

MASSEY UNIVERSITY QUALIFICATIONS FRAMEWORK

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PURPOSE

The Qualifications Framework sets out how Massey University will incorporate the principles outlined in the Qualifications Policy into deliverable qualifications.

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2. QUALIFICATION CONTEXT

Qualifications in New Zealand and at Massey are created within legal and regulatory frameworks, both internal and external to the University; some of which are empowering, some of which are restrictive. Understanding this context, and the parties who shape it, will assist to understand the environment in which policy and this Framework are created. The term qualification is protected and cannot be awarded outside this context.

2.1 Legislation

Massey University is an autonomous (independently managed and governed) institution constituted under the Massey University Act 1963 “for the advancement of knowledge and the dissemination and maintenance thereof by teaching and research”.¹

The Massey University Council is empowered under the Education Act 1989 to “determine the courses of study and training to be provided”.² This authority is exercised through internal approval processes (Section 9.1) in accordance with the Qualifications Policy, Qualifications Strategy (as promulgated from time to time), this Qualifications Framework, and the University Regulations.

The Education Act 1989 also creates a quality assurance framework for New Zealand qualifications – the New Zealand Qualifications Framework NZQF, under which any programme of study which results in a New Zealand Qualification must be externally quality assured. For many institutions this is administered and audited by the New Zealand Qualifications Authority NZQA; however, the Education Act 1989 authorises the New Zealand Vice Chancellors’ Committee NZVCC, now known as Universities New Zealand – Te Pōkai Tara UNZ “to exercise in relation to universities ... the powers of the Qualifications Authority”.³

The UNZ Committee on University Academic Programmes CUAP is the body responsible for the approval and accreditation of qualifications, on which Massey University cooperates with the seven other New Zealand universities to maintain and enhance the standards and reputation of New Zealand university qualifications. Qualifications may not be taught or awarded without such accreditation.

Massey University qualifications (along with their constituent papers) will follow the CUAP approval process as set out in Section 9.3 and in accordance with the Procedures for New Qualifications, Specialisations and Papers, and Changes to Existing Qualifications, Specialisations and Papers (Section 10). Study without Qualification (section 3.5) is not subject to CUAP approval processes.

2.2 New Zealand Qualifications Framework NZQF Levels

The credit value and type of qualification is determined in accordance with the New Zealand Qualifications Framework NZQF. The NZQF covers pre-school to tertiary education and comprises 10 levels. Qualifications offered by Massey University mainly comprise those at Levels 5-7 (Undergraduate Certificates, Diplomas, and Bachelor’s degrees; Graduate Certificates and Diplomas), Levels 8-9 (Bachelor’s degrees with Honours, Postgraduate Certificates and Diplomas, and Master’s degrees), and Level 10 (Doctorates). A broad indication of the NZQF Levels mapped to the paper levels at Massey University is provided as follows:

1 Massey University Act 1963 No 7 (as at 29 November 2010), Public Act. §3(1).

2 Education Act 1989 No. 80, Part 16 Courses and Students, §223 Courses (1).

3 Education Act 1989 No. 80, Part 19 Vice-Chancellors Committee, §241 Functions of Committee(b).

NZQF Level	Paper Level at Massey University	Funding Status
Level 5	100 level papers	Undergraduate
Level 6	200 Level papers	
Level 7	300, 400, and 500 level papers	
Level 8	400 and 500 level papers	
Level 8*	700 level papers	Postgraduate
Level 9	800 level papers	
Level 10	900 level papers	

*For funding purposes 700-level papers are returned to TEC as having postgraduate status and therefore eligible to be funded at the (generally) higher level. It is very important that the University does not return undergraduate papers in this category – whether they are taught at level 8 or not. For a paper to be classified at 700- or postgraduate level, the students enrolled must have graduate, or at least graduand, status. This means where a 700-level paper is delivered as part of a four-year degree, there must be a distinct honours stream to which students are specifically admitted.⁴

Guidelines for the definitions and requirements of qualifications offered by Massey University are set out in the New Zealand Qualification Framework released by NZQF, and in the CUAP Functions and Procedures Handbook. Summaries of the minimum requirements for each qualification type and credit value are provided in Appendix 1. A more fulsome document entitled Descriptors, Definitions, and Funding, outlines and compares the definitions and descriptions of levels and qualifications, along with an analysis of the funding implications for each, and is available from the Academic Policy & Regulations Unit APRU.

3. QUALIFICATION TYPES AND LEVELS

Massey University has determined to offer the following qualifications which are classified as doctoral, postgraduate, graduate, undergraduate, or pre-degree level. In addition the University offers a number of programmes which do not result in a formal qualification. Where qualifications currently offered are non-compliant with the definitions below, they must be made compliant at the earliest possible opportunity.

3.1 Doctoral Qualifications

A doctoral degree requires at least 360 credits of advanced research at Level 10. A doctoral degree typically includes:

- I. a thesis, *or*
- II. an exegesis in combination with a creative work, *or*
- III. a thesis in combination with coursework and a professional practicum, *or*
- IV. published work.

⁴ <http://www.tec.govt.nz/Resource-Centre/Rules-and-Conditions/Container-SAC-051---100/SAC067-Postgraduate-classification---honours-programmes/>.

Four doctoral degree types are offered by the University, the:

- **Doctor of Philosophy (PhD)**, awarded for a thesis or for exegesis and creative work, which is an integrated and coherent report that demonstrates a candidate’s ability to carry out independent research, analysis and presentation of original research (& creative work) at an advanced level making a contribution to a particular discipline.
- **Named Doctorate**, awarded for a structured suite of high level courses, which may include training in an applied setting, and a thesis investigation, which is likely to be applied, creative, or strategic in emphasis. Named doctorates support the ongoing professional development and education of existing and prospective leaders in specific sectors.
- **Higher Doctorates** (the Doctor of Literature and Doctor of Science), are the highest academic awards of the University, and are awarded for original contribution(s) of special excellence to knowledge as evidenced by examination of a portfolio of publications.
- **Honorary Doctorates** are conferred by the University to persons the University Council deems worthy of the honour. The criteria shall be exceptional distinction shown by outstanding scholarship or by outstanding service to the University or to the public.

3.2 Postgraduate Qualifications

- **Master’s Degree** – A Master’s degree is:
 - a) at least 240 credits where it builds on a Bachelor’s Degree
 - b) at least 180 credits where it builds on a 360-credit Bachelor’s Degree with a specified minimum Grade Average; or
 - c) at least 120 credits where it builds on:
 - I. a 480-credit or 600-credit Bachelor’s Degree,
 - II. a Bachelor’s Honours degree,
 - III. a Bachelor’s degree with Honours,
 - IV. a Postgraduate Diploma, or
 - V. a 360-credit Bachelor’s degree plus professional or scholarly experience.

The Master’s degree must comprise a minimum of 45 credits at 800-level with the remainder at 700-level.

Massey University has three forms of Master’s degrees:

- I. by coursework and thesis, *or*
- II. by thesis or primarily by thesis, *or*
- III. by coursework only (Taught or Applied Master’s).

Master's degrees are parts-based programmes, meaning that progression into the second part is conditional upon achievement in the first part. The first part of a Master's degree comprises taught papers at 700-level.

Students may be exited with a Postgraduate Diploma if they are ineligible or elect not to proceed beyond the 700-level papers in a Master's programme.

Whether a Master's degree is by coursework and thesis or by coursework only is defined by the structure of Part two of the programme. A Master's degree by coursework and thesis (or by thesis only if the student is exempted from part one) will have a 90- or 120-credit thesis or creative work and exegesis in Part Two. The second part of a Master's degree by coursework will generally comprise a 45- or 60-credit research report, or a creative or scholarly work – such as a capstone, project, or praxis paper.

A masterate which builds on a specified undergraduate degree may be awarded as a Master of Philosophy if the student has completed an alternative undergraduate degree to that specified for entry.

- **Postgraduate Diplomas and Certificates** – A Postgraduate Diploma or Certificate comprising a coherent programme with a total value of not fewer than 120 credits (for the postgraduate diploma) or 60 credits (for the postgraduate certificate) at the 700-level or above. Both Postgraduate Diploma and Certificate are open to graduates where they build on attainment in the prior degree, or to those who have been able to demonstrate extensive practical, professional, or scholarly experience of an appropriate kind.

Students use these qualifications for employment purposes as evidence of a higher level of learning or practice in a discipline that extends their undergraduate qualification. Both the Postgraduate Certificate and Diploma qualifications can be used as exit qualifications – for students who choose not to, or who do not achieve the required grade average to, proceed to the thesis year of a Master's programme.

- **Bachelor's Honours Degree** – A discrete Honours degree is completed upon the conclusion of a Bachelor's degree. Papers totalling 120 credits are completed at 700-level, with a research component of at least 30 credits. Students are invited to pursue the Honours year, based on achieving a specified average grade in relevant undergraduate papers. Achieved to an appropriate standard, a Bachelor's Honours degree will prepare graduates for consideration for entry to doctoral studies.

3.3 Undergraduate and Graduate Qualifications

- **Graduate Diplomas and Certificates** – The Graduate Diploma comprises a coherent programme with a total value of not fewer than 120 credits of which a minimum of 75 credits must be at 300-level or

above. The Graduate Certificate comprises a coherent programme with a total value of not fewer than 60 credits of which a minimum of 45 credits must be at 300-level or above. Both Graduate Diploma and Certificate are open to graduates or to those who have been able to demonstrate equivalent practical, professional, or scholarly experience of an appropriate kind and deemed equivalent to that obtained through completion of a degree.

A Graduate Diploma is generally used by students for employment purposes as evidence of specialisation in an area to complement an existing qualification, or to formalise practical or work experience through a programme of study; alternatively it is used as a bridging programme to enable students to proceed to postgraduate study in the same discipline as the Graduate Diploma.

- **Bachelor's Degree** – A Bachelor's degree requires a minimum of 360 credits at 100- to 300-level and must include a minimum of 75 credits at 300-level. Some Bachelor's degrees may encompass additional credits and may require a longer period of study, *e.g.* the Bachelor of Veterinary Science comprises 600 credits at 100-500 level.

A Bachelor's Degree with Honours is a 480-credit degree that:

- is awarded to recognise outstanding achievement, meritorious achievement, or a pass (first class honours, second class honours: first and second divisions, and third class honours) in papers which include the highest 120 credits, *and*
- has a minimum of 120 credits at level 8 with a research component of at least 30 credits, and which requires a particular level of achievement, *i.e.* a specified grade average, *and which*
- has an exit qualification of Bachelor's degree if the specified grades are not achieved.

Bachelor's degrees prepare students for the workplace, and in some cases are accredited with professional bodies to prepare students academically for registration by, or membership of, professional bodies, under which they can practise as professionals. Graduating students are also eligible to pursue (post)graduate study.

- **Diplomas and Certificates** – Qualifications at the undergraduate level with a value of not fewer than 120 credits for a Diploma and not fewer than 60 credits for a Certificate. Credits are normally taken at 100- to 300-level. Most Diplomas and Certificates at Massey University are at level 5 (100-level) to enable them to function as articulating and exit qualifications.

3.4 Pre-Degree Qualifications

While Massey University's core qualifications are delivered at undergraduate level and above, pre-degree qualifications will be offered where they are required to support the University's overall strategic direction or to enable students to matriculate.

- **Certificate in University Preparation** – A qualification at the pre-degree level with a total value of not fewer than 60 credits. Credits are normally taken from 000-level (NZQF levels 3-4). Admission is subject to meeting numeracy and literacy requirements within NCEA or equivalent.
- **Certificate in Foundation Studies** – A qualification at the pre-degree level with a total value of not fewer than 120 credits. Credits are normally taken from 000-level (NZQF levels 3-4).

3.5 Study without Qualifications

In order to create opportunities for external parties to participate in the University a number of programmes of study may be created that will generally not lead to a qualification. These options allow the University to be flexible, responsive, and to take advantage of commercial opportunities.

- **Certificate of Proficiency COP/Personal Interest Course** – A COP/PIC is for students who are matriculated to enter the University and wish to take a paper without crediting it to a named qualification. This may be for personal interest, employment/professional reasons, or for transfer to a qualification at another provider (*e.g.* a student attending Massey University under Study Abroad/Student Exchange, or because they are not permitted to re-sit a specified paper at their home university). A paper passed under a COP may subsequently be credited to an approved qualification provided it is appropriate for that qualification. Only papers from CUAP-approved qualifications can be incorporated into a COP/PIC. The University's Enrolment Regulations, located in the University Calendar, include rules governing COP/PIC enrolments.
- **Certificate of Completion, Participation, and Attendance** – These certificates are not qualifications but are provided to a participant to recognise the learning undertaken through a defined course of study. Certificates of Completion are provided to a participant who has successfully completed assessments that have been designed to evaluate participants' learning against course objectives. Certificates of Participation/Attendance are not assessed but may require a stated minimum attendance. Some courses in combination may be recognised for credit into a qualification under Recognition of Prior Learning regulations.
- **Internship** – In the context of Study without Qualifications, an internship enables a student to meet the practical experience requirement of their qualification from their home university, through a period of supervised practical work under a supervising staff member. This is different to practica as described in section 5.1.3, which relate to students completing Massey University qualifications.

Depending on the nature of the internship, the agreement may be between the student and the supervisor, or between the two Universities and the student - effectively forming a tripartite agreement.

Any agreement regarding an internship should cover roles, responsibilities, outcomes, means of measuring outcomes, consequences of non-achievement, payment, duration, dispute resolution and

termination, and any regulatory requirements, *e.g.* insurance/visa. All internship agreements should be differentiated from employment agreements.

Interns may attend lectures on a casual basis. If the intern wishes to sit papers and receive credit, they must be formally admitted to the University and enrolled.

4. QUALIFICATION ARTICULATION PATHWAYS

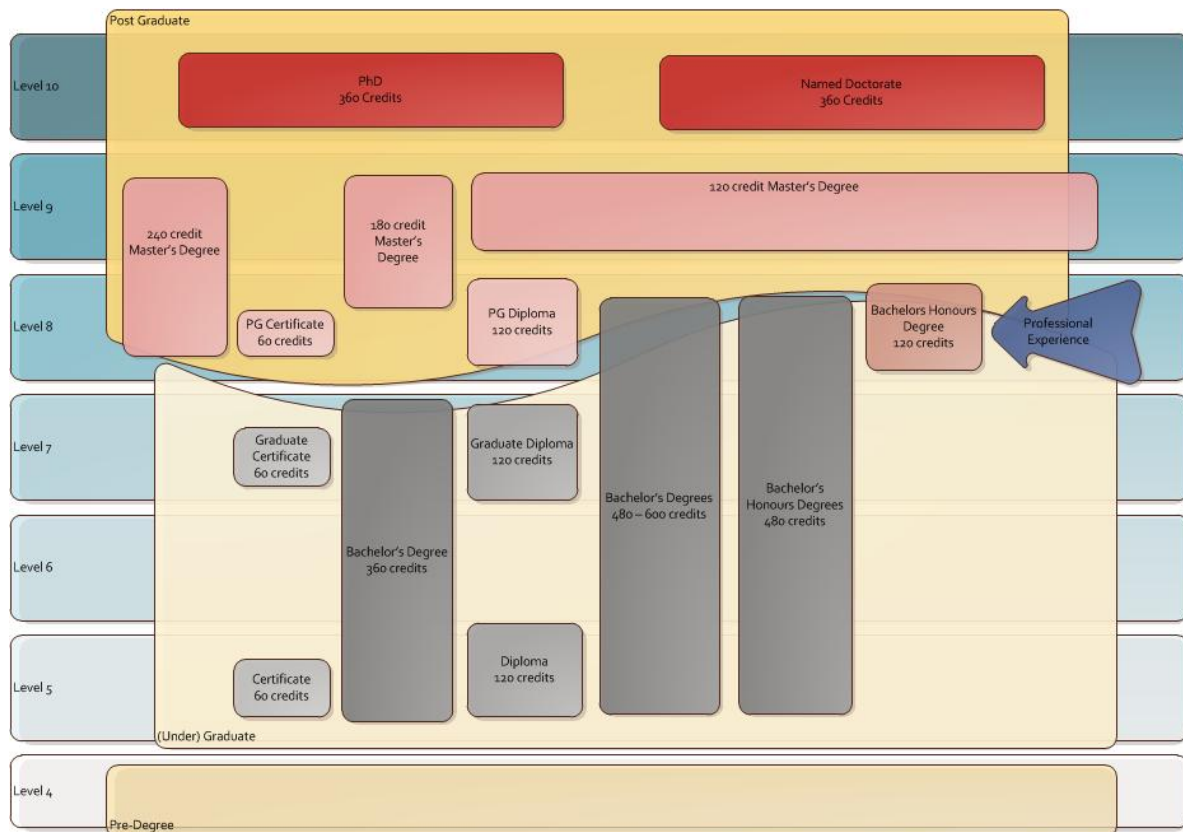
Massey University qualifications will normally articulate according to the following general pathways:

- I. Undergraduate Certificate, Undergraduate Diploma, Bachelor's degree;
- II. Graduate Certificate, Graduate Diploma, Postgraduate Qualification;
- III. Postgraduate Certificate, Postgraduate Diploma, Masters degree, Doctoral degree;
- IV. Honours degree, Masters degree or Doctoral degree.

All Massey University degree qualifications should be designed with staircasing and exit strategies in place. This enables students to extend themselves with confidence into higher qualifications, or to exit with dignity from a qualification they are not able to complete. From the University's perspective, staircasing will assist students to progress into higher qualifications, and exit strategies will assist improvements in student completions. The articulation pathway may include qualifications of a different name, *e.g.* a Master of Engineering could be exited from with a Postgraduate Diploma in Science.

All 240-credit Master's degrees should be structured as parts-based degrees so that students can enter or exit at the end of the first year – prior to the thesis year. This enables students to be admitted to their intended qualification, but does not permit progression without appropriate attainment in the earlier levels, so that unnecessary burdens are not placed on supervision resources.

A generalised depiction of the Qualification Articulation Pathway follows:



*Notes: Entry point will depend on student's prior education.
Pathway will depend on desired academic destination and progress achieved.*

5. QUALIFICATION DESIGN

All Massey University qualifications will be research informed and led by research-active staff; some qualifications may additionally require leadership from staff with relevant professional registration. In each case qualifications should be designed in accordance with the principles outlined in the Qualification Policy, being: coherence, consistency, relevance, efficiency, integrity, sustainability, equity, Treaty of Waitangi.

The Academic Policy & Regulations Unit provides advice and support to staff, units and committees to facilitate: the development, amendment and approval of qualifications, and the development, implementation, and review of academic policies and regulations. The CUAP approval process is a quality-assurance function and provides a peer review of qualification proposals.

Qualifications should be designed with the qualification lifecycle in mind to ensure the demand and context for the qualification are well understood, and that review processes are planned for to ensure that the continued relevance of the qualification is monitored and responded to.

Impacts on revenue streams should also be a consideration when designing a qualification. Different subject classifications are funded at different levels, enrolling cohorts attract different levels of funding, and the credit value will impact whether research papers are eligible for Performance Based Research Funding PBRF. Programme and paper design can also have funding implications for students – there may be different implications for domestic and international student loan and allowance programmes.

Overall curriculum design of a qualification – *e.g.* the interrelation between disciplines, paper topics, and the vertical integration of learning skills or scaffolding of content between levels – is the preserve of academic staff based in each of the Colleges and in some cases, the professions from which they seek accreditation for the qualifications. Qualifications may comprise relevant papers from a range of disciplines. Strategies adopted for teaching of Qualifications should be undertaken in accordance with teaching and learning policies.

5.1 Graduate Profiles/Graduate Attributes

By 2015, all qualifications and/or specialisations offered by Massey University will have a Graduate Profile that:

- articulates the educational aims of a qualification and/or specialisation and the capabilities and attributes expected of graduates;
- informs curriculum design and qualification review, including the alignment of teaching, learning and assessment activities within the papers that contribute to the Profile;
- is publicly available, via the University's website and other publications as appropriate, to communicate the intended outcomes of the qualification and/or specialisation to current and potential students and staff, employers, industry, the professions, alumni, and the wider community.

Graduate Profiles reflect the values and aspirations of the University for graduates who contribute to New Zealand and the world through their creative thinking, their innovative approaches, and their connections with industry, the professions, and their disciplines. Graduates of Massey University benefit from opportunities to problem-solve and apply theory in practice to a variety of real-world learning contexts during their study.

The broad domains that would normally be addressed in the Graduate Profile include:

- Personal capabilities
- Discipline-specific competencies
- Professional attributes
- Ethical and social attributes

Graduate Profiles are required to be expressed in the following manner for registration on the New Zealand Qualification Framework.

Outcome statement:	
Graduate Profile	A succinct statement outlining expected learning outcomes of a qualification capturing what the learner will know, understand and be able to do when they achieve the qualification
Education pathways	A succinct statement identifying other qualifications that a graduate could enrol into after completing the qualification. Where qualifications are standalone and do not prepare graduates for further study, the statement should make this clear
Employment pathways	A succinct statement identifying areas in which a graduate may be qualified to work or the contribution they may make to their community

5.2 Papers

A paper is the basic building block of a qualification and therefore is subject to approval and quality-assurance processes. A paper normally includes scheduled contact time (which may be face-to-face and/or technology-mediated) with students, directed and/or student self-directed activities, and assessments that inform the students' achievement of the learning outcomes.

5.2.1 Paper Classifications

As composite parts of a qualification, papers may be described as:

- **Core** – A paper that must be passed as part of a particular qualification
- **Specialisation** – The papers in a specific discipline area that form the specialisation (major, minor, subject, endorsement) of the qualification. Qualification regulations usually define the list of papers or prefixes which apply to the specialisation.
- **Electives** – Non-compulsory papers chosen by students (with certain guidelines usually provided). Elective papers contribute to the qualification, but not to the specialisation.

In addition, papers may have a relationship with other papers which comprise the same qualification; where explicit, these include:

- **Pre-requisite** – A paper that must be completed to a defined standard before a student's enrolment in another paper is confirmed. For this purpose the minimum grade required is a C, except where a different grade is specified in the Schedule for the qualification.

- **Co-requisite** – A paper that must generally be completed in the same semester as another paper, unless the co-requisite paper has already been passed or waived as a requirement due to prior completion of an equivalent paper.
- **Restriction** – Some papers, similar in content, are restricted against each other. Therefore, students may not credit both papers to a qualification.

To ensure that decision making is simple and the progress that students are making toward their chosen qualification is transparent and can be easily monitored, the interrelationship between the papers that comprise a qualification should be stated clearly in the qualification regulations (Section 6).

Student Programme Management SPM

Student Programme Management is the primary online tool for managing students' progression towards completion of their qualification within the Student Management System SMS.

It comprises a rule-set for linking programme regulations, major/endorsement requirements and paper/credit prerequisites and applying these to students' academic records.

SPM is an essential element in supporting a number of major student management functions, including on-line enrolment, eligibility to graduate, automation of student advising, informing University-level planning and supporting the University's funding and compliance reporting externally.

5.2.2 Paper Design and Assessment

An outline of each paper (Paper Description) will be maintained and made available to students to provide information that will assist them to make good enrolment choices. More fulsome information (Paper Guide) is made available to enrolled students via Massey University's online learning environment, Stream, to ensure students are fully informed of the paper completion requirements. The Policy Relating to Paper Information and Study Resources details the requirements. Equivalence across all offerings of a paper, particularly within the same academic year, must be maintained in accordance with the Equivalence policy.

Paper titles, credit value, prescriptions, learning outcomes, assessments (type, weightings, relationship to learning outcomes), pre-requisites, co-requisites, and restrictions may be changed only via the appropriate approval process (as detailed in Section 8). Student Advisory information

such as recommended pre-knowledge, self-assessment tests, and other promotional material must also be subject to a peer-review approval process.

All papers, including content, delivery, and assessment should be reviewed regularly using a range of evaluation methods and sources. The Student Engagement and Evaluation Unit coordinates the Massey Online Survey Tool MOST to support ongoing evaluations of teaching and paper design.

Support to assist academic staff to design and assess papers is provided by the campus-based Centres for Teaching and Learning, via learning modules and individual staff consultations. Topics covered include:

- I. Assessing student learning
- II. Curriculum and course design
- III. Evaluating and improving your teaching
- IV. Introduction to teaching and learning
- V. Researching your teaching.

5.2.3 Credits/Hours of Study

Every paper has a credit value that indicates its specific contribution to the qualification(s) to which it contributes. Papers normally have a value of 15 credits, or multiples of 15 (usually 15, 30, 45, 60, 90 or 120), depending on the paper size. The standard undergraduate paper is 15 credits delivered over one or two semesters, except in some fixed or parts-based qualifications which may split the full time course-load of 120 credits over fewer papers.

The value of a paper in credits gives an indication of the total amount of time (including lectures, laboratories, tutorials, visits, on-line engagement, contact and block courses and study time) that students might reasonably expect to have to spend in order to meet the assessment requirements satisfactorily. This is converted into an average hours of study per week for the purposes of reporting to TEC.

For a standard undergraduate (15-credit) single-semester paper, a commitment of an average of 10 hours of study time per week is expected, including exams, lectures, labs, assignments, and self-study. For postgraduate qualifications, where 30-credit single semester papers are the norm, a commitment of an average of 20 hours per week per 30-credit paper is expected; while the same value paper (30 credits) delivered as a double semester paper would reasonably translate into an average 10 hour commitment per week.

The standardisation of credit values enhances the portability of papers, which may be credited to alternative qualifications where the respective qualification and credit transfer regulations allow. The papers contributing to some selected-entry professional qualifications are not easily portable and specific regulations must be written into exit qualifications to permit their transfer for exit purposes.

Equivalent Full-Time Student EFTS

The Equivalent Full-Time Student EFTS value is used as a measure of the size of a qualification or programme of study and the papers of which it is comprised. 1.0 EFTS equates to one full-time year of study or 120 credits. A 360-credit qualification will have an EFTS value of 3.0.

Individual student loads can be calculated in EFTS (for example, an academic year enrolment in papers to the value of 60 credits equates to 0.5 EFTS); and, while headcount figures reflect the total *number* of individual students in a specified grouping (*e.g.* paper or programme), EFTS values for those same groupings reflect the cumulated EFTS of all of the (part- and full-time) students in the group. Hence if, for example, in a programme with a academic year headcount of twenty, ten students are undertaking 120 academic year credits (1.0 EFTS) and the remaining ten students 60 credits (0.5 EFTS) each, the total academic year EFTS for that programme will be 15 EFTS.

EFTS are key units used for reporting to the Ministry of Education; they are used in the calculation of the funding that is allocated to each tertiary education provider.

5.2.4 Specific Paper Formats

5.2.4a Practicum/Internship Papers

Qualifications may include practicum/internship papers, which are supervised placements in an approved setting in which students engage in pre-planned activities in practice relevant to their programme of study and for which assessment is undertaken in accordance with the Paper Description.

Where a practicum/internship paper is required, this will be stated in the qualification regulations. All placements will be approved via a documented process and carefully managed in order to ensure that a safe and quality experience is provided. Levels of student engagement and other expectations will be documented and communicated to all involved (including students, providers, assessors). Assessment criteria will be established and communicated to the student and those undertaking any assessment.

Practicum/internship papers generally carry credit but may be zero value. Some practicum activities may require or result in additional awards such as First Aid certification, or have conditions set, such as requiring Police clearance.

5.2.4b Work Experience

Qualifications may include a non-assessed practical assignment of a set number of days/hours in a defined workplace setting. This requirement is different from the Practicum paper due to the lack of formal assessment; instead the practical assignment may be self-reported.

Where work experience requirements exist, these must be specified in the Paper Description or Qualification Regulations. A process for approval and documentation of workplace placements will be established. A written outline of any expectations or limitations in relation to the experience will be provided for both students and workplace staff. Work experience is generally zero credit, but may still comprise a mandatory part of a qualification.

5.2.4c Research Papers

Qualifications may include papers which allow the student to undertake supervised work on a thesis or research report. These papers may range from 30 to 120 credits, depending on the proportion of the qualification which the work is expected to comprise. Funding is different at each level with only 90 – 120 credit research papers attracting PBRF funding.

A thesis is an integrated and coherent report that demonstrates a candidate's ability to carry out independent research, analysis, and presentation of this research at an advanced level in a particular discipline. At doctoral level the thesis should make an original contribution to the knowledge of the subject with which it deals, and in all cases the candidate should understand the relationship of the thesis to the wider context of knowledge in which it belongs. A thesis paper should be either 90 or 120 credits at level 9 or 10.

When a qualification requires submission of a creative work at level 9 or 10, it will normally be accompanied by an exegesis, which is a critical explanation or interpretation of the creative work.

A research report is a detailed examination of a specific topic, which may include aspects of original research, problem investigation, and/or study of pre-existing data or published literature. Work leading to a research report typically includes minor data collection, validation, and analysis, as well as writing an original document. Research reports are typically 30 - 60 credits.

A research methods paper is an examination of research methods, traditions and techniques, which develops understanding of the research process and the relevance of research, knowledge of and the ability to deploy relevant research methods, reviewing literature, and awareness of ethical and safety considerations. Research methods papers do not qualify as research papers for funding purposes and at postgraduate level are established at level 8 (700-level).

All research must be conducted in a responsible, ethical, and safe, manner that complies with all external requirements. Accordingly, staff must ensure that all activities undertaken by students whom they supervise conform to the following Codes of Conduct:

- Code of Ethical Conduct for Research, Teaching, and Evaluations involving Human Participants;
- Code of Ethical Conduct for the Use of Live Animals for Research, Testing, and Teaching;
- Code of Conduct for Research involving the Importation or Development of Low Risk Genetically Modified Organisms using Recombinant DNA;
- Hazardous Substances and New Organisms Act 1996 HSNO and Environment Risk Management Authority ERMA regulations;
- Student Contract.

At Master's level, students may be enrolled in successive thesis papers over a number of years to meet the required level as specified in the Qualification Regulations. Part-time students are enrolled in a half-value thesis paper over two years, as are students who start a full-year thesis paper in Semester Two (*n.b.* part one and part two papers as these are known, must be linked in the student record for funding purposes). Extension or suspension of study, including relevant dates, is noted on the student record.

Doctoral students are enrolled in 120 credits for each year they are enrolled – up to 4 years for fulltime students, and up to 6 years for part-time students.

5.2.4d Special Topic Papers

Special Topic papers allow students (or groups of students) to undertake a specifically tailored course of study in an area not available through existing paper offerings.

Enrolment in a Special Topic paper requires approval from an academic staff member who is willing to negotiate, coordinate, and supervise the student's course of study and approval from the relevant Head of School/Department/Institute or nominee.

In all cases, a document similar to a Paper Description will be prepared detailing the content and scope of the negotiated topic/discipline; the learning outcomes; and the assessment requirements, including the percentage contribution of each piece of assessment to the final grade and the relationship of each assessment activity to the learning outcomes. The topic undertaken by the student will be noted on their textual record.

To preserve the coherence of a qualification, normally a maximum of 30 credits in Special Topic papers may be taken as part of a qualification, unless otherwise specified in the qualification specific regulations. In some cases greater use may be warranted especially where Special Topic papers are used to facilitate opportunities arising from visiting academics and/or contemporary discipline developments. No student may enrol more than once in the same Special Topic paper (*i.e.* with an identical paper number) unless it is to: achieve a passing grade in the paper they had previously failed; convert an R grade to a higher grade where this is required for progression purposes; or it is a paper from which they had previously withdrawn without academic penalty.

5.2.5 Paper Numbering

Each Massey University paper has a six-figure code to distinguish its discipline, level, and identity, *e.g.* 150.214 where '150' denotes the discipline of Māori Studies, the '2' shows it is a 200-level paper and the final two digits ('14') identify the specific paper.

Each discipline is allocated to a home college, which is generally where related income, staffing, and resources are placed. Individual papers may have up to 5 General Ledger codes attached to them allowing income from enrolments to be split 5 ways.

Paper coding will be consistently applied, reflecting the appropriate discipline and level. The full list of discipline codes is available from APRU. Paper numbers are proposed by the relevant Academic Unit in consultation with the Academic Policy & Regulations Unit.

5.3 Specialisations

Specialisation is the collective term covering a concentration of study in a specific discipline for a qualification. Massey University recognises only four such types of specialisation structure:

- **Major** – A substantial component of an undergraduate degree (at least one-quarter and often consisting of one subject area [discipline] only) selected by the student, in accordance with the regulations, as the principal area of study for the degree. A major will normally appear on the graduation scroll and on the student transcript.
- **Minor** – A component of an undergraduate degree (usually a minimum of 60 credits with at least 45 credits above 100-level and at least 15 credits at 300-level and often consisting of one subject area [discipline] only) selected by the student, in accordance with the regulations, as the secondary area of study for the degree. A minor will normally appear on the student transcript, but not on the graduation scroll.
- **Subject** – An academic discipline, such as economics, anthropology, physics, offered through papers at various levels, which are taken at Bachelor's (Honours) or Master's level, through a combination of prescribed papers in a specific discipline that comprises most or all of the qualification requirements within the regulations for that qualification. A subject will normally appear printed on the graduation scroll and on the student transcript.
- **Endorsement** – An academic discipline, such as economics, anthropology, physics, offered through papers at various levels, which are taken at undergraduate diploma, or post/graduate diploma or post/graduate certificate level, through a combination of prescribed papers in a specific discipline that comprises most or all of the qualification requirements within the regulations for that qualification (*i.e.* normally 75%). An endorsement will normally appear printed on the graduation scroll and on the student transcript.

Specialisations and associated regulations should be developed in accordance with the following requirements:

- I. Where a qualification can be completed with a specialisation, requirements for completion must be clearly set out within the Qualification Regulations and must explicitly include all requirements, including paper pre- and co-requisites and restrictions.
- II. Where a qualification includes multiple specialisations, each specialisation should be recognisably different from other specialisations at the same level within the qualification. Recognisably different means that at least 50% of the papers listed for a given specialisation should be unique to that specialisation.
- III. Where two or more majors are not recognisably different from each other, then the regulations for the qualification should specify that combinations of these specialisations are invalid. *n.b.* In some disciplines this may be neither possible nor desirable.
- IV. Where a degree allows both a major and a minor, the major and minor should be from different subject areas/disciplines.

5.4 Qualification Structures

Massey University recognises three types of qualification structure, as follows:

- **Flexible Qualifications**

Students complete the qualification following an individual programme of study. The order in which papers are taken is flexible and only limited by pre-requisite and co-requisite requirements. Students are assessed against a single year of regulations, whereby each new year of enrolment brings the student forward to engage with any new qualification regulations for that year – except where this would disadvantage the student, in which case one of two time-bound options will apply:

- I. Transition regulations will be drafted and applied to a cohort of students
- II. A personal course variation will be applied.

- **Fixed Qualifications**

Papers for the qualification, and for each part of the qualification, are prescribed. There may or may not be provision for electives. Students progress as a cohort, using the mechanism of supplementary exams to facilitate the completion of the whole of one part before progressing to the next, and repeating the year if unsuccessful. Students are assessed against the current year of regulations for the qualification.

- **Parts-Based Qualifications**

Papers for the qualification, and for each part of the qualification, are prescribed. There may or may not be provision for electives. Students normally progress as a cohort, usually completing the whole of one part before progressing to the next. Students may be eligible for a Combined Pass (see 7.2) if all papers are not passed, or in limited circumstances may be permitted to repeat a paper whilst

continuing to the next level. Part-based qualifications are generally greater than one year in duration. Each part is assessed against the year in which it was started.

The regulations of all qualifications will clearly indicate the number of credits required for successful completion, including the number of credits at 100, 200, 300, 400, 500, 700, 800 and 900 levels.

All regulations relating to curriculum development and programme structure will be framed according to sound academic and pedagogical reasoning to guide student choice and progression. Wherever possible regulations will be developed so they can be accommodated in the Qualifications Regulation Manager QRM tool.

Qualification Regulations Manager QRM

The QRM is one component of the Student Programme Management SPM application, which will allow:

- Assessment of a student’s planned programme of study against the rules for their qualification;
- Automatic approval of programmes of study that adhere to the rules;
- Information for staff and students regarding qualification completion requirements;
- Identification of students who have become eligible to graduate by completing all qualification requirements.

The QRM is an application tool that stores all the regulations for Massey University qualifications, which will be updated on an annual basis. In order for a qualification to be entered in the QRM, the regulations for that qualification must be constructed in a standard and systematic form, as set out in the Qualification Definition Framework.

5.5 Approaches to Delivery

Qualifications, Specialisations, and Papers, may be offered at Massey University in a variety of modes. Equivalence of teaching, learning, and assessment will be maintained between modes of delivery in accordance with the Equivalence policy. Standardisation of terminology will assist in the communication of offerings and will inform and enhance decision making.

- **Internal Mode** – University study undertaken on-campus via regularly scheduled face-to-face classes, which may also involve online learning and the use of digital and print resources.
- **Distance/Extramural Mode** – University study undertaken off-campus using digital and/or print resources. Distance papers may involve opportunities for face-to-face contact, online learning and assessment, and/or assessment through examination either on-campus or at an off-campus location.

- **Block Mode** – University study undertaken either on-campus or at an off-campus location using a combination of class-based delivery, online learning, digital and print resources. Block papers involve intensive or focused contact over specific time periods during the year.
- **Mixed Delivery Mode Student** – A student who is enrolled in a course of study which includes papers which are delivered by different modes.
- **International (Offshore) Delivery** – normally carried out via Twinning Arrangements, Articulation Agreements, or Distance Education. International students enrol to study outside New Zealand for the purposes of earning a Massey University qualification. This mode of delivery is subject to the Policy and Procedures relating to the International Delivery of Qualifications and may be subject to the accreditation requirements stipulated in Appendix E of the CUAP Functions and Procedures Handbook, which reflect NZQA rules relating to the delivery of programmes offshore.

Offshore delivery subject to CUAP accreditation refers to programmes that are delivered in countries other than New Zealand by a New Zealand university, including those which are licensed or sub-contracted to alternative providers. Qualifications that are jointly awarded with partner institutions are also within scope.

Extramural or distance delivery of New Zealand-based qualifications and papers to international students living abroad are not within scope of CUAP offshore delivery accreditation requirements.

All qualifications developed with a view to offering them offshore are required to report this to CUAP as part of the proposal. Where the offshore delivery includes a partner organisation then a copy of the agreement is also required to be submitted as part of the proposal. Proposals are considered twice yearly by CUAP in Round One (May) and Round Two (September); the corresponding Massey University approval processes and deadlines apply.

Where the qualification is already approved, and the University now seeks to deliver it offshore, the proposal to do so may be submitted to CUAP at any time for consideration, and a subcommittee will be convened. All offshore delivery must be compliant by 31 December 2013.

6. STATUTES AND REGULATIONS

University Statutes and Regulations articulate how the University intends to exercise the powers conferred under the Education Act 1989, including the powers to establish and quality-assure programmes, enrol and exclude students (including International students), and charge and collect fees.

Regulations legitimise the award of qualifications and specify the rules that determine qualification structure and the way that students progress into, within, and from qualifications. Well designed regulations are easy to understand, enhance decision making, and eliminate ambiguity – creating a safe

working environment for staff in which to exercise delegations and a safe study environment for students in which they are informed of the expectations the University has of them.

The Calendar is ‘the only official statement of all regulations’ and any supplementary publications carrying regulations (including the website and the Qualification Regulations Manager) are required to acknowledge the pre-eminence of the Calendar in this regard.⁵

Regulations applying to All Qualifications and General Regulations are subject to annual review and must be approved by Academic Committee in liaison with the Academic Policy and Regulations Unit – as specified under the Terms of Reference for Academic Committee.

The University Calendar includes the following:

6.1 Regulations Applying to All Qualifications

All qualifications offered by the University (including their delivery and administration) will be subject to the following Regulations as specified in the University Calendar:

- Admission
- Enrolment
- Recognition of Formal and Informal Prior Learning
- Assessment and Examination
- Cases of Hardship
- Unsatisfactory Academic Progress
- Student Contract
- Student Grievance Procedures
- Graduation
- Use of Information
- Code of Student Conduct
- University Fees.

6.2 General Regulations for Undergraduate, Graduate, and Postgraduate Qualifications

As specified in the University Calendar, all undergraduate, graduate, and postgraduate qualifications offered by the University are to be subject to either of:

- I. General Regulations for Undergraduate Degrees, Undergraduate Diplomas, Undergraduate Certificates, Graduate Diplomas and Graduate Certificates
- II. General Regulations for Postgraduate Degrees, Diplomas and Certificates.

The respective regulations specify rules relating to:

⁵ CUAP Functions and Procedures 2011-2012, Section 5.8, page 29.

- Admission
- Academic Requirements
- Specialisations
- Student Progression
- Time to Completion
- Variations and Personal Course Approvals
- Transitional Provisions.

6.3 Qualification Regulations

Qualification Regulations are regulations that are specific to individual programmes and build on the general regulations to provide information or rules that are specific to the qualification and its structure or that create a higher standard than the general regulations.

6.3.1 Types of Qualification Regulations

Qualification specific regulations stipulate (as applicable):

- Additional/Specialist entry criteria
- Selection criteria and procedures for qualifications with limited places
- English Language Competency criteria if higher than those required for general admission
- Relevant professional registration eligibility requirements
- Specific staircasing and exit strategies (see Section 4)
- Qualification schedules including core, elective, practicum and specialisation requirements
- Paper restrictions, pre- and co- requisites
- Progression tools/parameters that are additional to those specified in the University Regulations applying to all qualifications (see Section 7).

A template for qualification regulations, including some standardised wording is available through APRU.

6.4 Programme Guides

A Programme Guide is a repository of all relevant information needed to administer a specific qualification taught at Massey University. The Guide provides or directs Academic and Administrative staff to student-facing and staff-facing information about the qualification, including:

Information Type	Examples
Quality-assured regulatory information	The Calendar and Regulations
University processes	Enrolment, Examinations, Graduation
Programme-specific processes	Selection, Admission with Equivalent Status AES/Recognition of Prior Learning RPL,

	Award of Combined Results Pass, Placements
Programme-specific information	Careers, recommended complementary study, the QRM tool
Other programme-related activities	Open Days, Student Communication

Programme Guides will support staff functions and interactions by providing quality-assured information, transparent operational procedures, and ensuring that all information relevant to the administration of a Qualification is accessible by staff so they are supported to confidently interact with students, so that students receive consistent, accurate, complete and timely advice. This will assist to ensure that the student experience at Massey University is consistent regardless of the programme being undertaken.

Where appropriate, Programme Guides outline procedures that accurately reflect and operationalise, but do not vary, regulations approved by Academic Committee.

7. PROGRESSION TOOLS

There are a number of tools, measures, and remedies available to guide and monitor student progress in qualifications. Incorporating these tools into qualifications is important to students to enable them to self-assess their progress against expectations, to facilitate their decision making, and to keep them motivated and striving for academic excellence and achievement of their educational goals.

The same tools are important for staff as they facilitate measurement of anticipated teaching outcomes, success of delivery tools and modes, and assist in the communication of expectations.

For the University, use of and adherence to appropriate progression tools ensure that the reputation of the University for academic excellence is maintained, and ensure that paper and qualification completion rates are commensurate with TEC requirements.

TEC Performance Measures

The current regulatory environment has signalled the “need for improvements to students’ course and qualification completions and progression rates”.⁶ TEC has, in 2010, released four educational performance indicators in this area:

- **Successful Course Completion:** measured by the EFTS-weighted successful course completion rate
- **Student Retention:** measured by the Student continuation or completion rate
- **Qualification Completion:** measured by the EFTS-weighted qualification completion rate

⁶ Tertiary Education Commission, Revised educational performance indicators for SAC funded tertiary education organisations, Wellington, March 2010, page 3

- **Student Progression:** measured by the Completion progression rate.⁷

It is appropriate that progression enhancing tools are incorporated into the design of qualifications to support and monitor student progress, and to ensure adequate remedies are in place to address poor academic performance and progress.

7.1 Admission and Credit Recognition

The criteria for admission to a qualification should reflect the status of the programme, the opportunities it creates, and the expectations upon students entering the programme.

Standard minimum admission criteria for the University are as follows:

Qualification	Requirement
Undergraduate Degrees and Diplomas	Matriculation
Graduate Diplomas	Completed Bachelor's degree
Bachelors Honours Degree	B average achieved in a Bachelor's degree in the same discipline.
Masters Degree (2 year)	B average achieved in a Bachelor's degree or Graduate Diploma in the same discipline
Master of Philosophy (2 year)	B average achieved in a Bachelor's degree or Graduate Diploma
Master's Degree by Thesis (1 year)	B average achieved in a Postgraduate Diploma or Bachelor's Honours degree in the same discipline
Professional/Coursework Master's	As specified in the qualification regulations
Postgraduate Diplomas	Completed Bachelor's degree or Graduate Diploma
PhD	Second Class Honours (Division I) achieved in a Bachelor Honours degree or completed Master's degree in the same discipline
Named Doctorate	As specified in the qualification regulations

Note: Admission criteria are not specified for Certificate qualifications as these are primarily used as exit qualifications. Where admission criteria are sought, these will be the same as for the Diploma of the same level.

A higher admission criterion may be applied. The standard applied and the manner in which it is calculated will be included in the qualification regulations.

⁷ *Ibid.*

Admission may be granted to candidates who hold alternative qualifications or experience under the Discretionary Entrance, Admission with Equivalent Status, and Special Admission regulations. These processes require an assessment of the student’s prior learning and experiences in order to determine how these match with the required admission criteria outlined above.

The prior learning of candidates may also be assessed to determine whether they qualify for recognition of credit towards the proposed qualification and thereby graduate having completed with fewer credits at Massey University than stated in the qualification regulations. Equity among students is maintained through the recognition of alternative qualifications and efficiency is enhanced through minimising re-work, whilst maintaining the integrity of Massey qualifications.

The types of credit that can be awarded, the minimum credits to be completed through Massey University, transfer of credit from incomplete qualifications, cross-crediting from completed qualifications, and recognition of informal learning are outlined in the Recognition of Formal and Informal Prior Learning regulations.

7.2 Grading

A grade is the assessment of performance in a paper. The possible grades are:

Pass Grades	A+, A, A-	First Class Pass
	B+, B, B-	Second Class Pass
	C+, C	Pass
	AEG	Aegrotat Pass ^I
	P	Ungraded Pass
	R	Restricted Pass ^{II}
Fail Grades	D	Fail
	E	Low Fail
	F	Ungraded Fail
	DNC	Did Not Complete ^{III}
Other Entries	WD	Withdrew without academic penalty
	NF	Not Finalised ^{IV}
	CONT	Continuing Enrolment

- I. **Aegrotat** consideration applies when a student is *unable to sit a fixed time and place* examination, compulsory component, or assessment activity due to illness, injury, bereavement, or other critical personal circumstances. An AEG or DNC grade will be the normal outcome of an application. **Impaired performance** applies when a student *does complete the examination or assessment activity*, but their performance in, or preparation for such, has been seriously impaired due to the same reasons. A student who is granted Impaired Performance will be awarded a modified letter grade or AEG. The University’s Assessment and Examination Regulations specify the rules and provide guidance in relation to Aegrotat and Impaired Performance.

- II. A **Restricted Pass R** enables the paper to be credited towards a qualification in which R passes are permitted but does not qualify as a pass for pre-requisite or co-requisite purposes. The Qualification Regulations should specify whether R grades can be credited towards a qualification and, if so, the maximum number permitted; otherwise the General Regulations will apply.
- III. A **Did Not Complete DNC grade** is awarded to students who withdraw from a paper after the final date for withdrawing without academic penalty, or who fail to complete all compulsory elements, or who fail to complete assessment components totalling 51% or more of the total assessment, or whose Aegrotat application is unsuccessful.
- IV. Guidelines for the use of **Not Finalised NF** entries are outlined in the Withholding Grades for Undergraduate and Taught Postgraduate Papers Procedure.
- V. A **Combined Results Pass** is a pass that is granted for a 'Part' or year-cohort of papers within a qualification. This type of pass allows a student to progress into the next 'Part'.

Achievement can be recognised and motivated by the awarding of qualifications with recognition of academic excellence based on grade/grade point average, and completion timeframes, *e.g.* Four-year Bachelor's degrees with Honours, Bachelor's Honours degrees and 240 credit Master's degrees may be graduated with First Class Honours, Second Class Honours Division I, Second Class Honours Division II, Third Class Honours or, in some cases, a pass. Postgraduate Diplomas and 120-credit Master's degrees may be awarded with Distinction or Merit to recognise achievement. As no pan-University norm has yet been established, the option to graduate with academic recognition, and the criteria which will apply, must be incorporated into the qualification-specific regulations.

7.3 Average Grade

Average Grade requirements (*e.g.* B+ average) are commonly used as a progression tool and means of defining expectations. The alternative is the Grade Point Average GPA (see below) which is more widely used in US schools and therefore has a cultural context with connotations and implications that may not be fully understood or anticipated if expressed in the New Zealand setting. Other academic jurisdictions also use different numbering systems for calculation of GPA rendering comparisons meaningless.

An Average Grade requirement is generally used as a pre-requisite for entry into a higher level programme from a lower level one, *e.g.* from an undergraduate degree into a Bachelor's Honours degree, or from a Postgraduate Diploma into a Master's degree. In this case it is quite common to calculate the average grade from a subset of papers taken, *e.g.* the papers in the undergraduate major, or the relevant 300 level papers. An Average Grade can also be used as a ranking tool for selecting into a programme which has a capped student enrolment.

The Grade Point Average (Individualised GPA on SMS) is simply a mechanism for calculating an Average Grade. The Grade Point Average is converted to an Average Grade by simple reference to the table below, e.g. if a GPA of 5 is achieved, then the student has maintained a B average, a GPA of 3 is a C+ average.

Grade Point Average GPA

GPA is calculated according to the sum of the weighted grade point credit value divided by the sum of the credit values of all papers contributing to the qualification. Unless stated otherwise (*i.e.* where the GPA is to be used for a discrete purpose) a GPA will include all papers attempted that have not been attributed to a conferred qualification.

$$\text{GPA} = \frac{\text{Sum (credits completed x GPA value of grade)}}{\text{Sum of credits completed}}$$

Where the GPA value of Grade is assigned according to:

D,E, DNC	0
R	1
C	2
C+	3
B-	4
B	5
B+	6
A-	7
A	8
A+	9

Grades of A+, A, A-, B+, B, B-, C+, C, R will be counted towards grades earned. Grades attempted will include the above as well as the grades of D, E, and DNC. Grades of WD (withdrawal without academic penalty), P and F (awarded for completion of an element) and AEG are neutral and will not be counted towards grades earned or attempted.

7.4 Graduation/Conferment of Qualifications

Graduation is an important progression tool as it signifies achievement to a particular level and completion of a qualification. A focus on achievement will require a focus on pro-active graduation, *i.e.* once a student has been assessed as eligible to graduate in the qualification for which they are enrolled, they will be graduated. Students can choose to have their qualifications conferred in one of the following ways: in Council (scroll is posted to graduate) or at a Graduation ceremony – either in person or in absentia (*i.e.* the award is conferred at the graduation ceremony, even though the graduand is not in attendance).

Assessment of completion for graduation will be in accordance with the Regulations of a student’s final year of study, or in accordance with an approved and documented pathway to completion (*e.g.* under transitional arrangements or under a prior year’s regulations). A twelve-month maximum timeframe between completion and conferral may be imposed.

A student may be graduated with an exit qualification, in accordance with existing articulation pathways, if they exceed acceptable timeframes (section 7.5), or are indefinitely excluded (section 7.6), or become inactive in their enrolment (Section 7.7), *and* if they meet the requirements for the exit qualification.

Should students meet the requirements for a new or alternative qualification they may be permitted to be graduated with that qualification without having been explicitly enrolled in that qualification, by formal transfer of credit to the new qualification, providing that they:

- Would have met the entry requirements for the new qualification had they been enrolled in it, *and*
- Have met the course requirements, *i.e.* completed all required papers and credits, *and*
- Graduate after the date approved for teaching of the new qualification – normally the year following CUAP approval.

Once a qualification has been awarded it cannot be re-issued under a new or alternative qualification title. An awarded Massey University qualification must be surrendered in accordance with the Surrender of Qualifications policy if a student wishes to have conferred a higher level articulated qualification.

7.5 Completion Timeframes

Massey University intends to support student achievement and the commitment of students to their studies. Hence it will sustain an environment which promotes educational opportunity while facilitating student progression to qualification completion.

Qualifications will follow the time to completions specified in the General Regulations for undergraduate, postgraduate, or graduate qualifications. Time to completion for undergraduate or graduate qualifications will normally be based upon students successfully completing an average of 45 credits per year to a maximum 8 years for any one Massey University qualification.

Time for completion of postgraduate qualifications are specified as:

- | | |
|---|---------------------------------------|
| ▪ 60-credit Postgraduate Certificate | 2 years |
| ▪ 120-credit Postgraduate Diploma | 4 years |
| ▪ 120-credit Master’s degree | 4 years |
| ▪ 180-credit Master’s degree | 5 years |
| ▪ 240-credit Master’s degree | 6 years |
| ▪ 120-credit Bachelor’s Honours Degrees | 1 year full-time or 3 years part-time |

Time limits may be pro-rated where credit has been transferred into the qualification. In circumstances where qualifications have been articulated by formal transfer of credit, the time limit for the higher credit qualification will apply if the student exits or is exited with a lower credit qualification.

Where there is a deviation from the standard timeframe specified in the General Regulations (*e.g.* where shorter completion timeframes are required in order to fulfil professional registration requirements), this will be clearly stated in the Qualification Regulations.

In the event that a student does not complete within the required timeframes, the student's on-going enrolment will be subject to review. In such circumstances the student may, where possible, be graduated with an exit qualification in accordance with existing articulation pathways (Sections 4 and 7.4) or, in cases of sustained engagement and achievement, offered an extension on the basis of an agreed study plan. In thesis-based qualifications, suspensions of study may be negotiated, which will have the effect of extending the time to completion.

7.6 Exclusions

Exclusion Regulations are outlined in the Unsatisfactory Academic Progress Regulations as per the University Calendar. If a qualification has specific exclusion criteria, these should be written into the Qualification Regulations. *n.b.* Specific exclusion regulations are presented in the Calendar in the Regulations applying to all Qualifications as part of the section on Unsatisfactory Academic Progress.

7.7 Abandonment of Study

When students apply for admission and are approved, they are approved a place in a whole qualification and must remain active in that qualification (evidenced by a minimum of one enrolment per academic year) in order to retain their place and right to re-enrol as a returning student.

Individual student activity will be closely monitored and where students are identified as inactive for a period of three academic years they will be deemed to have abandoned their place in the qualification; this will release the University from any obligation to keep a place open for such students. If the qualification has been disestablished or significantly amended, there is no obligation on the University to continue teaching and graduating these students under expired regulations.

Where the student has met the criteria for graduating in an exit qualification, they may be graduated with such.

Re-enrolment and continuation with the original qualification and/or specialisation (if current), or transfer of credit to an alternative qualification may occur at the University's discretion, upon an assessment of the student's eligibility for admission in accordance with current regulations. Papers passed must be assessed against the current regulations and will be subject to the Surrender of Qualifications policy, if an exit qualification was awarded in lieu. In addition, permission to re-enrol in a current qualification may be

withheld if there are insufficient places available or the student no longer meets admission criteria, including current English Language requirements.

8. THE QUALIFICATION LIFECYCLE

In order to demonstrate Massey University's commitment to providing an integrated portfolio of qualifications that are relevant, research-based, appropriately resourced and effectively delivered, all qualifications are subject to rigorous quality-assurance processes throughout the lifecycle of the qualification.

The cornerstone of the quality-assurance process within New Zealand universities is the peer-review process; other elements complement the peer-review process, such as student surveys, national and international benchmarking, and accreditation processes for professional qualifications.

The qualification lifecycle and its attendant quality assurance activities are:

Stage	Internal QA	External QA
Programme Development	Support from APRU, Colleagues	External Consultation
Programme Approval	Committee Approval Process	CUAP Accreditation Process Professional Accreditation (where relevant)
First Graduating Cohort		CUAP Graduating Year Reviews
Ongoing Delivery	Benchmarking Student Engagement/Surveys Qualification Reviews Regulation Reviews Discipline Reviews	Benchmarking TEC (Completion Reporting) Professional Accreditation (where relevant)
Programme Closure	Transitioning Procedures	CUAP Deletion Process

Proposers should consider incorporating a Graduating Year Review plan as part of new qualification/specialisation proposals, and ensure that the findings of the most recent review are incorporated into any amendments made to existing qualifications.

It is important that both qualifications and discipline portfolios are reviewed holistically alongside other qualifications in the same suite, so that the overall pattern of engagement, completion, and transfer between articulating qualifications can be assessed, and the generation of qualifications occupying the same space avoided.

9. QUALIFICATION APPROVAL PROCESS

There are different approval phases depending on the specific nature and level of the proposal, *e.g.* new qualification, change to qualification, or deletion of qualification. In general there are three distinct types of approval process. Some proposals will stop at step one or at a particular phase within the internal approval process, whereas other proposals will include all three steps.

1. Internal to Massey University
2. External Accreditation via CUAP
3. Other External Accreditation Processes (*e.g.* for funding or accreditation)

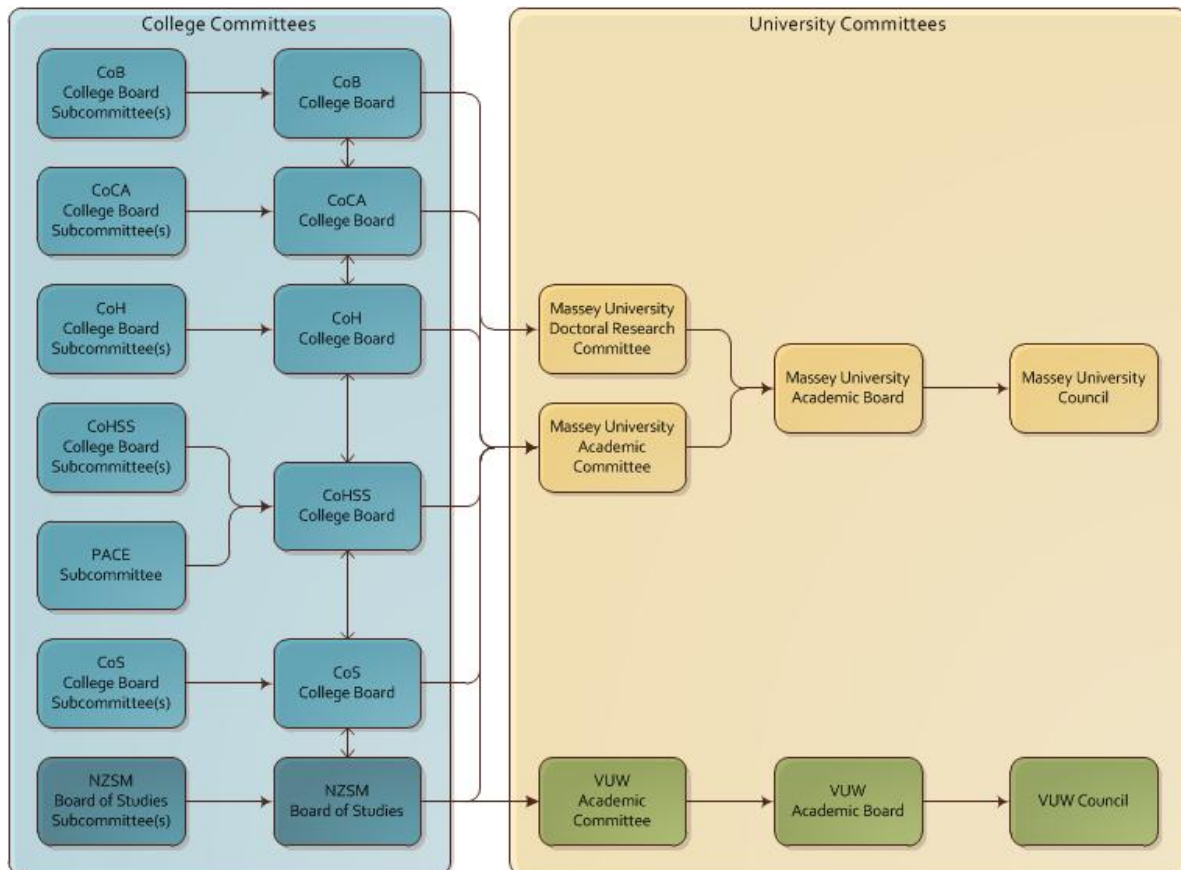
All Massey University qualifications and specialisations, and their constituent papers (or changes to qualifications and their constituent papers), will follow the prescribed approval process as outlined in this section. Processes relating to each specific type of proposal and relevant templates are outlined in Section 10.

9.1 Internal Approval Processes

In exercising its authority to determine the courses of study and training to be provided⁸ and to meet its quality-assurance obligations under The Education Act 1989, Massey University Council has instituted internal approval processes. Academic peer-review and decision-making is facilitated via various committees, with the functions and responsibilities outlined in each committee's Terms of Reference. Committee Terms of Reference are located on the University website.

All qualification-related proposals (some of which also require external review and approval via CUAP) must be reviewed and approved via the inter-linking internal committee structure as diagrammed below. Depending on the specific proposal, a committee's function may be either to recommend, approve, or receive for information.

⁸ Education Act 1989 No. 80, Part 16 Courses and Students, §223 Courses (1).



University Council has delegated specific powers regarding the approval of academic programmes to Academic Board, which in turn provides reports, advice, and recommendations to Council with respect to major academic directions.

Academic Board has been established by Council to report, advise, and make recommendations on matters related to courses of study, awards, and other academic matters, and to exercise powers delegated to it by Council. These delegated functions include the consideration, approval, and/or adoption of, or approval for forwarding to CUAP:

- Proposals for the introduction of new academic qualifications
- Proposals for the introduction of new specialisations.⁹

⁹ Academic Board Terms of Reference, July 2012. Note: In accordance with CUAP Functions and Procedures (Apr, 2012), Academic Board are required to approve new minors and endorsements for forwarding to CUAP.

Academic Committee is a sub-committee of the Academic Board. In accordance with Section 222 of the Education Act, Academic Board has delegated a number of functions to the Academic Committee, including:

- Approval of all minor Calendar changes and changes to existing programmes and papers, not requiring CUAP approval;
- Approval of all proposals from College Boards for new papers;
- Acceptance of Qualification Review Reports from the Colleges, including reports on progress toward implementation of review recommendations;
- Acceptance of Graduating Year Review Reports from College Boards and approval of those reports for forwarding to CUAP; and
- Approval and quality assurance of community education, credit-bearing continuing education and professional development courses provided by Massey University.¹⁰

College Boards have been established in each of Massey University's Colleges. These may have sub-committees with specific responsibilities for the review of academic proposals prior to their consideration by College Board. Sub-committees make recommendations to the relevant College Board, which in turn forwards qualification-related proposals and makes recommendations to Academic Committee. Qualification-related proposals that must be forwarded to Academic Committee for consideration, approval, and/or adoption are as follows:

- Introduction of new academic qualifications
- Introduction of new specialisations
- Introduction of new papers
- Changes to qualification regulations (other than those identified in delegated functions identified below).

Academic Committee has assigned the following functions to College Boards,¹¹ with outcomes to be forwarded for noting at Academic Committee:

Paper Changes:

- Changes to the paper title
- Changes to the paper prescription
- Changes to the paper offering status (valid, not offered, obsolete)
- Changes to the paper offering details (semester, mode, paper beginning and end dates)
- Changes to the e-learning category of the paper
- Changes to the location of delivery of a paper (onshore and offshore)
- Changes to pre-requisites, co-requisites, or restrictions
- Removal or addition of entry limitations

¹⁰ Academic Committee Terms of Reference, March 2011.

¹¹ *Ibid.*

- Changes to the paper learning outcomes
- Changes to the paper assessment weightings

Qualification Amendments (non-CUAP):

- Adding or removing an existing paper to a qualification or specialisation schedule

9.2 Qualification Proposals which are Internally Approved (No External Reporting required)

There are some qualification and paper-level proposals that can be approved internally, *i.e.* the final approval process occurs within the University, with no further steps required, or which only require reporting (for information) to external parties following internal approval.

Processes which are approved internally with no external reporting or approval required:

- Introduction of papers (where not part of a significant qualification proposal)
- Paper amendments
- Minor qualification amendments¹²
- Deletion of a paper.

Processes which are approved internally but which require external reporting are outlined in section 9.3.

9.3 Qualification Proposals which are Internally Approved (and require External Reporting)

9.3.1 Proposals Reported to CUAP

There are some qualification proposals that are approved internally but must also be reported to Universities New Zealand's Committee on University Academic Programmes (CUAP); these are:

- I. The introduction of a Postgraduate Diploma, Postgraduate Certificate, Graduate Diploma or Graduate Certificate, only when the university already has an established Bachelor's Honours or Master's degree in the subject and the new qualification draws on existing papers.
- II. The introduction of a Diploma or a Certificate, only when the university already has an established Bachelor's degree in the subject and the new qualification draws on existing papers.
- III. The introduction of a minor where the University already has an established major in the same qualification.
- IV. The deletion of entire programmes or specialisations.¹³

¹² Section 8.4 identifies which qualification changes are considered significant and must therefore receive CUAP approval.

¹³ Extracts from CUAP Functions and Procedures, Apr 2012.

9.3.2 Graduating Year Reviews

CUAP has given the name Graduating Year Review to its moderation process. The committee requires this follow-up review of all successful proposals involving the introduction of new qualifications and specialisations.

All Massey University qualifications will comply with CUAP requirements regarding Graduating Year Reviews; however, higher doctorates are exempted from this process.

9.4 External Accreditation via CUAP

There are some qualification level proposals that are approved internally but must also be submitted for quality-assurance through the Committee on University Academic Programmes' CUAP's peer-review process; this is in accordance with the relevant legislation outlined in section 2.1. Qualifications cannot be delivered until such accreditation is obtained.

Qualifications must appear in the University Calendar at the earliest opportunity in the form in which they have been approved. Qualifications pending approval may be included in the Calendar identified as 'Subject to CUAP Approval'. Qualification regulations published in any other format must identify the **University Calendar** as the **only official statement of all regulations**.

The following types of proposal must be submitted for CUAP approval:

- I. The introduction of a new academic qualification, including any that are the property of an overseas institution.
- II. The introduction of a new specialisation (unless a minor where a major exists in the same qualification).
- III. The introduction of a new conjoint programme.
- IV. Substantial changes in the structure of a qualification.

This category applies only to substantial structural changes in a qualification. Examples include, but are not confined to:

- changes relating to the duration or credit/EFTS value of a programme;
- changes relating to the configuration of the programme affecting the programme structure, *e.g.* the balance between the levels of the papers, or the number (credit value) of papers required for the major; and
- changes to the rules for progression within the programme.

Alterations to the content of the qualification schedules, changes to the content or sequencing of existing majors, or regulation changes not affecting the qualification's structure in a substantial way do not need to be submitted.

- V. Changes to the entry requirements for a programme or to regulations relating to admission to the University (*e.g.* for school leavers, holders of non-university qualifications or for work experience).
- VI. A change in the name of a qualification or specialisation.
- VII. Transfer of credit, cross-crediting, or exemption arrangements falling outside arrangements that are currently in place.¹⁴
- VIII. New paper proposals introduced as part of I – IV.
- IX. Delivery of a programme offshore with or without a partner institution.

9.5 Other External Accreditation Processes

Following the CUAP quality-assurance process, further approval and reporting are sometimes required before the approval process can be concluded.

9.5.1 NZ Qualification Framework

All quality-assured programmes are reported on the NZ Qualification Framework in a summarised and prescribed format. This is the register of quality-assured qualifications for New Zealand and is relevant for students and other external parties to verify the genuineness of an advertised qualification.

On behalf of the University, the Academic Policy & Regulations Unit recommends wording to Universities New Zealand, who then approve such wording and refer it for inclusion on the NZQF database.

9.5.2 Professional Accreditation

From time to time the University will seek some form of accreditation for its qualifications. Accreditation may be for the entire university, a College of the University, or for a specific programme offered by the University. Accreditation may be for raising the prestige of the University, to facilitate student membership of professional bodies upon graduation, or in some cases may be mandatory before the programme can even be offered.

Qualifications and specialisations aimed at preparing graduates who are eligible to apply for professional registration normally require professional body approval/accreditation. CUAP will not approve such qualifications unless evidence that there has been appropriate consultation with the relevant authority is provided. Qualifications of this nature will be submitted for

¹⁴ Extracts from CUAP Functions and Procedures, Jan 2011, pp. 17-18.

approval/accreditation by both CUAP and the relevant professional authority. Normally CUAP and professional body approval/accreditation processes will be undertaken in parallel with one another.

Once accreditation has been obtained, a monitoring and review process is established which must be complied with to retain accreditation. The Academic Policy & Regulations Unit maintains a database of all accreditations and requirements to monitor, support, and advise Colleges and Management regarding these commitments.

9.5.3 University/Other Funding Bodies

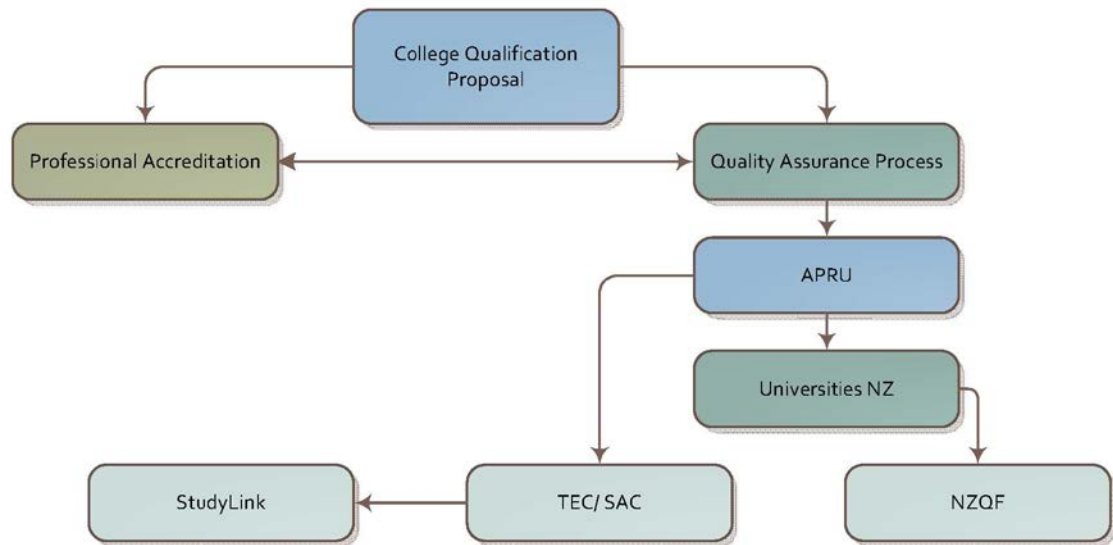
It is important that any qualification the University offers is able to be funded. For each quality-assured programme, the University will seek Student Achievement Component SAC funding from the Tertiary Education Commission TEC.

The Academic Policy & Regulations Unit completes a funding application with TEC on behalf of the University and at the same time requests that the qualification be approved for Student Loan and Student Allowance funding from Studylink.

Conversely, when a qualification is deleted, an application is submitted to TEC to cease such funding.

In many cases a student who seeks alternative loans, scholarships, and allowances from sources other than Studylink, will require a form to be submitted by the University verifying the students enrolment. However, from time to time it may be relevant to seek accreditation for a particular qualification, or for the University in whole or part, from an alternative student funding body. In most cases this would be in relation to International Students and as such is managed by the International Office on behalf of the University.

The External Approval/Reporting Process is mapped thus:



9.6 Approval and Amendment Pathways and Documentation

Proposals for new or amendments to current Qualifications, Specialisations, and Papers need to be submitted for approval via the appropriate internal and external committee process, using the prescribed Massey University template.

A summary of approval and amendment proposal documentation and committee pathways is provided in Appendix 2. There may also be additional documentation requirements and processes required by the relevant accrediting authority.

9.7 Business Cases

Each College will have its own requirements for business cases, but as a minimum these should include the following:

- **Implications for the College/University** – Alignment with the Tertiary Education Strategy and the University Strategic Plan, how the proposal will enhance the University’s profile and reputation, how it fits within the College research profile and suite of offerings, how it will contribute to the University financially – particularly in a capped environment.

- **Implications for Students** – how the proposal will attract students (and of which profile) and support their learning/future employment needs (including professional registration requirements), how the proposal fits with student funding criteria.
- **Administrative Processes** – how the proposal will be supported by existing University processes and services, including: Academic Policy & Regulations Unit APRU, Student Finance, International Office, Student Administration, University Library, National Centre for Teaching and Learning.
- **Future-Proofing and Sustainability** – how the proposal is linked to current research, how staffing/physical/intellectual resources will be acquired and maintained, SWOT (Strengths-Weaknesses-Opportunities-Threats) and PEST (Political-Environmental-Social-Technological) analyses.

9.8 Market Research

Support for undertaking research on the potential domestic and international market for a new qualification is available through an independent market research provider. Massey University can request market research be undertaken through its current provider by completion of the relevant template (section 10). All new qualification proposals are expected to include a market research report which will inform the business case.

10. STAKEHOLDER ENGAGEMENT

10.1 Consultation

Evidence of adequate consultation is a requirement of qualification approval processes both within and external to the University. If undertaken well, consultation will ensure any risks or weaknesses in the qualification proposal are identified and remedied and will ensure affected parties are on-board with a proposal – or at least understand why a particular path has been chosen. Consultation may help attract potential collaborators to enhance the design and implementation of the qualification proposal.

Underlying effective consultation is a genuine desire to engage with other parties, understand and address their concerns or suggestions, and a willingness to proceed with, modify, or abandon the qualification proposal, in the face of good evidence to support such an action. If a decision has already been taken, a consultation process *should not* be instigated; instead an effective communication strategy should be initiated, so that there is clarity about the intentions regarding the qualification.

10.1.1 Consultation Process

Early informal engagement allows any major concerns to be identified early, and prevents wasted effort if there is no support for a proposal. By the time a qualification proposal gets to the

consideration and adoption phases in the Committee process, a more formal and well documented consultation exercise should have been undertaken.

A good consultation process incorporates the following steps:

- I. Determine whether consultation is needed
- II. Decide at what stage to consult
- III. Clarify the purpose of consultation
- IV. Determine the scope of the consultation
- V. Plan the consultation
- VI. The consultation itself
- VII. Analyse and report results
- VIII. Provide feedback
- IX. Evaluate the consultation.¹⁵

10.1.2 Specific Consultation

There are a number of groups within the University context who can contribute to a consultation process:

- **Māori Communities** – In some disciplines partnerships with Māori for research and teaching are well-established; however, there is increasing overlap between Te Ao Māori and other disciplines. Consultation with Māori may occur at a number of levels, depending on the degree Māori wish to engage with an initiative.

Disciplines such as art, health, social policy, and the environment are more likely to warrant high-level, early, and on-going consultation and collaboration; e.g. a geographical field trip may require consultation and engagement with local Māori communities. For other programmes, consultation may not be appropriate and is better eliminated rather than becoming a token exercise.

All qualification proposals should include consideration of how delivery will engage with Māori students in accordance with the Māori@Massey strategy, including the option of submitting assessments and sitting exams in Te Reo.

The Office of the AVC(Māori & Pasifika) can provide support and advice on engagement with Māori students, scholars, and communities.

¹⁵ <http://www.goodpracticeparticipate.govt.nz/levels-of-participation/one-off-consultation/steps-in-formal-consultation.html>, 26 January 2011, 11.21am.

- **Pasifika Directorate** – The Pasifika Directorate is under the Office of the AVC (Māori & Pasifika) and can offer advice on engaging with and supporting Pasifika students and communities in accordance with the Pasifika@Massey strategy.
- **International Office** – The International Office and the International Student Support staff on each campus are able to advise on the likely impact on international students and may be able to provide information on other similar initiatives in the International marketplace. They can advise on any implications or restrictions under the Code of Practice for the Pastoral Care of International Students to which the University is a signatory. They can also advise on whether a proposal is likely to be affected by student-funding restrictions or by immigration issues, *e.g.* international students may not be permitted to study part-time..
- **Other Colleges** – The development of a new qualification offers many chances for collaboration across Colleges – particularly in fields that span more than one discipline, *e.g.* Health, with its science, socio-economic, and cultural facets. Cross-College collaborations may take the form of sharing papers, co-delivering a programme, or the development of a new institute, centre, or school to advance cross-discipline teaching and research.

Innovations in programme formats, delivery modes, or teaching/assessment practice are useful to share among Colleges so that new trends can be identified and rolled out across the University to ensure that a degree of parity is maintained between qualifications at the same level.

Even a minor step of deleting a paper may be of significance to another college as it may be on a list of approved electives for another programme, or may be a popular choice for students on an informal basis.

Eliminating Duplication & Competition

Large organisations such as a University are often structured in ways that divide the organisation into manageable sub-units. This artificial division of an organisation may inadvertently foster an environment of competition at the expense of the organisation as a whole.

When developing a qualification proposal it is important to consider the impact beyond the drivers for a single Institute/School/Department or College; where possible proliferation of similar qualifications or papers should be avoided, and opportunities to collaborate across the University and utilise existing resources should be encouraged and maximised.

- **Academic Policy & Regulation Unit APRU** – APRU is able to provide advice and support regarding qualification design, regulations, and approval and accreditation processes. APRU is also aware of trends and innovations across the University, and the wider academic, political, and regulatory environment and processes.
- **National Centre for Teaching and Learning** – Early consultation with this group when designing or refreshing qualifications may yield innovations in teaching, resource design, and assessment, and may be able to assist in identifying critical areas where students will require additional learning support.
- **Centres for Teaching and Learning** – These centres are based on each campus and provide learning support for students, including disability services. The Disability Services team have an important function in ensuring students with disability are able to participate to meet their academic potential. Centre staff should be consulted if there are specific learning outcomes with which students may require assistance.
- **University Library** – Consultation needs to occur with the University Library when introducing new papers and programmes or when changing or extending mandatory texts to ensure sufficient and relevant resources are available. It is particularly important to consult with the Library when amending or extending programme delivery to ensure that licenses and resources are relevant and adequate for alternative jurisdictions.
- **Office of Strategy Management OSM** – The Office of Strategy Management OSM has responsibility for reporting on the activities of the University to critical stakeholders including funding bodies and ranking agencies. OSM staff can advise on the implications for qualifications and papers with regard to: funding categories and classifications; component/course costs; PBRF eligibility; and funding and ranking implications arising from qualification course completions.
- **Student Administration** – Student Administration are responsible for the operationalisation of the regulations as they relate to students under delegation from Colleges as outlined in the Programme Guide. Liaison with Student Administration regarding the development of Programme Guides is essential. Student Administration can also assist programme and paper co-ordinators with any monitoring and reporting requirements.
- **Student Services** – Student Services on each campus are responsible for assisting students through provision of course information, directions, assistance with timetables, enrolment, counselling and medical services (including Aegrotat and Impaired Performance applications), pastoral care, and accommodation services. Consultation with this group is important if programmes have implications for students, particularly the availability of accommodation for non-standard enrolment periods.

- **Students Association** – Students are intended to be active partners in the University Community and their representation is formalised through the various student associations. Other less formal student groups are the class representatives, different cultural group student associations, and individual programme student associations. Obtaining and responding to the student perspective can be both meaningful and enlightening and will yield better results in quality-assurance reviews.
- **Professional Bodies** – Accreditation by a professional body is critical to the success of some qualifications. Consultation with the relevant bodies should start early and be maintained over time to ensure the qualification remains relevant for the profession in practice and is compliant with any upcoming regulatory changes. It can be too late to remedy the situation at Quality Assurance time. It is important to consider the requirements of professional bodies in other countries also, to ensure the portability of qualifications for international graduates and domestic graduates working abroad.
- **Commercial/Industry Sectors/Employers** – Ensuring that graduates are workplace-ready and have acquired skills and attributes that are adaptable within different settings and technologies is vital to the employability of graduates and to the needs of employers and the economy. Knowing where graduates gain employment and understanding the needs of those employers and sectors can help shape the content of qualifications.

10.2 Communication Strategy

A proposal for a new qualification or a significant change or deletion of a qualification must be communicated appropriately and adequately both within and external to the University. A communication strategy should be devised that outlines how proposals will be communicated to the following groups:

- **Students** – Students who have offers of place for, or new enrolments in, a programme will be impacted if the programme composition changes or the programme does not proceed. The International Office can assist in the identification of International Students who may have outstanding Offers of Place for a programme, and Student Management/NSATS can assist in identifying those with current or deferred enrolment. Students will need advice and information on options such as: alternative programmes, transition arrangements, or completion under prior year regulations.
- **Marketing Staff** – If a new programme is to be offered it must be communicated to students to attract enrolments. External Relations, including Student Liaison, can assist with a marketing plan for domestic students and the International Office can advise on how best to advise the network of International Agents and on how to incorporate the new programme in any international recruiting missions or e-marketing initiatives. Both Student Liaison staff and International Marketing staff will need a good understanding of the new programme, and any accreditation with professional or funding bodies, so they are able to advise students appropriately.

- **Administrative Staff** – The National Contact Centre and the Regional Massey Contact (student reception) offices are the first point of contact for the University for student enquiries. It is imperative that they are aware of new initiatives, particularly those that are contentious, as they may need to provide quality advice to distressed students. Ensuring consistency of message is most important to maintaining student trust, alleviating anxiety, eliminating confusion, and protecting the University.
- **Media** – It is the job of External Relations to advise and support staff in their interactions with the media, and staff should engage with them early on to develop a media strategy.

Innovations can yield good media coverage for the University, which will have positive impacts in the way the University is perceived by stakeholders, the local community, and the wider public. Media stories can be picked up by overseas news agencies and thereby support marketing initiatives in that country.

Conversely, a contentious issue can attract unwelcome press coverage, and it is then important to ensure the full information is released early to the media in a controlled manner to limit damage caused by misinformation and speculation.

11. APPROVAL PROCESS GUIDE AND TEMPLATES

Index of Processes and Approval Templates:

Academic Proposal Templates

- I. Early Notice
- II. New Qualification/Specialisation (CUAP Submission)
- III. New Qualification/Specialisation (CUAP Report)
- IV. Qualification/Specialisation Amendment (CUAP Submission)
- V. Non-CUAP Qualification/Specialisation Amendment
- VI. Qualification/Specialisation Deletion (CUAP Report)
- VII. Graduate Profile Amendment (Online Template)
- VIII. New Paper
- IX. Paper Amendment
- X. Paper Deletion
- XI. Recognition of Professional Development Course(s) for Credit

Related templates

- XII. Library Impact Statement
- XIII. Market Research Request (Online Template)
- XIV. Paper Description
- XV. Qualification Description
- XVI. Qualification Regulations
- XVII. Graduating Year Review

12. DEFINITIONS

Definitions for terms used at Massey University are included in the Glossary of Terms in the rear of the University Calendar. It is important to refer to the relevant year of the University Calendar, as definitions are refined over time to reflect current and approved usage.

12.1 Translations for Third Party Usage

Massey University has adopted certain terminology for historical and internal consistency, and to retain its own character; such terminology may not be common to third parties, such as CUAP, TEC or institutions with whom the University partners. Where terms are changed for the purposes of external reporting, the following translation guide should be used and appended so that there is no uncertainty about what has been approved when translated back to Massey University terminology for use in University resources.

Terminology Translation Guide

Massey	CUAP	TEC	NZQA	Other
paper	course	course	paper or course	
credits	credits	credits		points
major	major or major subject			option
minor				thread, strand, focus
discipline	subject or discipline	discipline	subject field or discipline	
specialisation	major, endorsement, subject			
qualification/programme of study	programme of study	programme	programme or course	course
paper level (e.g.100 level)	paper level (e.g.100 level)	equated to NZ Register of Quality-Assured Qualifications level (e.g. level 5)	equated to NZ Register of Quality Assured Qualifications level (e.g. level 5)	stage (e.g. stage 1) year (e.g. first year)
semester	semester (or trimester)	semester (if 2) or trimester (if 3)		trimester

List of Appendices

1. Qualification Types and Levels
2. Quick Guide to Templates and Approvals

Appendix 1: SUMMARY OF REGISTER/CUAP QUALIFICATION LEVEL REQUIREMENTS

Qualification & NZQF Levels	NZQF	CUAP	Massey University
Foundation Certificate Level 3 or 4	Level depends on count back – lowest of top 40 credits gives level	Pre-degree; ≥ 60 credits Level 3 or 4; Not more than 120 credits	Pre-degree; ≥ 60 credits Level 3 or 4; Not more than 120 credits
Certificate (Level 1-7; Universities normally L5 or above)	Level depends on count back – lowest of top 40 credits gives level	Pre-degree; ≥ 60 credits; not more than 120 credits; university certificates normally Level 5 or above	Pre-degree; ≥ 60 credits; not more than 120 credits; Level 5 or above
Diploma (Level 5-7)	≥ 120 at Level 4+; level depends on count back – lowest of top 72 credits gives level	≥ 120 Level 5-6 (UG or Pre-degree); at least 72 credits must be at the level assigned to the diploma	≥ 120 Level 5-6 (UG or Pre-degree); at least 75 credits must be at the level assigned to the diploma
Bachelor (Level 7)	≥ 360 credits Level 5-7 including ≥ 72 credits Level 7	≥ 360 credits including ≥ 72 credits at Level 7	≥ 360 credits including ≥ 75 credits at Level 7
Graduate Certificate (Level 7)	≥ 60 credits Level 5+ with ≥ 40 credits at Level 7 or above	Degree or equivalent entry; ≥ 60 credits (40 credits at Level 7)	Degree or equivalent entry; ≥ 60 credits (45 credits at Level 7)
Graduate Diploma (Level 7)	≥ 120 credits Level 5+, including ≥ 72 credits at Level 7 or above	≥ 120 credits, including ≥ 72 credits at Level 7 or above	≥ 120 credits, including ≥ 75 credits at Level 7 or above
Bachelor (Hons) (Level 8)	Minimum of 120 credits at Level 8 with a research component ≥ 30 credits	Normally 120 credits at Level 8 with ≥30 credits Level 8 research; always ≥ 60 credits at level 8	120 credits at Level 8 with ≥30 credits Level 8 research
Postgraduate Certificate (Level 8)	≥ 60 credits Level 8	Bachelor's degree or equivalent plus ≥ 60 credits Level 8 or above	Bachelor's degree or equivalent plus ≥ 60 credits Level 8 or above
Postgraduate Diploma (Level 8)	≥ 120 credits at Level 7 or above; must include ≥ 72 credits at Level 8	Bachelor's degree plus ≥ 120 credits above Level 7	Bachelor's degree plus ≥ 120 credits above Level 7
Masters (Level 9)	≥ 240 credits at Levels 8 & 9 (unless builds on 4 yrs prior study Bachelor's & above; must be ≥ 120 credits); ≥ 40 credits at Level 9 required	≥ 240 credits at Levels 8 & 9 (unless builds on 4 yrs prior study Bachelor's or equivalent & above; must be ≥ 120 credits); ≥ 40 credits at Level 9 required	≥ 240 credits at Levels 8 & 9 (unless builds on 4 yrs prior study Bachelor's or equivalent & above; must be ≥ 120 credits); ≥ 45 credits at Level 9 required
Doctorate	≥ 360 credits advanced research at Level 10	Typically 360 credits at Level 10	360 credits at Level 10

Appendix 2: QUICK GUIDE TO TEMPLATES AND APPROVALS

Note: Proposals/reports must be submitted to the relevant College Committee in time for them to be considered and forwarded/reported to Academic Committee by the relevant deadline.

1) New Qualifications, Specialisations (Majors, Minors, Endorsements, Subjects) or Papers

What do you want to do?	Which template(s) do I need to complete?	What is the Academic Committee Deadline #?	Highest level of approval
<p>Introduce a new Qualification</p> <p><i>Except</i> where this is a new Undergraduate, Graduate or Postgraduate Diploma or Certificate where there is an established degree and the new qualification draws on existing papers (see below)</p>	<p>Early Notice</p> <p>New Qualification/Specialisation (CUAP Submission)</p> <p>Appended documents:</p> <ul style="list-style-type: none"> • New Paper (for each new paper); • Library Impact Statement (completed on request by Library staff) <p>Related templates:</p> <ul style="list-style-type: none"> • Market Research Request • Qualification Regulations 	<p><u>CUAP Round 1</u></p> <p>February: Early Notice March: Proposal and appended documents</p> <p><u>CUAP Round 2</u></p> <p>May: Early Notice July: Proposal and appended documents</p>	CUAP
<p>Introduce a new Specialisation</p> <p><i>Except</i> if this is a Minor and there is an existing Major in the same subject in the same qualification (see below)</p>	<p>Early Notice</p> <p>New Qualification/Specialisation (CUAP Submission)</p> <p>Appended documents:</p> <ul style="list-style-type: none"> • New Paper (for each new paper); • Library Impact Statement (completed on request by Library staff) <p>Related templates:</p> <ul style="list-style-type: none"> • Market Research Request • Qualification Regulations 	<p><u>CUAP Round 1</u></p> <p>February: Early Notice March: Proposal and appended documents</p> <p><u>CUAP Round 2</u></p> <p>May: Early Notice July: Proposal and appended documents</p>	CUAP

<p>Introduce a new Undergraduate, Graduate or Postgraduate Diploma or Certificate</p> <p>(where there is an established degree and the new qualification draws on existing papers)</p>	<p>Early Notice</p> <p>New Qualification/Specialisation (CUAP Report)</p> <p>Related templates:</p> <ul style="list-style-type: none"> • Market Research Request • Qualification Regulations 	<p><u>CUAP Round 1</u> February: Early Notice March: Report</p> <p><u>CUAP Round 2</u> May: Early Notice July: Report</p>	<p>CUAP (reported)</p>
<p>Introduce a new Minor where there <i>is</i> an existing major in the same subject in the same qualification</p>	<p>New Qualification/Specialisation (CUAP Report)</p>	<p>June</p>	<p>CUAP (reported)</p>
<p>Introduce a new Paper</p>	<p>New Paper</p> <p>Appended: Paper Description</p>	<p>June</p>	<p>Academic Committee</p>

2) Amendment of Qualifications, Specialisations (Majors, Minors, Endorsements, Subjects), or Papers

What do you want to do?	Which template(s) do I need to complete?	What is the Academic Committee Deadline#? (for implementation following year*)	Highest level of approval
<p>Significantly amend a Qualification or Specialisation, including changes to:</p> <ul style="list-style-type: none"> • total duration/credit/EFTS value • configuration (e.g. balance between levels of papers or number (credit value) of papers required for a major) • rules for progression • entry requirements • name • transfer of credit, cross-crediting or exemption 	<p>Early Notice template</p> <p>Qualification/Specialisation Amendment (CUAP Submission)</p>	<p><u>CUAP Round 1</u> February: Early Notice March: Report</p> <p><u>CUAP Round 2</u> May: Early Notice July: Report</p>	<p>CUAP</p>

arrangements			
Amend Qualification Regulations (other than <i>significant</i> amendments requiring CUAP approval – see above)	Non-CUAP Qualification/Specialisation Amendment Appended: Qualification Description	June	Academic Committee
Close/Open a Qualification or Specialisation to new enrolments	Non-CUAP Qualification/Specialisation Amendment Appended: Qualification Description	June	Academic Committee
Amend Qualification/Specialisation Schedule of papers (add or delete an existing Paper)	Non-CUAP Qualification/Specialisation Amendment	June	College Board (reported to Academic Committee)
Amend Paper Details <ul style="list-style-type: none"> • title# • prescription# • prerequisites, corequisites or restrictions# • learning outcomes# • assessment weightings# • offering status (valid, not 	Paper Amendment Appended: Paper Description	# June For implementation following year <i>except</i> Learning Outcomes/Assessment weighting which may be for implementation Semester 2 or Summer School <i>only</i> when paper has not also been offered in Semester 1 or Double	College Board (reported to Academic Committee)

<p>offered, obsolete)*</p> <ul style="list-style-type: none"> offering details (semester, mode, paper beginning and end dates)* on-line learning category* location of delivery (onshore and offshore)* College imposed entry limitations* 		<p>semester.</p> <p>* As per College process/IPP requirements</p>	
Amend Graduate Profile	Graduate Profile Amendment Appended: Qualification Description	N/A	Academic Committee

3) Deletion of Qualifications, Specialisations (Majors, Minors, Endorsements, Subjects), or Papers

What do you want to do?	Which template(s) do I need to complete?	What is the Academic Committee Deadline#?	Highest level of approval
Delete Qualification	Qualification/Specialisation Deletion (CUAP Report)	June	CUAP (reported)
Delete Specialisation	Qualification/Specialisation Deletion (CUAP Report)	June	CUAP (reported)
Delete (obsolete) Paper	Paper Deletion	June	Academic Committee

4) Related templates

What do you want to do?	Which template(s) do I need to complete?	What is the Academic Committee Deadline#?	Highest level of approval
Draft Qualification Regulations for inclusion in a proposal	Qualification Regulations	As per relevant proposal deadline	Academic Committee (as part of a proposal)
Amend a Qualification Description to accompany a proposal	Qualification Description	As per relevant proposal deadline	

Amend a Paper Description to accompany a proposal	Paper Description	As per relevant proposal deadline	
Propose that a Massey University Professional Development Short Course be recognised for credit purposes	Recognition of Professional Development Course(s) for Credit	N/A	College Board
Request Market Research in respect to an academic proposal	Market Research Request	N/A	AVC Academic & International
Prepare a Graduating Year Review	Graduating Year Review	September	CUAP