

Cycle 6 Academic Audit

The Cycle 6 academic audits of three universities are now underway. The site visit for Waipapa Taumata Rau | The University of Auckland is scheduled for the week of 25 July 2022. As planned in the development of Cycle 6 Academic Audit, this will be a shorter site visit than in previous cycles with the Panel only spending three days at the University. The compensation for this has been a longer first Panel meeting (now 2 days) and further work in preparation for the site visit. At this point the intent is that the site visit will be held in person and that the international member of the Panel will also be able to attend in person. However, contingency arrangements have also been developed.

The Panel for the Cycle 6 Academic Audit of Te Herenga Waka | Victoria University of Wellington has held its first meeting. It is now undertaking further work in preparation for the site visit which is scheduled for the week of 12 September 2022.

Engagement with Te Kunenga Ki Pūrehuroa | Massey University commenced at the end of May and a first planning meeting with the University will take place in July. A summary of the audit schedule for all universities is available on the [AQA website](#).

Review of the Committee on University Academic Programmes (CUAP)

The report of the 2022 Review of CUAP was released on the [AQA website](#) on 28 April 2022. The Terms of Reference for the Review incorporated both CUAP's own terms of reference and the INQAAHE Guidelines of Good Practice.

Overall, the Panel found good support for CUAP's quality assurance processes across the university sector, with CUAP's contribution to the quality of programmes in universities in Aotearoa New Zealand being respected within and beyond the university sector. The Panel commended eleven areas of good practice, affirmed five areas of work underway and made eighteen recommendations intended to help CUAP remain fit for purpose against a backdrop of increasing change in tertiary education globally, the context of current day Aotearoa New Zealand, and increasing student diversity.

Feedback on the experience of the review is being sought and CUAP should provide a follow-up report on its response to recommendations in May 2023.

AQA | About

The Academic Quality Agency for New Zealand Universities (AQA) was established in 1993 to carry out audits of the processes in universities which underpin academic quality. The mission

of AQA is to contribute to high quality New Zealand university education by engaging as a leader and advocate in the development of universities based on high quality, internationally acceptable,

academic practices, and by providing quality assurance and quality enhancement services which assist universities in facilitating excellent student experience and learning outcomes.

Nau Mai, Whakatau Mai

AQA is delighted to welcome two talented wāhine to its Board and staff. Rosa Hibbert-Schooner (Te Arawa, Ngati Whakaaue) has been appointed to the Board and Hana Meinders-Sykes.

Rosa is the first nominee of Te Mana Ākonga to be appointed to the AQA Board and joins Ellen Dixon (NZUSA nominee) to strengthen student voices on the AQA Board. Rosa is currently the Tūmuaki of Te Atatoki Māori Students' Association at The University of canterbury. She also brings other governance and academic quality experience to the Board. Rosa's first meeting of the AQA Board will be in August.



AQA Deputy Director, Hana Meinders-Sykes

Hana Meinders-Sykes was appointed as the Deputy Director for AQA in June 2022. She brings with her a wealth of experience in, and a high passion for, embedding te Tiriti into regulation policy, having worked for the Social Workers Registration Board, Ministry of Social Development, the Nursing Council of New Zealand, and the Pharmacy Council of New Zealand.

Hana has whakapapa links to Aitu (Ngati Te Moko), Holland and Ireland, and was born and raised in Aotearoa New Zealand. She lives in Te Whanganui a Tara with her wife and cats, is an avid reader, and a proud supporter of equity.

Hana has a Bachelor of Arts in English Literature from Te Herenga Waka | Victoria University of Wellington and a Graduate Diploma in Arts (Social Policy) from Te Kunenga Ki Pūrehuroa | Massey University. She is currently working towards a Master of Arts in Social Policy from Te Kunenga Ki Pūrehuroa | Massey University.

Quality Enhancement

Global Peer Review

Online Peer Solutions and OneHE are collaborating to facilitate a global peer review initiative with two themes – Access, participation and Attainment and Support for Teaching Staff/Faculty. The outcomes of the project will include a report and a peer review workshop to calibrate and share practice among participants. **Expressions of interest close on 15 July** and more information is available [here](#).

Student Voices and Partnership Roundtable

AQA hosted a NZUSA facilitated roundtable on Student Voices and Partnership in Aotearoa New Zealand at the end of May 2022. The Roundtable brought together national students' associations (NZUSA, Te Mana Ākonga, Taura Pasifika, The National Disabled Students' Association and the New Zealand International Students' Association) and sector agencies supporting students' voices and partnership. The meeting covered developments in academic quality; the Education (Pastoral Care of Tertiary and International Learners) Code of Practice (the Code) and governance; and provided an opportunity to connect across these different strands of work.

Student Voice: The Global Student Movement

Contributed by Ellen R. Dixon, Steering Committee Member at the Global Student Forum & National Researcher for NZUSA

Tēnā koutou, talofa lava, mālō e lelei, kia orana, ni sa bula, g'day and greetings to my Pacific whānau.

Having been voted into the **Global Student Forum** (GSF) on the behalf of NZUSA in late-2021 - the umbrella organisation of the world's major student federations, including the All-Africa Students' Union (AASU), Commonwealth Students' Association (CSA), European Students' Union (ESU), Organising Bureau of European School Students (OBESSU), and Organización Continental Latinoamericana y Caribeña de Estudiantes (OCLAE) – I convened with the global team in May in Paris, France, for the first in-person meeting since the GSF was founded in 2020.



Ellen R. Dixon

This meeting marked some significant milestones for the global student movement. It followed the UNESCO World Higher Education Conference 2022 in Barcelona, Spain, during which the GSF released the **Global Student Declaration**, presenting discussions with world-leaders on student rights, gender justice, and climate education. My global working group on postgraduate affairs also released a policy paper, **Research Students in Higher Education Globally**, addressing early career researcher rights.

The Paris meeting occurred in parallel with the 82nd Annual Board Meeting of ESU and the 40th Anniversary of OBESSU, partnering with the European Commission's Erasmus+ "Bologna With Stakeholder Eyes" Conference. The Conference included the release of the UNESCO Youth GEM Report 2022: **Non-State Actors in Education: Who chooses? Who loses?** which featured my discussion on the Pacific; a presentation from the **Norwegian Students' and Academics' International Assistance Fund** (SAIH); and the **Union of Exiled Students** (UEE) founded by refugee, Rudi Osman. Further planning also occurred with **Students Organising for Sustainability** (SOS) UK, and with Dr Manja Klemenčič from Harvard University, whose **Student Impact on Higher Education Globally** project will be released in 2023 with a chapter contributed from Aotearoa New Zealand.

Further exciting developments are occurring. There is the promise of a Pacific Student Caucus including NZUSA, the National Union of Students Australia, and some Pacific Island student unions and representative councils. This could not be timelier, given current geopolitical tensions in the region becoming increasingly visible for Pacific youth at global events.



The European Commission's Erasmus+ "Bologna With Stakeholder Eyes" Conference in the Paris Town Hall with representatives from the European Union, European Commission, and the Paris Mayor opening the ceremony; the ESU delegations and GSF (back row) pictured.



Hector Ulloa from the GSF and SAIH presenting on SAIH's "Students at Risk" Monitoring Programme at the Conference.

Have You Seen This?

This Have you seen this column covers a range of topics from COVID-19 responses to resources and aspirations for Māori in tertiary education, global perspectives on the future for higher education, equity and wellbeing, and students as partners.

The experiences of universities in Aotearoa New Zealand were examined in a [webinar](#) by Dr Ailsa Holloway (AUT) as part of the Association of Pacific Rim Universities (APRU) Multi-Hazards webinar series. The webinar also marked the release of a [book](#) published by Springer. Dr Holloway's [chapter](#) is titled "Vigorous, Vital, Vulnerable: Universities and COVID-19, Aotearoa New Zealand."

Ako Aotearoa have launched a new 'storehouse' – [Te Pātaka Mātauranga Māori](#) - to make it easy to find resources and information that relate to Mātauranga Māori, Kaupapa Māori and Māori learners.

[Taumata Aronui](#) have released a substantial [report](#) setting out a vision for Māori success in tertiary education.

Internationally, the Global University Network for Innovation have also developed [New Visions for Higher Education](#).

The Australian National Centre for Student Equity in Higher Education ([NCSEHE](#)) have released a series of short [guides](#) for staff on student equity and supporting students' learning and mental wellbeing.

Rebecca Upsher and colleagues have published "A systematic review of interventions embedded in curriculum to improve university student wellbeing" in *Educational Research Review*. This [paper](#) is available as open access.

The Elon University guide to [Students as Partners](#) which includes links to other resources.

The National Student Engagement Programme (NStEP) in Ireland have launched a new [strategy](#) to embed authentic student engagement.

Meetings and Conference Calendar

4-7 July 2022

Online

Students Transitions Achievement Retention & Success (STARS) [Conference](#)

7-8 September 2022

Online

[Tuia Te Ako](#) (Māori learner success, Strategic leadership and change, Māori and Pacific pedagogies)

24-27 September 2022

Online

Student Voice Australia [Symposium](#)

26-30 September 2022

Tarndanya, Adelaide, South Australia and in hybrid mode

[World Indigenous Peoples' Conference on Education](#)

27-28 October 2022

Melbourne if in person, but mode still to be finalised

Council of Australasian University Leaders in Teaching and Learning [Conference](#)

23-24 November 2022

Melbourne and online

[TEQSA 6th Annual Conference](#)

24-27 November 2022

Singapore (with online components)

[Asia Pacific Quality Network Conference](#)

Submissions should be made by 30 July 2022.

4-7 December 2022

Sydney

ASCILITE 2022: 39th International Conference on Innovation, Practice and Research in the Use of Educational Technologies in Tertiary Education.

<https://ascilite.org/annual-conference/>



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