

A stylized, light-colored illustration of a plant with several leaves and a cluster of small, round buds or flowers, positioned on the left side of the slide against a dark brown background.

ENHANCING STUDENT VOICE BOTH SYSTEMATICALLY AND ORGANICALLY: DEVELOPMENTS IN NEW ZEALAND

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Ako Aotearoa is New Zealand's National Centre for Tertiary Teaching Excellence

Through a focus on enhancing the effectiveness of tertiary teaching and learning practices, the Centre will assist educators and organisations to enable the best possible educational outcomes for all learners.

Key activities:

- Supporting research and sharing of good practice.
- Providing professional development for tertiary educators.
- Leading strategic discussion on relevant issues.

www.akoaotearoa.ac.nz

The New Zealand Union of Students' Associations is the peak body representing students in Aotearoa/New Zealand

Amongst its goals:

- High quality learning and teaching practices.
- Outstanding student experiences and learning environments.
- Students valued as members of their academic community.
- Student voice valued and supported by strong, independent and democratic student organisations.

Key activities:

- Training and support for student representatives.
- Research that draws upon the lived experience of students.
- Engagement with decision-makers, including the public, on issues affecting students.

www.students.org.nz

The New Zealand Qualifications Framework

	Level	Qualification Types
Postgraduate and advanced	10	Doctorates
	9	Masters Degrees
	8	Postgraduate Diplomas and Honours Degrees
Skilled Technical and Professional	7	Bachelor Degrees
	6	Diplomas
	5	
Basic Trades	4	Certificates (including Secondary School NCEA)
	3	
Foundation Education	2	
	1	

The New Zealand Tertiary System

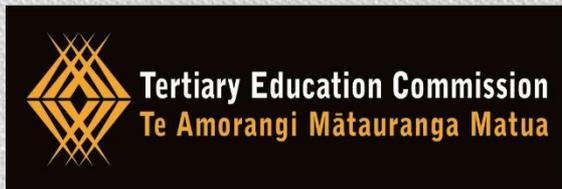
- 358,305 provider-based students plus 146,180 in workplace-based education.
- Four basic types of providers
 - 8 Universities: 40.8% of learners, almost entirely levels 7+.
 - 17 Institutes of Technology & Polytechnics (ITPs): 36.2% of learners, mainly at levels 1-7 but some postgrad, with an emphasis on applied disciplines.
 - 3 Wānanga: 10.4% of learners. Wānanga work within an explicitly indigenous framework, with a varying focus from wānanga to wānanga.
 - ~600 Private Training Enterprises (PTEs): 15.9% of learners. Privately or community-owned and specialised; usually offer only a handful of qualifications and usually at levels 1-7.
- Plus 11 Industry Training Organisations (ITOs) that arrange workplace-based education (apprenticeships & more), mainly at levels 1-4.

Main Government Agencies



Ministry of Education

Sets policy and the strategic direction for all parts of the system.



Tertiary Education Commission

Oversees (almost) all post-school education funding, mainly through negotiated investment plans with organisations.

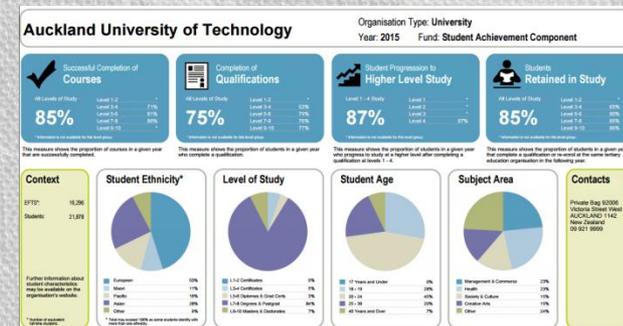
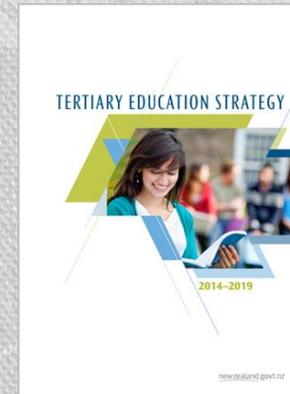


New Zealand Qualifications Authority

Quality assures both qualifications and education organisations except for universities (which are handled by the sector body for universities).

Major System Themes And Issues

- Moving from a solely market-based to a more 'strategic' approach to funding (but market thinking still very influential).
- Thinking much more about learner pathways and outcomes, including qualification reform.
- Much greater focus on organisational performance, from performance metrics to evaluative quality assurance.



Quality Assurance in New Zealand

- From 2009, quality assurance for non-university tertiary education has been based on evaluation and self assessment.
- NZQA is interested in how well organisations can justify claims relating to learner achievement and outcomes:

“How well do you really understand your performance?”

6 Key Features

<p>NEEDS ASSESSMENT</p> <p>To what extent is the TEO systematically determining and addressing the needs of relevant learners, employers and the wider community?⁷⁶</p> 	<p>PROCESSES AND PRACTICES</p> <p>To what extent are processes and practices supporting successful learning and helping achieve outcomes?</p> 	<p>LEARNER ACHIEVEMENT</p> <p>To what extent is educational provision having an impact on learner progress and the achievement of intended learning outcomes?</p> 
<p>OUTCOMES</p> <p>What outcomes are learners achieving including educational achievement and longer term economic, social, and cultural benefits? What is the value of those achievements for the relevant learners, employers and the wider community?⁷⁶</p> 	<p>USING WHAT IS LEARNED</p> <p>To what extent have evidence-based conclusions and decision-making been incorporated into strategic and business planning to drive improvements?</p> 	<p>ACTUAL IMPROVEMENTS</p> <p>What has improved? To what extent have those improvements been relevant and worthwhile? How do you know that the changes you made have had the effect you intended? Has the change had an impact on the problem identified?</p> 

6 Key Evaluation Questions

- How well do learners achieve?
- What is the value of the outcomes for key stakeholders, including learners?
- How well do programme design & delivery match the needs of learners and other stakeholders?
- How effectively are students supported and involved in their learning??
- How effective are governance and management in supporting educational achievement?
- How effectively are important compliance accountabilities managed?

Mitigating against effective student voice

- “Voluntary” student membership
- Changes to governance arrangements, removing/reducing student reps
- Customer model of accountability
- Financially vulnerable ITP sector, very diverse PTE sector, most often very small operations
- Differing levels of engagement with the quality/student voice nexus amongst government agencies, lack of consistency and overall framework
- Some students’ associations are weak and fragile, and still orientating themselves



Opportunities presented by our current activities

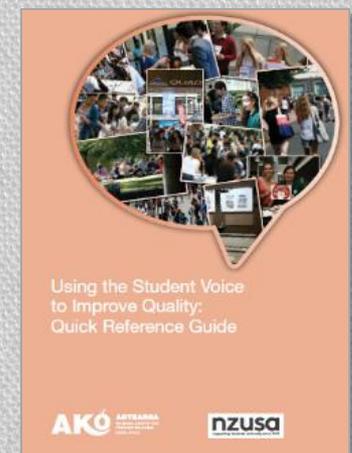
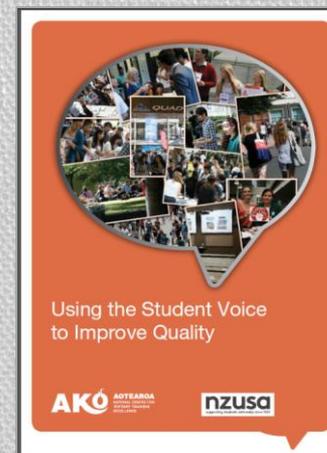
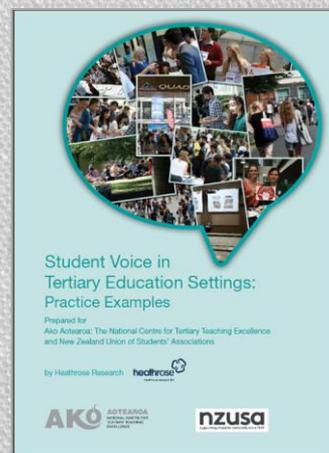
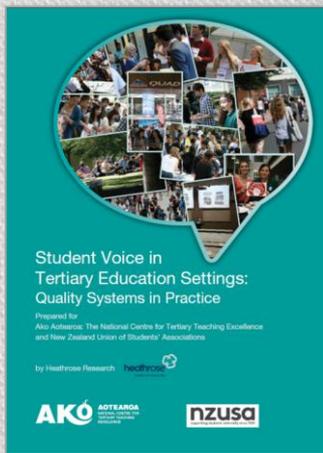
- The self-assessment model in the non-uni sector and strong interest in embedding the learner voice within it
- Strong existing student representation throughout the university sector
 - Class representative systems
 - Students on Academic Boards/Senates, involved in QA and QE
 - Representation mirrored in peak (national) structures
- There is a rhetoric of accountability, and ‘learner-centric-ness’
- Potential provided by the Compulsory Student Service Fee system, which anticipates joint decision-making over these activities
- Currently directly involved in building three student organisations from scratch, and drawing directly from our student voice findings



The Ako Aotearoa – NZUSA Collaboration: *Student Voice in Tertiary Education Settings*

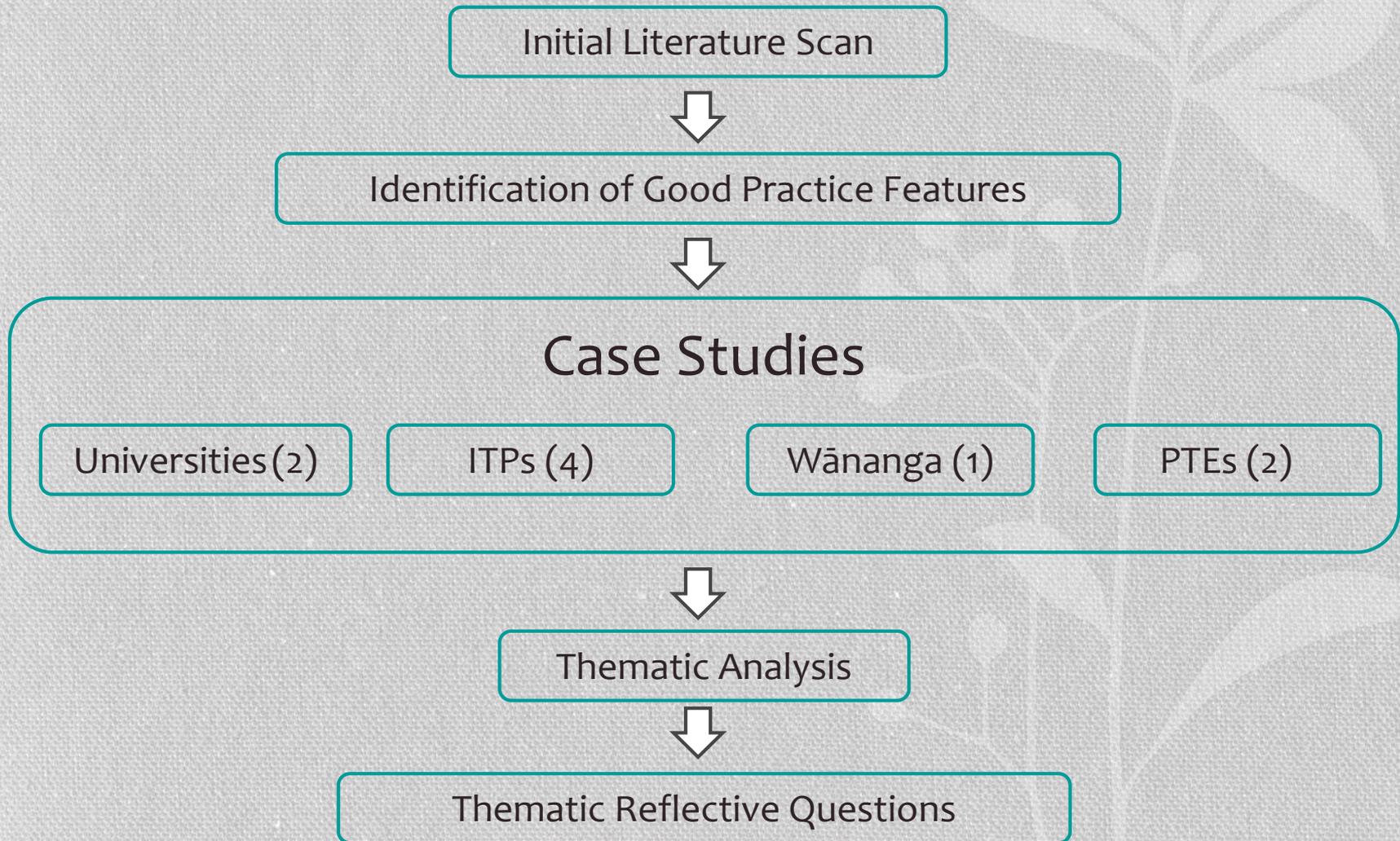
Stemmed from our shared interest in student voice as a vehicle for:

- Improving the quality of the learning environment
- Greater organisational transparency
- Wider contextual benefits for students (e.g. engagement)
- Better outcomes for learners



<https://ako.aotearoa.ac.nz/projects/student-voice-effective-representation-and-quality>

A Process That Recognises Diversity



Projects building on this work

Professional development programme

- Series of national summits
- Bringing staff and students together, showcasing good practice
- International engagement
- Consistent training programmes
- Student leadership development
- Building student voice into the external assessment systems through formal arrangements
- Promoting a National Centre for Student Voice

Projects building on this work

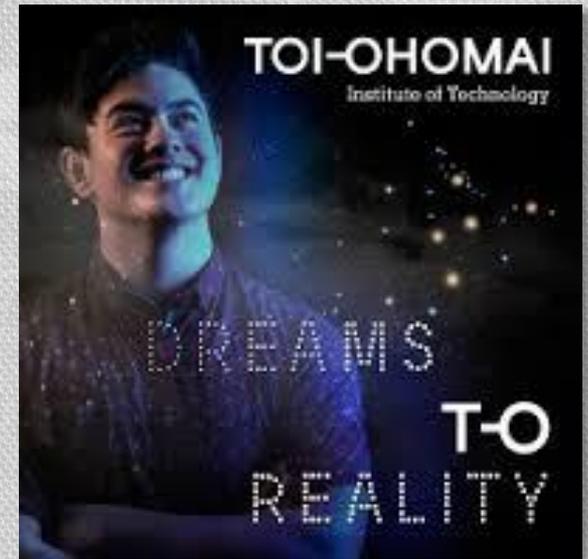
Learner Advisory Panels

- Standing discussion forums
- At first digital but increasingly face-to-face
- A nationwide discussion on barriers to student achievement
- Demonstrating the value of student engagement to shape policy and practice
- Working closely and directly with agencies and institutions
- Constructively moving beyond complaint towards seeing student voice as enhancement

Projects building on this work

Supporting student voice in short and low-level courses

- Directly built on previous collaborative work with Ako Aotearoa
- Undertaken at Toi Ohomai Institute of Technology in Rotorua
- Series of Focus Groups with students in programmes where the student representative system did not seem to be effective
- Explored reasons for lack of engagement and tested initiatives that might overcome these
- Finalising these into 'how to' guides for providers and student organisations



Projects building on this work

Supporting student voice in short and low-level courses (findings)

- Need to move beyond “student representation” to talk about “student voice”
- Tap into existing and apparent expressions of student leadership
- Be systematic but allow for organic expressions of student voice
- Build on the familial nature of these settings, and the close bonds that are developed
- Look to alternative ways of capturing the student voice, such as social functions, focus groups, post-study feedback



Conclusion:

Have challenges, making progress.

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