# Higher Education Pacific Quality Benchmarking Project 2017

## Benchmarking teaching quality, reward and recognition, programme quality, and student voice

A report prepared for Ako Aotearoa
by Dr Sara Booth, University of Tasmania

**ako.ac.nz**

UNIVERSITY *of* TASMANIA

Ako AOTEAROA

MANUKAU
INSTITUTE OF
TECHNOLOGY
Te Whare Takiura o Manukau

THE UNIVERSITY OF
WAIKATO
Te Whare Wānanga o Waikato

NATIONAL UNIVERSITY
OF SAMOA
Le Iunivesitē Aoao o Sāmoa

USP
THE UNIVERSITY OF THE
SOUTH PACIFIC

# Acknowledgements

I would like to acknowledge the commitment, support and effort from Ako Aotearoa and the four participating higher institutions involved in the Higher Education Pacific Quality Benchmarking Project. All participants did so in a spirit of collaboration, openness and professionalism. Their willingness to engage with the project led to clear outcomes, recommendations and areas of good practice as well as areas for sharing.

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This work is fundamentally about understanding what quality teaching and learning could look like for Pacific learners – not just within one institution, but across a range of tertiary institutions, across the Pacific. We need to value students as partners and build collaborative partnerships with them to ensure the quality of teaching and learning is a) inclusive, b) cohesive, and c) enhances their success.

This project aligns with Ako Aotearoa's strategic goals to enhance teaching and programme quality in New Zealand and the Pacific. We are extremely proud of the progress made through this work and acknowledge the commitment and contribution from those representing the institutions involved – University of the South Pacific, the National University of Samoa, Manukau Institute of Technology and The University of Waikato. I also want to thank and acknowledge Professor Sheelagh Matear, Executive Director of the Academic Quality Agency, for her valuable input and insights.
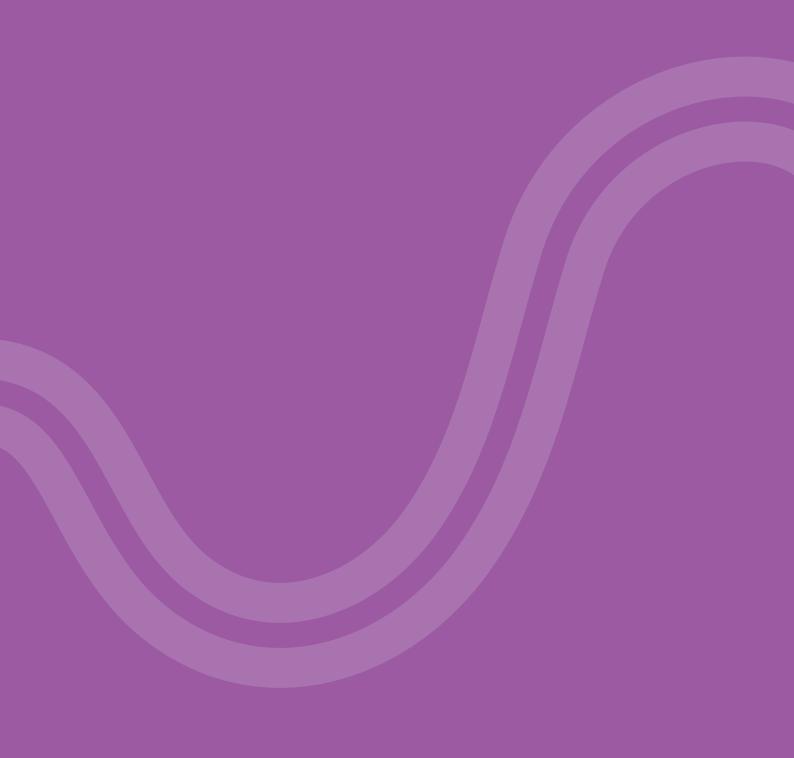
**Helen Lomax**
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**March 2018**

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# Executive summary

**This Final Report provides an overview of an Ako Aotearoa-supported international benchmarking project (2017), the Higher Education Pacific Quality [HEPQ] Benchmarking Project, involving four higher education (HE) institutions across the Pacific.**

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The benchmarking project was coordinated in partnership with Ako Aotearoa, the University of Tasmania and the National University of Samoa. The Academic Quality Agency [AQA] supported the initiative as an example of an internationally referenced, peer review model of external quality assurance. In particular, the project aligned with the Cycle 5 academic audit on programme review; benchmarking programmes; equivalence of learning outcomes; teaching quality; and the Cycle 6 audit thematic enhancement topic 'Access, outcomes and opportunity for Māori students and for Pasifika students'.

These HE institutions varied in institutional missions and contexts and ranged in size from: 3,500 to 20, 490 students; and from 377 to 1,670 staff. But they were similar in when they were established (1964 to 1987) [Appendix A]. Three of the institutions are universities and Manukau Institute of Technology is an ITP (Institutes of Technology and Polytechnics). When reading this Report, institutional context plays an important role in how performance indicators and measures were rated and what resources were available. The 4 HE institutions were:

1. Manukau Institute of Technology [MIT];
2. National University of Samoa [NUS];
3. The University of the South Pacific [USP]; and
4. The University of Waikato.

The **specific aims** of the HEPQ benchmarking project were to:

— Benchmark institutional processes on teaching quality, programme quality and student voice;

— Benchmark assessment inputs/outputs in a range of disciplines using the online Peer Review Portal;

— Build capacity for HE institutions to identify a gap in the self-review process and develop policy/and or process to address this gap;

— Build capacity for HE institutions [including industry and regulatory agencies] to participate in external referencing activity to improve their own processes;

— Build capacity for HE institutions to participate in external referencing activity to improve their own educational performance; and

— Develop institutional and international recommendations, evidence-based enhancement-led projects and share good practice with other HE institutions and key stakeholders.

The **key outcomes** from the HEPQ benchmarking project include:

— Peer Review Workshop and documentation;

— Individual Change Projects across the 4 institutions;

— Final Report with 4 international recommendations, over 40 areas of good practice, 31 institutional recommendations for improvement and 21 areas for sharing.

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The **key themes** to emerge from the HEPQ benchmarking project included:

| Focus areas | Areas of good practice | Areas for improvement/further development |
|---|---|---|
| Teaching quality | › Comprehensive processes in place to support programme review and professional accreditation activities.<br>› Each institution had programme advisory committees in place which included industry and external and/or international experts.<br>› Policies and plans to support the evaluation of learning and teaching, and the administration of evaluation of learning and teaching across the institution. | › Ongoing staff participation and engagement in professional development activities. |
| Reward and recognition | › Vice-Chancellor's award and other awards.<br>› Promotion process which recognises teaching excellence. | › Lack of reward and recognition in learning and teaching at the international level for Pacific universities. |
| Student voice | › Student voice is embedded in regulations and policies; student evaluation processes; student membership on University committees and Council; Student Associations and class representative systems; and University management meetings. | › Strengthening student voice for Māori and Pasifika students.<br>› Significant gap in the support and preparation of student representatives on committees. |
| Programme quality | | › Educational mobility is a challenge for Pacific universities. Mutual recognition of qualifications needs to be addressed. |

## Summary on teaching quality

The universities that participated in comparing teaching quality were: NUS, USP and Waikato.

There were a number of good practice areas across the three universities on teaching quality in terms of professional development:

1. A range of professional development activities for teaching staff on learning and teaching;

2. postgraduate and technical college certificates in tertiary teaching and assessment; and

3. funding to support these professional development activities.

Waikato, in addition to these initiatives, has implemented LEARNfest 2017, a conference organised by the Centre for Tertiary Teaching and Learning (CeTTL), which explores a variety of approaches in learning and teaching and pedagogical practice. To support these activities, the University's Academic Board also approved the establishment of tertiary teaching development expectations, which outlines the expectations that all continuing staff with teaching responsibilities will engage in and reflect on at least two tertiary teaching development sessions annually.

In terms of areas for improvement and further development, there were three main areas for consideration on the professional development of learning and teaching:

1. ongoing staff participation in professional development activities;

2. incentivising staff participation in professional development activities; and

3. communicating a programme of professional development activities for staff with teaching responsibilities.

Each university had comprehensive processes in place to support programme review and professional accreditation activities. Areas of good practice, included faculty-appointed accreditation officers to support programme teams in collecting the documentation for accreditation [USP]; a three-pronged approach to programme reviews: graduating year reviews, academic unit reviews and external academic reviewers which is validated through an annual paper prescription round [Waikato]; and policies and procedures to support review and accreditation activities [all]. Areas for improvement included, further publicity and visibility of the three-pronged approach to programme reviews for faculties [Waikato]; and a clear policy supporting professional accreditation [NUS].

Each university had programme advisory committees in place which included industry and external and/or international experts. Areas of good practice, included USP's administration and management of 12 regional Pacific countries, employers, industries and the professions in programme advisory committees; Waikato's stakeholder engagement is part of its programme development and review processes; staff participation in Samoa Qualifications Authority (SQA) accreditation panels under the NUS-SQA Memorandum of Understanding [NUS]; and the Professional

Attachment Policy which requires relevant staff [Trades, Nursing, Education, Tourism, Hospitality, Maritime Media] to undertake a one-week attachment in their field every year to ensure staff are up-to-date with developments in their field. Areas for improvement included; strengthening industry engagement with programme quality [NUS]; and a centralised process for accreditation processes and requirements [Waikato].

The three universities had institutional processes in place to evaluate learning and teaching. Areas of good practice, included: policies and plans to support the evaluation of learning and teaching [all]; the administration of evaluation of learning and teaching across the institution [all]; the implementation of assessment rubrics to assist students evaluate their own work prior to submission of written work [USP]; and an integrated electronic staff portfolio system (ASP) which records academic staff member's teaching activities and research outputs as part of academic promotion and advancement process. Data from the teaching and paper evaluations is used to create a teaching score for individual staff members, which is represented in their portfolio [Waikato].

## Summary on reward and recognition

The three participating institutions [NUS, USP and Waikato] compared institutional processes on reward and recognition of teaching staff. The following areas of good practice were: Vice-Chancellor's Teaching Excellence Awards and ceremonies and promotions/advancement processes [all]; nomination of staff for professional development leave to undertake further studies towards a Masters or PhD degree [NUS]; and a range of university awards: Teaching Excellence Awards; Kaupapa Māori Context Teaching Excellence Award; Postgraduate Supervisor's Excellence Award; Nola Campbell Memorial eLearning Excellence Award; Early Career Academic Excellence Award; and a range of research excellence awards [Waikato]. An area for further improvement was the Teaching Excellence Awards protocol [NUS].

The comparison of external [national or international] processes for rewarding and recognising teaching identified a significant gap across the two Pacific universities. Waikato's teaching-related staff awards feed into the national Tertiary Teaching Excellence Awards overseen by Ako Aotearoa. Both USP and NUS, did not have an external process [national or international] in place for rewarding and recognising excellent teaching staff. NUS does recognise long-term service through the nomination for the annual national Public Service Commission awards but this did not relate to the recognition of teaching excellence.

## Summary on student voice

The HE institutions that participated in an institutional review of student voice included: MIT, NUS, USP, and Waikato. Identified areas of good practice across the four HE institutions on how student voice was embedded in institutional processes and structures included: student voice embedded in regulations and policies; student evaluation processes; student membership on University committees and Council;

Student Associations and class representative systems; and University management meetings, which included student representatives. Specific examples of good practice include: Vice-Chancellor's Forum with students [USP]; the Vice-Chancellor has a monthly morning tea with the student association executive and includes students in key university initiatives such as the development of the Campus Plan (2016) and the NUS Graduate Profile (2015); The Waikato Students' Union (WSU) which has more than 10,000 student members and has significant bargaining power in University matters; and MIT's Small Group Instructional Diagnostic Tool (SGID) which provides students with opportunities to give feedback on the content and delivery of a programme.

In terms of areas for improvement/further development, the following areas were identified: the communication and access channels to information collated from students could be strengthened, as well as the data sharing within and between faculties and service centres [MIT]; increasing student response rates in student evaluation surveys [Waikato]; and strengthening student engagement with Senate and faculty committees [NUS].

When comparing evidence that student voice has made a difference to decisions and to the quality of provision, the following areas were identified as good practice: two items in the Student Evaluation of Courses (SEC) including the process for the assessment of the quality of teaching when teaching staff are reviewed [USP]; student feedback on course evaluation and programme review and non-academic services [NUS]; how academics respond to the feedback [Waikato and USP]; publishing results of student feedback [Waikato]; online student diary and Facebook page [MIT];and student class representative feedback on programme committees [MIT].

One clear example of how student voice has made a major difference in decision making came during a recent Council meeting when a proposed fee increase was vetoed by Council as a result of student representatives' input [NUS].

Areas for improvement or further development include: more visibility and transparency of survey results and changes made as a result of feedback to students [Waikato, MIT and USP]; and the development of a website about student voice and various initiatives undertaken as a result of student feedback [Waikato].

When comparing whether students had an active and independent student voice, the following examples of good practice were given: The University of the South Pacific Students Association (USPSA) is an association made up of all students from 12 Pacific Island countries, which is governed by a Charter which allows USPSA to operate through its own governance; NUS has included the student executive in the development of its strategic plan and constitution; the Māori & Pasifika Student Council Structure diagram [MIT]; Student Barometer Surveys [domestic, international and distance] provides comparison on students' feedback from application to graduation [Waikato]; and Nexus, the student magazine [Waikato].

MIT has provided Māori and Pasifika students with a range of ways to have an active, independent voice:

— The Whānau Room which creates an opportunity to support success of Tauira (students) and is available to Māori students;

— The Pasifika Room which creates opportunities to support success of Pasifika students;

— The Ma Tātou room at Te Wāonui o te Mātauranga (MIT Manukau) is a dedicated space to support active Māori & Pasifika student engagement, where Tauira have access to meet with Pouarāhi for cultural support and at times student support services.

Areas for improvement across the HE institutions included: the need to set up support for a Pasifika Student authentic voice and establishment of a clear formal system and process for a Ngāi Tauira authentic voice [MIT]; retaining students and strengthening their capacity to be advocates on academic and student committees [all]; and student engagement in increasing response rates [Waikato].

The four institutions provided the following areas of good practice when comparing how they listened to the student voice and involved them in the decision-making process: Faculty of Business involved students in the development of a pilot to increase the effectiveness of student voice [MIT]; Waikato reviewed its Pacific Plan and included students prior to staff consultation and involved them submitting feedback on the draft Plan; students are invited to part of the strategic planning process of the University which is conducted every six years [USP]; and a monthly meeting between the Vice-Chancellor and the Student Executive [NUS].

Areas for improvement or further development include: Students report that they don't always feel listened to [all]; difficulty in monitoring student participation on accreditation and review panels [Waikato]; provide training to student representatives on committees [Waikato]; and students would benefit from improved information on how the university listens to their feedback [NUS].

Lastly, when the four institutions compared whether student representatives were trained, supported and prepared for their roles, Waikato was the only institution with a clear process for student representatives. The process is managed by the Academic Office, which is part of the Vice-Chancellor's Office. The Class Representative System is supported with training by the Academic Committees Manager in consultation with the Student Success team, CeTTL and the Waikato Students' Union.

The other three institutions noted that some work was underway to support student representatives, however, the following themes were identified: some support has been provided in developing student representatives, but there is a significant gap in support and preparation of student representatives [NUS]; student representative development and training needs to be documented and regularised [USP]; and while there is some training available, this training needs to be improved as students are often unclear about their role and so are staff [MIT].

## Summary on programme quality

Two key challenges discussed at the Peer Review Workshop were student mobility and mutual recognition of learning. USP was the only institution to put forward reviewers to participate in an external peer review of programmes [See Appendix D]. Recommendation 1 in the International Recommendations highlights the necessity for Pacific institutions to demonstrate comparable programmes across the sector both in terms of student mobility and mutual recognition of learning.

"I enjoyed
the shared
conversations,
hearing and
deepening my
understanding
of the Pasifika
region... meeting
everyone
and having
spontaneous
discussions on
quality!"
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# Introduction

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**A partnership with Ako Aotearoa, the University of Tasmania and the National University of Samoa was established in 2017 to progress an international benchmarking project in the Pacific to compare teaching quality, programme quality and student voice across the region.**

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The Academic Quality Agency for New Zealand universities (AQA) supported this initiative as both a quality enhancement and quality improvement activity for universities. In the recently completed Cycle 5 Academic Audit of New Zealand universities, no commendations were made with respect to the guideline statement on programme benchmarking. Initiatives already underway were affirmed for two universities and audit panels made recommendations for four universities. This suggests that while benchmarking is present across New Zealand universities, it is not consistently recognised as good practice and for the four universities benchmarking was seen as an area that would benefit from further attention. The project also aligns with Ako Aotearoa's strategic goals to enhance teaching and programme quality in New Zealand and the Pacific, as well as their international partnership with the Higher Education Academy in rewarding and recognising good teaching across the higher education sector globally.

The Higher Education Pacific Quality (HEPQ) Benchmarking Project was established to progress this international external referencing activity with four higher education institutions. These HE institutions varied in institutional missions and contexts; they ranged in size from 3,500 to 20,490 students; and from 377 to 1,670 staff. They were similar in when they were established (1964 to 1987) [Appendix A]. Three of the institutions are universities and Manukau Institute of Technology is an ITP (Institutes of Technology and Polytechnics). When reading this Report, institutional context plays an important role in how performance indicators and measures were rated and what resources were available. The four HE institutions were:

1. Manukau Institute of Technology [MIT];
2. National University of Samoa [NUS];
3. The University of the South Pacific [USP]; and
4. The University of Waikato.

External referencing and peer review are evidence-based approaches to quality assurance and quality enhancement based on rigorous discussion and calibration with peers. External referencing is 'a process through which a higher education provider compares an aspect of its operations with an external comparator(s)' (TEQSA, 2016). The purpose of external referencing activity is varied, but typically includes:

— Providing evidence of the quality and standing of a provider's operations;

— Offering an external evidence-base as context for the development of internal improvements, especially to improve student outcomes; and

— Establishing and fostering collaborative improvement efforts across providers (TEQSA, 2016).

One of the key lessons learnt during the HEPQ Benchmarking Project was the strategic participation of key stakeholders in higher education quality at the national and international levels [see Appendix E]. As noted above, it is critical to establish and foster collaborative improvement efforts across all HE providers, whether these are HE institutions, quality assurance agencies or government representatives. Emeritus Professor Sheelagh Matear, Executive Director, Academic Quality Agency [AQA] for New Zealand Universities put forward a working model for collaborating on key challenges in HE at the Peer Review Workshop [see Figure 1]. Furthermore, Emeritus Professor Matear worked with Dr Booth to streamline the working model.

The model recognises the importance of interaction between different 'system' levels (institution, groups of institutions and the sector) in enhancing quality. Challenges that are identified by single institutions may be reflective of system level issues that have implications for policy. Addressing challenges though peer benchmarking promotes enhancement at both institutional and sector levels. The linkages between individual institution and sector level issues are particularly important in this context which comprises multiple jurisdictions across the Pacific. Therefore, this Report also makes international recommendations and recommendations for education policy.

To operationalise this collaborative working model, consideration should be given to the development of an annual Higher Education Pacific Quality [HEPQ]

Fig 1. Working model for collaborating on key challenges in HE (Matear & Booth, 2017)
The model recognises the importance of interaction between different 'system' levels
(institution, groups of institutions and the sector) in enhancing quality.



**Institutional self-referencing activity**

Identify institutional recommendations, areas of good practice, areas for improvement/ further enhancement

**Cross-institutional reference points**

Identify areas of good practice at the national and international levels; create a shared point of reference to discuss key challenges and issues across HE institutions

**HE sector collaborative improvement efforts**

Prioritise national and international challenges/topics in QA and work with key HE stakeholders to action and fund these as collaborative improvement projects. Showcase Higher Education Pacific Quality Exchange Conference

Exchange Conference across the Pacific to discuss shared strategic challenges in higher education quality assurance, including input from a range of key HE stakeholders. It is about the facilitation of a two-day workshop on a discussion of institutional self-reviews to identify best practice across HE institutions, as well as creating working groups on shared challenges across the Pacific to identify strategic areas for funding.

This working model for collaboration with key HE stakeholders has major implications for the funding of national and international policy projects and improvement initiatives.

External referencing, which includes benchmarking, can also be described as a learning process:

*A structured, collaborative, learning process for comparing practices, processes or performance outcomes. Its purpose is to identify comparative strengths and weaknesses, as a basis for developing improvements in academic quality. (TEQSA, 2014)*

The four HE institutions that participated in the HEPQ Benchmarking Project expressed interest in learning about:

— Innovations and change processes that have led to increased success for students and academic staff;

— How other institutions implemented their benchmarking activities; what worked, what didn't work, and quality enhancement, if any;

— Identification of organisation for external processes to reward and recognise teaching staff at national/international level;

— Identify evidence to indicate initiatives that were introduced based on student voices;

— Training and development programmes for student representatives on institutional committees;

— Benchmark assessment inputs/outputs in a range of disciplines using the Peer Review Portal;

— Build capacity for HE institutions to identify a gap in the self-review exercise and develop policy/ and or process to address this gap; and

— The opportunity to develop an international peer-review network that is informed by sharing of best practice for enhancement purposes. For example, the different self-assessment strategies employed by other institutions; the best practice case studies identified through the self-review process; and the opportunities and barriers of institutional subject level peer review of assessment and the peer review portal.

# Project methodology

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# The HEPQ Benchmarking Project began in May, 2017 and ran over eight to nine months.

Below is an outline of the key activities for the project is shown below (Table 1).

**TABLE 1:**
**Key phases of the HEPQ Benchmarking Project**

| Phases | Key dates | Quality enhancement and quality improvement activities |
|---|---|---|
| Phase 1 | May– Jul, 2017 | › Each university/institute signs a collaborative agreement to undertake the benchmarking exercise and pay the University of Tasmania AUD $3000 +GST to participate<br>› Work with institutional teams to collect evidence for the self-review on teaching quality, programme quality and student voice<br>› Work with institutional teams to upload evidence on the online Peer Review Portal |
| Phase 2 | Jun-Aug, 2017 | › Working with institutional/disciplinary teams to identify peers for peer review of assessment inputs/outputs<br>› Collect data and upload on the Peer Review Portal |
| Phase 3 | July-Oct, 2017 | › Self-improvement activity identified as part of self-review exercise<br>› Showcase self-improvement outcomes at Peer Review Workshop. This phase focuses on a needed 'change' that was identified during the self-review process. The change activity may include development of:<br>· Criteria for teaching excellence<br>· Processes and practice for internal recognition of teaching quality<br>· Processes and practices for accreditation of teaching<br>· Processes and/or network for inclusion of industry in the discipline benchmarking of programmes<br>· Policies and approaches to support reward & recognition of teaching quality or programme quality<br>· Student voice activities |
| Phase 4 | 6–7th Nov, 2017 | › This phase involves an International Peer Review Workshop, hosted by Ako Aotearoa that will showcase the results of the first 3 phases. It will also build capacity and networking with participating institutions to use external referencing to enhance quality in their institutions. Stakeholders from the international HE sector were also invited to participate in the international workshop. |
| Phase 5 | Dec, 2017-Jan, 2018 | › A Final Report with institutional and international recommendations, areas for sharing and good practice case studies will be provided to all participating institutions in the benchmarking project. Impact assessment and evaluation of the international project. |

## Development of Key Performance Indicators and Key Performance Measures

**Benchmarking format:** The format for the benchmarking project includes a good practice statement, key performance indicators, good practice statement and key performance measures which were derived from the Australasian Council on Open, Distance and E-learning (ACODE) benchmarking framework (2014).

**Good practice statement:** Good practice statements set out the agreed levels of achievement (standards) against which performance is assessed.

**Key Performance Indicators [KPIs]** identify the strategic themes for the review project.

**Key Performance Measures [KPMs]** identify actions, which lead to the achievement of good practice in performance areas. See Table 2 below for the KPIs and KPMs for the HEPQ Project.

TABLE 2:
### Key Performance Indicators and Measures for the HEPQ project

| Key Performance Indicators and Measures |
| --- |
| KPI: 1 Support for teaching staff in teaching quality and course quality |
| KPM 1.1: Does your institution provide professional development to teaching staff on learning and teaching? |
| KPM 1.2: Does your institution have in place processes to support programme coordinators and programme teams on programme review and professional accreditation activities? |
| KPM: 1.3 Does your institution have in place processes for teaching staff to work with industry representatives on programme quality and professional accreditation? |
| KPM: 1.4 Does your institution have in place processes to evaluate learning and teaching? |

| |
| --- |
| KPI: 2 Process for reward and recognition of teaching staff |
| KPM: 2.1 Does your institution have institutional process in place for rewarding and recognising teaching staff? |
| KPM: 2.2 Does your institution have external [national/international] processes in place for rewarding and recognising teaching? |

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| --- |
| KPI: 3 Processes to support student voice |
| KPM 3.1: To what extent is the student voice embedded in your institution's processes and structures? |
| KPM 3.2: What evidence shows that student voice has made a difference to decisions and the quality of provision? |
| KPM 3.3 Does your institution encourage students to have an active and independent student voice? |
| KPM: 3.4 How does your institution demonstrate that it is listening to student voice? Do you consult students early in decision making processes? |
| KPM: 3.5 Are student representatives trained, supported and well informed and prepared for their role? |

**Rating:** The self-review process includes a rating against each measure. To facilitate the self-review process, questions [key performance measures] are provided under each performance indicator to provide guidance for the self-review teams. These questions were designed to elicit specific information to enable processes and practices across participating HE institutions. The ratings for the performance measures are between Level 4 and Level 1, with Level 4 being the most evident of quality outcomes and Level 1 showing the least amount of the evidence of quality (Table 3). See Appendix B and Appendix C for a summary of ratings.

TABLE 3:
### Performance measures self-review guiding questions

| Level 4 | Yes | Effective strategies are implemented successfully |
| --- | --- | --- |
| Level 3 | Yes, but | Good strategies in place, some limitations or some further work needed |
| Level 2 | No, but | This area hasn't yet been effectively addressed, but some work is being done |
| Level 1 | No | No effective strategies e.g. not addressed, addressed only in isolated pockets, notionally addressed but major barriers to implementation |

**Rationale** provides institutions an opportunity to document key reasons for the performance rating and rationale under each performance indicator.

**Evidence:** There needs to be a strong correlation between the rating and the evidence provided. A high rating cannot be supported without evidence.

**Peer Review Portal:** The Peer Review Portal was customized for the HEPQ Benchmarking Project to collect institutional data through a secure, efficient, online support mechanism. Institutions did not have access to each other's institution's data, only their own responses in the self-review phase. To register for the Portal, go to: www.peerreviewportal.com

# Results

The outcomes of the HEPQ Benchmarking Project included four international recommendations and 30 institutional recommendations.

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# Key recommendations

## International recommendations

| International recommendations | | HE organisations responsible for implementation |
|---|---|---|
| Recommendation 1 | › Develop explicit processes for the formal recognition of programmes for Pacific universities in association with other countries [such as New Zealand and Australia]. As part of this recommendation, provide training for peer review of programmes for participating Pacific and New Zealand universities using the Peer Review Portal, so that there is consistency in all programme reviews which are connected to international networks for review. | › AQA, TEC, SQA, FHEC, TEQSA, NZQA<br>› Participating Pacific, New Zealand and Australian universities |
| Recommendation 2 | › Due to the lack of national awards outside New Zealand, consideration be given to Pacific institutions joining the New Zealand Ako Aotearoa Awards. Also, explore the link to the Global Teaching Education Award with the Higher Education Academy. | › Ako Aotearoa, Higher Education Academy<br>› Pacific universities |
| Recommendation 3 | › FHEC to develop a national-level reward and recognition programme for Pacific universities. | › FHEC<br>› Pacific universities |
| Recommendation 4 | › Consideration be given to developing a working model for collaboration across HE stakeholders in quality in the Pacific region. Part of this consideration would include the development of an annual Higher Education Pacific Quality [HEPQ] Exchange Workshop across the Pacific to discuss shared strategic challenges in higher education quality assurance, including input from a range of key HE stakeholders. It is about the facilitation of a two-day workshop on a discussion of institutional self-reviews to identify best practice across HE institutions, as well as creating working groups on shared strategic national and international challenges. | › AQA, SQA, FHEC, NZQA, TEC, TEQSA<br>› Participating Pacific, New Zealand and Australian universities |

AQA–Academic Quality Agency for New Zealand Universities; TEC– Tertiary Education Commission (NZ); SQASamoa Qualifications Authority; FHEC–Fiji Higher Education Commission; TEQSA– Tertiary Education Quality and Standards Agency (Australia); NZQA–New Zealand Qualifications Authority

## Institutional recommendations

31 institutional recommendations were put forward by the four participating higher education institutions.

| MIT institutional recommendations | |
|---|---|
| KPM:3.1: Student voice embedded in institutional structures and processes | 1. Increase access to student feedback across the institution |
| KPM:3.2: Evidence that student voice has made a difference to decisions and the quality of provision | 2. Ensure feedback loops are more clearly defined.<br>3. Increase staff capacity to communicate decision-making to students<br>4. Increase staff capability and capacity to evaluate data and make informed decisions for students and influence strategic direction |
| KPM:3.3: Students have an active and independent student voice | 5. Review student survey process structure to support Pasifika students 'authentic voice' |
| KPM:3.4: Demonstration that institution is listening to student voice. Consulting students early in decision-making process | 6. Explore new approaches and create opportunities for institutional discussion and embed in institutes strategic plan |
| KPM:3.5: Student representatives are trained, supported and well informed for their role | 7. Introduce a more cohesive approach to student representative training |

| NUS institutional recommendations | |
|---|---|
| KPM:1.1: Professional development for teaching staff on learning and teaching | 1. Supporting/driving research to improve teaching and learning through targeted funding |
| KPM:1.2: Programme review and professional accreditation activity | 2. Explore official recognition or approval of relevant programmes by relevant professional bodies in Samoa e.g. Accounting Association, Medical Council, Nursing Council etc. |
| KPM:1.3: Work with industry representatives | 3. Database of student alumni contacts to follow up during the annual employer survey |
| KPM:1.4: Process for evaluation | 4. Strengthen processes for evaluation of learning and teaching by:<br>  a. Integrating peer review of teaching as formative evaluation<br>  b. Affirming and strengthening the role of staff in improving teaching and course quality (e.g. through staff reflection survey and internal review) |
| KPM:2.1: Reward and recognition of teaching staff | 5. Developing, finalising and implementing Teaching Excellence Awards |
| KPM:3.1: Student voice embedded in institutional structures and processes | 6. Strengthen integration of the student voice in processes and structures through instituting a Student Representative at faculty and perhaps course level<br>7. At staff workshops, have a student panel come in to talk about their views on the workshop theme. Remember building student advocacy is about building student leadership<br>8. Consider trialing a Student Summit which includes postgraduate students playing a key role |
| KPM:3.2: Evidence that student voice has made a difference to decisions and the quality of provision | 9. Improving visibility of student feedback to surveys and the improvements that have been made as a result of it e.g. on website, social media etc. |
| KPM:3.3: Students have an active and independent student voice | 10. Strengthen the student voice by: Building on current support by putting in a place a strategy for building student leadership |

| Waikato institutional recommendations | |
|---|---|
| KPM:1.1: Professional development for teaching staff on learning and teaching | 1. HEA accreditation of the Postgraduate Certificate in Tertiary Teaching and Learning |
| KPM:1.2: Programme review and professional accreditation activity | 2. Accreditation review and processes and link with other reviews<br>3. Strengthen professional accreditation by identifying professional accreditation agencies and discuss preparation towards accreditation by professional bodies e.g. CPA Australia, and any other organisations |
| KPM:1.3: Work with industry representatives | 4. Waikato to implement Work Integrated Learning in all undergraduate degrees from 2018<br>5. Strengthen industry engagement by:<br>  a. Requiring evidence of industry and stakeholder consultation during approval of new programmes (already in policy)<br>  b. Phase in work-integrated learning for all degree programmes |
| KPM:2.2: National/international processes for rewarding and recognising teaching | 6. Lack of national awards outside NZ. Possibility for Pacific institutions to join NZ Awards |

| USP institutional recommendations | |
|---|---|
| KPM:1.1: Professional development for teaching staff on learning and teaching | 1. Evaluation and enhancement of the quality of course level learning outcomes and ensure alignment of these as well as program graduate outcomes to the university graduate outcomes<br>2. A virtual L&T hub is anticipated to be developed to the professional development of all staff in the development of learning outcomes as well as in the alignment of assessment appropriate for the learning outcomes |
| KPM: 2.1: Reward and recognition of teaching staff | 3. Reward and recognise staff via various categories of awards and to include the recognition of early career teaching staff |
| KPM: 2.2: National/international processes for rewarding and recognising teaching | 4. National-level rewarding and recognition programme by FHEC<br>5. Identify and establish a process for international recognition of teaching |
| KPM:3.4: Demonstration that institution is listening to student voice. Consulting students early in decision making process | 6. Strengthen this by: improving visibility of changes that have taken place as a result of student feedback and closing the feedback loop |
| KPM: 3.5: Student representatives are trained, supported and well informed for their role | 7. Provide training and support for student who representatives on University Committees<br>8. Further Development: Programme for strengthening student leadership in general and preparing students for student governance roles |

## Areas for sharing

21 areas for sharing were identified during the Peer Review Workshop.

| Areas for sharing | |
|---|---|
| KPM: 1.1: Professional development for teaching staff on learning and teaching | 1. LEARNfest Conference [Waikato]<br>2. Executive coaching for senior leaders [Waikato]<br>3. Staff mentoring programme and processes [Waikato]<br>4. Tertiary Teaching Development Expectations Framework [Waikato] |
| KPM:1.2: Programme review and professional accreditation activity | 5. Professions Australia accreditation documentation [UTAS] |
| KPM:1.3: Work with industry representatives | 6. Professional Attachment Policy for staff [NUS] |
| KPM:1.4: Process for evaluation | 7. Electronic academic staff portfolio system [Waikato]<br>8. Peer Observation of Teaching [USP] |
| KPM:2.1: Reward and recognition of teaching staff | 9. Early Career Academic Excellence Award [Waikato]<br>10. Postgraduate Supervisors Excellence Award [Waikato]<br>11. E-Learning Excellence Award [Waikato] |
| KPM:2.2: National/international processes for rewarding and recognising teaching | 12. Ako Aotearoa criteria for national teaching awards |
| KPM:3.1: Student voice embedded in institutional structures and processes | 13. VC morning tea with student association executive [NUS]<br>14. SGID tool [MIT]<br>15. Strengthen communication channels across the institution to share and use data to improve the student experience [MIT] |
| KPM:3.2: Evidence that student voice has made a difference to decisions and the quality of provision | 16. Strategies to improve the feedback loop [all]<br>17. Governance training for student members on committees [Waikato]<br>18. Feedback process responsive to our student demographic [MIT] |
| KPM:3.3: Students have an active and independent student voice | 19. Student experience committee that tracks student journey and provides opportunities for students to share and influence decision-making [UTAS] |
| KPM: 3.4: Demonstration that institution is listening to student voice. Consulting students early in decision making process | 20. Institute-wide conversation about authentic ways to gather Māori and Pasifika student voice [MIT] |
| KPM: 3.5: Student representatives are trained, supported and well informed for their role | 21. Embedding of thakana-teina model and development of student leadership and mentoring programmes [MIT] |

"I particularly liked the sense of a 'Pacific learning community' that is emerging from this project."

———

# Good practice
# examples

6

Below are some good practice examples discussed at the Peer Review Workshop:

## USP's administration and management of 12 regional countries, employers, industries and the professions in programme advisory committees

USP is a regional university that is owned and fully funded by the twelve island member countries. The governing authority is the University Council and its membership and powers are described in the university Charter, Statutes and Ordinances. The USP Council, has 35 members. Of the 35, five (5) are USP staff, seventeen (17) are regional government appointees who are Ministers of Education with their alternates as the Permanent Secretary Education/ Director General. There are 7 co-opted members drawn mainly from the public sector in recognition of their specialization. The Council has full autonomy and makes final decisions for all University matters except for what has been delegated to the Executive Committee.

To better understand the needs and priorities of its constituent communities, the University has established campuses in all twelve-member countries. The campuses facilitate the delivery of courses to flexible learning students in the respective countries. The Emalus campus in Vanuatu and Alafua campus in Samoa host the School of Law and the School of Agriculture and Food Technology respectively as well as servicing flexible learning students in other disciplines. Fulltime officers appointed as Campus directors are located in the 12 campuses and all are responsible to the Vice President Regional Campuses & Estates and Infrastructure who is located as a senior management team at the main Laucala campus in Fiji. There are Campus Advisory Committees in place that are guided by a terms of reference.

The USP Student Association (USPSA) on each campus is represented through the USPSA Federal body that provides input to the USP governance and management. The University is strongly committed to involving students in its policy development, implementation and monitoring. Beyond formal channels, there is a Vice-Chancellor's Forum with students at the Laucala Campus and this also occurs at other campuses when visited by the Vice-Chancellor and other members of the SMT. The University Management also convenes meetings with the representatives of the USPSA on a quarterly basis.

The University strives to ensure programmes continue to be relevant and responsive to the needs of the region. The Program Advisory Committee is a forum consisting of faculty representatives and relevant internal and external stakeholders, who will meet to dialogue on issues regarding the overall nature of academic disciplines which form the basis of key teaching subject specialisms/areas in the faculty, to ensure that its scope and content will meet the needs of the regional countries, in particular employers, industry and the profession. There is terms of reference in place for the Programme Advisory Committee.

There are Industry liaisons officers established at faculty level and one of their responsibilities is to engage with the private and public sectors and to establish counselling and placement centre for students' internship.

## MIT has provided Maori and Pasifika students with a range of ways to have an active, independent voice

— The Whanau Room which creates an opportunity to support success of Tauira and is available to Maori students;

— O Ma Tātou which is a dedicated space to support active student engagement, where Tauira have access to Pouarāhi for cultural support and at times student support services; and

— The Pasifika Room which creates opportunities to support success of Pasifika students.

## Waikato Student Representation Process

The process is managed by the Academic Office which is an office of the Vice-Chancellor's Office.

The Class Representative System is supported with training by the Academic Committees Manager in consultation with the Student Success tea, CeTTL and the Waikato Students' Union. The class reps role is to represent the interest of the class to the lecturer and the department. Class reps have a very important part to play in making communication possible between their class and academic staff and promoting constructive change.

Class reps attend faculty meetings which provides an additional avenue to air concerns, discuss ideas and developments related to the department/faculty. Interested students can be elected to sit on higher committees such as the University's Academic Board.

## Vice Chancellor has a monthly morning tea with the student association executive and students are included in key university initiatives such as the development of the Campus Plan (2016) and the NUS Graduate Profile (2015)

## Waikato's Tertiary Teaching Development Expectations Framework

Outlines the expectation of academic staff engagement in tertiary teaching development activities. It is expected that all teaching staff will complete at least two tertiary teaching activities per year and these activities are to be evidenced through ePortfolios, receiving a teaching excellence award, publications/presentations, certificates or degrees, or digital badges.

## Electronic academic staff portfolio system [Waikato]

The Academic Staff Portfolio Management System is an online automate system to facilitate the processes for academic promotions and advancements. The system:

— Ensures information provided on applications for academic promotions and advancements is relevant, accurate and independently verified;

— Provides a user-friendly automated process for academic promotions and the Professional Goal Setting (PGS) process; ensuring accuracy and integrity of the information provided on the application for promotions through validation on the following:

» Research listing and research revenue contribution of the applicant;

» The applicant's performance in terms of teaching quality;

» Various types of information on teaching (e.g. papers and related information);

» The applicant's performance supervising graduate/postgraduate research students.

Good practice examples

## Workshop evaluation

Below are the results from the workshop evaluation:

1. **Please rate your overall satisfaction with the workshop on a scale of 1 to 5, 1 being the lowest and 5 being the highest**

   8 Very satisfied, 6 Satisfied, 1 not rated.

2. **What were the best aspects of the workshop?**

   — New learning flavoured by overseas institution. People on the same side to benchmark quality and implement institutional responses, KPI improvement process of group work, facilitation aspects, informal, relaxed, relational meeting new colleagues, forward plan.

   — Sharing practices, challenges, processes in HE sector. Learning about new technology which is available to assist/ support student feedback processes.

   — Listening to experts in the relevant fields with regards to their presentations.

   — All of the sessions on the first day. It was extremely helpful and thought-provoking to share our experiences as well as learn from the good practice of our partner organisations. It is also exciting to think about what can come out of this network. I particularly like the sense of a 'Pacific learning community' that is emerging from this project.

   — Interactions enabled between regional universities.

   — Day 1 conversations and individual university responses and findings in view of KPI questions.

   — The discussions-group work and the Day one Talanoa. The welcome by MIT elders and the use of the MIT Pasifika Community Centre.

   — The shared conversations, hearing and deepening understanding of Pasifika region, meeting everyone and having spontaneous discussions on quality.

   — Sharing of information and practices and identification of areas of development.

   — Learning from other institutions, especially sharing experiences and acknowledging/honoring Pasifika/Māori cultural values, pedagogies etc.

   — Learning about the Pasifika universities and higher education systems and making connections with people attending.

   — Valued respected networks, sharing projects; understanding the Peer Review Portal; and authenticity of Pasifika and Māori voices.

   — Sharing common issues and concerns; hearing what other organisations are doing in the various areas of focus; networking with colleagues.

   — Familiarise and get to learn from participants and understand common issues/challenges.

   — Sharing the best practices by universities to maintain and enhance quality education. Ideas shared, especially the recommendations. Realised that all institutions are doing things their own ways to maintain quality.
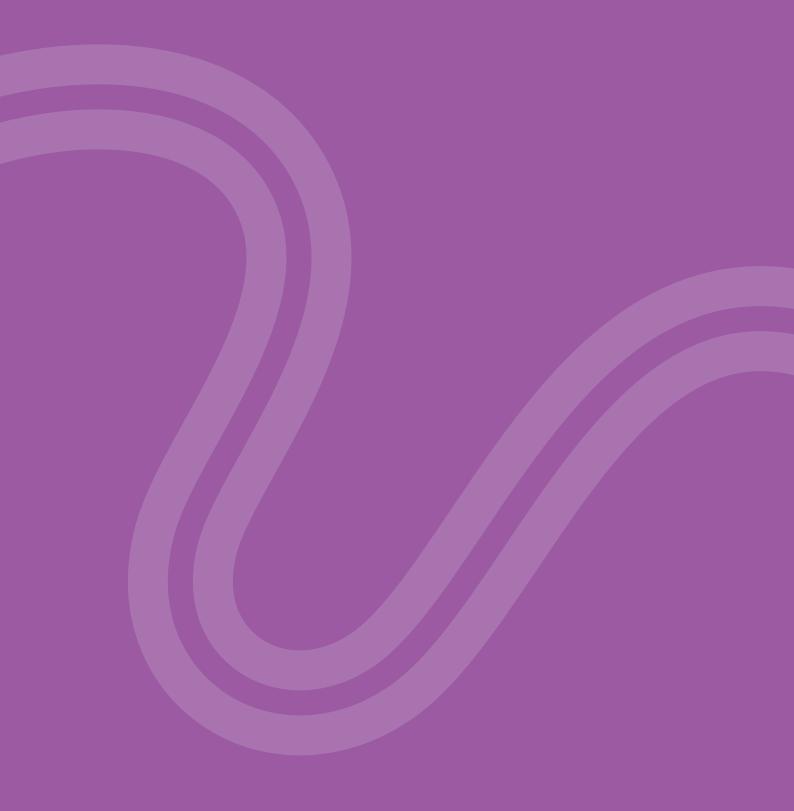
Good practice examples

3. **What aspects of the workshop could be improved?**

   — Food. Maybe student voice in project team.

   — No comments. I was happy with everything.

   — We, FHEC, want to be more involved in discussions going forward.

   — We almost didn't have enough time for sharing and discussion on the first day. Input of external participants on Day 2 could be sought in a more strategic way to enhance the project outcomes. They sort of just introduced themselves but it could have focused more on commenting or advising on the Day 1 outcomes.

   — I have only attended the 2nd day and to me it was great.

   — Lead up to the workshop could have met earlier in person among project partners to discuss findings and consolidate key learning's and development areas.

   — All good, thanks Ako Aotearoa and MIT.

   — Day 1, that is, increase dialogue around the indicators. Critical discussion rather than description.

   — Would have been useful to have a similar workshop for the project group at an earlier stage. Needed to be another day or half day as we had so much more we could have talked about and brainstormed as a project group.

   — Mixing up the participants more explicitly.

   — Nothing particular.

   — Initially communication of the hui. To have met earlier together face-to-face for the project.

   — Initially it felt quite confusing and were unsure of where the process was heading. Perhaps presenting our process and findings up front would be another way of approaching the workshop.

   — Most of the presentations were heavily content rich. To be effective they need to be concise and contain graphical information. Could be expanded to include other relevant agencies and tertiary organisations that need to participate in the quality framework.

   — More hands on practical work in improving some key areas identified during the workshop.

4. **What are the two things that you are going to do as a result of the workshop?**

   — Organize meetings with heads of school. Find opportunity in Association of Pasifika staff in tertiary teaching.

   — Strengthen student voice in the committees and facilitate national/ international recognition of teachers.

   — Look at strategic discussions for the improvement and empowerment of HEIs, making FHEC enablers in the HE sector and the Pacific brothers and sisters in developing policies and sharing knowledge.

   — As an institution, we will look into ways of enhancing the ways student voices are heard and inform institutional decisions and processes. In particular, we'll explore ways of better collecting student feedback and training student reps. Thank-you for including us.

   — Pursue discussions with Pacific QA agencies regarding the mutual recognition of qualifications –something that USP has highlighted. Write a report to be presented to the FHEC on the work you are doing and see how this could feed into the FHEC work.

   — Prioritise my list of recommendations and focus on the interventions for a] improving support for teacher quality, that is, professional development in teaching and learning; and b] developing student leadership and advocacy and governance.

   — Closing the loop and ensuring the feedback from this gets back to teachers as soon as possible.

   — Discuss how we can become more connected to 'benchmarking' with Pasifika partners and discuss disciplines becoming more connected across Pasifika region.

   — A lot more work on student voice, particularly in respect to Pasifika and Māori learners and developing models of students as partners.

   — Make room for student voice [e.g. in programme advisory committee], continue collaborating with other organizations e.g. NUS/Waikato on specific areas, including course level outcomes and mentoring.

   — View Pasifika HE in a fuller context and follow up with individuals.

   — Follow up with Sara about the project and connect and work together.

   — Progress a change in our project processes. Consider opportunities to work with new colleagues. Consider learning from other projects and how they apply in our context.

   — Pay more attention to student voice.

   — Make the changes into our process both immediate and long term. Hope to embed some of the best practices into the curriculum.

# Conclusion

7

The HEPQ Benchmarking Project (2017) is an example of an external referencing activity which was built on the collaborative efforts of all 4 HE institutions to better understand and improve practice in teaching quality, reward and recognition, programme quality and student voice.

# References

**A**

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**T**

TEQSA Guidance Note on Benchmarking (2014) http://www.teqsa.gov.au/sites/default/files/BenchmarkingGNFinal_0.pdf

TEQSA Guidance Note on External Referencing (2017) http://www.teqsa.gov.au/sites/default/files/GuidanceNote_ExternalReferencing2.1.pdf

# Appendices

## Appendix A. Institutional context statements

| Institutional context Statements | MIT | NUS | USP | Waikato |
|---|---|---|---|---|
| Country | New Zealand | Samoan | 12 countries | New Zealand |
| Established | 1970 | 1984 | 1968 | 1964 |
| Number of faculties/schools | 7 Faculties | 6 Faculties, 2 Centres & 1 School | 3 Faculties, 17 Schools, 6 Institutes | 9 Faculties and 1 College |
| Number of students | 15, 619 | 3,500 | 20,490 | 12,016 |
| Number of staff, including sessional staff | 327 tutorial staff, 406 admin staff | 377 | 1,620 | 1, 498 full time staff |
| Level of programme: pathways, undergraduate, postgraduate | Secondary education, Certificate 1-4, Diploma, Bachelor's Degree, Graduate Certificate, Graduate Diploma [level 7] NZ Qualifications Framework | Pathways, UG, PG | Fiji Qualifications Framework, Levels 2–10 | Pathways, UG, PG |

## Appendix B. Summary of ratings

| Institutional context statements | Yes | Yes, but | No, but | No |
|---|---|---|---|---|
| **KPI: 1 Support for teaching staff in teaching quality and course quality** | | | | |
| KPM:1.1: Does your institution provide professional development to teaching staff on learning and teaching? | | 3 institutions | | |
| KPM:1.2: Does your institution have in place processes to support programme coordinators and programme teams on programme review and professional accreditation activities? | | 3 institutions | | |
| KPM:1.3 Does your institution have in place processes for teaching staff to work with industry representatives on programme quality and professional accreditation? | | 3 institutions | | |
| KPM:1.4 Does your institution have in place processes to evaluate learning and teaching? | | 3 institutions | | |
| **KPI: 2 Process for reward and recognition of teaching staff** | | | | |
| KPM:2.1 Does your institution have institutional process in place for rewarding and recognising teaching staff? | 1 institution | 2 institutions | | |
| KPM:2.2 Does your institution have external [national/international] processes in place for rewarding and recognising teaching? | 1 institution | | 1 institution | 1 institution |
| **KPI: 3 Processes to support student voice** | | | | |
| KPM:3.1: To what extent is the student voice embedded in your institution's processes and structures? | 1 institution | 3 institutions | | |
| KPM:3.2: What evidence shows that student voice has made a difference to decisions and the quality of provision? | 1 institution | 3 institutions | | |
| KPM:3.3 Does your institution encourage students to have an active and independent student voice? | 1 institution | 3 institutions | | |
| KPM:3.4 How does your institution demonstrate that it is listening to student voice? Do you consult students early in decision making processes? | 1 institution | 3 institutions | | |
| KPM:3.5 Are student representatives trained, supported and well informed and prepared for their role? | | 3 institutions | | 1 institution |

## Appendix C: Sample of qualitative feedback on ratings

**Key Performance Indicator: 1: Support for teaching staff in teaching quality and course quality**

Key Performance Measure: 1.1 Does your institution provide professional development to teaching staff on learning and teaching?

### Areas of good practice

**NUS:**

1. The Oloamanu Centre for Professional Development and Continuing Education delivers the Certificate IV in Adult Teaching for all new staff who do not have a teaching qualification. The requirement for all relevant new staff to undertake this programme within their first year of employment is outlined in their employment contract.

2. The university also has the Technology Enabled Learning Policy which outlines how staff are to be supported in developing technology-enabled learning.

3. The Australia Pacific Technical College Certificate IV in Training and Assessment is endorsed by the university for TVET trainers, who undertake this programme under the NUS-APTC Joint Partnership Agreement.

4. Funding is also available under the Education Sector: Professional Development stream to support professional development in teaching and learning, for proposals put forward by Faculties and Units.

**USP:** One of the objectives of the Priority Area 1 (PA1) in the Strategic Plan on Learning and Teaching is to improve the quality of teaching through the USP system. Planned initiatives include:

1. teaching staff complete or hold a Postgraduate Certificate in Tertiary Teaching (PGCTT);

2. Expand continuing professional development for teaching excellence;

3. Online programme-PGCTT which all staff are encouraged to participate in;

4. 3 faculties are allocated funds for professional development of teaching staff;

5. USP is a multimodal learning institution which uses Moodle as the LMS, which has an online guide to up skill staff on the use of Moodle as an effective teaching tool;

6. There are funds disbursed from Human Resources that supports professional as well as academic development of staff.

**Waikato:** All staff at the University of Waikato are encouraged to continually improve and extend their performance and capabilities, through ongoing training and professional development, including teaching development. The Centre for Tertiary Teaching and Learning (CeTTL) was established in 2012 as an initiative to enhance the University-wide teaching and learning development service available to staff. LEARNfest 2017 is a new conference organised by the CeTTL taking place in November 2017. It will explore and celebrate a variety of approaches to teaching and learning, including face-to-face, online, flexible, blended, technology-enhanced, and any other innovative pedagogy. In December 2016, the University Academic Board approved a proposal for the establishment of tertiary teaching development expectations. These documents set out the expectation that all continuing staff with teaching responsibilities engage in, document and reflect on at least two tertiary teaching development annually.

The University's Management Development Programme is made up of a number of components: Executive coaching for senior leaders; Postgraduate Certificate in Tertiary Teaching and Learning (under development); Postgraduate Certificate in Leadership in Higher Education; Mentoring programme; Leadership Forums; Leadership initiatives for women; and Workshops and special events.

### Areas for improvement/further development

**NUS:** We recognise that the university may benefit from a policy and programme for ongoing professional development in teaching and learning, informed by a needs assessment and supported by research in teaching and learning in higher education.

**Waikato:** A new website for the Centre for Tertiary Teaching and Learning is in development and will be launched in November 2017. Improvements to the website have included better and clearer provision of information about teaching development activities. The Postgraduate Certificate in Tertiary Teaching and Learning was reviewed during 2017 and significant changes have been proposed. A proposal for the new qualification will be submitted for consideration and approval by CUAP in 2018. The Postgraduate Certificate in Leadership in Higher Education proposed for review due to the current inability to run a keystone paper. Alternative options (directed study) are being sought for those who want/need to complete it. A review will take place to confirm its offering but in a different format, maybe more blended or fully online. Consideration of incentivising staff participation in the PGCert Tertiary Teaching and other, less formal, development activities.

## Appendix D: External referencing of programmes

| Faculty | Coordinator | Email | Unit code | Unit name | Programme/ course | Unit coordinator | Email address |
|---|---|---|---|---|---|---|---|
| Faculty of Business & Entrepreneurship | Tea Tepora Wright | t.wright@nus.edu.ws | HAC111 | Introductory Financial Accounting | Bachelor of Commerce | Dr Seve F Seve | f.seve@nus.edu.ws |
| Faculty of Business & Entrepreneurship | Tea Tepora Wright | t.wright@nus.edu.ws | HEC101 | Introductory Microeconomics | Bachelor of Commerce | Dr Seve F Seve | f.seve@nus.edu.ws |
| Faculty of Applied Sciences | Tea Tepora Wright | t.wright@nus.edu.ws | TRE211 | Digital Electronics | Diploma in Radio-Electronics | James Ah Fook | j.ahfook@nus.edu.ws |
| Faculty of Education | Tea Tepora Wright | t.wright@nus.edu.ws | HED101 | Human Development | Bachelor of Education | Dr Fuialii T Tuia | t.tuia@nus.edu.ws |
| Faculty of Education | Tea Tepora Wright | t.wright@nus.edu.ws | HTE360 | Teaching Science at Primary | Bachelor of Education | Dr Tofilau F Suaalii | f.suaalii@nus.edu.ws |

## Appendix E: List of participants at the peer review workshop

**Project team**

— Dr Sara Booth, University of Tasmania

— Tea Tepora Wright, National University of Samoa (NUS)

— Professor Peseta Desmond Lee Hang, National University of Samoa (NUS)

— Dr Sereana Kubuabola, The University of the South Pacific (USP)

— Aman Deo, The University of the South Pacific (USP)

— Dr Yoko Kanemasu, The University of the South Pacific (USP)

— Dr David Rohindra, The University of the South Pacific (USP)

— Dr Nacanieli Rika, The University of the South Pacific (USP)

— Cassandra Jutsum, University of Waikato

— Sandra Wilkinson, Manukau Institute of Technology (MIT)

— Luana Te Hira, Manukau Institute of Technology (MIT)

— Sue Vaealiki, Manukau Institute of Technology (MIT)

**Ako Aotearoa**

— Helen Lomax

— Dr Stanley Frielick

— Pale Sauni

— Daniela Theodorou

— Dr Joe Te Rito

— Dr Beatrice Dias-Waingasekera

**External quality experts**

— Emeritus Professor Sheelagh Matear, Academic Quality Agency (AQA)

— Lili Tuioti, New Zealand Qualification Authority (NZQA)

— Dr Letuimanuasina Emma Kruse-Vaai, Samoa Qualification Authority (SQA)-an apology

— Amelia Siga, Fiji Higher Education Commission (FHEC)

— Akuila Savu, Fiji Higher Education Commission (FHEC)

**New Zealand universities and Pacific directors**

— Dr Tasileta Teevale, Otago University

— Pauline Luafutu-Simpson, University of Canterbury

— Professor Robyn Longhurst, University of Waikato

**Pacific directors, ITPs or representatives**

— Peseta Sam Lotu-Liga, Manukau Institute of Technology (MIT)

— Lisale Falema'a, Tertiary Education Commission (TEC)

# Notes