of student voice and some emerging frameworks.

**Part 1: The International View**

Practices for the incorporation of student voice should not be considered in isolation, but rather as ‘the way things are done’ in institutions and across the sector. This is the approach in the international sectors considered here.

It is important to recognise that there is no ‘one size fits all’. While the practices, experiences and guidance from abroad are valuable, the best means by which student voice may be incorporated should be determined by each particular institution taking into account its individual characteristics.

The United Kingdom institutions are: Student Partnerships in Quality Scotland ([sparqs](http://www.sparqs.co.uk.)); The Student Engagement Partnership ([TSEP](http://www.tsep.co.uk)) or the whole of the United Kingdom, and [Wise Wales](http://www.wisewales.org.uk). In Ireland there is the National Student Engagement Programme ([NStEP](https://studentengagement.ie)). These national bodies all play a strong role in working with students and providers and have permanent staff to assist with this training and support.

[Student Voice Australia](https://studentvoiceaustralia.com/) has been recently formed as a collaboration between participant institutions with the support of the Tertiary Education Quality and Standards Authority.

The abundant resources on the websites of all of these organisations provide toolkits and best practice guides, together with stories and case studies which provide both the inspiration and the guidance for making student partnership a reality.

**Scotland: Student partnerships in quality Scotland** [**sparqs**](http://www.sparqs.co.uk.)

Sparqs was set up in 2003 as a collaboration between the National Union of Students (NUS), the Quality Assurance Agency (QAA Scotland), the Higher Education Academy (HEA) and originally the Higher Education Funding Council (HEFCE) (now the Office for Students). It is at the forefront of student partnership and has developed a strong international presence, providing advice and assistance to students and providers in Ireland and in many countries in Europe, as well as for Student Voice Australia.

***The Student Engagement Framework for Scotland***

The Framework sets out five key elements of student partnership:

* students feeling part of a supportive institution;
* students engaging in their own learning;
* students working with their institution in shaping the direction of learning;
* formal mechanisms for quality and governance; and
* influencing the student experience at a national level.

The Framework focuses on students, not just identifying problems but working with staff to develop solutions, implement actions and explore future developments. It incorporates student representatives working in partnership with institutions on formal mechanisms to enhance the student experience at a strategic level.

***Training and Support***

1. Sparqs works with universities and colleges across Scotland to reinforce the understanding of providers working with students and ensuring the capability and confidence of student representatives, and to develop their training programmes.
2. There is strong emphasis on training and support as being a dual role between students and staff, and it runs [Train the Trainer](https://www.sparqs.ac.uk/students.php?page=55) courses to assist students to effectively work as trainers for student representatives. Known as the [Institutional Associate Trainers](https://www.sparqs.ac.uk/students.php?page=55) (IAT) scheme it helps students and institutions develop their own representative training and to recruit and manage their own teams of trainers. This peer-led model of training provides development opportunities for students while allowing training to be appropriate to the structures, needs and cultures of each particular institution.
3. For colleges, there is close liaison with the [College Development Network](http://www.collegedevelopmentnetwork.ac.uk/) (CDN) on the development of its [resources on governance](http://www.collegedevelopmentnetwork.ac.uk/projects/governance-leadership-and-management/governance/) for college board members, and it contributes to the induction programme for board members. In its words: ‘This includes boards' responsibilities for the student experience, the legislative and policy drivers that have put student engagement and students' associations at the heart of quality and governance, and how board members can work in partnership with students to enhance the quality of the learning experience’.

***Resources***

A multitude of training resources are available at [www.sparqs.org.uk](http://www.sparqs.org.uk), [*Partnership at Robert Gordon University: Student Representative Handbook 2017/2018.*](https://www.sparqs.ac.uk/ch/RGU%20StudentRep_Handbook_Print1718.pdf)

**The United Kingdom: The Student Engagement Partnership** [**TSEP**](https://tsep.org.uk/)

TSEP was established formally in 2013 to champion and develop student engagement in higher education in the UK and it is housed within the National Union of Students (NUS). It brings together a wide range of members of the higher education community – providers, student organisations and sector agencies.

***The Framework***

Publication in 2011 of the government White Paper *“Students at the Heart of the System”* advanced the need for a co-ordinated approach across the UK towards supporting the sector with research, training and consultancy to further embed student engagement to partnership in all facets of institutional activities. It received a further boost in Chapter B5 Student Engagement in the [Quality Code for Higher Education](https://www.qaa.ac.uk/docs/qaa/quality-code/advice-and-guidance-student-engagement.pdf?sfvrsn=6224c181_2) with the expectation that “Higher education providers take deliberate steps to engage all students, individually and collectively, as partners in the assurance and enhancement of their educational experience”, followed by 7 indicators.

Student engagement practices are seen within a wider institutional strategic approach with three categories:

* Academic meaning engagement in and with learning;
* Social engagement with the wider learning community; and
* Enhancement meaning engagement with processes for quality, governance etc.

It is the third facet which is the particular concern of this analysis.

***Training and Support***

TSEP has designed Introductory Representation Training Sessions for the use of staff who train and support student academic representatives, from course or class representatives through to those involved in provider decision making and governance bodies. Research published in 2017[[2]](#footnote-2) found that a recurrent theme of the success or otherwise of student representation was the way in which academic staff engaged with it. It emphasised not simply the need for training of student representatives but the importance of training for staff to get the most out of student engagement, to be aware of the perception of power imbalance and take steps to mitigate the effects of this.

***Resources***

<https://tsep.org.uk/introductory-student-rep-training-sessions/>.

**Wales Cymru - Wise Wales**

Established in 2009 Wise Wales works through collaboration with sector organisations to create a ‘culture of meaningful partnership’ between educators, students and student unions in Wales. Wise Wales facilitates the sharing of best practice and collectively supporting student voice at the heart of all institutional and sector functions, to work with the sector to move from student engagement solely, to student partnership and thus student empowerment.

***The Framework***

In 2018, commissioned by the Welsh Government, it developed the Pathways to Partnership Toolkit designed to assist students and providers to separately identify and assess their institutions’ partnership practices against a set of indicators, and to create an action plan for improvement.

There are five indicators which point to the development and embedding of an ethos of partnership through ongoing dialogue and interactions between providers and their students and implementation of good practice in partnership initiatives. The indicator of particular relevance to this report is Indicator 4 which states: “The practical opportunities for students to become partnership in enhancing and shaping their experiences within education are ever increasing and evolving” with essential criterial being that ‘Students are involved in all decision making processes that affect them across the whole institution’ and ‘Student representatives sit on every appropriate decision making body that holds the potential to affect the wider student experience’.

***Training and Support***

Clearly essential is the training and support of student representatives to fulfil those roles, and support for staff in working in partnership with student on these governance bodies. The Welsh Government has continued to lend its support to student partnership and the work of Wise Wales by commissioning a study published in 2020[[3]](#footnote-3) and placing greater focus on higher and further education providers working in partnership with students by integrating the requirement of an action plan within annual quality assurance processes.[[4]](#footnote-4) The 2020 study found that student partnership was well integrated into strategic decision-making across both the HEI and FEI sectors. It found however that while student partnership appeared to be well understood at strategic level, there needed to be a greater understanding of the concept of student partnership and the principles on which it is built among middle management and academic staff [[5]](#footnote-5). The research recommended that there should be ‘encouragement’ to increase the understanding of middle management staff in addition to stating: ‘Effective student partnership needs training, support and resources in place to enable all students to fully participate. NUS Wales should continue to be resourced to support the development of students for active participation’ [[6]](#footnote-6).

***Resources*** <https://wisewales.org.uk/resources/pathways-to-partnership-for-he-toolkit/>

**Ireland – The National Student Engagement Programme (**[**NStEP**](https://studentengagement.ie/)**)**

Created in 2016 as a collaboration between the Higher Education Authority (HEA), Quality and Qualifications Ireland (QQI) and the Union of Students in Ireland (USI). The initiative was the result of the report from a working group which comprised representatives from the above bodies together with the Irish Universities Association (IUA).[[7]](#footnote-7)

***The Framework***

The Report set out ten principles essential to authentic student partnership to apply across learning and teaching through to quality assurance, governance and management. It emphasises the importance of developing the capability of students for active engagement in decision making.

 In 2019 NStEP launched a new strategy with three strategic priorities to continue and enhance the development of a culture of student partnership. The development of leadership capabilities of students is central. The strategy is built the building of trust through the importance of dialogue and debate, and on reciprocity and transparency in communication. It sets out governance and management as one of the four domains of student partnership in these terms:

“Student engagement in governance and management of higher education institutions is often viewed through the lens of involvement in committees, However, to enhance engagement and foster a culture of partnership, space for broader understanding is needed. Recognition of pre-existing hierarchies, decision-making cultures and knowledge or information asymmetry is crucial to ensuring that students can fully participate and influence process of policy development, implementation and evaluation that are student centred. It is from the governance domain that student engagement can be embedded throughout all institution decision-making, projects, and policy developments.” (p 10)

***Training and Support***

Five enablers of student partnership in the Framework reflect the challenges and ideas gained from across the sector. They focus on training and support: capacity building, institutional approaches, supportive policies and processes, innovative practices and sustainability <https://studentengagement.ie/enablers/>.

NStEP emphasises the importance of training and support as key to developing true partnership by creating a year-long programme of activity for course representatives rather than simply short introductory training. By building student leadership, knowledge and policy capacities in class representatives it recognises that this system is just the beginning of developing representative capability and the reality for most is a move into more ‘influential and robust decision making’ on higher decision making and governance bodies. This new direction followed a review of their training completed in 2020[[8]](#footnote-8) and they are systematically working to implement the ‘next steps’ which are outlined there. Primarily they are concentrating on a revision of the core training programme, adding online options and new training modules such as “Representing Diversity” training. Significantly also a reward and recognition system for student representatives is being introduced.

***Resources*** <https://studentengagement.ie/student-training>

**Student Voice Australia**

In 2015 – 2016 a Strategically-Commissioned Priority project funded by the Australian Office for Learning and Teaching “*Student engagement in university decision-making and governance: towards a more systemic student voice”* was borne out of a recognition that students are the core of the institution and a desire to investigate how student representation could be done better- in a meaningful impactful and authentic way – rather than ‘ticking boxes’. The study conducted an investigation into the current situation in the above international sectors as regards student engagement. It then considered the position in the Australian sector where student voice was largely reliant on feedback, ‘consultation’ and legislatively prescribed places for students on governance bodies. The Project uncovered a strong interest in the Australian sector and a will to embrace students as partners in all institutional decision making from in the learning and teaching sphere to wider institutional decision making and governance. It provided a solid base of knowledge and experience from abroad, while accepting the need for contextualising practices and procedure for the Australia sector. As a result of this project, and pursuant to National Senior Teaching Fellowship, a national collaboration was launched to further the sector conversation and increase understanding in the sector. This resulted in the STEPUP Principles below.

***Student Voice Australia (SVA)***

Following the motivation created by the collaboration of the Fellowship and the STEPUP framework, a Student Voice Australia pilot was instituted. The pilot had ten contributing participant institutions who agreed to fund and to collaborate with each other, with their students and staff and with national bodies, in particular student associations and The Tertiary Education and Standards Quality Agency (TEQSA). During 2019 it was hosted and led by the University of Technology Sydney, and from 2020, by the University of Adelaide. There are now 17 institutions participating in Student Voice Australia.

***The Framework***

STEPUP ([Students and Tertiary Education Providers Undertaking Partnership](https://studentvoiceaustralia.com/principles/)) for Quality Enhancement was launched in 2019 (Varnham & Cahill, 2017). The seven principles are:

* Building authentic partnerships;
* Communication – honesty and transparency;
* Strong student leadership;
* Training and Support - as a partnership;
* Every student’s voice – diversity and inclusivity;
* Valuing student voice – recognition of formal and informal engagement; and
* National presence for facilitation and support.

In addition to focussing on training and support, it promotes the development of student representation from course/class or subject level to provide the basis for representation at faculty and university level on boards and committees.

From the outset of this work, the initial Project, the Fellowship and now SVA there has been a strong collaboration with the international agencies and much benefit has been derived from the insights and experiences of the comparative sectors abroad (outlined above).

***Training and Support***

SVA conducted Institutional Strategic Analysis Workshops in each participant institution aimed at identifying the gaps and challenges in student engagement and representation within their institutions and to discuss ways forward. Training and support for student representatives emerged strongly from the workshops as one of the key themes for development. Also emerging was the importance of staff training and professional development to assist in evolving an understanding and practice of working in partnership with students and for helping staff to provide support for student representatives in their roles. Working groups comprising students, academic staff and management worked together to develop sets of Good Practice Guides: Developing Training for Student Representatives, Building Structures to Support Effective Student Voice and Student Partnership Agreements.

In 2020, SVA developed [Student Representative Introductory Training Modules](http://studentvoiceaustralia.com/wp-content/uploads/2019/12/SVA-GPG-Training-Modules.pdf) through cross institutional collaboration with both students and staff and incorporating ideas and activities from TSEP and sparqs. The modules incorporate five key stages with the underlying focus of partnership:

1. An introduction to being a representative, areas of possible involvement and the expectations and responsibilities that go with the role.
2. Getting to know your institution: the demographic, institutional structures and systems, strategy and policies.
3. What is governance in an institution?
4. How to be an informed and effective representative – including meeting schools, sharing views and feedback and finding solutions.
5. Succession and handover.

 SVA provides an ongoing forum for the sharing of ideas, experiences and insights through a Practitioner Network which contains provider and student personnel from institutions across Australia.

***Resources*** <https://studentvoiceaustralia.com> ; [Creating a National Framework for Student Partnership in University Decision171017.pdf (uts.edu.au)](https://www.uts.edu.au/sites/default/files/article/downloads/Creating%20a%20National%20Framework%20for%20Student%20Partnership%20in%20University%20Decision171017.pdf)

**Part 2: The Domestic View**

In 2019, a [Tertiary Student Voice discussion paper](https://conversation.education.govt.nz/assets/TES/Tertiary-Student-Voice-Discussion-Paper2.pdf) was published, which reflected public consultation on the importance of student voice to students and providers and signalled interest in a national centre for student voice. It included the following key themes addressing ways student voice could be enhanced:

* Inconsistencies: some providers have effective mechanisms for hearing and responding to student voice. But others do not, and when they do capture student voice it is used as a non-genuine ‘tick-box’ exercise.
* Resourcing: many local and national level students’ associations struggle to secure resourcing, which results in a weakened collective voice.
* Power imbalances: students are often outnumbered, unwelcomed, and not as well prepared as other more senior members on governance structures.
* Closing feedback loops: students often do not know how their voices are used to inform decision-making. Closing the loop helps to ensure decision-making is transparent, which is key to enabling students to hold their providers accountable.
* Māori and community voices: the voices of Māori, Pacific, disabled, international, LGBTQIA+, and workplace learners are often overlooked. These students want to be given opportunities to engage, participate, and hold leadership roles.
* Partnership approach: there is value in taking a collaborative approach to student voice between students, staff and local communities. A more inclusive approach can help foster and support enduring relationships that form the foundation of a strong and sustainable student voice system.
* Benefits: student leaders gain valuable experience and skills that can increase their employability. These include leadership, critical thinking, and relationship building.
* One-size-fits-all does not work: it will be more effective to support providers to work with their students to design an approach that fits their unique context.
* Multiple channels: there is value in having multiple, diverse ways to capture student voices.

The paper identified key focus areas for enhancing student voice. The first was for greater accountability mechanisms which are key to empowering students’ voices. “Without them, it is hard for students to be heard and seriously considered by their providers.”

The second was for making structural changes. “Strong and sustainable student voice requires structures in place to enable students to be actively involved in their provider’s governance, and quality assurance and enhancement processes. Currently, many providers have ways to get student voice into academic processes and matters as a result of their Academic Boards. However, there is no standard or agreed practice across providers as to how students’ associations or committees advise on student-related matters.”

Clear processes to address many of the themes and two focus areas above have been set out in the new [Education (Pastoral Care of Tertiary and International Learners) Code of Practice 2021](https://www.education.govt.nz/further-education/information-for-tertiary-students/code-of-practice-pastoral-care-domestic-tertiary/). The Code also integrates the expectations for the Crown’s obligations under Te Tiriti o Waitangi. Government considers the Code as one of the building blocks of a national framework for provider-level relationships with learners and continuous improvement of practice.

Student voice structures have been integrated into the wider Reform of Vocational Education, with the [Education and Training Act (2020)](https://www.legislation.govt.nz/act/public/2020/0038/latest/LMS170676.html) requiring Te Pūkenga, (the New Zealand Institute of Skills & Technology) to channel up student voice from the regions to council via a national-level [student committee](https://xn--tepkenga-szb.ac.nz/news/category/News/work-on-te-pukenga-learner-advisory-committee-underway), and for one member of that council to a member of, and elected by, its students’ committee.

**Te Pūkenga** [Te Reo Ākonga i Tēnei Wā | Te Pūkenga Learner Voice Current State *Pūrongo whakarāpopoto | Summary report*](https://xn--tepkenga-szb.ac.nz/assets/Our-Pathway/Learner-Journey/Learner-Voice-Current-State-Summary-Report_Final.pdf)

This year, Te Pūkenga released a stocktake report on how subsidiaries capture and respond to the voice of learners. The stocktake consisted of a series of interviews with learners and staff of Te Pūkenga subsidiaries and New Zealand Student Association representatives

The report sought to understand the current state of learner voice systems and processes and to identify key enablers, barriers and opportunities to learner voice. Key opportunities to better enable effective learner voice identified through this process included:

1. Learner leaders have clear and structured roles, are representative of diverse learners and have clear processes to escalate learner voice to the appropriate level for institutional response.
2. Learner leaders are well connected to and collect diverse learner voice (especially those underserved) to understand and represent collective learner voice, with clear feedback loops.
3. Tiriti partnership approaches are applied to student representation, leadership and decision making and Māori learners are enabled to be active participants at all levels of learner voice.
4. Subsidiary leadership has a strong and formal link to learner leadership and is responsive and accountable to learner voice, with closed feedback loops.
5. Learner leaders are trained and resourced appropriately to be enable and empower them to represent learner voice effectively.
6. Learner experience data is collected through a variety of appropriate channels, analysed robustly, themes shared widely to inform change and learners shown their voice has been heard.
7. Learner voice engagement and response channels within subsidiaries and at a Te Pūkenga network level are clear. Groups (both learner to learner and learner to institute engagement) are well connected to ensure visibility of learner voice at both a local level and across the network.
8. Te Pūkenga and National Student Associations work together to progress common goals for the benefit of all Te Pūkenga learners.
9. Learner voice is understood and valued by learners and staff and there is a desire to shift towards a model of partnership.

The insights detailed in the report will be used to help inform recommendations and next steps to strengthen learner voice systems, to enable effective learner voice across the network.

**Ako Aotearoa*: The Student Voice in Tertiary Education Settings: Quality Systems in Practice***

A comprehensive analysis of student voice in Aotearoa is [*The Student Voice in Tertiary Education Settings: Quality Systems in Practice*](https://ako.ac.nz/knowledge-centre/the-student-voice/), a year-long project undertaken by Ako Aotearoa that concluded in 2013. The stated aim of this project was to ‘identify features and indicators of good practice, key themes to address when making use of the student voice and a set of reflective questions.’ This project was undertaken in collaboration with the New Zealand Union of Student Associations (NZUSA).

Alongside a brief literature scan, the project was primarily composed of interviews and focus groups with staff and tauira at two universities, four Institutes of Technology and Polytechnics, one wānanga and two private training establishments.

The core conclusion of the project was that:

”well-functioning systems require an organisation to have a culture that values students’ voice, so that learners – regardless of the number of representatives and their level of experience – feel able and comfortable to have input into the governance arrangements of the organisation.

Ultimately, an effective student voice depends on an organisation’s views and its ongoing support and promotion of the value of student representation … this culture of valuing student voice is the feature of good practice that underpins all other features – it is critical for ensuring that student voice is validated and effective.

Where a positive attitude exists towards student voice, organisations build systems, practices and processes that ultimately ensure that learners are listened to and used to enhance quality, and students know that this is the case.”

The project identified five features of best practice and six ‘themes for action’ for translating practice into outcomes.

***Features of Best Practice***

* Organisations have a range of representative systems that enable all students to have a voice
* Students are resourced so that they are able to undertake representative work in a supported, meaningful and knowledgeable way
* Students actively engage in student representative systems
* Quality enhancements/actions incorporate the student voice.
* The organisation exhibits a culture of representation that values the student voice.

***Themes for Action***

* Establishing the partnership in which the student voice is to be heard
* Legitimising the student voice
* Establishing clear roles for those delivering the student voice
* Providing training for those delivering the student voice
* Providing adequate resources for supporting the student voice
* Hearing and heeding the student voice.

While Ako Aotearoa concluded that the existing systems ‘can be seen to be working for both TEOs and the student representatives themselves’, the project also identified key areas of weakness or challenges for the institutions involved. These included:

* Ensuring both that a majority of students engage in the representative systems and that the diversity of learners at a given organisation is well represented.
* Students feeling overwhelmed by the amount of work required
* Inadequate resourcing and support for tauira.
* Staff not engaged in the process of student voice who are less willing to engage with student representatives.

The project’s companion document, [Student Voice in Tertiary Education Settings Practice Examples](https://ako.ac.nz/assets/Knowledge-centre/The-student-voice/Student-Voice-in-Tertiary-Education-Settings-Practice-Examples.pdf), showcases a range of strategies and processes a diverse group of tertiary providers use to effectively engage with the student voice, some of the challenges organisations have faced in doing so, and some elements that have made for successful engagement.

**Whiria Ngā Rau – Progressing from Student Voice to Partnerships**

[Whiria Ngā Rau](https://conversation-space.s3-ap-southeast-2.amazonaws.com/Whiria%2BNga%CC%84%2BRau%2B%E2%80%93%2Bprogressing%2Bfrom%2Bstudent%2Bvoice%2Bto%2Bpartnerships%2B2021.pdf) rethinks tertiary 'student voice' and provides a framework for the tertiary education system to progress towards a future where learners are vital, well-supported partners in an education system that honours Te Tiriti o Waitangi.

The harakeke or flax bush is a good way to explain the values that will help the shift learners are looking for, from tauira as disembodied ‘voice’ to being vital, well supported partners in learning.

The framework has four rau that tauira and providers can use to build partnerships:

Whakapakari – strengthening student voice

Whakawhanaungatanga – building connections with each other

Akoranga – learning with and from each other

Mahitahi – working together

The motivation for this mahi came from leaders of student networks who saw the will for providers and learners to work together more meaningfully as key partners but noted the lack of guidance on how this could be achieved in authentic ways. Whiria Ngā Rau is an offering to inspire kōrero about strengthening student voice, building connections, learning from each other, and growing partnerships - with some stories and ways of working to make it real.

## Appendix F: Sector Agencies promoting partnerships in decision-making

**Academic Quality Agency (AQA)**

The Academic Quality Agency for New Zealand Universities undertakes external quality assurance for universities in Aotearoa New Zealand. Quality assurance is based on 12 principles, including a principle that quality assurance is in partnership with students. Quality assurance takes the form of an academic audit of a university and the upcoming round of academic audits will include a student member of the audit panels. There is also a student member of the AQA Board. AQA also supports quality enhancement and has worked with NZUSA, Te Mana Ākonga, Tauira Pasifika and the New Zealand International Students’ Association to deliver an annual Student Voice Summit to encourage and support student engagement in quality assurance. Student associations contribute a regular column to the AQA newsletter.

**Ministry of Education (MoE)**

The Ministry of Education is Government’s lead advisor on New Zealand's education system. We shape direction for education agencies and providers and contribute to the Government’s goals for education. Those attending are involved in the design of tertiary policies such vocational education and skills; learner access and participation; as well as appointments to governance roles in Crown Agencies and monitoring the effectiveness and sustainability of those entities. This year, the teams have been involved in developing the Code of Pastoral Care for Tertiary Students, the Reform of Vocational Education and establishing Workforce Development Councils, funding and fees.

**New Zealand Qualifications Authority (NZQA)**

NZQA is administrator of the codes of practice for the pastoral care of international and domestic tertiary students, and has a role in supporting the strengthening of student voice across the sector. Outcome 6 of the interim domestic code sets out explicit requirements for tertiary providers for student voice, and student voice is an implicit and integral component in NZQA’s quality assurance of all facets of providers’ performance. These obligations will soon be strengthened in a new code of practice effective from January 2022. This year NZQA will work with learners and providers to co-develop guidelines and other resources to support tertiary providers to include student voice in determining their approach to meeting the outcomes of the new Code.

**New Zealand Union of Students Associations (NZUSA)**

NZUSA is a member-led organisation, comprised of member student associations across universities and polytechnics in Aotearoa New Zealand. We are Te Tiriti partners with Te Mana Ākonga and recognise Tauira Pasifika as the national voice for Pacific learners. We supported disabled leaders to establish the National Disabled Students’ Organisation and have set up a National Rainbow Students’ Committee. Our networks collaborated to create Whiria Ngā Rau.

**Tertiary Education Commission (TEC)**

The Tertiary Education Commission leads the Government’s relationship with the tertiary education sector in New Zealand and provide career services from education to employment.Julia and Carol deliver TEC’s governance work programme, including managing the process for Ministerial appointments to governing councils, and promoting good governance practice by providing information and advice. They run induction briefings for new council members, which include sessions with existing council members and leaders of the government agencies involved with tertiary education. They are currently shaping work to help strengthen the role of students in governance roles.

**Universities New Zealand (UNZ)**

Universities New Zealand is the peak body for New Zealand's eight universities. It ensures universities deliver high-quality education through robust quality assurance systems; co-ordinates international education policy; provides sector coordination, informs and influences decision-making, and administers scholarships.

## Appendix G: A Kaupapa Māori equity and braiding framework for achieving Vision Mātauranga Aspirations

**Vision Mātauranga and He Awa Whiria: Equity and Braiding approaches to project planning** (Macfarlane, 2018)

 **A kaupapa Māori *equity and braiding* framework for achieving Vision Mātauranga aspirations** (Macfarlane, 2018; adapted from Bishop, 1996)**.**

|  |  |  |  |
| --- | --- | --- | --- |
|  | **Component** | **EB practices addressed** | **EB practices to be addressed** |
| **I** | **INITIATION*** Who conceptualised and initiated this project?
 |  |  |
| * How is/was Māori **participation** built into the conceptualisation and initiation process?
 |  |  |
| * How was agreement to proceedwith the project achieved?
 |  |  |
| **B** | **BENEFITS*** How will the project (process and purpose) accrue benefits for Māori?
 |  |  |
| * How has information been shared with Māori about the intended benefits?
 |  |  |
| * How will these benefits be determined and measured – and by whom?
 |  |  |
| **R** | **REPRESENTATION*** Whose ideas will be represented in the structure, design and approach?
 |  |  |
| * How will Māori thinking and knowledge be represented at all project phases?
 |  |  |
| * How will this be monitored so that ongoing agreement and **partnership** are maintained?
 |  |  |
| **L** | **LEGITIMATION*** Who will validate the analysis and interpretation of information and data?
 |  |  |
| * How will Māori understandings be legitimately presented?
 |  |  |
| * How will the **protection** of Māori views and perspectives be maintained?
 |  |  |
| **A** | **ACCOUNTABILITY*** Who is accountable to whom – and in what ways?
 |  |  |
| * How will on-going and mutual accountability be built into the project?
 |  |  |
| * How will this be monitored and evaluated to ensure safety for all stakeholders?
 |  |  |

## Appendix H: Lincoln University Student Experience Board Terms of Reference

**Lincoln University Student Experience Board Terms of Reference**

**Last Modified:** July 2021

**Student Experience Board Terms of Reference**

**Review Date:** July 2022

**Approval authority:** Vice-Chancellor

**Contact Officers:** Co-conveners, Student Experience Board

# INTRODUCTION

* 1. The Lincoln University Student Experience Board (SEB) is responsible for enhancements to the non-academic elements of the end-to-end student journey. This includes all aspects of how a student interacts with the University throughout their journey whether on or off campus.
	2. The SEB is committed to Lincoln University’s Goal 1: A distinctive Aotearoa New Zealand end-to-end student experience and values of Manaakitaka, Students at our core, Wairuataka, Whanaukataka, Rakatirataka, Kaitiakitaka and Tohatoha.
	3. The SEB endorses a student experience that respects diversity in all forms and the provision of a fair and equitable bicultural environment in which all students can participate comprehensively in the non-academic aspects of student life.
	4. The SEB reports directly to the Vice-Chancellor.
	5. The SEB provides six-monthly written reports to the Vice-Chancellor submitted through the Senior Management Group.
	6. The SEB co-conveners report as needed, to the Chair of the Learning and Teaching Committee (LTC) in relation to student experience concerns which impact on academic experiences.

# TERMS OF REFERENCE

* 1. To review and maintain the LU Student Charter and advise on the University’s adherence to the charter.
	2. To advise on matters relating to the student experience, including the, physical, social, online and off campus student experience, in a way that recognises the diversity of our student body.
	3. To propose recommendations on strategic priorities or policy review in relation to the student experience.
	4. To promote procedures that engage students in collecting and analysing feedback on their experiences by way of the student voice programme.
	5. To engage with relevant University departments on addressing priorities to enhance the student experience.
	6. To devise action plans and measures that address student experience needs and concerns.

# MEMBERSHIP

* Acting Executive Director, Student Engagement and Experience (Co-convener)
* President, Lincoln University Students’ Association (Co-convener)
* LUSA and Te Awhioraki
	+ Vice-President
	+ Te Awhioraki Tumuaki
	+ International Rep
	+ Postgraduate Rep
* LU Students:
	+ Future Leader Chair
	+ Research student
	+ Halls RA/student (domestic)
	+ Flats RA/student (international)
* Lincoln University
	+ Director, Student Administration and Student Health
	+ Te Manutaki, Māori Student Coordinator
	+ Manager, Academic and Growth Strategies, USEL
	+ Manager, Customer Experience

Members may designate a nominee in cases of unavailability.

# WORK STREAMS

In recognition of the broad focus of the SEB, and potential relevancy of some topics to specific members, work streams can be established within SEB, e.g. for hospitality matters or student diversity. Work stream decisions will be returned to the SEB monthly meetings for ratification.

# MEETING FREQUENCY

Work streams will meet as required and the SEB will meet monthly.

# QUORUM

SEB will be quorate when more than half of the total current membership is present.

## Appendix I



Representation Handbook 2021

Academic Representation:

Introducing Sarah, Academic Coordinator

Introducing Georgie, Vice-President

[Academic Structure Overview](#_TOC_250010)

[The 2021 Executive](#_TOC_250009)

[Alternative Representation](#_TOC_250008)

[UC’s Expectations](#_TOC_250007)

Brief Overview of UC Board and Committees

[Academic Board](#_TOC_250006)

Academic Administration Committee Learning and Teaching Committee Appeals, Progress and Discipline CUAP

New Course Proposal: Checklist for Student Input

[MOOCs, EdX, Online Textbooks and Micro-credentials](#_TOC_250005)

[College Meetings](#_TOC_250004)

College

Board of Studies

Learning and Teaching Committee Health and Safety

Equity and Diversity

[Key Contacts: College Deans (Academic)](#_TOC_250003)

[Key Pointers for Effective Representation](#_TOC_250002)

Providing Effective Feedback (A, B, C, D) and Recognising Limitations

Advocacy and Welfare, Class Reps and Feedback Forums, Academic Clubs

UCSA and UC Acronyms and Jargon

[Glossary of Academic Terms](#_TOC_250001)

[Meeting Terminology, Procedure and How to Run a Good Meeting](#_TOC_250000)

# Academic Representation

***Introducing Sarah, Academic Coordinator*** ***sarah.davidson@ucsa.org.nz***

Sarah Davidson is the UCSA Academic Coordinator (AC). This new staff position was created within the UCSA in 2019 to help create a stronger link between Colleges and the UCSA representatives sitting on those Colleges, to retain institutional knowledge and to provide continuity and consistency from year to year. Sarah is here to assist you, the elected UCSA College Reps, to better represent the wider student body on

academic matters and help you understand the background to the specific issues your College may be facing. She reports directly to the CE of the UCSA.

Sarah’s key responsibilities include:

* Helping to read/understand boardpacks: review agenda to identify key issues, and meet with you to ensure you feel prepared to speak up in meetings.
* Connecting College issues between Colleges and with UCSA:
	+ Identify common themes and where they might need to be raised at UC-level
	+ Coordinate Class Rep Feedback Forums
* Collating Feedback:
	+ Monthly policy reviews: monitor policies up for review and submit UCSA feedback. Tracked via a schedule including where changes have been implemented.
	+ New Course and Programme Approvals: online as part of the consultation process.

Included is a checklist for student input to guide you in reviewing proposals. Tracked via a schedule including where changes have been implemented.

* + UC Proposals: that come down from AAC, LTC, PG Committee etc. Could be

Executive feedback or from wider consultation through Advisory Groups and Class Rep Feedback Forums

* + External submissions: from e.g. NZUSA or TEC. Recent examples = Student Voice submission, input to Tertiary Education Strategy.
* Agendas and minute taking for Postgraduate Advisory Group (PGAG), International Advisory Group (IAG) and Equity and Wellbeing Advisory Group (EWAG).
* Overseeing College Reps and monthly catch-ups: set standing meetings at the start of the year, usually in advance of the monthly College meeting.
* Liaison with Te Akatoki (including semesterly meeting with academic reps, and inclusion in pre-meeting agenda reviews) and Pasifika Development Team (semesterly focus groups and check-ins at PDT).
* Academic Reporting:
	+ Monthly report for the Exec meeting: on academic matters including updates from Colleges and any requests for action
	+ Contribute to President and Vice-President reports to Academic Board: on a Semester and annual basis

***Introducing XXX, Vice-President*** ***vice.president@ucsa.org.nz***

As the Vice-President, it’s XXX’s role to oversee the academic representation aspect of the UCSA.

XXX is able to assist with any questions you might have in the academic space as well as point you to the right academic staff at UC.

XXX sits on Academic Board and other higher-level academic committees at UC and has a ‘birds eye view’ of academic matters so it’s important to maintain open communication lines with them in order for there to be consistency in representation across all Colleges.

# Academic Structure Overview

The University of Canterbury (UC) formally recognises the UCSA as the official student representative body at the university. That means, as elected representatives of the UCSA, we have a responsibility to make sure we are accurately representing student needs, viewpoints, and concerns on the various platforms we hold as representatives. At UC, we have wide- ranging representation on many decision-making boards and committees.



Although not an exhaustive list, the above diagram gives an idea of the level of representation we hold at UC, right from College level through to the highest level of university governance, on the UC Council.

# The 2021 Executive

Student representation of the UCSA is delivered through what are called ‘external portfolios’. The table below shows which Executive members are assigned to which College as well as the different committees each College may have (as of 2020). Please note: some meetings under your portfolio

may not require your attendance in 2021. Your College will inform you of meeting attendance requests through your UCSA email.

The Academic Coordinator will be working with these nine Executive members in particular on a regular basis.

|  |  |
| --- | --- |
| Vice-President vice.president@ucsa.org.nz | Academic BoardAcademic Administration Committee Learning and Teaching Committee Discipline CommitteeAcademic Appeals Committee Scholarships Advisory Committee Library Committee |
| Postgraduate Rep postgraduate@ucsa.org.nz | Research Committee Postgraduate Committee Library CommitteeUCSA Postgraduate Advisory Group (PGAG) (Chair) |
| International Rep international@ucsa.org.nz | Academic BoardInternational Student Experience Working Group Student Management Team International College International Committees x 5UCSA International Advisory Group (IAG) (Chair) |

**College Reps**

|  |  |
| --- | --- |
| Engineering Rep engineering@ucsa.org.nz | College meeting Health and Safety Equity and Diversity |
| Arts Rep arts@ucsa.org.nz | College meeting Health and Safety Equity and Diversity |
| Law Rep law@ucsa.org.nz | College meeting *(attend with Commerce Rep)*Equity and Diversity *(attend with Commerce Rep)*Health and Safety *(can be shared with Commerce Rep)*Bachelor of Criminal Justice Standing Committee Bachelor of Criminal Justice Board of Studies |
| Commerce Rep commerce@ucsa.org.nz | College meeting *(attend with Commerce Rep)*Equity and Diversity *(attend with Commerce Rep)*Health and Safety *(can be shared with Commerce Rep)*Business School ForumAcademic Programmes CommitteeLearning and Teaching Development Committee |

|  |  |
| --- | --- |
|  |  |
| Science Rep science@ucsa.org.nz | College meeting Learning and Teaching Health and Safety Equity and Diversity |
| Education Rep education@ucsa.org.nz | College meeting Learning and Teaching Health and Safety Board of Studies |

## Alternative Representation

These four people have less to do with academic representation. The President will sometimes escalate matters to the UC Council, and some other concerns can also spill over into academics. Occasionally, if the Vice President is away, the President and Finance and Engagement Officer may step in to replace them. However, none of these positions work directly with academic issues.

|  |  |
| --- | --- |
| President president@ucsa.org.nzUC Council Academic Board JOAB | Finance and Engagement Officer finance@ucsa.org.nzCEDAC JOAB |
| Equity and Wellbeing Rep studentwellbeing@ucsa.org.nzUCSA Equity and Wellbeing Advisory Group (EWAG) (Chair) | Te Akatoki Repte-akatoki@ucsa.org.nzAcademic Board |

# UC’s Expectations

UC welcomes student representation on its boards and committees and your main point of contact will be the secretaries of these boards/committees based in the Academic Quality Team on Level 5 Matariki.

UC’s expectation is that the student representative:

* Is of equal status to any other member of the committee concerned and should raise issues of concern or ask questions if things are unclear;
* Attends all meetings where possible, and if unavailable works to find an alternate student to attend in their place;
* Reviews the agenda and supporting materials prior to the meetings;
* Informs or consults other students about matters arising at the committees;
* Acts in the best interest of the wider student body which may not always reflect your personal view;
* Respects confidentiality where individual student matters are under consideration;
* Declares any conflicts of interest.

# Brief Overview of Boards and Committees

## Academic Board

The Board meets once a month on a Friday afternoon in Matariki. It is currently chaired by the Vice- Chancellor and Professor Matthew Turnbull and has a wide membership of senior academic staff. Its terms of reference are to provide advice on all academic matters to the University Council, which governs the University.

*Secretary:*

## Academic Administration Committee

The AAC meets twice a month on Monday afternoons in Matariki, as required. The meeting is chaired by the Deputy Vice-Chancellor (Academic) and is attended by Deans from each College. Its business tends to focus on student matters – regulations, policy, appeals – and consideration of proposals for new academic subjects, qualifications and programmes of study in addition to reviews of current academic offerings.

*Secretary:*

## Learning and Teaching Committee

The Learning and Teaching Committee meets on the last Friday of each month and is chaired by the Deputy Vice-Chancellor (Academic). It is attended by the Deans from each College and others with a particular interest in teaching and learning such as the UC librarian, e-learning team leader, national teaching award winners and representatives from Learning Support and the office of the AVC (Māori, Pacific and Equity). The meetings steer UC’s policy in areas of teaching and learning, and from this working groups carry out more detailed work and often include student involvement.

*Secretary:*

## Other info

Meeting dates are confirmed by the beginning of each academic year and entered into members’ Outlook electronic diaries. Agendas are emailed to members approximately a week in advance of meetings. Full terms of reference and membership lists for each committee are available on the UC website.

## Academic Appeals, Academic Progress, Discipline

The Vice-President is the student representative for the following committees which aim to resolve academic issues around reconsiderations, progress and discipline in a fair and transparent way.

#### Academic Appeals

Students may request reconsideration of an academic matter where a decision has been made under University regulations. An appeals committee may be set up to review the original decision which will include the Vice-President as student representative. Appeals committees take place throughout the year. Full papers outlining the case are circulated to the panel in advance of any hearings.

#### Academic Progress

At the end of each semester the records of students who have failed to make satisfactory academic progress are reviewed by their College. Students found to have made significantly unsatisfactory academic progress may have restrictions placed on their enrolment, or be excluded from their award/College/UC. During this process, the University communicates with all students whose grades are of concern to direct them toward the help and support they need, or towards other avenues in which they may be more successful. Students are notified of outcomes via email the week following the release of grades and are able to request a review of a decision.

Once a review is received, students may be invited to a hearing to put forward their case to a panel which will include the Vice-President as student representative. These meetings, which take place in January/February and July, tend to involve a number of students who may be distressed appearing in close succession. Confidential information about their cases should be read and reviewed in advance. The panel ask questions to clarify their thinking prior to upholding or overturning the original decisions.

#### Discipline

UC may take action against a student on the grounds of breach of discipline, including academic dishonesty (cheating). The student has the right to appeal the decision via the Discipline Committee which includes the Vice-President as student representative. Again, papers will be circulated in advance.

*Secretary:*

### Course and Programme Approval (CUAP)

Student representatives play an important role in the development of academic courses and qualifications at UC. Programme approval at UC is aligned with national Universities New Zealand/CUAP (Committee on University Academic Programmes) requirements. When a member of staff in a department/school wishes to make a significant change to an existing course or introduce a new course or qualification, there is an online course creation tool which guides them through a number of stages for approval, including consulting the UCSA through the Vice-President.

Proposals for new courses which are added to current degree schedules eg a new 200 level History course are approved internally. New qualifications, subjects, majors etc are approved internally but then become part of a national quality assurance and approval process.

The UCSA either receives proposals by email directly from the proposer, or/and gets emails to flag those that have been uploaded onto the system through a specially created coursecreationinput email. The UCSA comments on such matters as whether they think the proposed workload and assessment methods are fair and reasonable, if there is perceived demand and whether there are

likely to be sufficient resources available. There is a Checklist for Student Input (page 10) which guides students in reviewing new course proposals.

UCSA feedback for these proposals is then uploaded directly by the Vice-President, or by the proposer, and will form part of the documents that go to the AAC and Academic Board for approval, and where further opportunities for student comments will arise.

# NEW COURSE PROPOSAL:

CHECKLIST FOR STUDENT INPUT

*This checklist is to guide you in reviewing new course proposals as part of UC consultation with the UCSA.*

|  |  |  |
| --- | --- | --- |
| **Area to****consider** | **Questions to ask yourself** | **Considered** |
| Reason | Why is this course being introduced? Feedback from students or employers/industry? Recommendation from a review? New content area? Research interest of staff? Requirement of a professional or legal body? What demand is there? What is its target market? Will it increase employability?Is a course being discontinued? Why? i.e. to keep the choicefor students manageable/lack of demand |  |
| Degreestructure | Does this course connect to the wider degree? Does itcomplement or compete with other courses? |  |
| Treaty of Waitangi | Does course content/learning outcomes support Graduate Attribute Bi-Cultural Competency? If not, then the why not should be addressed in the Proposal Details. If so, then how?If very technical, is there a practical way? Is there evidence to back up statements? Also consider here the wider principles of the Treaty of Waitangi. What has been put in place to support Maori students’ retention and success? E.g. specific tutorials for Maori students. |  |
| Pasifika | Does course content/learning outcomes include Pasifikacontent? |  |
| GraduateProfile | Do the learning outcomes contribute to the Graduate Profile? |  |
| Learningoutcomes | Do you understand these? Do they make sense to you? |  |
| Assessment | Is this logical? Do assessment methods back up the learning outcomes? Do the range of assessments allow for student success/getting the best out of all students? Is the workload reasonable and balanced? Is assessment spread out over theSemester? |  |
| Delivery | Are teaching approaches and activities appropriate to the learning outcomes? Do you have any suggestions from astudent perspective? |  |
| General | What general feedback do you have on this course from a student and personal perspective? Will it bechallenging/stimulating/meet expectations? |  |

# MOOCs, EdX, Online Textbooks and Micro-credentials

With UC moving to more flexible online delivery, and with the appointment of a Dean of Future Learning and Development Professor Michael (Mick) Grimley, to oversee the e-learning and online delivery agenda for the University, you might hear more about both MOOCs and micro-credentials at your monthly meetings. Therefore, please find below a little more information on both of these:

**Massive Open On-Line Courses (MOOCs)**

These are online courses that are typically short and have open access and therefore unlimited participation. MOOCs can be used to showcase UC’s expertise and points of difference and therefore extend the UC brand and reach a large international market, using them to attract new students. MOOCs also provide the opportunity to experiment with different pedagogical approaches.

For learners, it is the opportunity to undertake a fees-free course which is ‘just-enough, just-in-time and just-for-me’. They are not offered as formal qualifications.

MOOCs have come out of the move to Open Education Resources (OER) which you might also hear about, particularly in relation to Online Textbooks (OTs).

UC MOOCs are being offered on UCX, an edx platform. Course content is presented through high- quality video segments and an emphasis on learning, rather than assessment.

[Https://www.edx.org/school/ucx](https://www.edx.org/school/ucx)

**EdX**

Following Council approval in February 2020, and contract negotiations in March, UC became a contributing member of edX, which is a mass online education platform. The edX site and platform is a learning system for the use of people across the world. Its member universities create both short courses and longer formal online degrees, and offer them on this platform. UC academics now have the opportunity to develop courses and open them to the world. These could be MOOCs, edX micro- credentials and in the future full online Master’s degrees on this platform

**Online Textbooks (OTs)**

There is discussion across UC about the future of textbooks, with a current extensive lead time for 2021 orders. There will be wider conversation around the use of textbooks pedagogically, as even when prescribed, students often choose not to use. Students purchasing of textbooks is impacted primarily by cost, but also the expectation that the Library will provide equitable access to e- textbooks. Issues for the Library are: publisher access restrictions, e-textbooks purchase costs, and the need for consistency and equity across courses. There will also be a shift in the make-up of

students with current climate meaning more mature students retraining, more distance students etc.

Therefore the Library is exploring the use of Open Educational Resources (OERs) which are freely available, openly licensed educational materials that can be used for teaching, learning and research. These include Open Textbooks (OT) to support an equitable learning experience for students. OERs provide students with affordable content and are a solution to support MOOCs and micro-courses particularly if students of these courses are not enrolled at the University and therefore ineligible to access licenced content.

**Micro-credentials**

Micro-credentials recognise a set of skills and knowledge in a particular area, and are aimed to those who want to upskill, or learn specific skills and knowledge.

There is usually evidence of the need by industry, employers, iwi and/or the community. Micro- credentials can also be offered as a MOOC.

The UC policy on Micro-credentials defines them as:

* A self-contained, stand-alone assessed credential
* Typically 5 – 50 points in size in increments of 5 points
* Tightly focused on a coherent capability or skill set
* As a minimum of level 5 on the NZQF and at a maximum of level 8,

The policy can be found [here.](https://www.canterbury.ac.nz/about/governance/ucpolicy/general/micro-credentials-policy/) There is a Template 7 Proposal for a New Micro-Credential 2020.

Micro-credentials are approved at a Micro-credentials Board of Studies (MCBS), a sub-committee of the Academic Administration Committee, which reviews and approves micro-credentials under delegated authority from Academic Board. The Vice-President sits on the MCBS.

A Digital badge is a digital certificate which lasts forever, can’t be falsified, and which is endorsed by

the university and recognised by most employers.

# College Meetings

## College

College meetings include all academic and general staff. They are chaired by the Dean of the College and are held monthly. From College meetings, all proposals go onto UC committees (AAC and LTC). After each meeting, the representative reports back to the AC and VP and this forms an academic report for the Executive at the fortnightly meetings with any student-related news or issues.

**Board of Studies (BOS)**

College BOS are a sub-committee of the College and cover less administrative matters. They set the directions of qualifications including new subjects, courses and awards and their adherence to CUAP requirements. They also ensure appropriate consultation, facilitate programme reviews and monitor moderation.

**Learning and Teaching (LTC)**

College LTCs are also a sub-committee of the College. They play a proactive role in initiating discussion and providing leadership on matters of learning, teaching and assessment including facilitating the understanding and adoption of, and feedback on, policy. LTCs promote quality assured teaching practice, and champion innovation in the use of technology in teaching.

**Health and Safety (H&S)**

College H&S committees feed into the UC Health and Safety Committee. There are not often student issues, but occasionally student input will be asked for.

**Equity and Diversity (EDAC)**

As above. College EDACS discuss equity and diversity issues for both staff and students. There are occasionally other groups that you will be asked to be part of, such as reviews.

# Key Contacts: College Deans (Academic)

**Engineering**

**Science**

**Education, Health and Human Development**

**Arts**

**Business**

**Law**

Sarah will provide you will a full list of Key Contacts for your specific College at the start of the Semester.

# Key Pointers for Effective Representation

Know where to go and when, and arrive in good time.

Ensure you contribute. You won’t get asked unless it is obvious that there should be a student perspective. So make sure you volunteer the student voice. Make sure the Chair can see you when you raise your hand to indicate you would like to contribute.

Preparation is key: ensure you have read and understood the agenda and documents, and that you have a position on issues relevant to students. Get any background information required in advance of the meeting if possible.

When you give your input, be prepared to be questioned. Prepare for this by talking through your position/approach so that you are able to answer questions.

Privacy is key. You will often be given background information that gives names and personal details, sometimes of students you will know and particularly in relation to academic appeals/progress and discipline. Confidentiality is critical.

When doing written reports, be mindful of their content and make a judgement call on what should be written down and therefore could be seen widely.

When contributing to meetings if you are a standing agenda item, consider whether a list of what has been happening is necessary. If included in a written report, it is not necessary to read this out unless action/input is required. Keep in mind what is really relevant to that particular board/committee to maximise everyone’s time.

If you are unsure of something, ask. There is a lot of terminology and many acronyms, and you are not expected to know them all.

*“I have been a student at three different NZ universities, and am currently one of two student representatives on the University Council. I am also the national student representative on CUAP (the NZ-wide committee mentioned earlier). Despite this wide experience, often it is hard to fully embody the idea that my voice has validity. As a young, non-qualified, 21 year old in a room full of very highly qualified academics, it can be hard to feel confident in speaking and telling our stories. There are also instances of feeling completely tokenised and patronised.*

*The rhetoric is that “we are the experts in being a student”. Whilst this is true, the university often seems to think that because we have a lived experience of being a student it means that we can speak for ALL students.*

*This is never the case. I have been in meetings where the attention is turned to me and I am asked, “what do the students think?” When this happens, I preface my answer with the justification that one academic would never be asked to speak for the entire academic body (as evidenced by the wide representation of staff on the committee), so I should not be expected to speak for all students – I can only speak for my experience as a student.”*

**Isabella Lenihan-Ikin, now a VUWSA graduate and current President of NZUSA**

# Providing Effective Feedback

**A:** Accurate – be specific, and provide evidence for what you are saying.

**B:** Balanced – present both negative and positive feedback.

**C:** Constructive – be solution-focused.

**D:** Depersonalised – do not mention staff members by name.

# Image result for feedback sandwichThe Feedback Sandwich

This is a way of giving **feedback** where first you provide an encouraging comment, next the critical or corrective **feedback,** and then finish with another positive comment.

# Recognising Limitations

It is important to recognise that while some issues might be able to be

addressed quickly and easily, others will not. There could be constraints such as limitations on resources, or policy and procedures that staff need to comply with. It may also be that the thing students are asking for can’t be done and if that is the case, it is important you understand and are able to communicate the barriers to your fellow students.

# Advocacy and Welfare

Advocacy and Welfare is funded by the Student Services Levy, and offers all enrolled UC students access to free and confidential services including advice on issues ranging from academic and financial to tenancy and accommodation.

Matters discussed include appeals and grievances, hearings, Proctor dealings and disciplinary meetings, special considerations, withdrawals, refunds, Studylink as well as accommodation issues.

Where this differs from the AC role is that it is individual cases/issues rather than systemic issues. However, the AC meets with Advocacy and Welfare weekly to ensure that there is two-way communication.

Advocacy and Welfare also administer the Class Rep system on UC’s behalf. This involves the recruitment and training of all Class Reps whose job is to act as a link between the class and the lecturer/s, help with any questions, concerns or complaints students may have regarding the course.

# Class Reps

College Reps will look to develop a relationship with their respective Class Reps through the following ways:

* Attending the Class Rep training run by the Advocacy Officer, Nathan Simkiss
* Holding Feedback Forums once per Semester.

To find out if a particular course had a Class Rep, you can search on the website:

<https://ucsa.org.nz/student-support/advocacy-welfare/class-representatives/>

## Class Rep Feedback Forums

These are an opportunity for College reps and Class Reps to get together and share information. They run no longer than an hour and include food.

Workshops be held once per Semester, probably in Term 2 Weeks 2-3 and Term 3 Weeks 4-5. There needs to be sufficient time for the Class Reps to be put in place and then undertake the training Nathan provides.

Regarding timing, this is up to the individual College rep to determine based on availability, and knowledge of their respective College.

College reps can either coordinate their own invites and RSVPs, or alternatively Sarah is happy to do this on their behalf and just provide a summary sheet the day prior.

It seems to be most effective to send out an invite approx one week prior, with a reminder email the day before.

As catering has to be confirmed three days in advance, no great changes can be made to orders after that time. However, any late RSVPs would usually be balanced out by those who no show on the day.

It is useful to circulate the intended discussion items with the invite and/or reminder so that any Class Reps unable to attend can still contribute feedback. Examples of 2020 discussion items were ECHO360, Covid-19 and online learning.

The relevant College’s Academic Clubs should also be invited. Where the College rep thinks it appropriate, the invitation could be extended to all students. This might be best in the Colleges that have lower Class Rep numbers (i.e. Commerce, Law and Education).

Sarah will communicate with the Deans in advance to notify them of the workshops and ask for any input. Feedback will then be consolidated and sent through to the Dean post-forum.

An annual review is done on the Class Rep Feedback Forums, and a survey sent out to all Class Reps to ensure continual review and improvements.

# Academic Clubs

Each College has Academic clubs and College representatives should make contact with these Club Execs as early as possible as they are a valuable contact. Working closely with these clubs will strengthen the student voice at meetings. Academic club contacts should be invited to the Class Rep Feedback Forums.

# UC acronyms and jargon

|  |
| --- |
| **UC – general/structure** |
| **AAC** | Academic Administration Committee - a committee of the Academic Board, tasked with overseeing the administration of, and providing advice on, policy with regard to academic matters. The UCSA Vice President sits on this. |
| **AVC** | Assistant Vice Chancellor |
| **CCR** | the UC Co-curricular Record |

|  |  |
| --- | --- |
| **Cheryl** | Prof. Cheryl de La Rey - the current Vice Chancellor |
| **Council** | UC Council - the overarching governing body of UC, the UCSA president sits on this |
| **CUAP** | Committee on University Academic Programmes - monitors the New Zealand university system on academic matters, overseen by UNZ |
| **DVC** | Deputy Vice Chancellor |
| **EFTS** | Equivalent full-time student. The workload of a course is specified by its EFTS value. StudyLink definition of a full-time workload is a minimum of 0.8 EFTS. A workload of 0.4 EFTS in Semester 1 or 2 also qualifies as a full- time workload for students undertaking part-year study. |
| **FTS** | Full-time student |
| **LR** | Learning Resources - a department of UC overseeing IT, Campus Service, the Library, Capital Works (building projects on campus) |
| **LTC** | Learning and Teaching Committee - the UCSA Vice President sits on this |
| **Lynn** | Lynn McClelland - Executive Director Student Services and Communications (SSAC) |
| **PDT** | Pasifika Development Team |
| **PVC** | Pro-Vice Chancellor, of which there are five at UC, one for each of the Colleges |
| **SAC** | Student Achievement Component funding is the Government's contribution to the direct costs of teaching, learning and other costs driven by student numbers. The Tertiary Education Commission (TEC) determines the amount of SAC funding a Tertiary Education Organisation (TEO) receives through Investment Plans. |
| **SLAB** | Student Life Advisory Board – co-chaired by the President. The CE and Finance and Engagement Officer also sit on this. This Board sets the Student Services Levy and determines how funds are allocated as recommended to the VC. |
| **SMT** | The UC Senior Management Team, this includes the Vice Chancellor and his/hir direct reports |
| **SSAC** | Student Services and Communications - a huge department at UC that encompasses Student Success, UC Sport and Recreation, UC Marketing, Communications & Engagement, Accommodation, Pacific Development, the Alumni and UC Foundation and the International Relations Office, amongst others. |
| **SSL** | Student Services Levy - also simply known as ‘the Levy’ |
| **TEC** | Tertiary Education Commission - the organisation responsible for funding tertiary education in NZ |
| **UC****Graduate Profile** | A framework for all UC undergraduate students to graduate with the following attributes:* Critically competent in core academic discipline
* Employable, innovative and enterprising
* Biculturally competent and confident
* Engaged with the community
* Globally aware
 |
| **UNZ** | Universities New Zealand - the collective sector voice for all eight New Zealand universities |
| **VC** | Vice Chancellor |
| **CH** | College House Hall |
| **R&R** | Rochester and Rutherford Hall |
| **Uni Hall** | University Hall |

|  |  |
| --- | --- |
| **BJ or Bish** | Bishop Julius Hall |
| **RA** | Residential Advisor / tutor |
| **UC – Academic** |
| **A** | Advice |
| **AEG** | Aegrotat consideration applied for if you are prevented from completing any major assignments or exams, or consider that your performance in these has been affected by illness, injury, bereavement or any other critical circumstance. An aegrotat will provide a new grade based on overall academic performance in that course. |
| **APL** | Assessment of Prior Learning is the assessment of the credit value of non-formal learning acquired through work/life experiences. This is sometimes also referred to as Recognition of Prior Learning (RPL). APL is not available for all qualifications. |
| **AQ** | Academic Quality |
| **CIS** | Course Information System. |
| **CPL** | Credit for Prior Learning |
| **COP** | Certificate of Proficiency - if a course (or courses) you are taking is/are not counted towards the qualification you are studying, they can be taken under a COP. |
| **CUP** | Certificate in University Preparation - a one-semester programme available for students who do not meet the enrolment requirements for UC, or who have been out of study for a substantial period and want to refresh and prepare their study skills before starting university. Students who successfully complete the programme will be eligible to apply for entry to 100-level degree courses at UC. |
| **GPA** | Grade Point Average - a system of recording academic achievement based on an averaging process of the grades, the process is defined in the regulations. |
| **IRAG** | Information Resources Advisory Group |
| **ISO** | International Organisation for Standardisation referring to the year |
| **IXQ** | Impending Exclusion from a qualification (Academic Progress) |
| **IXU** | Impending Exclusion from University (Academic Progress) |
| **MOOC**  | Massive Open On-Line Course |
| **OS** | Overseas/International Student |
| **RC** | Restrictions/conditions |
| **RPL** | Recognition of Prior Learning – as APL above. |
| **TELF** | Technology Enabled Learning Facility The Technology Enabled Learning Facility (TELF) is a service offered by the e-Learning team to support lecturers in the use of learning technologies. |
| **W** | Warning (Academic Progress) |
| **XQ** | Exclusion from a Qualification (Academic Progress) |
| **XU** | Exclusion from university (Academic Progress) |

|  |
| --- |
| **Other** |
| **LUSA** | Lincoln University Students’ Association |
| **OUSA** | Otago University Students’ Association |
| **VUWSA** | Victoria University of Wellington Students’ Association |
| **NZUSA** | New Zealand Union of Students’ Associations |
| **BAU** | Business as Usual |
| **CCC** | Christchurch City Council |
| **COB** | Close of business |
| **EA** | Executive Assistant |
| **EOD** | End of day |
| **JD** | Job description |
| **KPI** | Key Performance Indicator |
| **MOU** | Memorandum of Understanding |
| **Out of office** | Person is away from their office |
| **PA** | Personal Assistant |
| **YTD** | Year to date |

# Glossary of Academic Terms

### Academic Appeal

A request for re-consideration of an academic matter where a decision has been made under University regulations.

### Academic grievance

A situation not subject to an Academic Appeal as defined by University regulations where a student believes they have suffered an academic disadvantage.

### Academic Integrity

Principle by which university staff and students act honestly, fairly, ethically and with respect for each other in teaching, learning and administration.

### Academic transcript

A student’s academic record at UC. This shows all of the courses and grade results received

throughout study, as well as a student’s GPA.

### Academic year

The period from the beginning of the first semester (February) to the end of the second semester (November).

**Admission Entry to the University** (and possibly more specifically to a qualification) as a student, based on eligibility and acceptance. With the exception of Provisional Admission, admission to the University is a lifetime grant.

### Admission, Academic Equivalent Standing/Ad Eundem Statum (AES)

An admission to the University or a qualification on the basis of evaluating evidence that the study and/or work is deemed to be equivalent to other recognised (specified) admission pathways.

### Adult Entry

Students over the age of 20 that do not have UE through NCEA or equivalent secondary school study can apply to UC through Adult Entry status. Places for Adult Entry students will be offered subject to priority and availability.

### Assessment

A mark or grade awarded for academic work within and overall for a course. Typically courses have 40-50% of coursework with the remaining percentage of the final grade being an examination, though some courses have no final exam and are assessed entirely on coursework.

### Assignment

A piece of academic work you must complete as part of your course. This could include essays, practical tasks, presentation, and a variety of other types of coursework.

### Cheating, Academic Dishonesty and Dishonest Academic Conduct

Acts of dishonesty intended to gain an advantage for oneself or others in academic work. A key feature of such dishonesty is the intention to deceive.

### Conjoint Degrees

This combines two bachelor’s degrees into one. They require a higher workload and shorter

completion time.

### Co-requisite

A course which you must take at the same time (on concurrently) with another specified course.

### Cross-Credit

Where credit is shared between qualifications, rather than credit that is transferred from one qualification to another.

### Specified Credit

The process of transferring credits to a specified course within a different programme of study eg, course equivalence, credit for COSC 121,

Transfer of Credit given to one un-conferred qualification that is moved, or transferred, to a second un-conferred qualification.

### Unspecified Credit

The process of transferring credits for courses which are not part of the schedule of a qualification but which are judged to be relevant to the objectives of that qualification as a whole eg, equivalence within a subject area, credit for 15 points Commerce at 100-level.

### Dean

The Dean’s role is to oversee courses of study and academic activities from undergraduate through

to master’s level. They are often assisted by an Associate Dean.

### Delegate

The holder of delegated authority, who may make enforceable decisions that commit and/or incur liabilities for or on behalf of the University and will be held responsible for these (includes sub- delegates).

### Direct Entry

With excellent NCEA Level 3 and/or Scholarshp results, students can be offered a place at 200-levelin some subjects, or second-year study for some programmes.

### Double degree

This means studying towards two degree at the same time. Points can be cross-credited (or shared) between your degrees, which means, for example, you can complete a double degree in five years.

### Exclusion

A termination of enrolment for academic or discipline reasons that includes conditions that must be met before future enrolments are permitted.

### Doctoral degrees

Degrees awarded in recognition of a substantial body of original academic research that is (at least in principle) publishable in a peer-refereed academic journal and that is typically submitted for examination as a single thesis or dissertation (eg, PhD, DPhil, DA, EdD, DSocSci, DMA). Research doctoral degrees at UC are PhD, DMA, and EdD. This is the highest level qualification you can study.

### Honours degree

This is a bachelor’s degree which requires advanced study, either as part of a one-year programme following a three-year degree, or by completing a research component and/or additional requirements in the final year of a four-year degree.

### Intermediate year

This is the first-year of a programme of study for some professional degrees where you must first pass the Intermediate year to the required standard before being able to enrole in the second year (First Professional year) of the degree.

### Master’s degree

A postgraduate level qualification involving independent research and/or coursework in a subject area. They often take up to two years to complete full-time. A master’s degree is usually required before students can enrol for a PhD.

### PhD

A PhD, otherwise known as a Doctor of Philosophy, is among the highest level of university study you can complete. PhD studies include in-depth, original research on a topic of subject of choosing, and can take a minimum of three years full-time to complete.

### Plussage

A method of calculating marks a student has gained in a taught course by counting either: an examination or test mark; or a combination of exam, test and coursework marks; whichever is to the

student’s advantage. Additional requirements for eligibility for plussage may apply, including for example: a minimum result required in the examination; a minimum standard for completion of coursework; and/or attendance at laboratories or tutorials. (Definition from Auckland University assessment policy).

### Pre-requisite

A pre-requisite is a course you must pass before you can do another, usually more advanced, course.

### Research Submission

Any required research that is submitted based on the requirements of a Research or Project Course.

### Research Submission, Thesis

A detailed study based on original research and submitted for a master’s or doctoral degree.

### Restricted credit

Students enrolled in a 100 or 20-level course may receive restricted credit which cannot be used as a prerequisite for other courses, but is considered a pass.

### Restriction

Courses which cannot all be credited to the same degree because of an overlap in content between courses.

### Satisfactory Academic Performance for Continuation of Multi-Year Undergraduate Awards

The maintenance of a GPA of at least 5 (B grade average).

### Special Consideration

A process for finding academic remedy when a student is affected by external circumstances, normally outside of their control.

### Supervisor, Associate

A supervisor who provides additional academic advice to a student, but provides less input than the senior supervisor or co-supervisor.

### Supervisor, Co-Supervisor

A supervisor who takes substantial responsibility for provision of academic advice to a student, under the coordination of the Senior Supervisor

Supervisor, Senior

The principal supervisor for a research student who is responsible for the day-to-day academic management of the student’s supervision.

### Suspension

A limited period of time when a student is not enrolled and not permitted to study at the University

# Meeting Terminology, Procedure and How to Run a Good Meeting

|  |
| --- |
| **Meeting Terminology** |
| **Action Items** | A discrete task assigned to a person or group as a result of a discussion in a meeting. Normally it is given a due date |
| **Agenda** | Provides details of the items of business to be considered at a meeting |
| **Apology** | A formal recognition by the secretary of the meeting that you will not be/are not in attendance |
| **Appendix** | Subsidiary matter at the end of a book or document |
| **By invitation/ In attendance** | A person who attends a meeting by invitation or who is in attendance is not a committee member, but has been invited because she/he has some contribution to make to the meeting or by nature of their position to be kept informed or provide information. For example, he/she may give a report or make a presentation. They do not have any voting or speaking rights, andmay only be there for part of the meeting. |
| **Carried** | Sometime referred to as “motion carried”. This means that a motion that was proposed wasvoted for by a majority |
| **Casting vote** | Some committees make provision in their constitutions for the chair to have a casting vote - that is an extra vote, which he/she may use if there are equal numbers 'for' and 'against' when avote is taken |
| **Chair** | Person leading the meeting |
| **Conflict of interest** | A situation in which an individual has competing interests or loyalties. Conflicts of interest involve dual relationships; one person in a position in one relationship and a relationship inanother situation. |
| **Co-opted member/co- optee** | Members who are invited by the other members to join the committee. A committee will usually co-opt members who provide expertise missing in the other members, or who balancethe membership in some way (gender, academic discipline, and the like). Co-opted members are full members of a committee, with full speaking and voting rights. |
| **Constitution** | A committee's constitution sets out its functions, reporting line, membership, Chair, quorum and frequency of meetings. |
| **Ex-officio member** | An "ex officio" committee member has membership by virtue of his/her position or office. In agendas and minutes ex officio members should be referred to by position title; for example,"The Vice Chancellor advised …" |
| **General Business** | Consists of motions that are moved and seconded by participants of the meetings |
| **In-committee** | Meetings can go into a state of ‘in-committee’. This means only members of the committee canbe privy to the conversation. It also suggests the content is confidential |
| **Matters Arising** | The [opportunity](https://dictionary.cambridge.org/dictionary/english/opportunity) for [problems](https://dictionary.cambridge.org/dictionary/english/problem) or [questions](https://dictionary.cambridge.org/dictionary/english/question) from a [previous](https://dictionary.cambridge.org/dictionary/english/previous) [meeting](https://dictionary.cambridge.org/dictionary/english/meeting) to be [discussed,](https://dictionary.cambridge.org/dictionary/english/discuss) or actions from the previous meeting noted. |
| **Minutes** | The formal recording of the events that transpired in a meeting |
| **Motion** | A formal proposal for discussion and action |
| **Mover** | The person who proposes a motion |
| **Offline** | Used when speaking out of formal procedure |
| **Other Business** | Some agendas include an "Other Business" item at the end of the agenda to allow members to raise matters not otherwise included on the agenda. The use of "Other Business" is not generally favoured since the general principle applying to committee business is that members must be properly informed in advance (via detailed agenda items) about any matters they are to discuss, So, if "Other Business" is used at all, it must be restricted to very minor matters whichdo not require prior consideration' for example, matters of information. |
| **Part 1/Part 2** | Agendas can be split into two parts, part ‘A’ and part ‘B’. Part ‘A’ is often the part that isdiscussed in the meetings. Part ‘B’ is taken as read. If any concerns or questions rise in part ‘B’,the opportunity is given to raise them to part ‘A’ |

|  |  |
| --- | --- |
| **Quorum** | The quorum for a committee meeting is the minimum number of members required to make the meeting valid. If a meeting is inquorate, it cannot make decisions on behalf of thecommittee |
| **Resolution** | A resolution is a decision reached through a vote at formal meetings (that is; when a motion ispassed). |
| **Seconder** | The first committee member who formally seconds (supports) a motion moved by anothermember is referred to as "the seconder" |
| **Standing orders** | Some committees have standing orders which set out the "rules" on the way in which theirbusiness is conducted -for example, rules of debate, methods of voting, powers of the chair, etc. |
| **Sub-committee** | A sub-committee is one appointed by a larger committee to undertake a specified task. Some committees have standing sub-committees which deal with specific tasks which arise annually. |
| **Terms of reference** | Terms of reference define the specific task of a working party, or ad hoc committee. |
| **Workshop** | A session where the executive hashes out idea and solutions together. Often topics that comeup in formal meetings can be “moved to workshop |
|  |
| **Meeting procedure for Chairs** |

### Meeting Preparation:

Ensure the **agenda** is received at least a few days in advance to allow for preparation. Make notes on your agenda so you know what you want to cover/achieve. Use your agenda as your meeting guidelines.

**Arrive early** yourself to check in with the Secretary, ensure you have all documents required, and can start the meeting on time.

### Opening the Meeting:

**Open the meeting** and give the **time of starting** for the secretary to record. At this stage, be aware of whether you have a **quorum** (the required number of participants as defined by your rules). If you don't have a quorum, you can still run the meeting, but can't make any binding decisions.

**Welcome** everyone, **introduce** any new members, and **thank** everyone for making the time to be there. Always nice to include something relevant to that particular meeting e.g. *Great you could all make today's meeting since it's the last week of Semester.*

It’s always nice to do intros around the table if there is anyone new or if you feel like people may not

know each other already.

### Apologies:

Ask for any **apologies**. Usually the Secretary will have a list that is read out. You could then ask for any further apologies. Sometimes there will be an apology from someone who will be arriving late, or from someone there for having to leave early.

As the Chair, you can either ask for someone to put forward **a motion to accept the apologies** or you can do this yourself.

*I move that the apologies be accepted.*

Call for a seconder by saying *Is there a seconder for this?* Or someone might just say “*I second that*”. *All those in favour say aye, against, carried.*

If everyone has voted, you don't need to ask if there are any abstentions.

It might also be appropriate at this stage to ask for any **conflicts of interest** pertaining to any specific agenda items to be recorded.

### Minutes of the Previous Meeting and Matters Arising:

First agenda item is always the **Minutes of the Previous Meeting**. You state that you are taking these as read and does anyone have anything to amend. You then vote to accept these. i.e. you can ask for a mover and seconder, or as Chair, you can do this yourself. *I move that we accept the Minutes of (date) as a true and correct record. All in favour, please say Aye*

*All those against? Carried*

You then ask for any **matters arising** from these minutes. This is an opportunity for problems or questions from a previous meeting to be discussed.

You can say *There were no matters arising from the minutes of the previous meeting.*

Sometimes these are on the agenda again, so you can say, we will be dealing with this under Agenda item #.....

### Main agenda:

Work through each agenda item, being conscious of keeping to time. See over for how to run a good meeting. Be alert to members trying to catch your eye as an invitation to speak, or raising their hand.

As decisions are reached/actions are decided upon, ensure that whoever is taking responsibility is noted, and a timeframe given.

### Winding up the meeting:

At the end of the meeting, set a **time for/confirm the next meeting**. Ask for any **agenda items for the next meeting** to be noted by the Secretary.

Call the **meeting closed at (give time)**.

### Minutes:

Ensure the minutes are written up, approved by you and circulated in a timely fashion.

Between meetings, it is a good idea to check in with those who have actions to ensure they are progressing these, or offer guidance/assistance.

**How to run a good meeting**

1. Why do we need a Chair of a meeting? What is the Chair’s role?

Good groups are created by good Chairs. A good Chair:

* + inspires and promotes discussion.
	+ stimulates debate,
	+ ensures contribution from everyone, drawing out views if some are not speaking up by asking questions like “….. what is your view on this?”. Make a list of ways you can encourage participation/questions you can use.
	+ is conscious of some individuals that may dominate discussion
	+ manages group dynamics.
	+ guides discussions so they are courteous, respectful and effective.
	+ does not dominate discussion, but instead maintains good control of proceedings.
	+ has an open mind - so you can take on board the various perspectives.
	+ keeps things on track – focuses on the relevant issues.
1. Set expectations up front

Confidentiality - so people feel they can speak up

Devices – phone turned off and tablets/laptops on topic focus

Punctuality

Respectful engagement – play the issue, not the person, keep emotion out of it. Don’t litigate issues by email in advance.

1. Have an agenda – what are you looking for? What is the purpose?
	* Information
	* Discussion
	* Decision/recommendation

Be clear about the purpose of the meeting e.g. Advisory Groups makes recommendations whereas a committee is a decision-making body.

Use the agenda to plan the meeting – make notes on the agenda so you know how you want it to go/ensure all points are covered.

Also keep the meeting timely – set a start and finish time. Sometimes it can help to put a time beside each agenda item and it is generally good to keep meetings to an hour.

1. High-performing Boards are characterised by a culture of:
	* Capability and Accountability
	* Independence
	* Inclusion
	* Trust
	* Diligence/preparedness
	* Candour
2. A culture of inclusivity and disagreement is good.

Don’t stereotype those who are opposed to the group and don’t be afraid of conflict. Genuine disagreement needs to be aired and resolved. Beware of Group Think as it can be common in student boards/committees. Encourage the lone voice.

## Acknowledgements:

*We thank the following people and organisations contributed their experiences and sector knowledge to the Partners in Decision-making initiative:*

**Learner and provider representatives**

Dahrian Watene and Hoana Paul from NorthTec Tai Tokerau Wānanga

Micha Sili from Manukau Institute of Technology

Cath Dunphy from the University of Auckland Te Whare Wānanga o Tāmaki Makaurau

Savannah Ornsby and Kelly-Anne Panapa from Te Pūkenga

Olivia Dhanjee from Toi Ohomai

Tessa Guest and Tere McGonagle-Daly from Massey University (Wellington)

Karen Davis from Victoria University Wellington Te Herenga Waka

Jordan Gush from Building and Construction ITO

Skyla Flowers from WelTec & Whitireia

Shinn Kramer from Nelson Marlborough Institute of Technology

Gregory Fleming, Maui Duly and Carol Smith from Lincoln University

Kim Fowler, Rosa Hibbert-Schooner and Julie Mackey from the University of Canterbury Te Whare Wānanga o Waitaha

Emily Coyle, Karamea Pēwhairangi and Janice Murray from the University of Otago Te Whare Wānanga o Otāgo

**Designers:**

Dr Sally Varnham

Pam Thorburn

**Education Agency representatives:**

Sheelagh Matear from the Academic Quality Agency

Julia Moore and Fiona McCourt from NZQA

Julia Kennedy and Carol Murray-Brown from TEC

Dr John Dance from Universities New Zealand

Liam Davies from New Zealand Union of Students Associations

Kieran Forde, Era Yuan, Nicola Meek from Ministry of Education

1. [Tertiary Education Strategy](https://www.education.govt.nz/our-work/overall-strategies-and-policies/the-statement-of-national-education-and-learning-priorities-nelp-and-the-tertiary-education-strategy-tes/); [Ka Hikitia](https://www.education.govt.nz/our-work/overall-strategies-and-policies/ka-hikitia-ka-hapaitia/ka-hikitia-ka-hapaitia-the-maori-education-strategy/); [Action Plan for Pacific Education 2020 - 2030](https://www.education.govt.nz/our-work/overall-strategies-and-policies/action-plan-for-pacific-education-2020-2030/) [↑](#footnote-ref-1)
2. Alex Bols, ‘Enhancing Student Representation’ *Journal of Educational innovation, Partnership and Change,* (2017, Vol 3 No 1). [↑](#footnote-ref-2)
3. *Research on Student Partnership in Welsh HEIs and FEIs* (Heledd Bebb, 16 September, 2020) [↑](#footnote-ref-3)
4. Updated Higher Education Funding Council for Wales (HEFCW), *Quality Assessment Council for Wales,* 2020. [↑](#footnote-ref-4)
5. *Research on Student Partnership in Welsh Higher Education and Further Education Institutions: Executive Summary* (Bebb, 2020) pp 2 & 3. [↑](#footnote-ref-5)
6. Above p 5. [↑](#footnote-ref-6)
7. *Enhancing Student Engagement in Decision Making* (HEA, 2016). [↑](#footnote-ref-7)
8. Report on the National Student Training Programme 2016-2020 [NStEP Report on the National Student Training Programme 2016-2020 [Recovered] (studentengagement.ie)](https://studentengagement.ie/wp-content/uploads/2020/08/NStEP-Report-on-the-National-Student-Training-Programme-2016-2020-1.pdf) [↑](#footnote-ref-8)