

Enhancement Theme Frameworks

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

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

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

(1) Phase framework

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

Māori will constitute 18% of the NZ population by 2038 and Pacific peoples a further 10%. The Māori economy will grow.

The aims from the phase model are developed further in the framework for the theme.

(2) Enhancement theme framework

(Objectives over the short-term (enhancement theme) to be demonstrated in the medium term (Cycle 6 audit))

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

Acknowledgements: This Framework is adapted from and draws heavily on the Scottish Student Transitions Enhancement Theme: Logic Model. The support of QAA Scotland in allowing its use and Professor Roni Bamber and Dr John Bamber for guidance on how such a model might work in New Zealand is gratefully acknowledged.