

Academic Board Meeting - Part I

24 April 2024 01:30 PM



Agenda Topic	Presenter	Page
1. PROCEDURAL MATTERS		4
1.1 Introduction/Mihimihi Verbal	Chair	
1.2 Apologies/Quorum Verbal	Chair	
1.3 Declaration of Interests Verbal	Chair	
1.4 Meeting Agenda Review	Chair	
1.5 Confirmation of Minutes Academic Board Meeting 20 March 2024 - Part I AB24/04/39	Chair	4
1.6 Matters Arising	Chair	
1.7 Action Schedule - Part I AB24/04/40	Chair	9
1.8 Academic Board Work Plan 2024 - Part I AB24/04/41	Chair	10
2. STRATEGIC UPDATES		12
2.1 Chair's Report - Part I Verbal	Chair	
2.2 Vice-Chancellor's Report - Part I AB24/04/42	Vice-Chancellor	12
2.3 Provost Report Verbal	Provost	
2.4 Student Report Verbal	Student Member	
2.5 Micro-Credentials and Short Courses Policy and Procedures AB24/04/43	Provost	20
2.6 Research Funding Landscape AB24/04/44	Provost	29

2.7	REaDI Update	Provost	35
	AB24/04/45		
2.8	College of Health Board Annual Report 2023	PVC CoH	44
	AB24/04/46		
2.9	Academic Committee Annual Report 2023	Provost	48
	AB24/04/47		
2.10	Update on Implementation of University Strategy related to Academic Matters CoHSS	PVC CoHSS	73
	AB24/04/48		
3.	CUAP PROPOSALS	Provost	85
	AB24/04/49		
3.1	CUAP New Qualifications (for approval)		85
3.1.1	CUAP Proposal Overview for CoCA Curriculum Transformation (AC24/03/11Rev1)		85
3.1.2	Master of Screen Arts (AC24/03/13-edited)		98
3.1.3	Master of Commercial Music (AC24/03/14-edited)		123
3.2	CUAP New Specialisations (for approval)		148
3.2.1	Applied Communication – Major and Minor (AC24/03/27)		148
3.2.2	Mātauranga Toi Māori (24/03/17-edited)		178
3.3	CUAP Qualification Amendments (for approval)		323
3.3.1	Master of Fine Arts (AC24/03/15-edited)		323
3.3.2	Bachelor of Design with Honours (AC24/03/18-edited)		332
3.3.3	Bachelor of Design (AC24/03/19-edited)		359
3.3.4	Bachelor of Fine Arts with Honours (AC24/03/20-edited)		615
3.3.5	Bachelor of Fine Arts (AC24/03/21-edited)		633
3.4	CUAP Specialisation Amendments (for approval)		678
3.4.1	Memo – Overview of supplementary changes for CUAP proposals (AC24/04/63)		678
3.4.2	Concept Design, Fashion Design, Industrial Design, Integrated Design, Photography, Spatial Design, Textile Design, Visual Communication Design (AC24/04/57)		681
3.5	CUAP Reported Qualification Retirements (for approval)		726

3.5.1	Master of Sport Management and Postgraduate Diploma in Sport Management (AC24/04/49)	726
3.6	CUAP Reported Specialisation Retirement (for approval)	742
3.6.1	Public Policy (in the Master of Analytics) (AC24/03/28)	742
4.	PAPERS FOR NOTING	747
4.1	College of Health Minutes 20 February 2024 - Part I AB24/04/50	747
4.2	College of Sciences Minutes 15 February 2024 – Part I AB24/04/51	751
4.3	College of Humanities and Social Sciences Minutes 16 February 2024 - Part I AB24/04/52	754
4.4	Academic Committee Minutes 5 December 2023 - Part I AB24/04/53	759
4.5	Academic Committee Minutes 5 March 2024 - Part I AB24/04/54	768
5.	PUBLIC EXCLUSION	782
5.1	Public Exclusion Resolution AB24/04/55	782

Part I: Paper for Decision



**MASSEY UNIVERSITY COUNCIL
MINUTES OF THE ACADEMIC BOARD**

**HELD VIA VIDEOCONFERENCE
on**

WEDNESDAY 20 March 2024 AT 1.30 PM

PART I

Present:

Professor Fiona Te Momo (Acting Chair), Vice-Chancellor Professor Jan Thomas, Dr Maria Borovnik, Cameron Causland-Taylor, Professor Stephen Croucher, Professor Tasa Havea, Professor Jill McCutcheon, Associate Professor Andre Mürnieks, Flynn O'Hallahan, Dr Marta Rychert, Distinguished Professor Peter Schwerdtfeger, Professor Nicolette Sheridan, Professor Bryan Walpert, Professor Cynthia White, Professor Julieanna Preston, Professor Georg Zellmer, Professor Dianne Brunton, Professor Margaret Maille and Associate Professor Veronica Tawhai.

In Attendance: Chancellor Alistair Davis and Governance Advisor Chanell Meehan.

Apologies: Associate Professor Claire Matthews (Chair), DVC Student and Global Engagement Dr Tere McGonagle Daly, Director Governance and Assurance Heather Kirkwood, Professor Lisa Emerson, Professor Matt Roskruge, Professor Ray Geor, Professor Meihana Durie, Professor Jonathan Elms, Associate Professor Jo Cullinane, Sosefina Filo-Masoe, Professor Huia Jahnke and Hennessey Wilson.

Early Departure: Dianne Brunton.

1. PROCEDURAL MATTERS

1.1 Introduction/Mihimihi

The acting Chair opened the meeting with a mihimihi and welcomed all members present and those in attendance.

1.2 Apologies/Quorum

The apologies were noted by the Board. 18 members in attendance.

1.3 Declaration of Interests

No interests were declared for the meeting.

1.4 Meeting Agenda Review

2.4 was moved from Part II to Part I.

Part I: Paper for Decision

seminars around vibrancy on campus and clarification was sought regarding the goal to have more students on campus. The VC noted the need to bring more vibrancy to campus with more opportunities for entities and strengthening Massey’s relationships with external organisations, and encouraging students to be on campus but the reality was the majority of our students chose to study online. The VC was acknowledged for her report and video regarding the connection to Te Tiriti o Waitangi and the importance of this in the current climate, noting this has created a safe space for staff to continue their work in this area. It was noted that the expenses of running a university are currently a global problem.

ACTION: *Congratulatory letters to be sent on behalf of the Board to award recipients as listed in the Vice-Chancellor’s report.*

2.3 Provost Report (verbal)

The Provost provided a verbal report to the Board and noted the work continues around the special circumstances framework, that is coming out in the next weeks, and designed to take a further step toward being a student centric university. The Academic Committee have a planning day shortly around bringing back our internal research funds and how we best invest these funds. Externally best practices around our learning success plans. A CUAP meeting would be held tomorrow to talk about graduating year reviews and Te Tiriti responsiveness. Looking at research colleagues, there is a lot of uncertainty around external research funding, national science funding ending this year and concerns around Callaghan Innovation cutting costs. MBIE are letting contracts run their course at this time, there is unlikely to be new money and in the May budget it could be clearer?

The Board noted the report and discussed the Performance Based Research Fund (PBFA) and the potential future impact, the Provost noted this is a risk being actively managed. The Board also discussed the need to value both research and teaching, the Provost noted teaching income cross-subsidises our research income which is common among universities around the world.

2.3 Student Report (verbal)

General President Hennessey Wilson provided a verbal report to the Board and noted o-week went really well across the country and the students enjoyed the on-campus activities. She noted progress has been made with the Period Poverty Project which provides free period products across campus. She noted as part of this project, students have also paired with Awwa and Oi who both supply reusable period products. She also noted the advocacy review has been provided to students which is wrapping up soon.

2.4 University Research Committee Annual Report – February 2024 (AB24/03/28)

The Board noted the report.

AB24-10

RESOLVED:

(Byrnes/McCutcheon)

THAT Academic Board notes the Annual University Research Committee Report.

CARRIED

2.5 Intellectual Property Policy (AB24/03/36)

The Provost spoke to the policy and noted this is due for refresh and update. There has been an extensive consultation process in how we might consider updating this. When Massey

Part I: Paper for Decision

invests strategically in particular projects/tasks how are Massey's interests expressed? The proposed changes keep the status quo except if Massey specifically commissions the work.

The board noted the paper and discussed the policy. It was noted that there have been situations in the past where a deceased staff member's images have continued to be used by the university. It was questioned why the change to the policy was required, the Provost noted the IP policy is due for review and given Massey has been actively investing funds into research it is timely to rethink and be clear as possible in the policy without being overly prescriptive. The Provost noted this document has been to a number of groups and been considered. A question was raised around the difference between intellectual property and copyright, the Provost noted that intellectual property encompasses copyright and that legal advice was sought in relation to the policy.

2.6 Farewell for Dianne Brunton (verbal)

Professor Dianne Brunton spoke to the board noting this is her last AB meeting. She said she has been at Massey for more than 19 years and she wishes everyone all the best of luck with Academic Board.

Distinguished Professor Peter Schwerdtfeger congratulated Dianne for her work at Massey over 19 years and as an Academic Board member who introduced ecology to Albany.

Dianne Brunton left the meeting at 2.16pm

3. PAPERS FOR NOTING

- ★ 3.1 College of Business Minutes Part I – 12 December 2023 **AB24/03/29**
- ★ 3.2 College of Creative Arts Part I – 10 November 2023 **AB24/03/30**
- ★ 3.3 College of Health Part I – 21 November 2023 **AB24/03/31**

The Board noted the papers as listed.

4. DECISIONS TRANSFERRED FROM PART II OF THE ACADEMIC BOARD MEETING

4.1 Conferment of Degrees Paper (AB24/03/37)

AB24-11 RESOLVED: (White/Zellmer)

THAT the Academic Board approves the degrees be conferred, and the certificates and diplomas be awarded to those as listed in document AB24/03/37, and the seal affixed to the parchments.

CARRIED

5. MOVING INTO PART II - EXCLUSION OF THE PUBLIC (AB24/03/32)

AB24-12 RESOLVED: (Croucher/Borovnik)

Part I: Paper for Decision

THAT the Academic Board exclude the public from the papers as noted in the table below, excluding Governance Advisor Chanell Meehan.

General subject of each matter to be considered		Reason	Section 48(1) grounds
AB24/03/34	Confirmation of Minutes Academic Board Meeting 21 February 2024 – Part II	For the reasons set out in the Part I minutes of 21 February 2024 held with public present	
Verbal	Action Schedule – Part II	Improper gain or advantage	s7(2)(j)
AB24/03/35	Conferment of Degrees and Awarding of Diplomas and Certificates	Personal privacy	s7(2)(a)
Papers for Noting			
College of Business Minutes Part I – 12 December 2023			
College of Creative Arts Confirmed Minutes Part II – 10 November 2023			

This resolution was made in reliance on Section 48(1)(a) of the Local Government Official Information and Meetings Act 1987 and the particular interest or interests protected by Section 6 or Section 7 of that Act which would be prejudiced by the holding of the whole or the relevant part of the proceedings of the meeting in public as stated in the above table.

CARRIED

Part I of the meeting closed at 2.19pm

Signature: _____

Date: _____

Academic Board Action Schedule – Part I

ITEM	ACTION	RESPONSIBILITY	MEETING DATE REF	STATUS	DUE DATE
1	Congratulatory letters to be sent on behalf of the Board to award recipients as listed in the Vice-Chancellor’s report.	AB Secretary	20 March 2024	Congratulatory letters currently being drafted.	24 April 2024

Academic Board 2024 Work Plan

	21 FEBRUARY	20 MARCH	24 APRIL	29 MAY	19 JUNE
Location	Zoom	Zoom	Zoom	Zoom	Zoom
Standing Items	<ul style="list-style-type: none"> Chair's Report VC Report Student Report 	<ul style="list-style-type: none"> Chair's Report VC Report Student Report 	<ul style="list-style-type: none"> Chair's Report VC Report Student Report 	<ul style="list-style-type: none"> Chair's Report VC Report Student Report 	<ul style="list-style-type: none"> Chair's Report VC Report Student Report
Strategic / Academic Discussion	<ul style="list-style-type: none"> Research Commercialisation Update Research Funding Landscape (Govt policies/ National Research Priorities/ Aus Uni Accord) Copyright Policy 	<ul style="list-style-type: none"> Annual Reports from AB Subcommittees x7 AB monitoring of self-improvement actions CoCA/ CoH/ CoHSS update on implementation of uni strategy related to academic matters 	<ul style="list-style-type: none"> Report on Academic Grievances ReADI Update Paerangi MBS/ CoS update on implementation of uni strategy related to academic matters 	<ul style="list-style-type: none"> Report on Policies approved through AB Te Pou Rangahau Update Transnational Education Update International Travel Presentation 	<ul style="list-style-type: none"> Proposed 2025 meeting schedule Report on Research Ethics – background, applications, issues, policy development and reviews upcoming/ ongoing
Academic Programme	Qualification Review Reports (if any) Conferment of Degrees and other qualifications	CUAP Proposals (Round 1) Qualification Review Reports (if any) Conferment of Degrees and other qualifications	CUAP Proposals (Round 1) Qualification Review Reports (if any) Conferment of Degrees and other qualifications	Qualification Review Reports (if any) Conferment of Degrees and other qualifications	CUAP Proposals (Round 2) Qualification Review Reports (if any) Conferment of Degrees and other qualifications
Papers for Noting	Subcommittees' Minutes	Subcommittees' Minutes	Subcommittees' Minutes	Subcommittees' Minutes	Subcommittees' Minutes

Academic Board Meeting - Part I - PROCEDURAL MATTERS

	24 JULY	21 AUGUST	25 SEPTEMBER	23 OCTOBER	20 NOVEMBER
Location	Zoom	Zoom	Zoom	Zoom	Zoom
Standing Items	<ul style="list-style-type: none"> Chair's Report VC Report Student Report 	<ul style="list-style-type: none"> Chair's Report VC Report Student Report 	<ul style="list-style-type: none"> Chair's Report VC Report Student Report 	<ul style="list-style-type: none"> Chair's Report VC Report Student Report 	<ul style="list-style-type: none"> Chair's Report VC Report Student Report
Strategic / Academic Discussion	<ul style="list-style-type: none"> General Reports from AB subcommittees x7 (review of performance under current ToR) 	<ul style="list-style-type: none"> Research Rankings Update (SDGs/ THE Rankings) 	<ul style="list-style-type: none"> Annual Report on Academic Integrity Academic Board Meeting Schedule 2024 – Confirmation 	<ul style="list-style-type: none"> AB Self Review Te Ara Paerangi and Te Pou Rangahau 6-monthly update from Provost 	<ul style="list-style-type: none"> 6-monthly update on AB approved policies
Academic Programme	CUAP Proposals (Round 2) Qualification Review Reports (if any) Conferment of Degrees and other qualifications Graduating Year Reviews	Qualification Review Reports (if any) Conferment of Degrees and other qualifications Graduating Year Reviews	Qualification Review Reports (if any) Conferment of Degrees and other qualifications	Qualification Review Reports (if any) Conferment of Degrees and other qualifications	Qualification Review Reports (if any) Conferment of Degrees and other qualifications
Papers for Noting	Subcommittees' Minutes	Subcommittees' Minutes	Subcommittees' Minutes	Subcommittees' Minutes	Subcommittees' Minutes

MEETING DATE:	24 April 2024
AUTHOR:	Vice-Chancellor Professor Jan Thomas
SUBJECT:	VICE-CHANCELLOR'S PART I REPORT TO ACADEMIC BOARD PERIOD: February – March 2024

Contents

Executive Summary	1
Te Pou Rangahau – Research	1
Te Pou Ako – Teaching and Learning	3
Te Pou Tangata – People	5
Te Pou Hono – Connection.....	6

Recommendations

- Recommendation: That Academic Board note this update on current issues, key achievements and highlights arising during the reporting period.

Executive Summary

This report is intended to be a high-level summary overview of the reporting period. I have taken the opportunity to provide links to information for further detail. I wish to continue to emphasise that given the size, depth and diversity of our multi-campus university, this report can only provide a point-in-time record of the accomplishments of our staff, students and wider community. Please forgive me for not being able to mention all of the wonderful mahi and achievements of the Te Kunenga ki Pūrehuroa Massey University whānau, both individually and in partnership across the university, and externally with our many communities, at home and across the globe. Many of these stories can be found on the [Massey News site](#) and other internal communication channels detailed in this report.

I highlight in this report just a few of the university's efforts and achievements in making Massey a place of equity and excellence, for students, staff and our community. I will seek to ensure that the content reflects, and speaks to the enactment of university's Strategic Plan, pou, attributes, and Te Tiriti foundation. In this regard, you will note that this report is provided in a format and structure to reflect the four strategic pou of the university.

Te Pou Rangahau – Research

Examples of the delivery of research excellence and its impact include:

- *Massey technology startup raises \$2.7m funding*
A startup springing from research at Massey University and the Riddet Institute has raised \$2.7 million in “seed” funding, led by Icehouse Ventures, for its novel technology extracting plant-based milk from seeds.

Palmerston North-based ANDFOODS uses the seeds or pulses of a legume to create a range of allergen-free dairy alternatives, without compromising the environment. [Read more ...](#)

Part I: Paper for Information

- *\$14 million investment into natural hazards research and resilience*
EQC Toka Tū Ake has released its [2023 Resilience and Research Highlights](#) report, a snapshot of its work to build Aotearoa New Zealand's resilience to future natural hazards events. This report showcases the breadth of EQC's \$14 million investment in 2023, and features work from some of our researchers.
- *Academics receive Fulbright Scholar Awards to take their studies abroad*
Congratulations to Associate Professor Kathryn Hay and Dr Hona Black who are two of the seven recipients of the [2024 Fulbright New Zealand Scholar Awards](#). These prestigious awards will enable them to continue their research at an institute of their choosing in the United States.
[Read more...](#)
- *DevNet field research award*
Master of International Development student Isabella Patrick recently featured in [Massey News](#) after her field research visit to Samoa ended with an exciting job offer. She received a DevNet overseas field research award to collect data for her master's thesis in climate financing for sustainable tourism development in Samoa. During her visit she contacted the Samoa Tourism Authority who were keen to have her expertise and offered her a position as Climate Change Finance Assistant.

The Aotearoa New Zealand International Development Studies Network (DevNet), administers the overseas field research awards on behalf of MFAT to support research in international development. Isabella also received the 2023 Graduate Women Manawatū Postgraduate Scholarship.

Mahi undertaken to foster, support and enable research excellence. Examples include:

- *Massey Ventures Ltd (MVL) and technology transfer*
In addition to the ANDFOODS technology startup mentioned above, two other positive outcomes for MVL over the reporting period are:
 - At the KiwiNet investment committee on 21 February, MVL in conjunction with the Gillies McIndoe Research Institute in Wellington, was awarded \$335,000 of pre-seed accelerator funding to support a project developing a new treatment for Keloid Scars. Keloids are tumour-like growths of fibrous tissue that grow from a wound or scar. There are currently no FDA approved treatments. New Zealand-based company AFT Pharmaceuticals are the commercial partner.
 - At the KiwiNet investment committee meeting on 27 March, MVL in partnership with University of Otago, received \$265,000 of pre-seed accelerator funding for a project to develop a non-invasive, long acting treatment for Parkinsons disease.

Both projects are based on work done by MVL staff member Dr Sean MacKay.

- *Ministry of Business, Innovation and Employment (MBIE) Research Funds*

Endeavour Fund - underway

The full proposals for the seven Research Programme applications registered in December 2023 are currently under development with submissions lodged prior to 6 March 2024. Two proposals are from the Riddet Institute, with the remaining five being driven out of the College of Sciences. These are large and complex proposals with extensive collaborative teams from industry and

Part I: Paper for Information

academia, including both national and international partners. MBIE aim to fund a minimum of 19 Research Programmes each year, at an average of \$10M per project (3-5 years duration).

- *Health Research Council (HRC) Funds*

HRC Projects and Programme – Rebuttal process

The rebuttal process for HRC Programmes and HRC Projects started on 28 February and closed on 12 March. There are three projects and one programme involved:

- Associate Professor Riz Firestone (Pacific Health Programme)
- Dr Marg Wilkie (Māori Health Project)
- Professor Julia Ioane (Pacific Health Project), and
- Associate Professor Taisia Huckle (General Project).

Each proposal typically receives three reviewer reports scoring the applications from 1 to 10, with 10 being the highest, as well as written feedback. Eighty per cent of the Massey reports were in the higher ranges. Funding decisions are expected to be announced in October 2024.

- *Grand Ideas Challenge – entries close soon*

Last chance to enter Massey's [Grand Ideas Challenge!](#) The Grand Ideas pitch competition is for Massey students, distance students, recent graduates, and staff who have a great idea for a commercial or social enterprise.

All ideas are welcome and no business plan is required. If a student, staff or team is selected as a finalist, they'll get a chance to pitch their idea for \$5,000 of prize money.

Applications close Tuesday 14 April. You can enter here. Please contact [Dr Jeanette Rapson](#) if you have further questions.

Te Pou Ako – Learning and Teaching

Mahi undertaken to foster, support and enable an excellent learning environment. Examples include:

- *Meeting our Pūrehuroatanga objectives*

Pūrehuroatanga is the university's ongoing approach to supporting and enhancing student success. Last year we set ourselves three core objectives:

- Ensuring our academic offering is supported and optimised for academic quality and student wellbeing to support student success.
- To guide and support students to realise their success.
- To support student wellbeing and achievement in a proactive and coordinated way to support student success.

Updates on how we were tracking against the first two objectives can be found [here](#).

An update on the third objective and looking ahead can be found [here](#).

- *The first-year student experience – TeachTogether webinar series*

TeachTogether is a new webinar series that offers timely conversations on teaching and learning-focused issues affecting higher education and what they mean for Massey. Each webinar will focus on a specific teaching-related topic and include an international expert as well as Massey staff.

TeachTogether is an initiative of the Centre for Education Transformation and is suited to anyone involved in teaching and learning. [Read more here...](#)

Part I: Paper for Information

- *Virtual field trips*
Exciting work has been carried out by the Curriculum Transformation Unit, helping develop virtual field trips for the School of Agriculture and Environment, using locations on two dairy farms and one beef/sheep farm. These field trips will provide great value across multiple courses and programmes. In addition to exploring technical content, the field trips will support students to develop systems thinking in regard to farm operations, which is a key skillset for students moving into farm-related vocations.
- *AI in learning and assessment*
The Curriculum Transformation Unit have also been providing support for the Massey Business School regarding the use of AI in learning and assessment. This has been well received and they are now scoping possible workshops to support teaching staff who wish to adjust specific assessments to accommodate AI.
- *Policy work*
There has been substantial activity around policy work.
 - The new Assessment Policy and Procedures have been drafted.
 - The Micro-credentials and Short Courses Policy and Procedures have been reviewed and revised. These can be reviewed here: [Policies & Procedures](#)
 - The guidelines for staff use of Generative AI have been drafted.
- *Māori subject headings*
Sheeanda McKeagg, Ria Waikerepuru, NJ Jayne and Rayleen Hirini introduced standardised Māori subject headings [Ngā Upoko Tukutuku](#) to all Library staff at a presentation on 7 February. They explained how the headings are developed and how they can be used to enhance access to information.

Ms McKeagg is a member of [Te Whakakaokao](#), the Ngā Upoko Tukutuku Reo Māori Working Group, responsible for developing Ngā Upoko Tukutuku. Last month [new terms](#) were added to the list and 25 additional terms to help describe the Massey University Dairy Archive collection were submitted to Te Whakakaokao for discussion and interpretation.

A 'Subject heading' is a label used by cataloguers to describe the content of an item (e.g., a book or journal) and provide a consistent way of describing items in a collection. The most widely used system is the Library of Congress Classification, first developed in the late 19th and early 20th century. Māori subject headings are based on Mātauranga Māori, incorporating a Māori world view based on Māori principles, values and kaupapa demonstrated through a Māori knowledge framework (methods, processes and policies/Tikanga).

- *Scholar Success stories*
Ministry of Primary Industry (MPI) On Farm Science Support Scholarship
The MPI On Farm Science Support Scholarship has been awarded for the first time this year with the intent to boost on-the-ground support for farmers and growers. In total, six scholarships, each worth \$5,000, have been awarded to students from Massey University and Lincoln University. Associate Agriculture Minister Andrew Hoggard said 43 applications were received for the scholarships. "It's truly heartening to see both the number and calibre of applicants who applied for these scholarships," Hoggard said.

Part I: Paper for Information

Agriculture Minister Todd McClay said the Government was committed to improving support and operating conditions for farmers and growers. “We’re backing a range of initiatives to grow the capacity and capability of the primary industry advisory sector, which is vital to supporting farmers to adapt, change, and thrive.” Read the NZ Herald story [here](#).

Massey’s successful recipients are Katya de Silva, Nerissa Edwards and Ffion White. All three are currently completing their 3rd year of a Bachelor of Agricultural Science. Ffion is also the recipient of the George Henry Dear Scholarship and Katya is a Peer Scholar, strongly supporting her discipline and assisting students with agricultural scholarship applications.

Hiroko Asano Memorial Prize

Bachelor of Business student Naomi Reyes Dulanto was recently presented with the Hiroko Asano Memorial prize for her outstanding achievement in Japanese language. She is a distance student in her 3rd year and received the award for her A+ grade in Japanese language 3B. Deputy Head of Mission, Minister Masaru Oshima, presented the prize at the Embassy of Japan in February.

- *Working with educators - Massey lays groundwork with teachers for ag ed*
Encouraging secondary school students to pursue a career in the primary industries was the aim of a recent educational day with a group of North Island high school teachers. Massey University staff took the teachers through an interactive day of learning at Mount Albert Grammar School, covering pasture experiments, nitrogen run-off, erosion, volcanoes and lava flows, plant species identification and animal body quality measurements. The activities all link to videos and exercise worksheets that the university makes available for the teachers to access online and use in their classrooms. [Read more...](#)
- *Inspiring an interest in science*
The School of Sport, Exercise and Nutrition worked alongside more than 240 North Island secondary school students during their waka ama water workshops, with the aim of inspiring rangatahi to pursue science. The project was funded by the Ministry of Business, Innovation and Employment. [Read more...](#)

Te Pou Tangata – People

Mahi undertaken to foster, support and enable an inclusive, respectful and safe environment.
Examples include:

- *Kōrero with staff*
Staff Update is a weekly e-newsletter that shares information from across the university and works in parallel with *People@Massey*, which celebrates staff achievements and shares insights into the work our people do. *Staff Update* includes the latest updates from SLT, whether it is a message from myself or other relevant information from others in the team. This enhances the visibility of SLT members and our decision making. *Staff Update* includes information and updates that do not warrant a *Massey-all* email. Please note that the ongoing SLT *Focus on the Future* communications are provided via the weekly *Staff Update*, where possible.

Massey-all emails are used for significant items of interest that are time-critical and important to all staff, and generally will come direct from the Vice-Chancellor and members of the university’s Senior Leadership Team.

We have also regularly been inviting staff feedback through an evergreen feedback mechanism, which you can find at [vcfeedback](#). This is monitored daily, and I respond to as many comments as is practical.

Part I: Paper for Information

- *Vice-Chancellor staff Town Halls*

I hosted in-person forums on each campus in late February. These forums provide important opportunities for open dialogue, questions, feedback and discussions about the various projects underway across the university. The staff forum recording and slides are available [here](#).

As always, I am happy to receive feedback via the [VC Feedback portal](#). When future forums are advertised I will continue to encourage staff to send in ahead of time any questions that they wish to have responded to in the forums so that these can be addressed.

- *Kaiārahi Tiriti project team, He Haerenga ki Waitangi, 1-8 February 2024*

The Kaiārahi Tiriti project team were invited to attend Waitangi Day commemorations hosted by Te Ata Kura (Society for Conscientisation) led by Associate Professor Veronica Tawhai (Ngāti Pourou, Ngāti Uepohatu). The kaupapa of the haerenga ki Waitangi was to promote a deeper understanding of Te Tiriti o Waitangi amongst key members of the wider Massey University community with engagement across the institution to continue to strengthen provisions and praxis towards a being a Te Tiriti-led university.

Thirty-two Massey staff attended the haerenga ki Waitangi, staying at five different Marae, over eight nights. Engaging in kōrero with renowned leaders, educators, community members, and activists about our Te Tiriti history. Plans and discussions are in place for future haerenga ki Waitangi to further embed more Te Tiriti led provisions within the institutional structures with a focus on partnerships, boosting attendance of non-Māori, tangata Tiriti tauwi, and tangata Pasifika, creating a fresh set of Kaiārahi Tiriti practitioners.

Te Pou Hono – Connection

Mahi undertaken to create, honour and sustain meaningful connections and partnerships, and addressing the world's big problems, matters of national interest, and promoting leadership. Examples include:

- *Vice-Chancellor to join Prime Minister's business delegation mission*

I am delighted to join the business delegation for Prime Minister Christopher Luxon's upcoming mission to Singapore, Thailand and the Philippines. This visit signals the Government's commitment to deepen New Zealand's international engagement, especially our relationships in Southeast Asia. It will be fantastic to reconnect with our partners in the region, build new relationships and explore opportunities for growth in these markets.

As you know, we're expanding our operations in Singapore, a market of strategic significance to Massey. As part of this trip, myself and Massey Business School Pro Vice-Chancellor Professor Jonathan Elms will visit PSB Academy in Singapore next week, to sign an enhanced collaboration agreement that paves the way for the establishment of an international branch campus for Massey.

I look forward to sharing updates with you following this trip.

- *Massey awarded Five Stars Plus rating with QS Stars audit*

For the third consecutive time, Massey has been awarded a Five Stars Plus rating from the international educational benchmarking agency Quacquarelli Symonds. This is our fifth audit and we have consistently improved our standing.

Part I: Paper for Information

Five Stars Plus-rated universities consistently surpass excellence, demonstrating exceptional performance across all categories. Massey received five stars for all categories in which it was assessed. This includes five stars for our learning and teaching, research, internationalization efforts, our physical facilities, employability of graduates, online learning environment, and for innovation, inclusiveness, and environmental impact.

The university also achieved the highest possible Five Stars Plus status overall, along with earning five stars in the specialist subject of veterinary science. Read more [here](#).

- *QS World University Rankings by Subject 2024*
The 2024 QS World University Rankings examined 4982 universities in 149 countries across 55 subjects and five broad faculty areas. Universities are evaluated according to five metrics: academic reputation, employer reputation, citations per paper, H-index and International Research Network.

Veterinary Science has risen seven spots this year to be ranked 21st globally and first in Australasia. This is the first time we stood above Australian universities.

Massey's other subject that has received a global top 30 ranking, Development Studies, has a similar sustained recognition of excellence, having also ranked in the top 30 in 2023.

Agriculture and Forestry and Communication and Media Studies join Veterinary Science and Development Studies in being ranked in the top 100 globally in their subjects. Art and Design, Nursing and Architecture/Built Environment are in the top 150, while Geography and Accounting and Finance are in the top 200.

A total of 19 subjects have received a ranking overall. Read more [here](#).

- *Weaving Wisdom into a Resilient Future – 2024 to 2027 Pacific Plan*
The Pacific Plan represents a bold step towards cultivating a more vibrant and inclusive future for our Pacific students. Central to this initiative is the recognition of wisdom, culture, and knowledge in shaping their educational paths. It is shaped by the university's four strategic pillars: research, teaching and learning, people, and connection. These pillars align with four cross-cutting themes: sustainability and climate action, entrepreneurship, civic leadership and global engagement, resonating strongly with Pacific values and aspirations. Read more about the plan [here](#).
- *Library services to Alumni - changes*
A revised Library membership service for Alumni went live on 19 February. Changes made to the service involved splitting it into two separate offers with different pricing to better meet needs and to address rising costs:
 - ALUMNI BASIC: In-person-only borrowing of print books. Books may be requested and collected in person at a Massey University Library. Cost: \$50 pa.
 - ALUMNI PLUS: In-person borrowing of print books, courier delivery of up to 12 books per year, and current offering of remote access to resources including those for which the Library pays additional subscriptions. Cost: \$225 pa (\$125 for six months)
- *Open Access Toolkit for Aotearoa New Zealand Researchers*
The [Open Access Toolkit for Aotearoa](#) was officially launched on 16 February at an online event hosted by [Open Access Australia](#). This resource is designed specifically for the Aotearoa research community and guides them through making their journal articles Open Access. The toolkit is a product of a collaborative project team that included representatives from all New Zealand universities, with Lyndall Holstein, Health Librarian, representing Massey University.

Part I: Paper for Information

Congratulations to Lyndall, ka pai tō mahi. Fortunately for Lyndall, although sadly for Massey, Lyndall has been appointed to a position at Charles Sturt University where we hope she can continue her great work in supporting Open Access across Australasia.

- *Aurora Leadership Programme appointment*
Linda Palmer, University Librarian, has been appointed Deputy Chair of the Board of the [Aurora Foundation](#). Aurora has provided a residential programme for emerging leaders in libraries across Australasia for more than 25 years, now expanded to the wider galleries, libraries, archives and museums sector, and complemented by a virtual programme.
- *CAUL OER Collective Champion*
Jane Clark, Manager of Information and Research Services, Auckland Library, has been selected as a CAUL (Council of Australian University Librarians) Open Educational Resources Collective Champion for 2024. OER Collective Champions support the operation and evolution of the OER Collective by sharing their institutional knowledge and experience of open educational resources.

The Champions advise and assist the Group Lead (OER Collective Project Officer) in planning and facilitating the OER Community Day and Communities of Practice. You can read about the OER Collective [here](#).

- *Brazilian Government honours Professor Leonel Alvarado*
Congratulations to Professor Leonel Alvarado, School of Humanities, Media and Creative Communication has been made an Officer of the Order of Rio Branco for his services to the Portuguese language and Brazilian culture in Aotearoa New Zealand. [Read more...](#)
- *'Endless' opportunities at impressive new Manukura*
In 2018 the Government [announced \\$20 million of funding to build a permanent home for Manukura](#) on Massey's Manawatū campus. Construction is now complete and an impressive purpose-built facility opened with a dawn ceremony on Easter Monday. The new site, [which was previously a paddock](#), has classrooms, a gym, a performance centre, outdoor courts and fields. [Read more...](#)
- *Wildbase Hospital celebrates over two decades of caring for wildlife*
For the past 21 years, [Wildbase Hospital](#) has been caring for Aotearoa New Zealand's rare and endangered wildlife, treating almost 7000 native wildlife patients across that time. Read more [here](#) and watch the feature on the Wildbase Hospital on Seven Sharp [here](#).

DATE:	8 March 2024
AUTHOR:	Provost, Professor Giselle Byrnes
SUBJECT:	MICRO-CREDENTIALS AND SHORT COURSES POLICY AND PROCEDURES

Contents

Recommendations	1
Purpose.....	1
Micro-credentials and Short Courses Policy and Procedures Review.....	1
Appendix A - Micro-credentials and Short Courses Policy	2
Appendix B - Micro-credentials and Short Courses Procedures	5

Recommendations

- That Academic Board approve the revised Micro-credentials and Short Courses Policy
- That Academic Board approve the revised Micro-credentials and Short Courses Procedures

Purpose

The Micro-credentials Policy and Procedures and the Short Courses Policy and Procedures were due for review as part of the regular cycle of reviews and are presented here for approval.

Micro-credentials and Short Courses Policy and Procedures Review

A review of the current Micro-credentials Policy and Procedures and the Short Courses Policy and Procedures has been conducted. Part of this review considered whether separate Policies and Procedures were necessary or whether they could be combined. The review of each was conducted separately and then the results compared. Based on a large amount of the information in the separate documents being duplicated, the documents were combined into one Policy and one Procedure. These are attached as Appendix A and Appendix B.

The substance of the changes is as follows:

- updating the definition of micro-credentials and short courses
- making appropriate changes to reflect these definitions
- clearly stating the differences between the two entities
- updating process information changed as a result of the SMS project – eg all students will now enrol through SMS, micro-credential results will be recorded on student’s transcripts, short courses will not
- removing references to short courses for credit which are now classed as micro-credentials
- making explicit that all micro-credentials and short courses are subject to the Policy and Procedures and cannot be delivered unless they comply
- updating the proposal template and attaching it to the Procedures.

The revised Policy and Procedures were considered by Academic Committee at the March meeting and endorsed with the recommendation that they be forwarded to Academic Board for approval.

Appendix A – Micro-credentials and Short Courses Policy

Section	Academic
Contact	Provost
Last Amendment	March 2024
Next Review	March 2027
Approval	
Effective Date	

Purpose:

This Policy states Massey University's definition of, and approach to, the development, approval, and awarding of micro-credentials and short courses.

Policy:

Micro-credentials and Short Courses

1. All University micro-credentials and short courses will comply this Policy.
2. All University micro-credentials and short courses will be managed through the SMS system. No micro-credential or short course can be offered unless it has followed this Policy and the accompanying Procedures.
3. Micro-credentials and short courses must adhere to the Universities' guiding principles: Micro-credentials, as approved by the Committee on University Academic Programmes (CUAP), and the requirements of the CUAP Handbook, Appendix H: Quality assurance of university courses and programmes not leading to a qualification as appropriate.
4. Admission to a micro-credential or short course may be through an open-entry pathway, or specified entry criteria.
5. The learning outcomes of a micro-credential or short course may include those covered and those not covered in an existing qualification that have been identified by industry, employers, occupation groups, professional associations, iwi and/or other communities.
6. New proposals for, and changes to existing, micro-credentials and short courses are approved by the relevant College Board or equivalent and noted at Academic Committee.
7. The awarding of a micro-credential certifies achievement of a coherent set of skills and knowledge.

Micro-credentials

8. A micro-credential will certify achievement of a range of assessable learning outcomes of between 5 and 40 credits
9. Micro-credentials are considered 'stand-alone' packages of credit and may, or may not, contribute to a qualification.
10. Micro-credentials must be awarded on the basis of the achievement of outcomes appropriate to their level and will not simply recognise participation and/or attendance.
11. A micro-credential may be granted following the successful assessment of learning obtained from a course of instruction delivered by the University, or assessment against pre-determined learning outcomes.

12. The achievement of a micro-credential will be recognised on the student's Academic Transcript and a digital badge may also be issued to represent the achievement.
13. Micro-credentials awarded by the University may be recognised for the purpose of admission and/or for credit towards a qualification under the relevant regulations.
14. The University may recognise micro-credentials awarded by other universities in New Zealand or overseas or other education providers by way of recognition of prior learning.
15. Stacking micro-credentials is permitted and can be used for credit towards a qualification under the relevant qualification regulations and/or the Recognition of Formal and Informal Prior Learning Regulations and subject to the approved limits.

Short Courses

16. Short courses are considered 'stand-alone' packages of learning that can only be used at Massey University for recognition of completion. They cannot be used by themselves to credit toward any course or qualification or for admission purposes unless they form part of a portfolio based application for recognition of informal learning.
17. A short course does not include any formal assessment but may contain some form of evaluation.
18. A certificate of participation or attendance may be provided as a means of recognising participant engagement with the short course. Results are not included in the student's transcript.

Definitions:

Micro-credential:

Periods of organised learning, offered separately from the standard University curriculum, which have learning outcomes that can be assessed. The learning outcomes evidence that the micro-credential is a logical and coherent package of learning. On successful completion of the learning, as assessed, students are awarded a micro-credential. The micro-credential can be used for something further:

- to demonstrate a student has met the admission criteria for a qualification
- crediting against an existing Massey course or courses (where the micro credential/s are 15 credits or multiples of, whether a single micro-credential or a bundle)
- to show an employer achievement of an assessed piece of learning.

CUAP lists five criteria for micro-credentials:

- they have been objectively and consistently assessed as being at an appropriate level relative to the qualifications framework.
- they have a credit value that has been derived consistent with the credit value of other comparable courses offered by universities.
- there are adequate mechanisms for verifying that students themselves have successfully completed necessary work and assessment.
- there is credible quality assurance behind the design, delivery, and assessment of whatever is being offered.
- there is support from the relevant industries, employers or communities.

Short course:

Periods of organised learning offered separately from the standard University curriculum that do not include any formal assessment and after which participants receive a Certificate of Participation/Certificate of Completion.

Massey University Digital Badge: A Massey University Digital Badge is a validated indicator of an accomplishment, competence, skill, quality, or interest that has been earned by the badge holder. Digital badges are associated with an image and contain embedded metadata about the badge, its recipient, the issuer, and supporting evidence for the achievements listed.



My eEquals is a digital platform for Australian and New Zealand Tertiary institutions providing secure digital access to certified official transcripts and degree documents.

Audience:

This Policy applies to all Massey University Staff Members.

Relevant legislation:

Education and Training Act 2020.

Legal compliance:

Nil

Related procedures / documents:

[NZQA Guidelines for micro-credential](#) listing, approval and accreditation
[CUAP Handbook – Appendix H Quality assurance of university courses and programmes not leading to a qualification](#)
[CUAP Handbook – Appendix H 14.5 Universities guiding principles: Micro-credentials](#)
Micro-credentials and Short Courses Procedures

Document Management Control:

Prepared by:	Office of Academic Quality, Reporting and Assurance
Authorised by:	Provost
Approved by:	Academic Board
Date first issued:	July 2020
Last amendment:	March 2024
Next review:	March 2027

Appendix B – Micro-credentials and Short Courses Procedures

Section	Academic
Contact	Provost
Last Review	March 2024
Next Review	March 2027
Approval	
Effective Date	

Purpose:

These Procedures outline Massey University's approach to, and process for, approving and managing micro-credentials and short courses and storing of information on micro-credentials and short courses including enrolment information.

Procedures:

Micro-credentials and short courses allow the University to credential or recognise packets of learning or skill development to support the needs of industry, iwi, professional bodies or community groups. One of the guiding principles informing the institutional approach to micro-credentials and short courses is that they should be recognised by industry, community, iwi or professional bodies, and that the University has a robust quality assurance process underpinning the delivery of micro-credentials and short courses. As such, they will all be developed according to these procedures.

Micro-credentials and Short Courses

All proposals for micro-credentials and short courses are developed to Massey University's usual standard of academic rigour. They are completed using the approved template (Appendix A) and are considered and approved by the relevant College Board or equivalent and noted at the University's Academic Committee. Changes to a previously approved micro-credential will be approved by College Board and notification of the changes provided to Academic Committee for noting.

The details of new micro-credentials and short courses will be entered in the SMS by the Office of Academic Quality, Reporting and Assurance (OAQRA) following approval by the relevant College Board and notification to Academic Committee.

All existing micro-credentials and short courses that are to be offered again must be added to SMS to enable students to enrol. Students cannot take a micro-credential or short course unless they have been enrolled in SMS. The College Academic Manager (or equivalent) logs an Assyst job to have the micro-credential or short course information entered into SMS. For some existing micro-credentials or short courses additional information will be required. Colleges should plan to allow sufficient time before the start date to ensure this process is completed in time for students to undertake the enrolment process.

Registration and payment for a micro-credential or short course will be managed by the University's enrolment systems.

University issued micro-credentials or certificates or completion or attendance for short courses must include approved University branding and comply with the University's data requirements, record keeping and reporting rules.

Micro-credentials are approved for a period of three (3) years, after which time a review of the credential will be considered by the relevant College in conjunction with the Office of Academic Quality, Reporting and Assurance.

A periodic evaluation plan must be in place to ensure that a micro-credential undergoes evaluation that is informed by and utilises feedback from the recipients of the credential as well as industry, iwi or community groups that the credential has been developed in conjunction with. Reporting of the periodic evaluation shall be through the associated College Board.

As part of the proposal for a micro-credential the subject area must be defined and included in the proposal. The subject area may be as general or specific as appropriate. This subject area number is not used in the same way as a course number is but is and is needed for identifying and reporting purposes in SMS. Examples of subject areas are 119 = Agriculture and Horticulture, 196 = Ecology, 115 = Management, 110 = Accountancy, 293 = Creative Arts, 212 = Fashion Design.

Micro-credentials

All micro-credentials are worth between 5 and 40 credits in value, where one credit is the equivalent of 10 hours of learning.

If a micro-credential is recognised as a pathway into a specific qualification this should be noted in the micro-credential proposal.

Micro-credentials are awarded at the successful completion of an assessment or assessments. Results are recorded on the student's academic transcript. At the time of developing a micro-credential proposal, the grade marking scheme is chosen from either the standard marks scheme (ie letter grade or pass/fail), or the micro-credential mark scheme ie (completed, attempted, not attempted, withdrawn).

All micro-credentials that take the form of a Massey University digital badge will be issued by the University's approved digital badge issuer. The digital badge will appear in eQuals alongside the details of the student who has received the badge.

Micro-credentials must use the University's processes to validate a student's identity in order to ensure the integrity of the assessment and that the micro-credential is awarded to the person who has undertaken the assessment.

Definitions:

Micro-credential:

Periods of organised learning, offered separately from the standard University curriculum, which have learning outcomes that can be assessed. The learning outcomes evidence that the micro-credential is a logical and coherent package of learning. On successful completion of the learning, as assessed, students are awarded a micro-credential. The micro-credential can be used for something further:

- to demonstrate a student has met the admission criteria for a qualification
- crediting against an existing Massey course or courses (where the micro credential/s are 15 credits or multiples of, whether a single micro-credential or a bundle)
- to show an employer achievement of an assessed piece of learning.

CUAP lists five criteria for micro-credentials:

- they have been objectively and consistently assessed as being at an appropriate level relative to the qualifications framework.
- they have a credit value that has been derived consistent with the credit value of other comparable courses offered by universities.
- there are adequate mechanisms for verifying that students themselves have successfully completed necessary work and assessment.
- there is credible quality assurance behind the design, delivery, and assessment of whatever is being offered.
- there is support from the relevant industries, employers or communities.

Short course:

Periods of organised learning offered separately from the standard University curriculum that do not include any formal assessment and after which participants receive a Certificate of Participation/Certificate of Completion.



Massey University Digital Badge: A Massey University Digital Badge is a validated indicator of an accomplishment, competence, skill, quality, or interest that has been earned by the badge holder. Digital badges are associated with an image and contain embedded metadata about the badge, its recipient, the issuer, and supporting evidence for the achievements listed.

My eQuals is a digital platform for Australian and New Zealand Tertiary institutions providing secure digital access to certified official transcripts and degree documents.

Audience:

These Procedures apply to all Massey University Staff Members.

Relevant legislation:

Education and Training Act 2020

Legal compliance:

Nil

Related procedures / documents:

[NZQA Guidelines micro-credential](#) listing, approval and accreditation

[CUAP Handbook – Appendix H 14.5 Universities guiding principles: micro-credentials](#)

[CUAP Handbook – Appendix H Quality assurance of university courses and programmes not leading to a qualification](#)

Micro-credentials and Short Courses Policy

Document Management Control:

Prepared by: Office of Academic Quality, Reporting and Assurance

Authorised by: Provost

Approved by:

Date issued: July 2020

Last review: March 2024

Next review: March 2027

Micro-credentials and Short Courses Proposal Template

Fill in as appropriate depending on whether the proposal is for a micro-credential or short course. Not all fields are required for short courses.

Academic Unit

Contact Person

Type

< Micro-credential or Short Course >

Title

<This is limited to 120 characters, including spaces.>

Implementation Date

Description/Prescription

<Give a brief outline of what the micro-credential / short course (MC/SC) is about.>

Subject area

<Defines the subject area the MC/SC falls under. This is normally a prefix eg 196 = Ecology, 110 = Accountancy. The prefix is not used as part of the MC/SC number as it is for courses>

Statement of purpose/justification:

<what need is this designed to fulfil>

Credit value

<Between 5 – 40 in increments of 5.>

Level

<What level is the MC/SC aimed at, pre-degree, undergraduate, postgraduate or specific level eg 100, 200 etc.>

Entry Rules

<what experience/qualifications, if any, does the student need to have to meet admission/entry requirements? Include any prior learning or knowledge required.>

Learning Outcomes

< List the learning outcomes for the MC/SC – what will the participants be expected to demonstrate/achieve?>

Assessment

<List the assessment components. Indicate the nature of each assessment and which learning outcome(s) the component assesses. Careful consideration needs to be given to ensure the assessments align with the mark scheme.>

Mark Scheme

<Standard graded scheme or special MC/SC scheme.>

Location

<eg AKL, WGL, MTU, DIS.>

Semester

<This is the semester period in which it is intended to be offered. If it is a non-standard period, then include the start and end dates of the course. Additionally, the 'publish-to date' i.e., the date the apply now link would close.>

Practical/workplace requirements

Profile of participants intended for the course

<Provide a brief profile of the participants intended for this MC/SC eg belonging to a specific defined industry.>

Quality Assurance

<What role or committee is responsible for the quality assurance of the MC/SC?>

Resources

<What resources, other than staff, are required?>

Admission to a qualification

<If this MC may be recognised for admission purposes into a qualification, indicate that here and list the qualification/s if known. (Note: other qualifications may be added at a future date. This does not require completing an additional form.) (Note: The Recognition of Prior Formal and Informal Learning regulations will apply for both admission and credit arrangements.)>

Support/recognition from Industry, Iwi, Community or professional body

<Evidence of support from industry, iwi, community or professional body if appropriate. Is this recognised by a professional body?>

Links to other Micro-credentials/Short Courses/Courses/Specialisations/Qualifications

Consultation

<If applicable, describe any consultation that has been undertaken, internal and external.>

Part I: Paper for Information



DATE:	11 April 2024
AUTHOR:	Professor Giselle Byrnes (Provost)
SUBJECT:	Research funding landscape

Key Strategic Points

Late last year, Academic Board requested an update on the research funding landscape under the new New Zealand government. Suffice it to say that there has been, of late, significant changes proposed. While the information in this paper is up to date at time of writing, parts of it may be overtaken by new announcements by the time the Board convenes later this month. It must therefore be read as a 'point in time' summary.

Recommendations

- Recommendation: That Academic Board *note* the information within this paper.

Purpose

The purpose of this paper is to update Academic Board on the current and proposed research funding landscape.

Introduction and Discussion

Changes in the wider national research landscape have been signalled for some time. In August 2023, the then Minister of Research, Science and Innovation commissioned an Independent Strategic Panel to recommend a portfolio of National Research Priorities (NRP) to government. These were defined as key areas of focus for national research in response to the opportunities and challenges facing our nation, and where research can make a difference. The rationale was that by establishing areas of focus in research, government could then build on the country's broad platform of capability to concentrate funding and activities on the most important social, cultural, environmental, health and economic challenges and opportunities for Aotearoa New Zealand. The National Research Priorities were intended to guide and underpin the now-scraped *Te Ara Paerangi Future Pathways* reforms.

The research priority list was rather quietly released on 19 February 2024 as *Focusing Aotearoa New Zealand's Research for the Future* (noting that by the time of release, this was under a new government). The panel identified 12 areas of ambition, grouped into four areas: economic growth, competitiveness, health and environmental change (refer [here](#): see especially page 4-6 for further details). There was also an expectation that the ideas raised in this report would offer valuable 'conversation starters' for Ministers, government agencies and sector experts that would enable them to develop the focus areas further.

At time of writing, the government appear to have 'pushed pause' on the report and its recommendations, though these could feed into forthcoming reviews (see further below).

Part I: Paper for Information



One month later, on 19 March 2024, MBIE announced [Changes to the Research, Science and Innovation portfolio](#) that had been agreed by Cabinet back in August 2023. This involved the conclusion of several funding mechanisms, noting that all existing contracts under these funds would continue until their planned end date. The announcement also included a link to the list of full savings across government, which included the following details:

Reduction in Baseline Funding for Research and Development-Related Grant Schemes - Return of Funding

This savings initiative returns underspends from Callaghan Innovation Ārohia Innovation Trailblazer, New to R&D, Project and Student Grants. It discontinues funding for small programmes that do not contribute directly to core research outputs. None of these savings affect existing contracts or commitments. They maintain critical research funding instruments at current levels.

Vote	2023/24	2024/25	2025/26	2026/27	Operating Total	Capital Total
Business, Science and Innovation	(73.380)	(10.300)	(14.600)	(17.000)	(115.280)	-

Funding mechanisms that are to conclude are listed in Table 1. Because of the nature of funding announcements (these tend to relate to the timing of funding mechanisms, not necessarily specific contract details), it can be difficult to definitively identify what is included in the above figures until there is a secondary source of confirmation.

Current communication across government is iterative with Ministers and officials being very discrete about any pending policy and funding changes, with few media releases. By way of example, the following is one publicly available clarification regarding research funding changes. It comes from 'Science cuts in New Zealand - kauri and community science' published in *ResearchProfessional News, dated 25 March 2024.

[Science cuts in New Zealand hit kauri and community science - Research Professional News](#)

Answering questions from Research Professional News, Danette Olsen, the ministry's general manager of science system investment and performance, said the savings had been initiated in 2023 by the previous government.

She said that "a total of NZ\$115.28m over four years from the research, science and innovation portfolio" was being saved. This includes NZ\$4.8m from Unlocking Curious Minds, NZ\$3.6m from the Participatory Science Platform, NZ\$30m over four years of unallocated Strategic Science Investment Fund money and NZ\$11m "over four years of unallocated funding that was previously tagged to the now inactive Partnerships Scheme".

Olsen said that the Partnerships Scheme had been inactive since 2018, "with the existing contracted programmes naturally concluding over the next two financial years".

Of the NZ\$115.28m, around NZ\$65.8m comes from Callaghan Innovation, made up of NZ\$33m from the New to R&D Grants, NZ\$24.4m from the Ārohia Trailblazer programme and NZ\$8.5m from student R&D grants.

Note that the above statement accounts for all sources of funds in the recently announced research funding cuts. It also demonstrates the current uncertainty across the research sector. It is fair to say that there is still no certainty about what, if anything, will replace the National Science Challenges whose funding ends in June this year.

Further background information on the above can be found at [Who got funded | Ministry of Business, Innovation & Employment \(mbie.govt.nz\)](#) and [Unlocking Curious Minds contestable fund | Ministry of Business, Innovation & Employment \(mbie.govt.nz\)](#)



General implications of changes that are currently known

The implications of further reductions may be significantly more impactful both on research infrastructure, and on research teams heavily involved in national collaborations including the National Science Challenges. The exact extent of these impacts will not be known until cuts to other funding mechanisms and the quantum of change to each, are announced.

While Massey is a Partner in only seven of the 11 National Science Challenges, and we have not hosted any of the Challenges, our researchers have provided significant input to projects across most of them. Should NSC funding not continue in another guise, Massey will not be immune to the impacts. It is worth noting that while income from the NSCs has been small in comparison, part of its value has been the long-term stability with the NSC funding having been made available in two five-year tranches. While many of the subcontracts have been for shorter periods, some of the larger projects have been multiyear and form the basis of significant capacity building.

It is notable too that these national research funding changes are being advised without the usual forewarning processes and if further changes are made, Massey will need to adapt quickly to the changes.

The above demonstrates that if no alternative research funding mechanism is provided to replace the NSCs when they conclude in June this year, there will be an impact on research at Massey University, with some areas affected more than others.

The Government initiated reviews and cancellation of PBRF 2026 QE

Science System Advisory Group (SSAG)

On 27 March, Science, Innovation and Technology Minister Judith Collins and Tertiary Education and Skills Minister Penny Simmonds announced plans to transform our science and university sectors to boost the economy. Two advisory groups, both to be chaired by Professor Sir Peter Gluckman, are tasked with advising the government on how these sectors can play a greater role in lifting New Zealand's productivity and economic growth. Both are worth reference here as they both touch on research policy and research funding.

The new [Science System Advisory Group](#) (SSAG), to be supported by MBIE, will explore several issues facing the science sector. The following is summarised from the Terms of Reference for SSAG.

- Topics covered will include: the roles of institutions (universities were to be “strengthened”, while CRIs were to be reviewed to better deliver impact for NZ); funding; advanced technology and commercialisation; Government commissioning, funding and user roles; and workforce and connectedness.
- Aspirations include: driving innovation; solutions to emerging challenges such as climate change; adapting to a rapidly evolving global research landscape; and enhancing Government's effectiveness.
- Challenges include funding, research infrastructure, regulatory frameworks, system inefficiencies and fragmentation, workforce, competition, industry and international.
- The Group may consider any relevant issue, other than the R&D Tax Incentive (a separate evaluation is planned) and the planned Biotechnology Regulator (a highly technical issue).
- The plan is for an interim report by 30 Jun 2024 (principles, preliminary advice and recommendations), and a final report by 30 Oct 2024 (final recommendations and longer-term changes). The recommendations will be made to MBIE.
- Koi Tū: The Centre for Informed Futures will provide secretariat support for the Group (funded

Part I: Paper for Information



by MBIE). Note that Sir Peter Gluckman is the director of Koi Tū.

Specifically, the SSAG is expected to provide advice to support a thriving system that is:

- cost-effective and delivers value for the investment that the Government makes in science, innovation and technology during times of fiscal constraint, by reducing fragmentation and increasing its efficiency;
- enhances innovation and accelerates the shift towards a knowledge-based, diversified economy;
- adapts to, and makes good of opportunities provided by a rapidly evolving global research landscape and emerging technologies;
- leverages more innovative methods to bring in capital, including the use of public-private partnerships;
- draws on lessons learnt by international partners; and
- drives economic growth through stronger pathways to commercializing research.

Note too that while ‘science’ is used here to refer to ‘research’, it is clear that this is a review of the research funding system more broadly, so ‘science’ is to be understood in the widest definition of that term. At this point in time, we are assuming that ‘research’ applies to ‘non-science’ disciplines, including the creative arts, humanities and social sciences. Independently and as part of Te Pōkai Tara Universities New Zealand we are seeking further clarification of this.

Finally, the [membership](#) of the Science System Advisory Group (SSAG) has now been announced. This is a strong and diverse panel with commercial, private and entrepreneurial expertise, in addition to academic expertise.

University Advisory Group (UAG)

The new [University Advisory Group](#) (UAG), to be supported by the TEC, will provide advice on the following diverse range of topics:

- Shape of the university sector, including collaboration and partnerships, and differentiation and consolidation of programmes.
- Systems for assessing the quality and outcomes of teaching, research (including the PBRF), and broader engagement.
- Excellence and efficiency in governance and administration in universities.
- Funding policy settings including funding mechanisms, incentives, along with the role of international education, and allocation strategies for research and teaching (in particular
- The Performance-Based Research Fund) – with a focus on the university sector but recognising relevance to the wider higher education sector.
- Resourcing of research and teaching activities and supporting infrastructure in universities.
- Use of technology in the provision of higher education programmes in universities.
- Regulatory frameworks, incentives, and policies (including tuition fee setting arrangements) relevant to universities.
- Policies and strategies to achieve equity for disadvantaged groups in the university system, including Māori, Pacific and disabled learners.

Further information can be found [here](#) and [here](#). We have been advised that institutional autonomy, academic freedom and student fees are out of scope.

Part I: Paper for Information



The UAG will proceed in four consultative phases and will consider the role of universities in NZ and the shape of the sector; quality and excellence in teaching, research and knowledge transfer; efficiency, effectiveness, and adaptability and fiscal considerations. Timeline: Phase 1 (interim report) to be completed by 30 August 2024 and Phase 2 (final report) to be completed by February 2025.

The implementation of the recommendations will be MoE's responsibility to manage.

PBRF 2026 Quality Evaluation has been cancelled

With the announcement of the UAG, and given the terms of reference include looking at systems for assessing the quality and outcomes of teaching and research, the resourcing of research and teaching activities and supporting infrastructure in universities and the PBRF itself, the Minister has cancelled the Quality Evaluation 2026 for all participating TEOs. For the TEC, work on the Quality Evaluation is stopping. This means that planned institutional submissions to the TEC, including Evidence Portfolios, will no longer take place.

While universities are not the only organisations who participate, they collectively receive over 95% of PBRF funding.

Please note that the PBRF Quality Evaluation component funding will continue to be allocated based on 2018 results. The total value of the PBRF remains unchanged at \$315 million.

Possible outcomes/impacts

As a potential predictor of what may come from these two groups, in June 2023, Sir Peter Gluckman was President of the International Science Council where he chaired the International Advisor Group looking at research assessment in the UK in a dual funding system and he also responded to the Te Ara Paerangi Future Pathways Green Paper in March 2022. Looking at the two reports ([here](#) and [here](#)) some key themes emerged as follows:

- Rationalising of public investment in terms of management/regulation
- Maximising innovation and impact from research
- Addressing under-investment in R&D
- Reducing regulatory burden
- Possible collapsing of government bureaucracies
- Some sort of protection for Mātauranga Māori research

Massey, like all other research organisations, is awaiting further changes with no real sense of what they might involve.

At time of writing, Massey intends to maintain the momentum of the REaDI (Researcher Enhancement and Development Initiative), noting that we will need to 'pivot' our priorities and focus as a result of the recommendations of these reviews (especially the UAG). This is not a moment to panic, but a moment for us to pause and reflect and to act in haste at this juncture may be foolhardy. The PBRF Governance Group, the body that oversees the REaDI and has College and service line membership, is currently considering our plan for 2024 and communications to researchers.

Part I: Paper for Information



Table 1: Summary of national research funding reductions (excluding NSCs)

When	Funding ends	Funding mechanism
From 2024/25	June 2024	Unlocking Curious Minds
	Dec 2024	UCM Participatory Science Platforms
From 2023/24	March 2024	Strategic Science Investment Fund: (funding previously allocated to Kauri Dieback disease)
In 2023/24	Immediately	Underspends from Callaghan grants (Student Grants, New to R&D Grants, Arohia Grant)
From 2025/26	June 2025	Partnered Research Fund (= 2018 Partnerships investment round)
From 2025/26	June 2025	Partnered Research Fund (= 2018 Partnerships investment round)
From 2025	December 2024	New Zealand Food Safety Science Research Centre (Massey hosted)

Confidential

Part II: Paper for Information



DATE:	24 April 2024
AUTHOR:	Professor Giselle Byrnes (Provost)
SUBJECT:	REaDI Update

Key Strategic Points

Academic Board requested an update on the Researcher Enhancement and Development Initiative (REaDI). The REaDI supports the development of researchers at Massey University. It was also designed to prepare for the Performance Based Research Fund (PBRF) and other research evaluation exercises (including external research funding and international research rankings). This project is supported by Massey Strategic Initiative funding and commenced in 2021.

Recommendations

- **Recommendation:** That Academic Board *note* the information within this paper.

Purpose

The purpose of this paper is to update Academic Board on REaDI preparations for PBRF 2026.

Introduction

NOTE:

On 27 March 2024, the New Zealand Government announced the PBRF 2026 Quality Evaluation (QE) would not proceed as planned. The QE component of all universities' PBRF allocations will continue to be calculated based on the 2018 PBRF QE results, with all other current conditions unchanged. The total indicative funding for the PBRF remains unchanged (\$315m). In 2023, Massey received approx. \$40m from the PBRF. I am working through what this will mean for Massey and the impact this will have on the REaDI workstream. This paper provides information on the REaDI initiative and recent activities prior to this announcement.

The REaDI supports the development of researchers at Massey University. It is also aimed at preparing for the Performance Based Research Fund (PBRF) and other research evaluation exercises (including external research funding and international research rankings). This project is supported by Massey Strategic Initiative funding and commenced in 2021 with full implementation from 2022.

The REaDI is part of a wider suite of initiatives designed to support research development and success for researchers at Massey delivered and/or supported by Research Operations and through the Colleges.

The four objectives of REaDI are:

Confidential

Part II: Paper for Information



- To support research excellence
- To elevate the visibility and profile of our research and researchers
- To provide research career planning and development
- To provide support and advice.

REaDI commenced in 2021 and has been funded by SLT approved Strategic Initiative funding via the research workstream. The PBRF Governance Group provides oversight, guidance and monitoring of activities with REaDI. More information on REaDI can be found [here](#).

Discussion

REaDI 2023

In 2023, \$1.79M was invested into REaDI, with much of this devolved to Colleges to manage.

Completed REaDI activities in 2023 included:

- contestable funding rounds to support individual research projects;
- targeted funds to support ECRs and Māori and Pacific researchers;
- workshops and other support on external funding opportunities;
- statistical analysis;
- work advancing and promoting research impact;
- writing retreats;
- publication and open access costs;
- research symposia and other networking and collaboration opportunities;
- conference funding; and
- the development of e-learning and other researcher development resources on OneMassey (including 'how-to' guides on Symplectic Elements and information on research impact and on the PBRF).

Feedback from researchers has been generally positive and they have noted the appreciation of REaDI funding at a time when other research funding was reduced.

The REaDI 2023 report noted a 28% underspend against the original budget. This was influenced by a range of factors including:

- delays in recruiting and appointing REaDI staff into vacant roles;
- researchers impacted by Voluntary Cessation and Proposal for Change processes and not engaging in research events or unable to complete funded projects;
- workshops and other activities cancelled or postponed;
- researchers failing to code their expenditure to the correct account; and
- quoted projects coming in under budget.

Accordingly, the report signalled a need for increased oversight of expenditure against approved plans and earlier identification and reporting of potential underspends.

Confidential

Part II: Paper for Information



In November 2022, the PBRF Governance Group approved a high-level programme for the REaDI to 2024, and for PBRF QE 2026 preparation in 2025-2026 which included formal research planning rounds in Elements (like the universal REaDI research plan process in 2021) in both 2023 and 2024. In July 2023, the Governance Group agreed to a revised programme, replacing the two formal research planning rounds with a single, 'light touch' REaDI Research Self-assessment Tool (SAT), which researchers would be encouraged to complete between November 2023 and April 2024. In short, the SAT encourages researchers to reflect on their research outputs and activities, while familiarising them with the requirements of the QE 2026 Guidelines and the expectations around completing Evidence Portfolios (see Appendix 1 for an outline of the SAT process). It is a voluntary template that researchers can complete in Symplectic Elements. The Researcher uptake to date has been slow. REaDI Working Group members have been focusing on increasing the visibility of the SAT and encouraging researchers to complete the tool.

In November 2023, the PBRF Governance Group approved an updated high-level programme for the REaDI and for PBRF QE 2026 preparation (see Appendix 2). The updated programme provides for a comprehensive range of resources, information, and training sessions on the new PBRF QE Guidelines, while retaining the researcher-centric and broader career development of the REaDI.

REaDI 2024

In December 2023, the PBRF Governance Group approved high-level plans and budgets for college and Research Operations for REaDI research enhancement activities in 2024. The investment in 2024 is \$1.6M, again with much of it devolved to Colleges for activities to support researcher development. As noted above, the SAT will be available to researchers through to the end of April 2024. College REaDI plans in 2024 support a mixture of allocated support for individual researchers and the provision of shared training and researcher development resources. Research development activities planned for Research Operations are designed to complement college activities working in a spirit of partnership and observing an agreed REaDI plan. The planned activities build on successful programmes and projects in the two previous years, aligned with the purpose of REaDI to foster researcher development, with a sharpened focus on PBRF preparation.

The REaDI Advisors and the Research Ops REaDI team attended an in-person workshop on the Manawatu campus in March 2024. The workshop included sessions on understanding output and staff eligibility criteria in the PBRF Quality Evaluation 2026 Guidelines, initiating a collaborative outputs verification process for the Quality Evaluation, and training on a new quarterly reporting and forecasting template to improve the monitoring and reporting of REaDI funds throughout 2024.

Impact of REaDI 2021 to 2023

In considering the REaDI programme for 2024, the Governance Group reflected on the impact of the REaDI to date and its role in supporting researcher development and planning at College and University levels from 2021. Qualitative feedback from REaDI Working Group members provided an indication of the focus of REaDI across the University, and the wide range of individual and group-based support it has provided that otherwise would not have been available. This in turn has advanced publications and other research outputs, and supported conference attendance, a range of researcher-development resources at College and University levels, external funding applications and support for Māori and for Pacific research and researchers. Staff feedback indicates that

Confidential

Part II: Paper for Information



researchers appreciate the opportunities that the REaDI has offered, and there would appear to be a good mixture of School- and College- led activities, including a balance of contestable funding rounds to support individuals and other support such as mentoring, writing retreats, statistical or technical services, editing, grant writing support and research assistance. Colleges have been able to target support to researcher groups (early career, mid-career, women researchers etc.) as appropriate.

REaDI funding also provides for administrative support in each College with the employment of REaDI Advisors. The REaDI Advisor role has matured with time. Colleges report that the role has: lifted some of the administrative burden on senior staff; supported data collection and analysis, reporting and information sharing; facilitated researcher-support mechanisms and activities; managed contestable funding rounds; acted as a regular point of contact and support for researchers, and supported collective workstream projects. REaDI Advisors have also provided an effective communication link between Research Operations and College REaDI teams and, increasingly, are helping ensure consistent messaging and data within and between Colleges and Research Operations.

Appendix 1: Process outline for REaDI Research Self-Assessment Tool 2023-2024

REaDI Advisor and RO Tasks	Actions	Timing
Encourage and support researchers to use the self-assessment tool	<ul style="list-style-type: none"> Reinforcing the messaging from Research Directors and Governance Group Explaining the tool to new staff Technical help to individual staff members who request assistance to complete the self-assessment tool Technical help to individual staff members to get their research outputs into Elements 	<i>Ongoing</i> while self-assessment tool is open for researchers to complete (13 November 2023-May 2024)
Monitor researcher completion of the self-assessment tool	<ul style="list-style-type: none"> Run regular reports in Elements (from the Review part of the self-assessment tool template) to see who needs follow-up actions Provide summary reports on completion of the self-assessment tool to Research Directors/Working Group as required 	<i>At regular intervals</i> (eg weekly, fortnightly) while self-assessment tool is open for researchers to complete (November 2023-May 2024)
Note follow up in Review section of self-assessment tool	<ul style="list-style-type: none"> Check each completed self assessment Mark ('score') each self assessment in Elements 	<i>At regular intervals</i> (eg weekly, fortnightly) while self-assessment tool is open for researchers to complete (November 2023-May 2024)
Follow up requests for more information	<ul style="list-style-type: none"> Researchers who request additional information (Q.4) will require follow-up Follow-up will be via email to individual researcher: <ul style="list-style-type: none"> Acknowledging completion of the self-assessment tool Noting areas specified for follow-up Directing researcher to relevant resources on OneMassey in the first instance Directing them to relevant College/RO people if online resources insufficient 	<i>Ongoing</i> as researchers complete the self-assessment tool (from November 2023 to May 2024)

Confidential

Part II: Paper for Information

REaDI Advisor and RO Tasks	Actions	Timing
Follow up requests for a more personalised discussion about research trajectory/plans	<ul style="list-style-type: none"> • Researchers who request a personalised discussion with a senior researcher (Q.4) will require follow-up • Follow-up will be via email to individual researcher: <ul style="list-style-type: none"> ○ Acknowledging completion of the self-assessment tool ○ Noting that a more personalised discussion will be arranged; contact and time details tba • Notify relevant senior researcher(s) and organise meeting as appropriate • Inform researcher of arrangements for personalised discussion • Follow-up with senior researcher(s) to ensure discussion has taken place as agreed 	<i>Ongoing</i> as researchers complete the self-assessment tool (from November 2023 to May 2024)
Follow up requests to complete a REaDI plan (or for more information about a REaDI plan) (Q.3)	<ul style="list-style-type: none"> • Ask RO to open REaDI plan template for the researcher • Inform the researcher that plan is available; provide link to how-to module in Elements • Ask RO to assign reviewer to the researcher • Ask reviewer to complete review 	<i>Ongoing</i> as researchers complete the self-assessment tool (from November 2023 onwards, with any reviews completed by end of May 2024)
Help Research Directors to organise personalised support (one-on-one or small group)	<ul style="list-style-type: none"> • Support senior researchers nominated to provide personalised support • Organise meetings if required • Provide any information senior researchers require (eg printouts of contents of individual self-assessments if necessary) • Monitor completion of support provision 	<i>Ongoing</i> as researchers complete the self-assessment tool (from November 2023 onwards, with all meetings completed by end of May 2024)

Appendix 2: Updated high level updated REaDI-PBRF QE programme 2023-2026.

Initiative milestone/Deliverable	Q1-23	Q2-23	Q3-23	Q4-23	Q1-24	Q2-24	Q3-24	Q4-24	Q1-25	Q2-25	Q3-25	Q4-25	Q1-26	Q2-26
1. Deliver 2023 research enhancement activities (Colleges) and development of researcher development resources (RO)														
2. Confirm contents of REaDI research self-assessment tool (WG, GG)														
3. Build self-assessment tool template in Elements (RO)														
4. Complete self-assessment tool (Researchers)														
5. Follow-up on self-assessment tool results (Colleges, RO)														
6. Confirm College and RO plans and detailed budgets for REaDI 2024 (WG, GG)														
7. Deliver 2024 research enhancement activities (Colleges)														
8. Develop and deliver training materials based on QE 2026 Guidelines (RO, Colleges)														
9. Targeted, subject panel/disciple specific training and development sessions (RO, Colleges)														
10. Define administrative process for assessing eligibility														
11. Confirm College and RO plans and detailed budgets for REaDI 2025 (WG, GG)														
12. Deliver 2025 support towards QE (Colleges)														
13. Develop and deliver researcher support and training resources for QE (RO)														
14. Confirm contents of draft EP template (WG, GG)														
15. Develop draft PBRF EP template in Elements (RO)														
16. Complete draft EPs (Researchers)														
17. Review of draft EPs (College and RO reviewers)														

Initiative milestone/Deliverable	Q1-23	Q2-23	Q3-23	Q4-23	Q1-24	Q2-24	Q3-24	Q4-24	Q1-25	Q2-25	Q3-25	Q4-25	Q1-26	Q2-26
18. Report on MU indicative performance in PBRF QE 2026 (WG, GG)														
19. Confirm administrative process for assessing eligibility following outcome of process assurance audit														
20. Confirm PBRF QE 2026 staff eligibility (RO, Colleges)														
21. Begin compiling EPs (Researchers)														
22. Complete compiling EPs (Researchers)														
23. Submission of EPs (RO)														



TE KUNENGA
KI PŪREHUROA
MASSEY
UNIVERSITY
UNIVERSITY OF NEW ZEALAND

**TE KURA
HAUORA
TANGATA**
COLLEGE OF HEALTH

COLLEGE OF HEALTH BOARD ANNUAL REPORT 2023

OVERVIEW

This report has been prepared for Academic Board as a summary of the College of Health College Academic Board (College Board) activities during 2023. The College Board met on ten occasions between February and November 2023, eight face-to-face (via Teams) and two electronic meetings (by email). The first College Board meeting was held on 21 February 2023 and the last was on 21 November 2023.

2023 was a rather challenging year with the review of all the College of Health qualifications and specialisations in light of Massey University's *No and Low Enrolments Policy and Procedures* and the *Digital Plus Policy*.

Membership

All members:

Professor Jill McCutcheon (PVC & Chair), Professor Ajmol Ali (Director, Intl), Dr Bevan Erueti (AD Māori), Associate Professor Kathryn Hay (AD WIL), Professor Marlina Kruger (AD HDR), Professor Leigh Signal (AD Res), Professor Kieran O'Donoghue (HoS SoSW & AD Academic/T&L), Associate Professor Andy Foskett (HoS SoSEN), Associate Professor Rachel Page (HoS SoHS), Professor Nicolette Sheridan (HoS SoN), Professor Rozanne Kruger (Professorial Rep), Dr Rachel Batty (SoSEN), Dr Kerri-Ann Hughes (SoN), Associate Professor Shirley Julich (SoSW), Associate Professor Wyatt Page (SoHS), Associate Professor Chris Wilkins (SHORE), Brooke Mehlhopt (Student rep).

New members:

Professor Leigh Signal (Associate Dean Research from March), Brooke Mehlhopt (Student rep from June).

Resignations:

Associate Professor Ian Laird (January), Professor Rozanne Kruger (October)

Proxy:

Associate Professor Matt Barnes (proxy for Associate Professor Andy Foskett, HoS SoSEN)

SUMMARY OF 2023 ACTIVITY

The key business tasks of the Board in 2023 were generated from activities of the College's sub-committees and from reports and is reflected in the summary table provided below. The Board was regularly informed of wider University issues through reports from the Pro Vice-Chancellor and College Associate Deans. The remainder of the business of the Board essentially involved responding to new and revised amendments to University policies and procedures.

The College of Health College Board approved the following proposals and submitted these to Academic Committee for noting, approval and discussion in 2023:

ACADEMIC BOARD AB24-04-46

Type of Proposal	Number of Proposals	Details
CUAP Early Notice	1	Change in title <i>from</i> Postgraduate Diploma in Social Service Supervision, <i>to</i> Postgraduate Diploma in Clinical Supervision
CUAP New Qualification / Specialisation	0	
CUAP Qualification / Specialisation Amendment	1	As above.
CUAP Deletion/Retirement	6	Postgraduate Diploma in Nursing specialisation: - Neonatal Postgraduate Certificate in Nursing specialisations: - Mental Health - Neonatal - Older Persons' Health - Primary Health Care Diploma in Health Science Diploma in Rehabilitation Studies Postgraduate Diploma in Rehabilitation and specialisations: - Rehabilitation Counselling - Rehabilitation of the Visually Impaired Bachelor of Health Science specialisations: Majors in: - Public Health - Sport and Exercise Minors in: - Community Nutrition - Environmental Health - Ergonomics/Human Factors - Health Promotion - Health and Ageing - Human Physiology - Integrated Human Health - Mental Health - Occupational Safety and Health - Public Health - Rehabilitation Master of Sport and Exercise and Postgraduate Diploma in Sport and Exercise and specialisations: - Exercise Prescription and Training - Exercise Science - Physical Education - Sport Coaching - Sport Management
Non-CUAP Qualification amendments		Master of Nursing Postgraduate Diploma in Nursing

Type of Proposal	Number of Proposals	Details
		Postgraduate Certificate in Nursing Master of Clinical Practice (Nursing) Postgraduate Diploma in Health Science Master of Public Health
Non-CUAP Specialisation amendments	0	
No New Enrolments Qualifications		Doctor of Social Work Postgraduate Certificate in Social Work
No New Enrolments Specialisations		Social Policy specialisation in: BA, DipArts, GCertArts, GDipArts, PGDipArts, BA(Hons), MA Physiology major in BSc Health Services Navigation major in BHLthSc Medical Laboratory Science in PGDipHlthSc Medical Laboratory Research in MHLthSc
Location changes	4	Bachelor of Social Work - DELETE Auckland and Manawatū. Distance only Bachelor of Nursing - DELETE Auckland. Manawatū and Wellington only BSc Physiology minor - ADD Distance and DELETE Auckland and Manawatū BSc Exercise and Sport Science - ADD Distance and DELETE Auckland and Manawatū
New courses	1	168736 Critical Care
Course retirements	31	128900, 147303, 147701, 147703, 147799, 147816, 147900, 168161, 168162, 168163, 168164, 168165, 194799, 194870, 194871, 194872, 202889, 202900, 214773, 214774, 214777, 214897, 214898, 214899, 231706, 231734, 231799, 231820, 231895, 250818, 251732
Course amendments	86	
Qualification Reviews	2	Graduate Diploma in Occupational Health and Safety Review Report Bachelor of Sport and Exercise Review Report
Qualification Review Responses	3	Graduate Diploma in Occupational Health and Safety Review Report Bachelor of Sport and Exercise Review Report Outcomes of Health Science (MHLthSc, PGDipHlthSc, BHLthSc) Qualification Review
Graduating Year Reviews	2	Master of Clinical Practice (Nursing) Bachelor of Sport and Exercise specialisation in Sport Development

The Board also received the following documents for information or discussion:

- Course offerings descriptors November 2022
- Qualification Review Report 2022
- Graduating Year Review Report 2022
- Use of Artificial Intelligence in Assessment Policy
- Embargo Policy
- Revised Scholarship Policy
- Revised University Graduate Profile DRAFT
- No and Low Enrolment Policy & Procedures, and Digital Plus Policy
- Academic Freedom Policy Review 2023
- Future of Examinations Requirements Working Group Report
- Stream site opening two weeks prior to Semester 2
- College of Health Guidelines for Curricula Changes Revised Oct 2023
- Consultation on the Use of Copyright Material for Educational Purposes Policy
- Location Specific Qualification and Specialisation Closures

The Board provided written feedback on the following consultation documents:

- Course offerings descriptors November 2022
- Embargo Policy
- Revised Scholarship Policy
- Revised University Graduate Profile DRAFT
- No and Low Enrolment Policy & Procedures, and Digital Plus Policy
- Academic Freedom Policy Review 2023
- Future of Examinations Requirements Working Group Report

Professor Jill McCutcheon
Chair, College of Health Board
March 2023



MASSEY UNIVERSITY

Academic Committee Annual Report 2023

This is the 2023 Annual Report of Academic Committee (AC) provided to Academic Board (AB) for summary information on the type and volume of work carried out by AC in 2023.

The Academic Committee held 11 meetings between February and December 2023.

Membership:

There were some membership changes during 2023. The end of year membership was: Giselle Byrnes (Chair), Jade Berridge (ITS), Jessica Board (CoCA), Fiona Coote (OAQRA), Stephen Croucher (Business), Jo Cullinane (Business), Ray Geor (Science), Maggie Hartnett (Chair LTC), Tasa Havea (Dean Pacific), Jean Jacoby (Director Academic Futures), Faith Kane (CoCA), Diana Kessler (Head Student Registry), Jill McCutcheon (Health), Liz Norman (Science), Kieran O'Donoghue (Health), Linda Palmer (Librarian), Jenny Poskitt (HSS), Peter Rawlins (HSS), Ina Te Wiata (DVC Māori nominee), Hennessey Wilson (Student), Chrissy Yang (Student).

Academic Audit

The site visit for the Cycle 6 Academic Audit conducted by the Academic Quality Agency for New Zealand Universities was held in March 2023. The Academic Audit Report was presented to the University and released to the public in June 2023. Academic Committee put in place a plan to monitor and follow up on activities undertaken to address the 17 recommendations in the Report. This includes regular updates to Academic Committee.

Academic Progression and Performance Working Group

This Working Group of AC was formed in August 2021. It has continued its work in 2023 and presented to Academic Committee on the Specific Circumstances Framework, Managing Atypical Enrolments and the Assessment Policy and Procedures.

Academic Proposals

In line with its ToR, AC received and provided cross-college peer review and scrutiny of both CUAP and non-CUAP academic proposals. AC also noted academic proposals for changes to courses and schedules as approved by College Boards under delegation from AC. Details of the number of these proposals by College is provided below.

Calendar Review and Update

The annual review of the front end 'non-qualification' regulations and key dates was undertaken early in 2023 with consultation across the University undertaken including with staff directly involved in administering these regulations. Changes were approved by AC in May with further changes approved in July.

Policies

AC was involved in the review of and/or provided feedback on the following:

- Academic Freedom Policy
- Ground for Embargo Policy
- Institutional Partnerships Policy
- Institutional Partnerships Procedures

No and Low Enrolments Policy
No and Low Enrolments Procedures
Procedures for Managing Student Breaches of Academic Integrity
Scholarships, Fellowships, Bursaries and Awards Policy
Student Academic Integrity Policy
University Student Survey Policy
University Student Survey Procedures
Use of Copyright Material for Educational Purposes Policy

Terms of Reference

AC revised its ToR which were approved by AB in September 2023.

General Business

As part of its wider work, AC provides leadership and guidance on academic matters. In 2023 this involved:

Complexity of Qualification Regulations
Consideration of moving final date for adding courses
Exclusion Regulations
Future of Examinations Requirements
General Prerequisites
Location Specific Qualification and Specialisation Closures
Micro-credentials and Short courses, definitions, marking scheme and SMS implementation project
Paerangi: Massey University Learning and Teaching Plan
Retirement of courses process
University Graduate Profile

Summary of Activity by College

Table 1

Type	Bus	CoCA	Hlth	HSS	Sci	Other	Total
Course amendments approved at College Board	47	9	108	169	109	0	442
Schedule changes approved at College Board	0	2	1	9	0	0	12
New Courses	20	3	4	20	19	0	66
Retired Courses	79	18	34	59	434	0	624
No New Enrolments – Specialisations	1	12	5	2	12	0	32
No New Enrolments - Qualifications	3	1	2	4	7	0	17
Retired Specialisations	49	0	31	4	0	0	84
Retired Qualification	6	0	5	2	0	0	13
CUAP New Specialisations	4	0	0	1	0	0	5
CUAP Amended Specialisations	0	0	0	16	0	0	16
Non-CUAP Amended Specialisations	10	0	0	6	21	0	37
CUAP New Qualifications	0	0	0	1	1	0	2
CUAP Amended Qualifications	2	2	1	6	0	0	11
Non-CUAP Amended Qualifications	6	4	8	16	9	0	43
Qualification Reviews	1	2	2	2	1	0	8
Qualification Review Responses	2	0	2	4	2	0	10
Graduating Year Reviews	2	0	2	5	2	0	11
Proposed Offshore offerings	1	0	0	0	0	0	1
Short Courses for Credit	0	0	0	0	2	0	2
Short Courses	1	0	0	1	0	0	2
Micro-credentials	0	0	0	0	0	4	4

Details are provided in Appendix A for 2022 retirements, Appendix B for 2023 approved no new enrolments and Appendix C for 2022 approved new entities.

Graduating Year Reviews

Graduating Year Reviews are a CUAP requirement for all successful proposals involving the introduction of new qualifications and specialisations comprising more than 40% of a qualification and for major changes to qualifications and specialisations. Review reports are submitted on a CUAP template three years after the first cohort of students is expected to graduate. Table 2 presents the numbers of Graduating Year Review documents reviewed and approved by Academic Committee in 2023 for submission to CUAP.

Table 2

College	GYRs Submitted	Qualification
Business	1	Journalism, Organisational Technology Management, Sustainability (Master of Management)
Health	2	Master of Clinical Practice (Nursing) Bachelor of Sport and Exercise
Humanities and Social Sciences	5	Portuguese (Diploma in Arts) Graduate Diploma of Learning and Teaching Creative Writing (GradDipArts, GradCertArts, DipArts) International Security specialisations Te Aho Tātaiarangi: Bachelor of Teaching and Learning Kura Kaupapa Māori
Sciences	3	Master of Food Technology Graduate Diploma in Facilities Management, Diploma in Facilities Management Master of Agribusiness
Total	11	

Qualification Reviews

In addition to the GYRs, the University requires a comprehensive review of each qualification to be undertaken at least once every seven years. In 2023, the Committee considered nine Qualification Review Reports and 10 Qualification Review Responses. This list is for reports received in 2023, not necessarily reviews conducted in 2023.

Table 3

College	Qualification
Business	Bachelor of Business – report response Graduate Diploma in Business Studies Diploma in Business Studies Certificate in Business Studies Master of Aviation – report and response Graduate Diploma in Aviation Bachelor of Aviation Management Certificate in Aviation Studies Bachelor of Aviation Master of Business Studies - report Master of Management Postgraduate Diploma in Business Postgraduate Certificate in Business
Creative Arts	Master of Māori Visual Arts - report Postgraduate Diploma in Māori Visual Arts Bachelor of Māori Visual Arts Bachelor of Fine Arts (Hons) - report Postgraduate Diploma in Fine Arts Graduate Diploma in Fine Arts Bachelor of Fine Arts Diploma in Fine Arts
Health	Graduate Diploma in Occupational Health and Safety – report and response Bachelor of Sport and Exercise – report and response
Humanities and Social Sciences	Master of Arts – report response Postgraduate Diploma in Arts Postgraduate Certificate in Arts Bachelor of Arts (Hons) Bachelor of Arts Graduate Diploma in Arts Graduate Certificate in Arts Diploma in Arts Certificate in Arts Master of Emergency Management - report response Postgraduate Diploma in Emergency Management Postgraduate Certificate in Emergency Management Graduate Diploma in Emergency Management Graduate Certificate in Emergency Management Postgraduate Diploma in Museum Studies – report response

	Master of Applied Linguistics – report response Postgraduate Diploma in Applied Linguistics Postgraduate Certificate in Applied Linguistics Certificate in University Preparation – report response Certificate in Foundation Studies Postgraduate Diploma in Psychological Practice – report Master of Clinical Psychology - report
Sciences	Bachelor of Veterinary Science – report and response

Recommendations:

It is recommended that Academic Committee receive the report for information and forwarding to the Academic Board.

Appendix A – Retired Courses, Specialisations, Qualifications

Course Retirements

Number	Title	College
110230	Introductory Financial and Management Accounting	Business
110785	International Tax	Business
110796	Research Report	Business
110799	Research Report	Business
110895	Professional Practice	Business
114799	Research Report	Business
114894	Research Report	Business
114897	Thesis 120 PT 1	Business
114898	Thesis120 PT 2	Business
114899	Thesis	Business
115721	Business Law and Ethics	Business
115743	Information, Technology, and e-Commerce	Business
115776	Advanced Leadership	Business
115777	Leadership Practice	Business
115877	Leadership Practice Report	Business
115890	90 Credit Thesis	Business
125240	Fundamentals of Investment	Business
125356	Business Insurance	Business
125357	Advanced Issues in Insurance	Business
125791	Research Report Part 1	Business
125792	Research Report Part 2	Business
125799	Research Report	Business
125804	Financial Asset Management	Business
125805	International Finance	Business
125806	Financial Risk Management	Business
137703	International Banking and Financial Markets	Business
137704	Risk Management for Financial Institutions	Business
137710	The Theory and Management of Banking	Business
137711	Strategic Banking Issues	Business
137894	Thesis 120 Credit Part 1	Business
137895	Thesis 120 Credit Part 2	Business
137896	137896 Research Report	Business
137897	Professional Practice	Business
137899	Thesis	Business
152786	Research Report	Business
152787	Thesis	Business
155216	Land Law for Real Estate Agents	Business
153800	Thesis	Business
153897	Thesis 120 Credit Part 1	Business
153898	Thesis 120 Credit Part 2	Business
155702	Special Topic Business Law	Business
155704	Corporate Governance	Business
155705	Special Topic Business Law	Business
155800	MPhil Thesis	Business
155801	MPhil Thesis 120 Credit Part 1	Business

155802	MPhil Thesis 120 Credit Part 2	Business
156743	Advanced Marketing Planning and Strategy	Business
156744	Advanced Marketing Research and Analysis	Business
156776	Research Methods in Marketing	Business
157879	Research Report	Business
178250	Contemporary Economic Issues	Business
178352	Survey of International Economics	Business
178358	International Trade in Agri-food Products	Business
178743	Contemporary Agribusiness Management	Business
190110	Introduction to Flying	Business
190118	Aeroscience I	Business
190119	Aeroscience II	Business
190111	Introduction to Flying I	Business
190122	Introduction to Aviation Safety Systems and Investigation	Business
190207	Aviation Psychology	Business
190215	Heavy Aeroplane Performance	Business
190251	Aircraft Systems II (Part 2)	Business
190256	Aerodynamics II	Business
190297	Aerobatic Aircraft Handling for Flight Instructors	Business
190302	Check and Training for Airlines	Business
190316	Flight Instruction Fundamentals II	Business
190317	Evaluation Methods in Aviation	Business
190320	Heavy Aeroplane Performance II	Business
190321	Air Accident and Incident Investigation	Business
190795	Research Report	Business
219203	Business Communication	Business
219340	Feature Writing and Freelancing	Business
219710	Persuasive Communication Practice	Business
219790	Research Methods in Communication	Business
219893	Thesis	Business
239887	Research Report	Business
239897	Thesis 120 Credit Part 1	Business
239898	Thesis 120 Credit Part 2	Business
239899	Thesis	Business
133155	Music Web Development and Online Identities	CoCA
133156	The Recorded Work	CoCA
133158	The Musical Engagement 'Gig'	CoCA
133166	Music Label Development	CoCA
133177	Music Production	CoCA
133187	Live Technologies	CoCA
133254	Music Video Production	CoCA
133258	Music Touring	CoCA
133268	Music Publishing	CoCA
133285	Music Software Development	CoCA
133286	Music Hardware and Electronics	CoCA
133366	Future Music	CoCA
133367	Music Industry Major Project Pre-production	CoCA
133377	Music Practice Major Project Pre-production	CoCA
133385	Music Software Development 2	CoCA
133386	Music Hardware and Electronics 2	CoCA

133387	Music Technology Major Project Pre-production	CoCA
182001	Te Reo Tuatahi	CoCA
168161	Research and Scholarly Writing in Nursing	Health
128900	PhD Ergonomics	Health
147303	Case Management and Rehabilitation Counselling	Health
147701	Rehabilitation Theory and Practice	Health
147703	Vocational and Rehabilitation Counselling	Health
147799	Research Report (30)	Health
147816	Thesis 120 Credit Part 1	Health
147900	PhD Rehabilitation	Health
194799	Research Report	Health
194870	Research Report	Health
194871	Thesis 90 Credit Part 1	Health
194872	Thesis 90 Credit Part 2	Health
202889	Research Project	Health
202900	PhD Medical Laboratory Science	Health
214773	Advanced Topics in Water Quality	Health
214774	Advanced Topics in Sound and its Reception	Health
214777	Advanced Topics in Air Quality	Health
214897	Thesis 120 Credit Part 1	Health
214898	Thesis 120 Credit Part 2	Health
214899	Thesis	Health
231706	Occupational Health	Health
231734	Maternal and Child Health	Health
231799	Research Report (30)	Health
231820	Public Health Thesis	Health
231895	Research Project	Health
250818	Research Report	Health
251732	Research Report	Health
168162	Nursing Fundamentals	Health
168163	Health Across the Lifespan I	Health
168164	Health Across the Lifespan II	Health
168165	Health Assessment and Clinical Decision-making I	Health
179736	Substance Misuse and Addictions	Health
179773	Disability Studies	Health
179777	Disability, Consumer Rights and Advocacy	Health
132313	Advanced Planning Techniques	HSS
132804	Applied Research in Planning	HSS
167890	Advanced Research Practicum	HSS
176222	Cities in the Twenty-first Century	HSS
176704	Working Sociologically-An Advanced Practicum	HSS
200201	Middle Eastern Politics	HSS
200302	Israel/Palestine and the Arab World	HSS
230704	Public Policy Analytics: Methodology, Design and Data	HSS
230705	Interpretation in Geospatial Analytics	HSS
230706	Integrated Data Infrastructure	HSS
249285	Understanding Learners with Diverse Needs	HSS
249287	Early Intervention	HSS
249334	Creating Inclusive Classrooms	HSS
249741	Assessment and Planning for Learners with Diverse Needs	HSS

249744	Understanding Learners with Behaviour Difficulties	HSS
254231	Curriculum Theory, Policy and Practice	HSS
254702	Facing Big Questions in Education	HSS
254706	Advanced Studies in Curriculum Policy & Practice	HSS
254773	Educational Policy Analysis	HSS
254774	Evaluation of Educational Organisations	HSS
254775	Management of Human Resources in Educational Organisations	HSS
257766	Leading TESOL in Diverse Contexts	HSS
257767	Current Issues and Innovations in TESOL Leadership	HSS
257769	Teaching Content to English Language Learners	HSS
258721	Teaching Students with Literacy Learning Difficulties	HSS
258723	Teaching Writing in the Classroom	HSS
259780	Language Policy and Assessment	HSS
261764	Foundations of Digital Education	HSS
262751	Theory and Practice of Gifted and Talented Education	HSS
263701	Enhancing Teacher Learning and Mentoring	HSS
263706	Adolescent Learning and Engagement	HSS
265740	Advanced Studies on Learning in the Early Years	HSS
267740	Mixed Methods Research in Education	HSS
267781	Research Methods in Professional Practice	HSS
267782	Quantitative Research in Education	HSS
267783	Qualitative Research in Education	HSS
271395	Fluency Disorders	HSS
271396	Field Work and Clinical Skills II	HSS
271486	Speech and Language Therapy Practice and Diverse Clinical Populations	HSS
271488	Aural Rehabilitation, Assessment and Intervention	HSS
271788	Advances in Aural Rehabilitation	HSS
273721	Knowledge and Power in Tertiary Education	HSS
273723	Cultures and Learning: Diversity in Tertiary Education	HSS
273724	The Expert Teacher of Adults: Principles and Practice	HSS
273725	Leadership and Communication in Tertiary Education	HSS
276784	Current Issues in Teaching Mathematics	HSS
249382	Teaching Strategies for Diverse Learners	HSS
254162	Introduction to Literacy and Numeracy	HSS
254301	Philosophy of Education II	HSS
256303	Sustainable Learning	HSS
256754	Assessment in Educational Psychology	HSS
264101	How People Learn	HSS
264102	Classroom Management	HSS
265120	Principles of the Early Years Curriculum	HSS
265289	Learning and Development in the Early Years	HSS
265293	Studies in Infants and Toddlers	HSS
265322	Perspectives in Early Years Education	HSS
265344	Issues in Early Childhood Education	HSS
294790	Research Methods in Defence and Security Studies	HSS
141111	Food Technology 1: Global Perspectives	Sciences
141112	Food Technology 2 : Creative Solutions	Sciences
141458	Nutrition and Food Choice	Sciences
227108	Introduction to Veterinary Anatomy	Sciences

227109	Introduction to Veterinary Physiology	Sciences
227212	Animal Production for Veterinarians I	Sciences
227215	Animal Production for Veterinarians II	Sciences
227221	Veterinary Structure and Function I	Sciences
227222	Professional Practice	Sciences
227223	Integrative Studies in Veterinary Science I	Sciences
227224	Veterinary Structure and Function II	Sciences
227225	Veterinary Infectious Diseases	Sciences
227226	Integrative Studies in Veterinary Science II	Sciences
228110	Practicum I	Sciences
228111	Engineering Practice 1: Global Perspectives	Sciences
228112	Engineering Practice 2: Creative Solutions	Sciences
228153	Introductory Engineering Studies	Sciences
228171	Engineering Mathematics 1A	Sciences
228172	Engineering Mathematics 1B	Sciences
228734	Packaging Design Technology	Sciences
281273	Communication Network Architectures	Sciences
281362	Multimedia Content Creation	Sciences
281363	Design for Multimedia Systems	Sciences
281374	Communication Systems	Sciences
281375	Data Communication Networks	Sciences
287320	Product Design	Sciences
287341	Quality Systems Design	Sciences
287342	Agile Manufacturing	Sciences
117152	Animals and Agriculture	Sciences
117254	Principles of Animal Science and Production	Sciences
117255	Animal Health, Behaviour and Welfare	Sciences
117342	Animal Nutrition	Sciences
117347	Reproductive and Lactational Physiology	Sciences
119154	Molecules to Ecology	Sciences
119158	Physics and Chemistry for Applied Sciences	Sciences
119290	National Expedition: Agriculture and Environment	Sciences
120218	The Flora of New Zealand	Sciences
120302	Plant Development	Sciences
120304	Plant Biotechnology	Sciences
120305	Comparative Plant Development	Sciences
121103	New Zealand Environments	Sciences
121201	Environmental Science	Sciences
121211	New Zealand Environmental Issues	Sciences
121212	Field Techniques for Environmental Science	Sciences
121301	Applied Environmental Science	Sciences
121311	Global Environmental Issues	Sciences
121312	Environmental Science Field Work II	Sciences
122106	Veterinary Biochemistry	Sciences
122222	Biochemistry for Technology	Sciences
122232	Protein Biochemistry	Sciences
122233	Metabolic Biochemistry	Sciences
122322	Protein Structure and Function	Sciences
123101	Chemistry and Living Systems	Sciences
123102	Chemistry and the Material World	Sciences

123171	Chemistry for Biological Systems 1	Sciences
123172	Chemistry for Biological Systems 2	Sciences
123202	Organic and Biological Chemistry	Sciences
123203	Inorganic Chemistry and Modelling	Sciences
123204	Chemical and Biochemical Analysis	Sciences
123206	Environmental and Analytical Chemistry	Sciences
123210	Organic Chemistry Perspectives	Sciences
123306	Molecular Structure and Dynamics	Sciences
123311	Advanced Physical and Analytical Chemistry	Sciences
123312	Advanced Organic Chemistry	Sciences
123313	Advanced Inorganic Chemistry	Sciences
123315	Chemistry and Nanoscience Research Project	Sciences
123326	Advanced Chemical Biology	Sciences
124102	Physics I(b)	Sciences
124111	Physics for Life Sciences	Sciences
124129	Astronomy	Sciences
124171	Physical Principles for Engineering & Technology 1	Sciences
124172	Physical Principles for Engineering & Technology 2	Sciences
124204	Classical Physics	Sciences
124205	Modern Physics	Sciences
124226	Quantum and Statistical Physics	Sciences
124229	Special Relativity and Cosmology	Sciences
124230	Biophysics	Sciences
124233	Classical Mechanics and Waves	Sciences
124261	Nonlinear Physics and Chaos	Sciences
124304	Statistical Physics and its Applications	Sciences
124305	Quantum Mechanics and its Applications	Sciences
124316	Advanced Experimental Physics	Sciences
124325	Advanced Quantum Physics	Sciences
124327	Modern Statistical Physics and Thermodynamics	Sciences
124332	Classical Fields	Sciences
124350	Computational Physics	Sciences
145121	Introduction to Physical Geography	Sciences
145222	Rivers and Slopes	Sciences
145223	Climate Change and Natural Hazards	Sciences
145224	Biogeography	Sciences
145230	Coastal Environments	Sciences
145303	Field Work: Alpine Physical Geography	Sciences
145304	Applied Field Geomorphology	Sciences
145320	Quaternary Biogeography and Environmental Change	Sciences
145327	Catchment Dynamics	Sciences
158212	Application Software Development	Sciences
158247	Database Design	Sciences
158256	Web Application Design	Sciences
158347	Database Paradigms	Sciences
158392	Special Topic	Sciences
159103	Introduction to Games Programming and Simulation	Sciences
159171	Computational Thinking and Programming 1	Sciences
159172	Computational Thinking and Programming 2	Sciences
159202	Declarative Programming	Sciences

159233	Computer Architecture	Sciences
159253	Computer Systems	Sciences
159271	Computational Thinking for Problem Solving	Sciences
159331	Algorithms and Languages	Sciences
159334	Computer Networks	Sciences
159335	Concurrent Programming and Operating Systems	Sciences
159339	Internet Programming	Sciences
159354	Data Communication Networks	Sciences
159355	Concurrent Systems	Sciences
159360	Programming for Computer Graphics	Sciences
159372	Intelligent Machines	Sciences
160103	Introductory University Mathematics	Sciences
160111	Mathematics 1A	Sciences
160112	Mathematics 1B	Sciences
160131	Mathematics for Business I	Sciences
160132	Concepts in Mathematics	Sciences
160133	Processes in Mathematics	Sciences
160303	Mathematical Physics	Sciences
160319	Mathematical Modelling	Sciences
160380	Project	Sciences
161120	Introductory Statistics	Sciences
161130	Introductory Biostatistics	Sciences
161200	Statistical Models	Sciences
161220	Data Analysis	Sciences
161221	Applied Linear Models	Sciences
161223	Introduction to Data Mining	Sciences
161303	Probability and Random Processes	Sciences
161305	Statistical Inference	Sciences
161306	Advanced Data Analysis	Sciences
161312	Statistical Machine Learning	Sciences
161321	Sampling and Experimental Design	Sciences
161322	Design and Analysis of Surveys and Experiments	Sciences
161325	Statistical Methods for Quality Improvement	Sciences
161327	Generalised Linear Models	Sciences
161342	Forecasting and Time Series	Sciences
161382	Statistical Analysis Project	Sciences
162212	The Microbial World	Sciences
162214	Biology of Microorganisms	Sciences
162215	Microbial Diversity	Sciences
162283	Medical Microbiology	Sciences
162303	Immunology	Sciences
162320	Advanced Integrative Biology	Sciences
188263	Introduction to Environmental Management	Sciences
189252	Land, Soil and Water	Sciences
189363	Soil Resources and Sustainable Land Use	Sciences
189365	Studies in Soil Science	Sciences
193103	Animal Behaviour, Handling and Welfare	Sciences
193105	Veterinary Technology Practical Experience and Farm Training	Sciences
193107	Animal Behaviour and Welfare for Veterinary Technologists	Sciences
193122	Principals and Practice of Veterinary Nursing	Sciences

193124	Anatomy for Veterinary Technologists	Sciences
193204	Pathology for Veterinary Technologists	Sciences
193205	Anaesthetic Monitoring and Equipment	Sciences
193211	Infectious Diseases of Animals	Sciences
193212	Veterinary Medical Nursing	Sciences
193214	Pharmacology & Toxicology for Veterinary Technologists	Sciences
193219	Surgery and Imaging	Sciences
193220	Veterinary Technology Clinical Experience	Sciences
193304	Animal Welfare Emergency Management	Sciences
193305	Advanced Animal Behaviour	Sciences
194109	Physiology for Veterinary Technologists	Sciences
194245	Animal Form and Function	Sciences
194343	Animal Welfare Science	Sciences
194344	Nerves and the Nervous System	Sciences
194345	Comparative Physiology	Sciences
196203	Ecosystem Health	Sciences
196206	Conservation Ecology	Sciences
196207	Biological Evolution	Sciences
196213	Microbial Ecology	Sciences
196226	Field Marine Ecology	Sciences
196307	Behavioural and Evolutionary Ecology	Sciences
196313	Freshwater Ecology	Sciences
196316	New Zealand Plant Ecology	Sciences
196320	Biodiversity and Biogeography	Sciences
196326	Topics in Marine Ecology	Sciences
196328	Marine Environments in the Anthropocene	Sciences
196350	Quantitative Marine Ecology	Sciences
199101	Biology of Animals	Sciences
199204	Animal Behaviour	Sciences
199206	The Fauna of New Zealand	Sciences
199214	Invertebrate Form and Function	Sciences
199317	Animal Biodiversity	Sciences
199320	Experimental Zoology	Sciences
203202	Genetic Analysis	Sciences
203211	Biomedical Molecular Genetics	Sciences
203212	Principles of Genetics	Sciences
203240	Molecular and Cellular Biology	Sciences
203300	DNA Technology	Sciences
203305	Advanced Practical Genetics	Sciences
203307	Mammalian Cell Biology	Sciences
203328	Genome Analysis	Sciences
203340	Applied Molecular Biology	Sciences
203341	Genome Science	Sciences
203342	Molecular and Cellular Biology	Sciences
203343	Genetics of Human Health and Ancestry	Sciences
218100	Construction Materials	Sciences
218123	CAD and Building Information Modelling	Sciences
218150	Introduction to Built Environment and Measuring Systems	Sciences
218151	Construction Health & Safety & Sustainable Buildings	Sciences
218172	Construction Technology: Residential	Sciences

218211	Construction Economics and Estimating	Sciences
218213	Measuring Systems I	Sciences
218214	Measuring Systems II	Sciences
218271	Construction Technology: Commercial	Sciences
218273	Building Technology: Commercial Property	Sciences
218274	Building Services	Sciences
218280	Construction Operations and Control	Sciences
218311	Construction Contract and Financial Administration	Sciences
218313	Construction Innovation and Building Information Modelling	Sciences
218315	Construction Law	Sciences
218340	Construction Research Project	Sciences
218374	Construction Technology: Multi-Storey	Sciences
218414	Construction Planning and Scheduling	Sciences
228741	Energy Systems	Sciences
228744	Case Studies of Renewable Energy Systems	Sciences
228750	Renewable Energy and Sustainable Development	Sciences
233101	Introductory Earth Science	Sciences
233202	Earth Science Field Work I	Sciences
233203	Earth Science Field Work II	Sciences
233205	Volcanology and Mineralogy	Sciences
233250	Understanding New Zealand Geology	Sciences
233251	GIS and Remote Sensing	Sciences
233301	Advanced Remote Sensing	Sciences
233302	Earth Science Field Work III	Sciences
233310	Pedology and Quaternary Geology	Sciences
233350	How the Earth Works	Sciences
236201	Nanoscience	Sciences
236301	Advanced Nanoscience	Sciences
246101	Science and Sustainability	Sciences
246102	Core Skills for Natural Scientists	Sciences
246201	Systems and Models in the Natural Sciences	Sciences
246202	Bacteriophage Discovery	Sciences
246301	Special Topic in Natural Sciences	Sciences
246302	Research Themes in Natural Sciences	Sciences
246303	Systems and Models in the Natural Sciences	Sciences
247310	ICT Industry Engagement Project	Sciences
281756	Image and Video Processing	Sciences
281785	Advanced Computer Engineering	Sciences
281786	Advanced Micro- and Nano-electronics	Sciences
283101	Plants in Agriculture	Sciences
283305	Arable Production	Sciences
283322	Landscape Revegetation	Sciences
284101	Production Horticulture	Sciences
284322	Managing the Landscape	Sciences
285301	Controlling Plant Pests and Diseases	Sciences
286101	Equine Production	Sciences
286131	Introduction to Equine Nutrition and Health	Sciences
286211	Equine Reproduction and Breeding	Sciences
286221	Structure and Function of the Equine Athlete	Sciences
286222	The Equine Lower Limb	Sciences

287733	Quality Management for Medical Laboratories	Sciences
287742	Business Process Improvement	Sciences
287743	Lean Operations	Sciences
287744	Advanced Manufacturing Strategies	Sciences
117831	Research Report (One Health) 45 credit	Sciences
117832	Research Report (One Health) 60 credit	Sciences
117871	Thesis 90 Credit Part 1	Sciences
118728	Wildlife Health	Sciences
118778	Advanced Studies in Equine Lameness for Veterinarians	Sciences
118779	Advanced Studies in Equine Diagnostic Imaging	Sciences
118780	Equine Gastroenterology	Sciences
118799	Research Report	Sciences
118724	Veterinary Diagnostic Pathology 2	Sciences
118731	Veterinary Diagnostic Pathology 1	Sciences
117731	Principles of Epidemiology	Sciences
117735	Disease Surveillance Systems Design and Evaluation	Sciences
117736	Management of Disease in Populations	Sciences
117737	Disease Control Policy and Economic Evaluation	Sciences
117761	Ruminant Livestock Feeding	Sciences
117762	Intensive Livestock Feeding	Sciences
117764	Growth and Meat Science	Sciences
117767	Reproduction and Fertility	Sciences
117769	Lactation and Milk Production	Sciences
117771	Dairy Production	Sciences
117772	Sheep Production	Sciences
117773	Beef Cattle Production	Sciences
117774	Pig Production	Sciences
117775	Deer Production	Sciences
117776	Poultry Production	Sciences
119720	Applied Agriculture Research Methods	Sciences
120714	Botanical Evolution	Sciences
120798	Research Report	Sciences
120871	Thesis 90 Credit Part 1	Sciences
120872	Thesis 90 Credit Part 2	Sciences
122703	Gene Expression	Sciences
122704	Molecular Cell Biology	Sciences
122798	Research Report	Sciences
122870	Research Report	Sciences
122871	Thesis 90 Credit Part 1	Sciences
122872	Thesis 90 Credit Part 2	Sciences
122875	Thesis	Sciences
123712	Advanced Nanoscience and Physical Chemistry	Sciences
123798	Research Report	Sciences
124712	Condensed Matter Physics	Sciences
124721	Quantum Mechanics and Group Theory	Sciences
124722	Relativistic Quantum Mechanics and Field Theory	Sciences
124761	Topics in Statistical Physics and Random Processes	Sciences
124762	Chemical Physics	Sciences
124798	Research Report	Sciences
124870	Research Report	Sciences

124871	Thesis 90 Credit Part 1	Sciences
124872	Thesis 90 Credit Part 2	Sciences
124875	Thesis	Sciences
141713	Food Process Engineering Research	Sciences
141716	Research Report (Food)	Sciences
145730	Applied Coastal Geomorphology	Sciences
145731	Applied Fluvial Geomorphology	Sciences
145732	Landslide Investigation and Management	Sciences
145734	Paleoecology, Palynology and Biogeography	Sciences
145735	Detecting Geomorphic Change	Sciences
145736	Advanced Physical Geography Techniques	Sciences
158752	Agile Software Engineering	Sciences
158758	Mobile Systems Development	Sciences
159702	Knowledge Engineering	Sciences
159703	Advanced Computer Systems	Sciences
159704	Systems Programming	Sciences
159707	Advanced Software Design and Construction	Sciences
159710	User Interface Design	Sciences
159737	Studies in Compilers and Grammars	Sciences
160702	Advanced Algebra	Sciences
160703	Advanced Analysis	Sciences
160704	Studies in Theoretical Mathematics	Sciences
160715	Advanced Computational Methods	Sciences
160733	Methods of Applied Mathematics	Sciences
160734	Studies in Applied Differential Equations	Sciences
160737	Studies in Mathematical Physics	Sciences
160783	Mathematics Project	Sciences
160870	Research Report	Sciences
161729	Topics in Applied Statistics	Sciences
161731	Biostatistics for Researchers	Sciences
161780	Statistical Analysis Project	Sciences
161782	Statistical Analysis Project	Sciences
162761	Research Methods and Written Communication in Biosciences	Sciences
162798	Research Report	Sciences
171798	Research Report MSc	Sciences
188705	Environmental Policy	Sciences
189752	Advanced Soil Fertility	Sciences
189753	Soil and Land Evaluation	Sciences
189755	Soil and Water Pollution	Sciences
189757	Advanced Soil Conservation	Sciences
189758	Advanced Soil Water Management	Sciences
189759	Advanced Studies in Soil Science	Sciences
189761	Applied Remote Sensing	Sciences
189798	Research Report	Sciences
189871	Thesis 90 Credit Part 1	Sciences
194703	Neurophysiology and Neuroendocrinology	Sciences
194704	Reproductive Physiology	Sciences
194705	Digestive Physiology	Sciences
194707	Perinatal Physiology	Sciences
194709	Conservation Endocrinology and Reproductive Biology	Sciences

194731	Animal Welfare Science	Sciences
196726	Plant Ecology	Sciences
196798	Research Report	Sciences
196870	Research Report	Sciences
199719	Topics in Biodiversity	Sciences
199798	Research Report	Sciences
199870	Research Report	Sciences
199872	Thesis 90 Credit Part 2	Sciences
203762	Genetic Analysis	Sciences
203798	Research Report	Sciences
203875	Thesis	Sciences
218761	Design and Management of Healthy Buildings	Sciences
228733	Packaging Technology II	Sciences
228735	Packaging Technology III	Sciences
228736	Fast-Moving Consumer Goods Packaging	Sciences
228737	Packaging Materials I	Sciences
228738	Packaging Materials II	Sciences
228740	Energy Policy	Sciences
228742	Energy Economics	Sciences
228743	Energy Management	Sciences
228745	Renewable Energy Conversion Devices	Sciences
228746	Renewable Energy Resources	Sciences
228747	Renewable Energy Systems Design	Sciences
228748	Climate Change Science and Policy	Sciences
228755	Sustainable Energy Systems and Society	Sciences
228756	Energy Efficiency (Systems Analysis and Auditing)	Sciences
228757	Energy Efficiency (Industrial and Commercial Technology)	Sciences
228766	Integrated Energy Resource Planning	Sciences
228767	Greenhouse Gas Mitigation Analysis	Sciences
228894	Research Report	Sciences
228895	Research Report	Sciences
232704	Wildlife Disease	Sciences
232705	Captive Breeding and Management	Sciences
232799	Research Report	Sciences
232870	Research Report	Sciences
233701	Advanced Pedology	Sciences
233705	Volcanology and Tephrochronology	Sciences
233706	Environmental Geographical Information Systems	Sciences
233707	Environmental Remote Sensing	Sciences
233708	Geochemistry	Sciences
233709	Advanced Sedimentology	Sciences
233710	Geology, Hazard & Society; Environmental Geology A	Sciences
233711	Applied Environmental Geology; Environmental Geology B	Sciences
233721	Global Climate Change	Sciences
233722	Advanced Quaternary Geology	Sciences
233799	Research Report	Sciences
233870	Research Report	Sciences
236798	Research Report	Sciences
236870	Research Report	Sciences
236871	Thesis 90 Credit Part 1	Sciences

236872	Thesis 90 Credit Part 2	Sciences
236875	Thesis	Sciences
236897	Thesis 120 Credit Part 1	Sciences
236898	Thesis 120 Credit Part 2	Sciences
236899	Thesis	Sciences
238710	Life Cycle Assessment and Footprinting Methods	Sciences
238711	Life Cycle Assessment and Footprinting Case Studies	Sciences
238712	Use of Life Cycle Assessment to Support Decision-Making	Sciences
238751	Agricultural Greenhouse Gas Emission Science	Sciences
238798	Research Report	Sciences
238885	Thesis 90 Credit Part 1	Sciences
238886	Thesis 90 Credit Part 2	Sciences
238887	Research Report	Sciences
238897	Thesis 120 Credit Part 1	Sciences
238898	Thesis 120 Credit Part 2	Sciences
240752	Integrated Logistics	Sciences
240757	Humanitarian Logistics	Sciences
240888	Thesis	Sciences
240895	Thesis 90 Credit Part 1	Sciences
240896	Thesis 90 Credit Part 2	Sciences
240897	Thesis 120 Credit Part 1	Sciences
240898	Thesis 120 Credit Part 2	Sciences
247795	BSc Honours Research Portfolio	Sciences
283701	Advanced Pasture Production and Practice	Sciences
283704	Urban and Farm Forestry	Sciences
286701	Advanced Equine Production	Sciences
286711	Equine Science	Sciences
287897	Thesis 120 Credit Part 1	Sciences
287898	Thesis 120 Credit Part 2	Sciences
287899	Thesis	Sciences

Specialisation Retirements

Title	Qualification	College
Banking	Master of Business Studies	Business
Banking and Finance	Master of Management	Business
Dispute Resolution	Graduate Diploma in Business Studies	Business
Communication Management	Bachelor of Communication (Honours)	Business
Expressive Arts	Bachelor of Communication (Honours)	Business
Journalism Studies	Bachelor of Communication (Honours)	Business
Linguistics	Bachelor of Communication (Honours)	Business
Media Studies	Bachelor of Communication (Honours)	Business
Marketing Communication	Bachelor of Communication (Honours)	Business
Public Relations	Bachelor of Communication (Honours)	Business
Financial Economics	Bachelor of Business	Business
Marketing Communication	Bachelor of Business	Business
Agribusiness	Bachelor of Business	Business
Financial Economics	Bachelor of Business	Business
Information systems	Bachelor of Business	Business

Marketing Communication	Bachelor of Business	Business
Sport Business Management	Bachelor of Business	Business
Web Based Information Systems	Bachelor of Business	Business
Agribusiness	Postgraduate Diploma in Business	Business
Aviation Management	Bachelor of Aviation Management	Business
Occupational Safety and Health	Master of Management	Business
Dispute Resolution minor	Bachelor of Business	Business
Business Information Systems	Graduate Diploma in Business	Business
Business Law	Graduate Diploma in Business	Business
Communication Management	Graduate Diploma in Business	Business
Economics	Graduate Diploma in Business	Business
Entrepreneurship and Small Business	Graduate Diploma in Business	Business
Finance	Graduate Diploma in Business	Business
International Business	Graduate Diploma in Business	Business
Management	Graduate Diploma in Business	Business
Management and Leadership for Māori Providers	Graduate Diploma in Business	Business
Marketing	Graduate Diploma in Business	Business
Property Management	Graduate Diploma in Business	Business
Rural Valuation	Graduate Diploma in Business	Business
Sport Management	Graduate Diploma in Business	Business
Urban Valuation	Graduate Diploma in Business	Business
Accountancy	Master of Management	Business
Enterprise Development	Master of Management	Business
Health Service Management	Master of Management	Business
Banking and Finance	Postgraduate Diploma in Business	Business
Business Law	Postgraduate Diploma in Business	Business
Communication	Postgraduate Diploma in Business	Business
Economics	Postgraduate Diploma in Business	Business
Finance	Postgraduate Diploma in Business	Business
Financial Economics	Postgraduate Diploma in Business	Business
Human Resource Management	Postgraduate Diploma in Business	Business
Management	Postgraduate Diploma in Business	Business
Marketing	Postgraduate Diploma in Business	Business
Occupational Safety and Health	Postgraduate Diploma in Business	Business
Rehabilitation Counselling	Postgraduate Diploma in Rehabilitation	Health
Rehabilitation of the Visually Impaired	Postgraduate Diploma in Rehabilitation	Health
Neonatal	Postgraduate Diploma in Nursing	Health
Mental Health	Postgraduate Certificate in Nursing	Health
Neonatal	Postgraduate Certificate in Nursing	Health
Older Persons' Health	Postgraduate Certificate in Nursing	Health
Primary Health Care	Postgraduate Certificate in Nursing	Health
Public Health (major)	Bachelor of Health Science	Health
Rehabilitation (major)	Bachelor of Health Science	Health
Sport and Exercise (major)	Bachelor of Health Science	Health
Community Nutrition (minor)	Bachelor of Health Science	Health
Environmental Health (minor)	Bachelor of Health Science	Health
Ergonomics/Human Factors (minor)	Bachelor of Health Science	Health
Health Promotion (minor)	Bachelor of Health Science	Health
Health and Ageing (minor)	Bachelor of Health Science	Health

AC24/4/65Rev1

Human Physiology (minor)	Bachelor of Health Science	Health
Integrated Human Health (minor)	Bachelor of Health Science	Health
Mental Health (minor)	Bachelor of Health Science	Health
Occupational Safety and Health (minor)	Bachelor of Health Science	Health
Public Health (minor)	Bachelor of Health Science	Health
Rehabilitation (minor)	Bachelor of Health Science	Health
Exercise Prescription and Training	Master of Sport and Exercise	Health
Exercise Science	Master of Sport and Exercise	Health
Physical Education	Master of Sport and Exercise	Health
Sport Coaching	Master of Sport and Exercise	Health
Sport Management	Master of Sport and Exercise	Health
Exercise Prescription and Training	Postgraduate Diploma in Sport & Exercise	Health
Exercise Science	Postgraduate Diploma in Sport & Exercise	Health
Physical Education	Postgraduate Diploma in Sport & Exercise	Health
Sport Coaching	Postgraduate Diploma in Sport & Exercise	Health
Sport and Management	Postgraduate Diploma in Sport & Exercise	Health
Expressive Arts	Diploma in Arts	HSS
Teaching English to Speakers of Other Languages Leadership	Master of Education	HSS
Tertiary Education	Postgraduate Diploma in Education	HSS
Educational Psychology	Postgraduate Diploma in Education	HSS

Qualification Retirements

Qualification	College
Bachelor of Communication (Honours)	Business
Postgraduate Diploma in Accountancy	Business
Postgraduate Diploma in Banking	Business
Master of Journalism	Business
Postgraduate Diploma in Aviation	Business
Master of Advanced Leadership Practice	Business
Diploma in Health Science	Health
Diploma in Rehabilitation Studies	Health
Postgraduate Diploma in Rehabilitation	Health
Master of Sport and Exercise	Health
Postgraduate Diploma in Sport and Exercise	Health
Foundation Certificate in Advanced Academic English	HSS
Foundation Certificate in Academic English	HSS

Appendix B – No New Enrolment Specialisations, Qualifications

Specialisations Closed to New Enrolments (NNE) for 2024

Title	Qualification	College
Agribusiness	Master of Management	Business
Fashion Design	Graduate Diploma in Design	CoCA
Industrial Design	Graduate Diploma in Design	CoCA
Photography	Graduate Diploma in Design	CoCA
Spatial Design	Graduate Diploma in Design	CoCA
Textile Design	Graduate Diploma in Design	CoCA
Visual Communication Design	Graduate Diploma in Design	CoCA
Fashion Design	Postgraduate Diploma in Design	CoCA
Industrial Design	Postgraduate Diploma in Design	CoCA
Photography	Postgraduate Diploma in Design	CoCA
Spatial Design	Postgraduate Diploma in Design	CoCA
Textile Design	Postgraduate Diploma in Design	CoCA
Visual Communication Design	Postgraduate Diploma in Design	CoCA
Social Policy	Bachelor of Arts, Diploma in Arts, Graduate Certificate in Arts, Graduate Diploma in Arts, Postgraduate Diploma in Arts, Bachelor of Arts (Honours), Master of Arts	Health
Physiology	Bachelor of Sciences	Health
Health Services Navigation	Bachelor of Health Sciences	Health
Medical Laboratory Science	Postgraduate Diploma in Health Science	Health
Medical Laboratory Research	Master of Health Science	Health
Counselling and Guidance	Postgraduate Diploma in Education	HSS
Portuguese	Bachelor of Arts	HSS
Veterinary Pathology	Master of Veterinary Studies	Sciences
Epidemiology	Master of Veterinary Studies	Sciences
Veterinary Public Health	Master of Veterinary Studies	Sciences
Chemical and Bioprocess Engineering	Bachelor of Engineering with Honours	Sciences
Electronics and Computer Engineering	Bachelor of Engineering with Honours	Sciences
Mechatronics	Bachelor of Engineering with Honours	Sciences
Chemical and Bioprocess Engineering	Master of Engineering	Sciences
Electronics and Computer Engineering	Master of Engineering	Sciences
Mechatronics	Master of Engineering	Sciences
Electronics and Computer Engineering	Master of Engineering Studies	Sciences
Mechatronics	Master of Engineering Studies	Sciences
Without Specialisation	Master of Engineering Studies	Sciences

Qualifications Closed to New Enrolments (NNE) from 2024

Qualification	College
Certificate in Aviation Studies	Business
Graduate Diploma in Journalism	Business
Bachelor of Sport Management	Business
Bachelor of Creative Media Production (Hons)	CoCA
Doctor of Social Work	Health
Postgraduate Certificate in Social Work	Health

Graduate Certificate in Teaching English as an Additional Language	HSS
Postgraduate Certificate in Speech and Language Therapy	HSS
Postgraduate Diploma in Speech and Language Therapy	HSS
Postgraduate Certificate in Tertiary Teaching and Learning	HSS
Diploma in Dairy Technology	Science
Graduate Diploma in Dairy Science and Technology	Science
Graduate Diploma in Logistics and Supply Chain Management	Science
Master of Quality Systems	Science
Master of Supply Chain Management	Science
Postgraduate Diploma in Quality Systems	Science
Postgraduate Diploma in Supply Chain Management	Science

Appendix C - New Courses, Specialisations, Qualifications Approved in 2023

New Courses

Number	Title	College
110730	Special Topic I	Business
110731	Special Topic II	Business
110732	Risk and Technology	Business
110733	Financial Accounting and Reporting	Business
110734	Tax (NZ)	Business
110735	Business Performance	Business
110736	Audit and Risk	Business
110737	Integrated Chartered Accounting Practice	Business
115230	Pakihi Māori	Business
115231	Business Preparation and Simulation	Business
115232	Commerce and Sustainability in Practice	Business
115340	Sustainable Business Operations	Business
115341	Business Client Project	Business
125388	CFA Examination Prep	Business
114321	Managing Talent & Performance	Business
114343	Healthy Workplaces	Business
152393	Managing Conflict	Business
178230	The Economics of Human Behaviour	Business
178311	Big Data, Econometrics and Machine Learning	Business
178312	Globalisation and Trade	Business
197124	Soft Structures	CoCA
224206	Visualising Space	CoCA
224424	Illustration Art Now	CoCA
168736	Critical Care	Health
179730	Whakamana Tangata	Health
179731	Tangata Moana Social Practice, Policy and Action	Health
179732	Social Diversity and Professional Practice	Health
131720	Climate Change and Sustainability	HSS
131721	Global and Local Responses to Climate Change	HSS
145120	Geographies of Aotearoa New Zealand	HSS
172372	Diverse Contexts of Language Learning	HSS
172373	Language Curriculum and Materials	HSS
172375	Language Evaluation and Professional Development	HSS
230191	Special Topic Humanities & social Sciences	HSS
249733	Mana Orite in Education	HSS
249734	Equity and Inclusion	HSS
253740	Professional Development in Counselling I	HSS
254710	Ruia taitea – Transforming Education	HSS
254770	Valuing Relationships and Practices in Educational Contexts, Settings and Communities	HSS
258725	Critical and Current Topics in Literacy	HSS
267721	Research Methodologies in Education	HSS
271390	Fieldwork and Clinical Skills	HSS
271480	Speech and Language Therapy Practice in Diverse Contexts	HSS
271481	Fluency	HSS

AC24/4/65Rev1

271781	Advanced Fluency	HSS
272706	Discourse Analysis	HSS
272707	Language Documentation	HSS
119790	International Food Production Systems	Sciences
141240	Dairy Processing Technology	Sciences
141241	Dairy Engineering	Sciences
141320	Dairy Chemistry	Sciences
141321	Dairy Ingredient Technology	Sciences
141322	Dairy Product Technology	Sciences
141323	Cheese and Whey Technology	Sciences
141324	Dairy Manufacturing Principles	Sciences
162720	Current Concepts in Molecular Life Sciences	Sciences
218812	Research report 90 credit Part 1	Sciences
218813	Research report 90 credit Part 2	Sciences
297101	Statistical Data Science	Sciences
297201	Data Wrangling and Machine Learning	Sciences
297301	Applied Machine Learning and big Data Processing	Sciences
227130	Veterinary Work Integrated Learning 1	Sciences
227230	Veterinary Work Integrated Learning 2	Sciences
227231	Veterinary Science 2.1	Sciences
227232	Veterinary Science 2.2	Sciences
227233	Special Topic in Veterinary Science 2	Sciences

New Specialisations

Specialisation	Qualification	College
Applied Professional Practice (major)	Bachelor of Business	Business
Applied Professional Practice (minor)	Bachelor of Business	Business
Professional Accountancy (Chartered Accountant)	Postgraduate Diploma in Business	Business
Global Communication (minor)	Bachelor of Business	Business
Climate Action	Master of Sustainable Development Goals	HSS

New Qualifications

Qualification	College
Postgraduate Diploma in Counselling and Guidance Studies	HSS
Graduate Diploma in Dairy Science and Technology	Sciences



COLLEGE OF
HUMANITIES AND
SOCIAL SCIENCES

Report to Academic Board

University Strategy Implementation Within the College of Humanities and Social Sciences

Introduction

Te Kunenga ki Pūrehuroa Massey University Strategy 2022-2027 contains four pou related to the academic strategy:

- *Pou Rangahau* (Research) – research excellence in areas vital to Aotearoa’s society, economy and communities we serve.
- *Pou Ako* (Learning and Teaching) – providing all our students with excellent, contemporary and equitable learning experiences.
- *Pou Hono* (Connection) – actively leading and contributing to sustainable and flourishing connections, locally, nationally and internationally.
- *Pou Tangata* (People) – providing a supportive study and work environment.

This report contains 2023 evidence of CoHSS implementation of the 2022-2027 Massey Strategy across the four pou. For each pou, a summary statement is made, followed by a table of evidence.

1. Pou Rangahau

Data presented in *Table 1: Evidence of delivery and/or enablers of research excellence* are sourced from the CoHSS reports to the Vice-Chancellor in 2023 and provide a range of national and international exemplars. While the selection is necessarily limited, it does demonstrate the depth and breadth of research excellence across the CoHSS, and thus contribution to the 2022-2027 Massey Strategy.

Indicators of depth include contributions from multiple professors (n=11), associate professors (n=11), doctoral qualified staff (n=25) and non-doctoral qualified staff (n=1). Contributions have been made from each of the five Units (Education; Humanities, Media and Creative Communication; People, Environment and Planning; Psychology; and Te Pūtahi-a-Toi). Further indicators of breadth include the range and number of contributions, such as *research grants of >\$45Million secured*, including Marsdens (n=8), Endeavour (n=4), other sources (n=4). *Prestigious awards/medals/prizes* to personnel in the CoHSS include Massey University Medals (n=4), *and national and international externally bestowed awards* (n=4), such as the Janet Duffin Award for Outstanding Research. *Fulbright scholarships* were granted to staff (n=2), along with an invitation for a funded visiting professor to the UK (n=1), *invitations to expert panels* (e.g., literacy achievement, assessment), *and editorial boards* (n=9) and *keynote addresses* (n=4). Underpinning the contribution to excellence in research are numerous *sole and co-authored publications in high-ranking journals and book publishers*. Significant successes were reported by our Māori staff (Professor Cassie Kenney, Associate Professor Natasha Tassell-Matamua, Associate Professor Joseph Darrin, Dr Pania Te Maro, Dr Hona Black, Whiti

Hereaka), and our Pacific staff (Professor Jodie Hunter, Associate Professor Siautu Alefaio-Tugia). Finally, several staff members made multiple contributions during 2023, including Professor Jodie Hunter, Associate Professor Tara McLaughlin, and Associate Professor Jenny Poskitt.

In short, the College delivered and enabled research excellence across multiple spheres of research.

Table 1: Evidence of delivery and/or enablers of research excellence

Academic Title	Name	Role	Organisation/event	Dates
Professor	White, Cynthia	Keynote address	International Symposium, Indonesia	29 Nov 2022
		Plenary Speaker	Launch Ceremony, Masters Programme School of Foreign Languages, IGNOU, New Delhi, India	1 Mar 2023
Professor	Tilley, Elspeth	Standard Marsden	Royal Society of New Zealand	2023
		Keynote address	30 th Annual Conference of the Chinese and Foreign Biographical Literature Research Association at Zhengzhou University, China	Nov 2023
Professor	Roehr, Susanne	Explorer Grant – Co-exploring dementia risk reduction from a planetary health perspective	Health Research Council	2023
Professor	Roche, Mike	Author	Peer-reviewed journal and co-authored article	Nov 2022
Professor	Riley, Sarah	Co-authored book	Routledge	Nov 2022
Professor	O’Neill, John	Herbison Lecture	NZARE Conference	Nov 2022
		Author Guest Editor	NZ Journal NZ Journal	Nov 2022 Nov 2022
Professor	Kenney, Cassie et al	‘Pungapunga Auaha: Co-developing a new low carbon pumice economic sector for Aotearoa NZ with tangata whenua’	MBIE Endeavour Funding \$8M over 5 years	2023
Professor	Johnston, David et al	‘Ngā Ngaru Wakapuke – Building resilience to future earthquake sequences’	MBIE Endeavour Funding \$12.6M over 5 years	2023
Professor	Hunter, Bobbie Hunter, Jodie	Team Research Medal	Massey University	2022
		Principal Researcher Marsden	Te Pūnaha Matatini (CoRE) Royal Society of New Zealand	2023
		Awarded British Society for Research into	Journal of Research in Mathematics Education	2023
			Janet Duffin Award 2022 Outstanding Research	2023

		Learning Mathematics		
		Visiting Professorship to disseminate research findings and methodology.	Funded by Leverhulme Foundation – visiting various British universities	2023
Professor	Bourke, Roseanna	Guest Editor Co-author	NZ Journal Book chapter Routledge	Nov 2022 Nov 2022
Professor	Alpass, Fiona & Stephens, Christine	Research programme ‘Modifiable pathways to sustainable ageing in Aotearoa’	MBIE Endeavour Funding \$11.4M over five years	2023
Associate Professor				
Associate Professor	Tassell-Matamua, Natasha	Standard Marsden \$861K ‘Kua whetūrangihia koe: linking the celestial sphere to end-of-life experiences’ Awarded grant to work with multi-disciplinary team of 11 international experts	Royal Society of New Zealand Bial Foundation	2023 Jul 2023
Associate Professor	Sullivan, Robert	Elected Vice President Panellist on External Advisory Panel on Literacy Achievement	NZ Poetry Society 2023 Prime Minister’s Awards	2023 2023
Associate Professor	Poskitt, Jenny	Author Supervisor Research Medal Invited international assessment expert Joint keynote speaker Invited Chair Invited to review CPD programme	UK Journal Q1 Massey University Camau i’r Dyfodol project, University of Glasgow, Trinity Saint David Wales and Welsh Govt New Zealand Assessment Institute Conference NZQA Symposium on Assessment in the Age of Artificial Intelligence NZ Dermatological Society Inc	Nov 2022 Dec 2022 Mar 2023 19-20 Apr 2023 31 May 2023 Wellington Nov 2023
Associate Professor	Nicholls, Tracy	Standard Marsden \$861K	Royal Society of New Zealand	2023

		‘Misogyny, rhetorical violence and invisibilised entwining of digital and embodied social worlds’		
Associate Professor	McLaughlin, Tara	Co-Editor Co-author Co-author PI for team grant \$75K Led IOE team resource development	Springer Book 3x chapters Springer Book chapter Springer Children and Families Research Fund Round 7, MSD Online curriculum resource <i>Kōwhiri Whakapae</i> to help early learning Kaiako strengthen teaching/assessment practice.	Nov 2022 Nov 2022 Dec 2022 Apr 2023 Nov 2023
Associate Professor	Joseph, Darrin	Marsden Grant \$660K with Univ. of Waikato “Picture books in Aotearoa: The design and content of picture books reflecting indigenous language, culture and evolving national identities’	Royal Society of NZ	2023
Associate Professor	Hudson-Doyle et al	‘Hazard, risk and impact modelling for fast moving landslides’	Endeavour Research Funding \$10.5M over five years	Nov 2023
Associate Professor	Farrelly, Trisia	Exceptional Research Citizenship Medal Keynote co-presentation, “The scientist’s coalition for an effective plastics treaty”	Whaowhia Ngā Kete o Te Wānanga UN Environment Programme International Forum, Paris	Nov 2022 26 May 2023
Associate Professor	Carvalho, Lucila	Co-author Editor	International Journal Book Elsevier	Nov 2022 Nov 2022
Associate Professor	Becker, Julia	Co-author PI for team research grant \$450K to understand how to teach people to be better prepared for natural hazards	Book chapter Oxford Univ Press Toka Tū Ake EQC University Research Programme	Nov 2022

Associate Professor	Alefaio-Tugia, Siautu	Book launch Pacific Indigenous Psychology Recipient 2023 Fulbright Scholarship	Samoa (with Prime Minister, Fiamē Naomi Mata'afa) Parliament (Wgtn) University of Hawai'i and Centre for Human Rights and Humanitarian Studies at Brown University, Providence	21 Apr 2023 8 Jun 2023 Jul 2023
Dr				
Dr	Williams, Matt	Early Career Research Medal	Massey University	2022
Dr	Whitehead, Amy	Appointed Vice-President	NZ Association for the Study of Religions	2023-2025
Dr	Te Maro, Pania	Co-editor book	NZCER Press	Nov 2022
Dr	Sleeman, Mike	Co-author	NZ Journal	Nov 2022
Dr	Seager van Dyk, Ilana	Leadership Award Alies Muskin Career Development Leadership Programme (CDLP) Emerging Research Grant Affirming cognitive behaviour therapy for rainbow youth and whānau in Aotearoa	Anxiety & Depression Association of America Health Research Council	2023 2023-2026
Dr	Powles, Anna	Expert Associate	National Security College, Australian National Univ	2023-2025
Dr	Oliveria, Genaro	Co-author 2 articles Co-author	NZ and International Journals Book Oxford Uni Press	Nov 2022 Nov 2022
Dr	McNeill, Jeff	Convened and presented	NZ Local Government Symposium	13 Feb 2023
Dr	McLennan, Sharon	Standard Marsden \$861K 'Re-imagining health care in Fiji: Exploring health system resilience in the COVID-19 pandemic and beyond'	Royal Society of New Zealand	2023
Dr	Khoo, Elaine	Appointed member of Editorial Board Panel of reviewers for Sutton-Smith Doctoral Award	Q2 Journal: Frontiers in Education – Digital Learning Section NZ Association for Research in Education	Apr 2023 Jul 2023
Dr	Isom, Philippa	Co-author Appointed convenor	International Journal	Nov 2022 Apr 2023

			Association of Visual Pedagogies Conference – Decolonising visuality: Visibilising Pedagogies	
Dr	Hudson-Doyle, Emma	Editor-in-Chief Journal of Applied Volcanology	International Journal	
Dr	Howland, Peter	Editor and author of 2 articles	Routledge	Nov 2022
Dr	Easterbrook-Smith, Gwyn	Author	Book chapter Routledge	Nov 2022
Dr	Dharan, Vijaya	Appointed to Editorial Board	New Zealand Journal of Education Studies	July 2023
Dr	Denston, Amanda	Co-author	NZ and Australian Journals	Nov 2022
		Co-author	Book chapter NZCER	Nov 2022
Dr	Conroy, Thom	Co-author and guest editor x2	Australian Journal	Nov 2022
Dr	Clarke, Linda	Co-author	NZ and Australian Journals	Nov 2022
Dr	Butler, Philippa et al	Contracted to analyse feedback on NZ Curriculum Refresh	NZ Ministry of Education	2023
Dr	Borovnik, Maria	Standard Marsden \$784K 'Navigating labour mobilities: Seafarers after COVID-19'	Royal Society of New Zealand	2023
Dr	Black, Hona	Fast-Start Marsden \$360K 'Kua kī taku puku, ko tew aha o raro kei te haikai tonu'	Royal Society of New Zealand	2023
Dr	Bjork, Collin	Fast-Start Marsden \$360K 'Sound judgements? Assessing rhetorics of civic delivery in true crime podcasting'	Royal Society of New Zealand	2023
		Fulbright Scholar	2023-2024 University of Ljubljana, Slovenia	
Dr	Beban, Alice	Recipient 2023 Brenda Prize	Association for Asian Studies (AAS)	2023
Dr	Bakogianni, Anastasia	Elected President	Australasian Women in Ancient World Studies Society	2023-2024
Dr	Aspden, Karen	Co-author	Book chapter, Springer	Nov 2022
		Co-author	Book chapter NZCER	Nov 2022
	Hereaka, Whiti	Longlisted Dublin Literary Award	Ireland	Nov 2022

2. Pou Ako

CoHSS staff fostered, enabled, and delivered excellent learning environments in 2023, as illustrated in *Table 2: Evidence of fostering, enabling, and delivering excellent learning environments*.

Notable, are the accomplishments across the spectrum of seniority (professors through to lecturers/tutors), individuals and teams, as well as programme-level accolades and awards. VC awards were achieved by two senior staff (*Kaupapa Māori Teaching Excellence Award, Teaching Excellence Award*), and two junior staff (*MU Early Career Teaching Award*). Two groups of staff were awarded *Prime Minister Scholarship Awards* (for student cultural exchanges to Columbia and Brazil). Three programmes attracted national and international attention (*Kaupapa Māori Award -Te Whatu Kairangi Aotearoa Tertiary Educator Award; Development Studies Programme ranked 1st NZ in QS subject ranking; Classical Studies celebrated its 50-year anniversary*). The ultimate indicator of excellent learning environments is student success, of which two outstanding achievements were evident in the *Ambassador's Prize for Excellence in Japanese* awarded to three students, and one doctoral student won the *ALANZ Best PhD Thesis Prize* 'Teacher agency in synchronous one-to-one Chinese online language teaching'.

Not shown in Table 2, but important for fostering excellent learning environments, is staff engagement with students and with continuing professional development opportunities. College staff not only participate in workshops and seminars offered through the myHR Development Catalogue but are often leaders or facilitators in them. Moreover, participation rates in the Higher Education Academy programme are evident in the number of College staff gaining HEA accreditation, and subsequently serving as mentors and assessors. College staff contribution to teaching mentoring circles can be attested by the Education Futures and Centre for Educational Transformation teams.

Ongoing innovations and responsiveness to needs of students and the wider community is seen in the expansion of doctoral pathways by the Institute of Education (publication, monograph, and professional practice). Most importantly, progress has been made in embedding te Ao Māori into academic programmes. A clear example is the refreshed Master of Education in which a compulsory core course, 254.710 Ruia Taitea: Transforming Education, introduces students to critical issues of education examining such key concepts social justice, cultural location, and the collective wellbeing in the context of education in Aotearoa New Zealand. The threads of Tiriti of Waitangi, collaboration, importance of relationships, advancing academic, digital skills and literacies are embedded throughout each of the specialisations.

Finally, the College is focused on continual improvement in the academic offer, the detail of which is contained in College Board reports to Academic Board. In summary, the following academic changes were made by the College in 2023: course amendments (n=78), new courses (n=20), retired courses (n=49), specification amendments (n=16), qualification amendments (n=20), new qualifications (n=1) and retired qualifications (n=2).

Table 2: Evidence of fostering, enabling and delivering excellent learning environments

Title	Name	Award/Example	Date(s)
Professor	Tomlins-Janke, Huia et al	VC Kaupapa Māori Teaching Excellence Award	2022
Professor	Alvarado, Leonel & Tilley, Elspeth	Awarded funding (PM Scholarship) for eight expressive arts students to visit Columbia for collaborative learning and cultural exchange	Aug 2023
Associate Professor	Hartnett, Maggie	VC Award for Teaching Excellence	2021
Dr	Oliveria, Genaro & Carvalho, Lucila	PM Scholarship Award for 10 Grad Dip Teaching and Learning students to visit Brazil, and foster cross-country connections and understandings	Jul 2023
Dr	Nichola, Ake & Ridge, Eleanor	MU Early Career Teaching Award	2022

Dr	Lowry, John & Summers, Rachel	CoHSS 2022 Teaching Award for Innovation and Excellence (Team).	2023
Dr	Leete, Nicola	Awarded Dr Ann Shorten Doctoral Award by ANZELA for best thesis in education law research. \$3K to present research at 2024 ANZELA Conference	2023
Dr	Garea, Shaun & Hebden, Ross	Launched GRAIL – Gaming Research & Investigation Laboratory at Armageddon Expo, PN	5-6 Aug 2023
	Bortolotto, Celina & Bonilla, Gonzalez	Hosted Spanish students from three Hawke’s Bay and Wairarapa Colleges for immersive learning experience	Aug 2023
Dr	Bjork, Collin	Early Career Teaching Award	2021
Programmes/individual staff			
	Toi Kura, teaching unit within Te Pūtahi-a-Toi	Kaupapa Māori Award at this year’s Te Whatu Kairangi Aotearoa Tertiary Educator Awards	2023
	Lenart, Rachel	Five regional theatre award nominations	2022
	Karunatilaka, Shehan	2022 Booker Prize Winner Visited Manawatū Campus	Mar 2023
	Institute of Education	Now offers three pathways to PhD (Education): by publication, monograph and by practice (better suited to practice-oriented research)	Apr 2023
	Development Studies Programme, PEP	Ranked 1 st NZ, 29 th Globally Quacquarelli Symonds (QS) Subject Ranking	2023
	Classical Studies Programme	Celebrated 50-year anniversary with series of events	Aug 2023
Student awards	Lee, Hannah Coutts, Joel Tamayo, Carol	Ambassador’s Prize for Excellence in Japanese	2020 2021 2022
	Dai, Chujie (PhD student)	Won ALANZ Best PhD Thesis ‘Teacher agency in synchronous one-to-one Chinese online language teaching’	Apr 2023
Scholarship	Dr Caitlin (Cat) Pausé Memorial Scholarship	Several scholarships will be provided annually to enable student excellence	29 May 2023

3. Pou Hono

Considerable work has been undertaken by College staff to create, honour and sustain meaningful connections and partnerships, addressing the world’s big problems, matters of national interest and promoting leadership. *Table 3: Evidence of creating, honouring, and sustaining meaningful connections* displays the range of connections nationally and internationally.

One means of fostering and honouring connections is through *hosting a range of events* such as those organised by various Units within the College (PEP – SDGs Aotearoa Summit; JCDR collaboration with US Geological Survey and Institute of Geological and Nuclear Science; Tātai Angitu – doctoral students and professors from Bangkok; the History programme – students and teachers from the central North Island; and HART Symposium and book launch). *Multiple appointments were made to national and international bodies* (Board of Pacific Education Foundation, Ministry of Education Assessment Expert Panel, International Reference Group to advise Welsh government on education, NZ SPELD Board, Tourism Panel on Climate Change). *Numerous visiting/exchange events occurred* (NZ Centre at Peking University in China, Vietnam, Queen’s University Centre for Children’s Rights, Commonwealth Fellowship in the Shakespeare Institute University of Birmingham, Khon Kaen

University Thailand). The reader is referred to *Table 3* which contains examples of *invitations to collaborative projects, multi-disciplinary and international partnerships*.

Furthermore, *Table 4: Evidence of contributing to solving the world's big problems, matters of national interest, promoting leadership* expands the connectedness to collaborative international partnerships which foster shared action for positive change in addressing matters of global interest. The examples given relate to international understanding and policy development on artificial intelligence in assessment, and in professional education. Further examples of contribution to solving matters of national interest and global problems are provided in Tables 1-3, and 5.

In short, the range and extent of collaborative activities demonstrate CoHSS staff are actively creating, honouring, and sustaining meaningful connections with the academic, policy/political, and professional worlds, at national and international levels.

Table 3: Evidence of creating, honouring and sustaining meaningful connections

Title	Name	Activity/award/event	Date
Professor			
Professor	Tilley, Elspeth	Visiting Research Fellow, NZ Centre at Peking University, China	Sep-Oct 2023
Professor	Hunter, Jodie	Appointed Board of Pacific Education Foundation	Three-year term
Professor	Greener, Beth et al	Delivered report to Chief of Army & Army Governance Board Diplomatic delegation to Vietnam as part of Asia NZ Track 11 – in-depth discussions exploring increased engagement between Vietnam and NZ	30 Jan 2023 Vietnam 1-4 Nov 2023
Professor	Bourke, Roseanna & O'Neill, John	Visiting Professors at Centre for Children's Rights, Queens University Belfast, Northern Ireland	Sep 2023
Professor	Banks, Glenn & Scheyvens, Regina	Hosted 2024-2025 Sustainable Development Goals (SDG) Summit for Aotearoa. To be a biennial event, co-hosted with PNCC and Food HQ	Aug 2023
Associate Professor			
Associate Professor	Tassell-Matamua, Natasha	Working with international, multi-disciplinary team (n=11) of experts to study terminal lucidity in children	May 2023
Associate Professor	Prinsen, Gerard	Provided expert view to Australian Parliament's Joint Standing Committee on National Capital and External Territories inquiry Norfolk Island	25 Jul 2023
Associate Professor	Poskitt, Jenny	Appointed to MOE Assessment Expert Panel to refresh Assessment Position Paper for NZ school sector Presented keynote address at 4 th International Educational Assessment Network Conference, Slovenia – 'Equity, diversity and indigeneity in assessment' Appointed to International Reference Group to advise Welsh Government on school improvement	Mar – Sep 2023 8 Jun 2023 Oct 2023

Associate Professor	Farrelly, Trish	Co-founded Tāngata Whenua Coalition for an Effective Global Plastics Treaty (TWC). Met with Indigenous People's Working Group to ensure treaty implementation measures are guided by co-production of Indigenous and non-indigenous science Product Stewardship winner WasteMINZ Awards for Excellence	May 2023 Paris Jun 2023
Dr			
Dr	Vinnell, Lauren	Outstanding Paper Award from Earthquake Engineering Research Institute (EERI)	Nov 2022
Dr	Sleeman, Mike	Elected to Board of SPELD NZ	Aug 2023
Dr	Powles, Anna	Organised Security Cooperation in the Pacific Workshop Co-hosted Dialogue with US-NZ Enhanced Pacific Partnership	23-24 Nov 2022 5-7 Dec 2022
Dr	Movono, Apisalome	Appointed Lead expert Tourism Panel on Climate Change (TPCC)	Three-year term
Dr	Dharan, Vijaya	UNESCO UNITWIN partnership renewal	Four-year term
Dr	Carpendale, Jared	Invited to join international project at NZ Co-ordinator for International Union of Pure and Applied Chemistry for survey of secondary school teachers	Oct 2023
Dr	Bakogianni, Anastasia	Developed and coordinated international conference 'Challenging the patriarch: Reframing Graeco-Roman women and their reception. Hosted by University of Newcastle, Australia	30 Jun-1 Jul 2023
Dr	August, Hannah	Commonwealth Fellowship at University of Birmingham – Shakespeare Institute	May-Jul 2023
Dr	Ashton, Karen & Taylor, Kerry visited Khon Kaen University, Thailand. Delivered workshops, discussed MOU, research and student/staff exchange programmes	Khon Kaen University, Thailand	Aug 2023
No title	JCDR hosted delegation led by Deb Haaland	Collaboration with US Geological Survey, Institute of Geological and Nuclear Science	21 Feb 2023
School/unit/programmes			
	Tātai Angitu, IOE	Hosted PhD students and Professors from Kasestart University, Bangkok for short course focusing on education in Aotearoa.	1-15 May 2023
	School of HMCC	Art installation Ecopoesis Aotearoa: The Yarning Dome – combatting climate change Wellington	22-26 Feb 2023

		Community Collaboration with PNCC Manawatū Summer Shakespeare Romeo and Juliet Eight expressive arts students awarded PM's Scholarship for Latin America – month-long immersion programme at Universidad de Los Andes in Bogota – climate change, te Ao Māori and Columbian sustainability concepts	Feb 2023
	History Programme	Hosted Year 13 History Seminar for students and teachers central North Island (150 students/teachers attended)	Aug 2023
	Health and Ageing Research Team (HART): Ageing in Aotearoa – the NZ Health, Work and Retirement Study: 18 years and onward	Held Symposium at Wharewaka Function Centre, Wellington Also book launch at the event: Ageing in Aotearoa: The NZ Health, Work and Retirement Study.	7 Jun 2023

Table 4: Evidence of contributing to solving the world's big problems, matters of national Interest, promoting leadership

Title	Name	Activity/award/event	Date
Associate Professor	Poskitt, Jenny	Co-organised International Educational Assessment Network mini summit on Artificial Intelligence in Assessment, with researchers from Dublin City University, Glasgow University and the National Council for Curriculum and Assessment in Ireland. Attendees from 12 participating nations at online event.	Sep 2023 Mini-summit 26 Sep 2023
Dr	Carpendale, Jared	Appointed as member of Steering Committee for research project funded by Australian Research Council Discovery Grant 'Shifting the culture of out-of-field professional education for teachers'	Oct 2023

4. Pou Tangata

College staff have undertaken activities to foster, support and enable an inclusive, respectful, and safe environment for other staff, students, and the wider community. The most outstanding example of this is Professor Rangī Mātāmua, who was not only awarded *New Zealander of the Year* but was instrumental in the *instigation of the Matariki National Holiday* which honours te Ao Māori and tikanga with astronomy, but more so, builds understanding, respect and honour amongst New Zealanders for te reo Māori, tikanga, and whakawhanaunga. Other examples include *co-convening symposium to build mutual understandings and knowledge amongst scholars and art practitioners, and development of resources to help with parenting transgender children*. Physical, political, and cyber safety are also critical elements, in which the Centre for Defence and Security Studies helps *build collaborative understandings, intelligence and strategic advice to influence geopolitical stability*. While not depicted in *Table 5: Evidence of fostering inclusive, respectful, and safe environments*, College staff have attended workshops offered on Pastoral Care of Students, recognising and responding to students of concern, fostering student support and wellbeing, engaging in religious diversity, te reo and tikanga Māori, cultural understanding, team management, giving effective feedback, having difficult conversations, Health and Safety, Rainbow Inclusiveness, supervising in a Titiri-inspired university, to build a safe, inclusive and respectful learning and working environment.

Table 5: Evidence of fostering inclusive, respectful and safe environments

Title	Name	Activity/award/event	Date
Professor	Mātāmua, Rangi	Officer of NZ Order of Merit – services to astronomy; instrumental in Matariki National Holiday New Zealander of the Year	2023 Mar 2023
Dr	Hazou, Rand	Co-convened Precarity Creative Arts and Wellbeing Symposium Brought together scholars and art practitioners	1-2 Sep 2023
Dr	De Bres, Julia	Illustrated resource for parenting transgender child	Dec 2022
	Third NZ National Security Conference led by Centre for Defence & Security Studies	Panels on: Global Strategic Shifts, Pacific Security; Intersection on Economic Security and National Security; Intelligence Trends and Foresights; Impact of current and Emerging Digital Technologies on National Security	

Conclusion

This report on College of Humanities and Social Sciences endeavours in 2023 to actively implement the 2022-2027 University Strategy on academic matters, contains activity across the four pou (Rangahau, Ako, Hono, Tangata). Notable are the efforts made by staff representing various levels of experience and seniority, across all Units of the College, and the wide-ranging examples of expertise, collaboration, and leadership. Individually and collectively, these endeavours are influencing learning, research, policy, practice, and quality of life throughout Aotearoa New Zealand and internationally. Nevertheless, there is room for further innovation, partnership, and sustainable action. Continual improvement is a collective endeavour for the College, and the challenges ahead include sustaining excellence during a period of significant fiscal constraint, economic and geopolitical uncertainty.

Professor Cynthia White
Pro Vice-Chancellor
College of Humanities and Social Sciences

11 April 2024



MASSEY UNIVERSITY

COLLEGE OF CREATIVE ARTS
TOI RAUWHĀRANGI

Toi Rauwhārangī Curriculum Transformation CUAP Proposal Overview

To: Members of Te Kunenga ki Pūrehuroa Massey University Academic Committee regarding the suite of CUAP proposals relating to undergraduate and postgraduate offerings in Design, Fine Arts, Screens Arts and Commercial Music at Toi Rauwhārangī College of Creative Arts.

From: Toi Rauwhārangī College of Creative Arts Curriculum Transformation Working Group: Associate Professor Faith Kane, Director Academic; Jessica Board, College Executive Manager; Greg Gilbert, Director Academic Development and Assurance; Rongomaiaia Te Whaiti, Kaihautu Toi Māori; Professor Heather Galbraith, Director Postgraduate; Associate Professor Rachael Rakena (Whiti o Rehua School of Art); Tristram Sparks (Ngā Pae Māhutonga School of Design); Associate Professor Bridget Johnson (Te Rewa o Puanga School of Music and Creative Media Production); and Caitlin Ligo, College Academic Manager.

1. Introduction

The College of Creative Arts Curriculum Transformation Working Group would like to thank the members of Academic Committee for the opportunity to put forward the attached suite of proposals for approval. We very much appreciate your time and consideration of the proposals as we seek to evolve and maintain the breadth, quality, and financial sustainability of our academic offerings across Toi Rauwhārangī. We would also like to thank committee members for their efforts in reviewing the Early Notice documents in December 2023 and the subsequent conversations and advice. All feedback has been considered thoughtfully, along with insights gained from ongoing internal and external consultation, informing the development of the final proposals. In particular, we have sought to emphasise that future students will still enrol in the four-year 480 credit BDes(Hons) and BFA(Hons), with the shortened three year 360 credit BDes and BFA operating as exit qualifications (in alignment with the BSA Hons). And, we have also sought to provide clearer articulation of the new Mātauranga Toi Māori pathway.

To make the package of documents that follow digestible and efficient for your consideration and discussion at our upcoming meeting, we have provided a high-level overview of the proposals and curriculum developments contained within them. As such, this covering document provides:

- an overview of the context, aims and objectives of the curriculum transformation work as a whole;
- a summary of the consultation process to date;
- an outline of the proposals included; and
- indicative diagrams of the proposed new curriculum structure for each programme area.

2. Context, aim and objectives

Toi Rauwhārangī College of Creative Arts, wishes to put forward a suite of CUAP proposals to transform its bachelor, bachelor with honour's and master's degree offerings. The intention of these changes were indicated in an Early Notice for 'Significant Developments to the Suite of Toi Rauwhārangī Qualifications in areas of Fine Arts, Design, Screen Arts and Commercial Music', which was considered and discussed by Academic Committee members in December 2023.

As outlined in the Early Notice document, the suite of changes to our qualifications is presented as a coherent package as, together, the changes address a number of strategic aims while also improving the financial sustainability of the College. While the proposals include two new qualifications and a new specialisation, primarily this work seeks to evolve the current offering while maintaining the many excellent areas of delivery upon which the College's reputation is built.

The curriculum transformation will:

- create a Mātauranga Toi Māori pathway available as a major within all bachelor and bachelor with honour's degrees on Pukeahu - (the pathway can be taken as a major or as independent courses);
- facilitate improved staircasing into postgraduate study;
- reduce subject duplication through improved programme integration; and
- bring our qualifications in-line with comparable offerings structurally, while maintaining our distinct breadth of offerings in Aotearoa.

Each of the proposals put forward are structured around these objectives. These goals have been informed by the new University wide graduate profile, with the learning outcomes for each of the new courses mapped to the new profile. All of the proposals are underpinned by the following understanding of Mātauranga Toi Māori.

How do we define Mātauranga Toi Māori?

"Mātauranga Māori is thus made up of a core of inherited knowledge, plus the values and ethics that go with it, and new knowledge, some of which we've added as a result of our discoveries and research, and some we've borrowed outright from western knowledge and from our experiences of living with exponents of other belief systems and other knowledge systems" (Mead, 2022).

Mātauranga Toi Māori exists within mātauranga Māori. It is inextricably interwoven with te reo me ōna tikanga, inherited knowledge, whakapapa, waiata, karakia and much more. Toi Māori exists on a continuum comprising layers of generational knowledge, creative expression and Māori creative practitioners. Toi Māori is multi-disciplinary accumulating and adopting new tools and knowledges, contemporary approaches to creative expression and "melding these with pre-existing concepts, technologies and experiences" that exist within mātauranga Māori (Royal, 2011).

Within the scope of the proposed Mātauranga Toi Māori major, students will take a comprehensive look into critical facets of toi Māori such as te reo Māori me ōna tikanga, mōteatea, waiata, karakia and other subjects within mātauranga Māori. Students will explore the historical evolution of Toi Māori within the whare whakairo to cosmological narratives as manifested in contemporary arts across a diverse spectrum of disciplines. Mātauranga Māori will inform the pedagogical approach including wānanga, te reo Māori me ōna tikanga, waiata, and tuakana-teina through vertical streaming. Te Rau Karamu Marae on the Pukeahu campus provides students with an unparalleled educational environment fostering a unique and immersive experience, allowing students to deeply engage with mātauranga Toi Māori under scholarly scrutiny.

Teaching and learning will be facilitated by contemporary Māori artists of distinction, including existing Toi Rauwhāangi academic staff, all of whom participated in the design of this proposed specialisation, and are referred to in the proposal.

3. Consultation summary

Internal and external consultation is well underway and will continue into and throughout 2024, as outlined below. Insights gained from consultation to date have informed decision-making with regards to the full suite of proposals.

Internal consultation

- Internal wānanga and hui with Māori staff and students including, Associate Professor Kura Te Waru-Rewiri, Programme lead for Toioho ki Āpiti Māori Visual Arts, and Professor Robert Jahnke to determine the most appropriate pathways for grounding creative study through mātauranga Māori. Consultation has also taken place across the university with individuals including, Deputy Pro Vice Chancellor Professor Meihana Durie, Distinguished Professor Hingangaroa Graham Smith, and Associate Professor Dr. Veronica Tawhai (Pūkenga Tiriti, Office of the DVC Māori). Feedback on the proposed the Mātauranga Toi Māori major has been positive across all areas of consultation.
- Fulsome discussion across the College, the provision of feedback opportunities and collaboration with staff that teach into the relevant programmes with the proposed Mātauranga Toi Māori pathway receiving a high level of support from all staff.
- Across the University with relevant colleges and central teams, including the Provost office, DVC Māori office and representatives on Academic Committee and Learning and Teaching Committee.
- Engagement with students, initially via a survey questionnaire (across Design and Fine Arts) where we asked for feedback about all proposed changes, with one section dedicated specifically to explaining and soliciting feedback about the Mātauranga Toi Māori major. There was overwhelming support for the proposed new major and feedback was also particularly supportive of introducing the ability to opt out of the four year honour's programmes to complete a bachelor's degree within three years. Responses to other aspects of the proposal were positive overall, providing some important insights about the opportunities and challenges posed by the proposed changes. These insights gained will be carefully considered as we develop implementation and transition plans and undertake further curriculum development.

External consultation

- Additional consultation with external stakeholders in Māori advancement as a priority such as, iwi and hapū leaders and community particularly those within Te Ūpoko-o-te-Ika and Māori within the creative and education sector.
- Discussion with relevant tertiary providers including, Elam School of Fine Arts – Auckland University; Art and Design at Auckland University of Technology, Ilam School of Fine Arts – University of Canterbury, School of Design at Victoria University of Wellington.
- Discussion with industry and community stakeholders, many of whom our staff have identified and have working and reciprocal relationships already including; Toi Mai Ohu Ahumahi Workforce Development Council, Museum of New Zealand Te Papa Tongarewa, Wellington City Art Gallery, Wellington City Council, local secondary school art teachers, curators, independent artists, and alumni, Weta Workshop, design studios (Studio C, Pik Pok, Warren and Mahoney, Story Inc, Kate Sylvester, Rembrandt, AIPA and Brand New Books).

- Comprehensive benchmarking against similar programmes across Aotearoa New Zealand and highly ranked Australian institutions has been undertaken, as well as conversations with institutions with similar profiles in the UK and Canada.

4. Proposals overview

Table A lists the proposals put forward for consideration. These proposals cover the top-level information about the new qualifications and significant amendments proposed to current qualifications. They include schedules for each of the qualifications being proposed or amended. *Table B* lists all proposals for new courses associated with the aims of the changes. *Table C* provides an overall analysis of courses.

Table A. List of qualification and specialisation proposals

Proposal Type	Main Proposal	Key Changes
New Qualification	Master of Screen Arts	New Qualification
	Master of Commercial Music	New Qualification
New Specialisation	Mātauranga Toi Māori Proposals for: Bachelor of Design with Honours Bachelor of Design Bachelor of Fine Art with Honours Bachelor of Fine Art Bachelor of Screen Arts with Honours Bachelor of Screen Arts Bachelor of Commercial Music	New Major available for all Pukeahu campus based undergraduate qualifications.
CUAP Amendments	Master of Fine Art	Resized qualification (240 to 180 credits), updated regulations, graduate profile and schedule.
	Bachelor of Design with Honours	Updated regulations with new core requirements, new major, amended schedule and a three-year exit option.
	Bachelor of Design	Resized qualification (480 to 360 credits), updated regulations, graduate profile and schedule.
	Bachelor of Fine Art with Honours	Updated regulations with new core requirements, new major, amended schedule and a three-year exit option.
	Bachelor of Fine Art	Resized qualification (480 to 360 credits), updated regulations, graduate profile and schedule.
	Bachelor of Screen Arts with Honours	Updated schedule and inclusion of Mātauranga Toi Māori Major option.
	Bachelor of Screen Arts	Updated schedule and inclusion of Mātauranga Toi Māori Major option.
Associated Non-CUAP Qualification Amendments	Bachelor of Commercial Music	Updated schedule and inclusion of Mātauranga Toi Māori Major option.
	Bachelor of Commercial Music Honours	Updated schedule and Graduate Profile.
	Master of Design	Updated schedule and Graduate Profile.

Table B. Proposed new courses

Bachelor of Commercial Music	
133180	Professional Cultures in Commercial Music 1
133280	Professional Cultures in Commercial Music 2
133380	Professional Cultures in Commercial Music 3
Bachelor of Design with Honours	
197190	Professional Cultures in Design 1
197290	Professional Cultures in Design 2
197390	Professional Cultures in Design 3
198158	Product and Industrial Design 1.2: Furniture Design
198263	Product and Industrial Design 2.1: Experiential Design
198264	Product and Industrial Design 2.2: Dynamic Workflows
198265	Product and Industrial Design 2.3: Empathy, Impact and Consequence
198266	Product and Industrial Design 2.4: Manufacturing Realities
198367	Product and Industrial Design 3.1: Context Specific Project
198368	Product and Industrial Design 3.2: Industry Based Project
212158	Fashion 1.2: Introduction to Making Clothes
212263	Fashion 2.1: Designing With Stretch Knit Fabrics
212264	Fashion 2.2: Making Clothing with Stretch Knit Fabrics
212265	Fashion 2.3: Design Development For Woven Fabrics
212266	Fashion 2.4: Technical Design for Woven Garment Realisation
212367	Fashion 3.1: Fashion Industry Processes
212368	Fashion 3.2: Tailoring Methods
221158	Photography Studio 1.2: Introduction to the Darkroom
221263	Photography Studio 2.1: Attributes of Light
221264	Photography Studio 2.2: Fact and Fantasy
221265	Photography Studio 2.3: The Living Archive
221266	Photography Studio 2.4: Photography, Representation and the Gaze
221367	Photography Studio 3.1: The Photobook and Narrative
221368	Photography Studio 3.2: Post Photography
222159	Visual Communication Design 1.3: Introduction to User Experience Design and Interactivity
222263	Visual Communication Design 2.1: Graphic Design: Type and Image Systems
222264	Visual Communication Design 2.2: Visualising Information
222265	Visual Communication Design 2.3: User Experience Design in Web and Digital Media
222266	Visual Communication Design 2.4: Brand Communication
222267	Visual Communication Design 2.5: Illustration Practice
222268	Visual Communication Design 2.6: Transmedia and Motion Graphics
222367	Visual Communication Design 3.1: Editorial Design and Production
222368	Visual Communication Design 3.2: Brand Communication Identity and Narrative
222369	Visual Communication Design 3.3: User Experience Design: Service, Experience and Interaction
222372	Visual Communication Design 3.4: Creating Visual Narrative Content
223158	Textile Design 1.2: Surface Design, Colour and Screen Print
223263	Textile Design 2.1: Intro to Knit
223264	Textile Design 2.2: Intro to Print, Colouration and Pattern
223265	Textile Design 2.3: Intro to Weave
223266	Textile Design 2.4: Digital Textile Print and Application

223367	Textile Design 3.1: Advanced Textile Structures
223368	Textile Design 3.2: Advanced Textile Print for Collection and Industry
224158	Spatial Design 1.2: Immersive Experiences
224263	Spatial Design 2.1: Place and Community
224264	Spatial Design 2.2: Producing Atmospheres
224265	Spatial Design 2.3: Adaptive Interiors
224266	Spatial Design 2.4: Material Matters
224367	Spatial Design 3.1: Regenerative Practices
224368	Spatial Design 3.2: Spatial Agency
296158	Concept Design 1.2: Worldbuilding
296263	Concept Design 2.1: Character and Environment
296264	Concept Design 2.2: Prop and Creature
296265	Concept Design 2.3: Visualisation
296266	Concept Design 2.4 Design for Fabrication
296367	Concept Design 3.1 Concepting Film and Animation
296368	Concept Design 3.2: Concepting Game and Location-Based Experience
197830	Design Research Project: Honours
Bachelor of Fine Art with Honours	
213170	Professional Cultures in Art 1
213270	Professional Cultures in Art 2
213370	Professional Cultures in Art 3
213243	Fine Arts Studio 2.1: Project
213244	Fine Arts Studio 2.2: Exhibition
213343	Fine Arts Studio 3.1: Project
213344	Fine Arts Studio 3.2: Public Exhibition
213830	Fine Arts Research Project: Honours
Mātauranga Māori Major	
298157	Toi Atea 1
298263	Toi Atea 2
298367	Toi Atea 3
298753	Toi Atea 4
298160	Mātauranga Toi Māori 1: Māori Practices as a Māori Creative Practitioner
298260	Mātauranga Toi Māori 2: Māori Creative Practices and Cultural Continuity
298360	Mātauranga Toi Māori 3: Creative Innovation and Community Leadership
298330	Cosmological Narratives within Māori Creative Expression
298730	Māori Research Methodologies for Creative Practice
College Wide Electives	
293125	Explorations in Narrative
293126	Explorations in Image and Meaning
293127	Explorations in Colour and Context
College Wide Core Learning	
237730	Creative Practice Research Methods
Master of Commercial Music	
133810	Commercial Music Thesis*
133811	Commercial Music 120 credit Thesis Part 1
133812	Commercial Music 120 credit Thesis Part 2
Master of Screen Arts	

289810	Screen Arts Thesis*
289811	Screen Arts 120 credit Thesis Part 1
289812	Screen Arts 120 credit Thesis Part 2

*Please note that following feedback from Academic Committee Members, 133.810 and 289.810 are being withdrawn from the proposal.

Table C. Approximate Overall Course Analysis

	2025	2023	Difference
Undergraduate Programme and Major Core courses	179	134	45
Electives			
Discrete electives (Independent of core delivery)	36	129	-93
Total projected Undergraduate College Course Delivery	215	263	-48

New Proposed Courses	88
Projected courses to retire (Prev. Programme & Core)	39
Projected courses to retire (Prev. Electives)	93
Projected Courses to Retire total:	132

5. New curriculum structures

As discussed in the proposals, Toi Rauwhārangī proposes amending the length of the current BDes from 480 credits to 360 credits (see linked proposal, Significant Amendments to BDes) to allow seamless articulation into postgraduate pathways and reduce current inequities for Massey students in the BDes(Hons) students wishing to enter master’s study (see Figure 1).

As shown in Figure 1, currently, Massey students in Fine Arts and Design have a longer pathway into and through master’s level study than students from other institutions. BFA and BDes students currently complete 480 credits for either a bachelor or a bachelor with honours degree. To complete a master’s degree, then, they need to have already undertaken 4 complete years of study.

Students entering from other institutions can do so after the completion of a 360 credit bachelor degree. In effect, students from other institutions can complete a master's degree at Massey with 540 credits of university study. Students in Massey’s BFA and BDes undergraduate programme need to complete 600 credits of study for the same degree.

Figure 1. Students staircasing into master’s study from CoCA versus other institutions within Design and Fine Arts

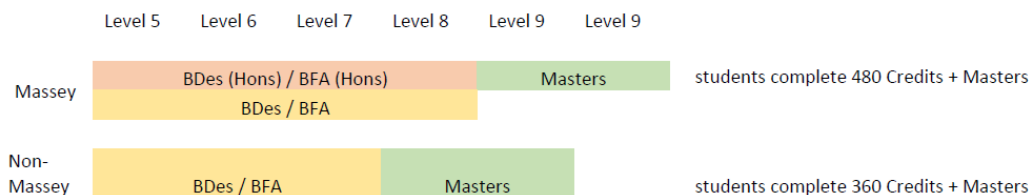
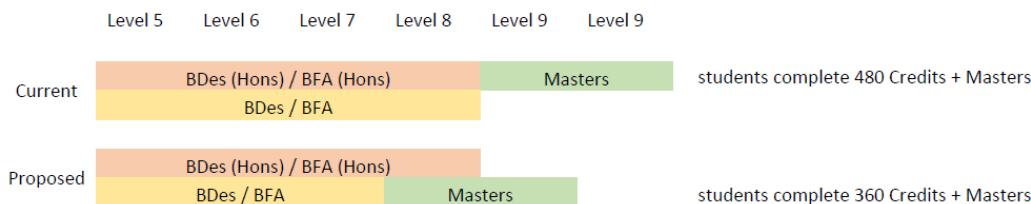


Figure 2: Current versus proposed staircasing structure



Figures 3-6 show the proposed new curriculum structures for each programme area. The diagrams, and notes provided, illustrate how we anticipate the new Mātauranga Toi Māori major being woven into our current programmes. Please note that these diagrams do not indicate timetable commitments, for example, which semester courses will be taught in. Please also note that it is our intention to retain the parts structure within our 180 credit master’s qualifications. For clarity, Part 1 will be made up of one 30 credit course and two 15 credit courses.

*In the Professional Cultures and Critical Studies curriculum areas, students can take a course from the Mātauranga Toi Māori pathway, as shown.

**In year 1 all students will take at least 2 interdisciplinary Exploration courses and at least 2 Specialisation Studios. Electives can be used to take more.

***At all levels, students can take one Toi Atea studio, from the Mātauranga Toi Māori pathway, in place of their Specialisation Studio or as an elective.

Bachelor of Design with Honours

First Year		Second Year		Third Year		Honours Year/Master's First Year		Master's Final Year	
Critical* Studies 15 credits Programme options or Ngā Hanga Whākairo	Prof Cultures* 15 credits Programme options or Mātauranga Toi Māori 1	Prof Cultures 15 credits Programme options or Mātauranga Toi Māori 2	Critical Studies 15 credits Programme options or Ngā Momo Whākairo	Prof Cultures 15 credits Programme options or Mātauranga Toi Māori 3	Critical Studies 15 credits Programme options or Ngā Hanga Whākairo	Creative Practice Research Methods or Creative Practice Research Methods or Māori Research methodologies for Creative Practice 15 credits	Honours Research Project 60 credits	Masters Research Project 60 credits	Masters Research Project 60 credits
Exploration course 15 credits Specialisation Studio 1.1** (e.g. Intro to Fashion) or Toi Atea 1 15 credits	Specialisation Studio 2.1 or Toi Atea 2 *** 15 credits	Specialisation Studio 2.2 15 credits	Specialisation Studio 2.3 15 credits	Specialisation Studio 3.1 or Toi Atea 3 15 credits	Specialisation Studio 3.3 30 credits	Honours/Masters Project Development 30 credits	Honours/Masters Project Development 30 credits	Honours/Masters Project Development 30 credits	Honours/Masters Project Development 30 credits
Exploration course 15 credits Specialisation Studio 1.2 (e.g. Fashion: Techniques for making) 15 credits	Elective or additional studio or exploration course 15 credits	Elective or Toi Atea 2 or complementary studio course 15 credits	Specialisation Studio 2.4 15 credits	Elective or Toi Atea 3 or complementary studio course 15 credits	Elective or complementary studio course 15 credits	Elective or Toi Atea 4 15 credits	Elective or Toi Atea 4 15 credits	Elective or Toi Atea 4 15 credits	Elective or Toi Atea 4 15 credits

Students may choose to exit with BDes at the end of year 3 to enter industry or master's study

Figure 3. Proposed curriculum new structure for the Bachelor of Design with Honours, showing the Bachelor of Design three year exit, and pathway to the Master of Design

Bachelor of Fine Arts with Honours

First Year		Second Year		Third Year		Honour's Year/Master's First Year		Masters Final Year	
Critical* Studies 15 credits	Programme options or Whakahoio 15 credits	Prof Cultures 15 credits	Programme options or Māori Whakahoio 15 credits	Prof Cultures 15 credits	Programme options or Māori 15 credits	Critical Studies 15 credits	Programme options or Māori 15 credits	Creative Practice Research Methods or Research Methodologies for Creative Practice 15 credits	Honours Research Project 60credits*
Fine Arts Studio 1.1 or Toi Area 1 15 credits	Fine Arts Studio 1.2 15 credits	Fine Arts Studio 2.0 30 credits	Fine Arts Studio 2.1 or Toi Area 2 15 credits	Fine Arts Studio 3.0 30 credits	Fine Arts Studio 3.1 or Toi Area 3 15 credits	Fine Arts Studio 3.2 15 credits	Honour's/Masters Project Development 30 credits	Elective or Toi Area 1 15 credits	Elective or Toi Area 4 15 credits
Exploration Studio 15 credits	Exploration Studio 15 credits	Fine Arts Studio 2.2 or Toi Area 3 15 credits	Elective or complementary studio course 15 credits	Elective or complementary studio course 15 credits	Elective or complementary studio course 15 credits	Elective or complementary studio course 15 credits	Elective or Toi Area 4 15 credits	Elective or Toi Area 4 15 credits	Masters Research Project 60credits

*Students may choose to exit with BFA at the end of year 3

Figure 4. Proposed curriculum new structure for the Bachelor of Fine Arts with Honours, showing the Bachelor of Fine Arts three year exit, and pathway to the Master of Fine Arts

Bachelor of Commercial Music + Honours

First Year		Second Year		Third Year		Honours Year/Master's First Year		Masters Final Year	
Critical* Studies 15 credits	Programme options or Nga Hanga Whakano 15 credits	Prof Cultures 15 credits	Programme options or Mātauranga Toi Māori 2 15 credits	Major Project Pre Production	Prof Cultures 15 credits	Programme options or Mātauranga Toi Māori 3	Methods	Masters Research Project 60credits	Masters Research Project 60credits
Music Project 1 30 credits	Critical Studies 15 credits	Major Industry Practice Tech or Toi Area 2	Programme options or Nga Momo Whakano	Major Industry Practice Tech or Toi Area 3	Critical Studies 15 credits	Programme options or Cosmological Narratives	Major Research Methodologies + Programme options	Honours Research Project 60credits	Masters Research Project 60credits
Major Industry Practice Tech or Toi Area 1	Music Project 2 30 credits	Major Industry Practice Tech	Major Industry Practice Tech or Toi Area 2	Major Industry Practice Tech	Music Project 3 30 credits	Music Project 3 30 credits	Honours/Masters Project 30 credits		
Major Industry Practice Tech	Major Industry Practice Tech	Major Industry Practice Tech	Major Industry Practice Tech	Major Industry Practice Tech	Major Industry Practice Tech	Major Industry Practice Tech			
Elective Toi Area 1 or complementary studio or exploration course	Elective Toi Area 2 or complementary studio course	Elective Toi Area 3 or complementary studio course	Elective or complementary studio course	Elective Toi Area 3 or complementary studio course	Elective Toi Area 3 or complementary studio course	Elective Toi Area 3 or complementary studio course	Elective Toi Area 4 15 credits	or	

Figure 5. Proposed curriculum new structure for the Bachelor of Commercial Music, Honours year and pathway to the Master of Commercial Music

Bachelor of Screen Arts with Honours

First Year		Second Year		Third Year		Honour's Year/Master's First Year		Masters Final Year
Critical* Studies 15 credits	Programme options or Ngā Hanga Whakairo	Prof Cultures 15 credits	Programme options or Mātauranga Toi Māori 2	Critical Studies 15 credits	Programme options or Mātauranga Toi Māori 3	Critical Studies 15 credits	Programme options or Ngā Hanga Whakairo	Masters Research Project 60credits
Major Studio or Toi Area 1 15 credits	Complementary Major Studio 15 credits	Major Studio Production 15 credits	Major Studio Project 15 credits	Major Project 30 credits	Major Studio Development 15 credits	Creative Practice Research Methods or Creative Practice Research Methods or Māori Research methodologies for Creative Practice 15 credits	Honours/Masters Project Development 30 credits	
Exploration course 15 credits	Exploration course 15 credits	Programme core or Toi Area 2 15 credits	Programme core 15 credits	Elective or complementary studio course 15 credits	Elective Toi Area 3 or complementary studio course 15 credits	Elective Toi Area 4 15 credits	Elective or Toi Area 4 15 credits	

* TBC by Major

*Students may choose to exit with BSA at the end of year 3

Figure 6. Proposed curriculum new structure for the Bachelor of Screen Arts, with Honours showing the Bachelor of Screen Arts three year exit, and pathway to the Master of Screen Arts

References

Royal, T. A. C. (2011). *Wānanga: The Creative Potential of Mātauranga Māori*. Mauriora-ki-te-Ao/Living Universe Ltc.

Mead, H. M. (2022). *Understanding Mātauranga Māori*. <https://e-tangata.co.nz/comment-and-analysis/understanding-matauranga-maori/>

Master of Screen Arts

PMSCA Master of Screen Arts Master Screen Arts v1.0

ACADEMIC BOARD APPROVAL

[Show Legend](#)

Number of Years	1 Year 6 Months		
Professional Body			
Effective From	Interim Date	Contact Person	Notes
No Professional Body Recognition Assigned			
Year of Implementation	2025		
Qualification Code	PMSCA		
Qualification Title	Master of Screen Arts		
Reporting Title	Master Screen Arts		
Abbreviated Title	MSA		
Credit Value	180		
Language of Instruction	()		
Qualification Duration	1 Year 6 Months		
Maximum Time to Completion	5		
Qualification Type	Postgraduate		
Qualification Subtype	Postgraduate Master Degree		
No New Enrolment	No		
Without Specialisation?	nosp		
Allows Minors from other Qualifications	No		
Qualification Lead	Jessica Board (10 Nov 2023 to ---)		
Owning Organisation	School of Music and Creative Media Production (MU00693)		
Proposed Review Dates			
Date Types			Date
No dates assigned			

Qualification Graduate Profile

Graduates of the Master of Screen Arts will be able to:

A. Knowledge and understanding

A1 Demonstrate a nuanced understanding of their positionality in relation to working in Aotearoa, and/or international cultural contexts relevant to Screen Arts (Understanding and Mātauranga)

A2 Conceptualise, analyse, contextualise and synthesise complex issues and situations relevant to contemporary Screen Arts practice. (Understanding and Mātauranga)

A3 Apply an understanding of the potential impact of practices, outcomes and processes on communities, audiences and users, with due consideration of

4/10/24, 10:42 AM

Qualification Comparison - PMSCA - Master of Screen Arts - Master Screen Arts

ethical and professional issues, and sustainable practices. (Connectedness and Whanaungatanga)

A4 Undertake advanced independent research to contextualise their own creative practice. (Understanding and Mātauranga)

B. Values and Attitudes

B1 Be intellectually curious and adaptable, willing to embrace new ideas and accommodate risk and uncertainty. (Creativity and Toi)

B2 Have clear goals for the continuation of intellectual and creative development. (Autonomy and Mana)

C. Skills (Cognitive and Intellectual)

C1 Apply exploratory and transformative thinking to generate ideas, proposals, creative works, provocations and arguments in response to project demands. (Creativity and Toi)

C2 Critically reflect on and evaluate their own work and the work of other practitioners and scholars. (Understanding and Mātauranga)

C3 Propose and initiate innovative developments in creative practice and research. (Creativity and Toi)

D. Skills (Subject Specific/ Professional)

D1 Evidence dexterity and expertise in their creative practice through an advanced engagement with materials, processes, technologies and ideas relevant to their research focus. (Virtuosity and Mōhio)

D2 Combine technical skills with intellectual and conceptual rigour in order to produce well-developed outcomes. (Virtuosity and Mōhio)

D3 Skilfully utilise analytical, evaluative, synthesising and discipline specific creative methods in order to transform ideas into completed project outcomes. (Virtuosity and Mōhio)

E. Skills (Transferable)

E1 Demonstrate effective visual, oral and written communication skills. (Understanding and Whanaungatanga)

E2 Interact effectively and ethically with others and respond confidently to multiple viewpoints in professional and community contexts. (Understanding and Whanaungatanga)

E3 Act independently and with agency in the development and implementation of their projects. (Autonomy and Mana)

E4 Source and astutely utilise information in a variety of forms and contexts. (Understanding and Mātauranga)

Qualification Graduate Attributes (QGAs)

On successful completion of this programme the learner will be able to

#	Description	Graduate Profile	Educational Objectives
None			
Graduate Profile			
1. Scholarly 1 - Disciplinary knowledge and skills 2. Scholarly 2 - Creativity and innovation 3. Scholarly 3 - Resilience and adaptability 4. Cultural 1 - Cultural awareness 5. Cultural 2 - Māori knowledge and understanding 6. Social 1 - Social responsibility 7. Social 2 - Communication and collaboration 8. Social 3 - Global engagement			

Qualification Graduate Attributes and Competencies Mapping

Qualification Graduate Attribute	Competencies
None	

Admission 

1. Admission to the Degree of Master of Screen Arts requires that the candidate will:

(a) meet the University admission requirements as specified;

and will:

(b) have been awarded or qualified for a relevant Bachelor's degree or equivalent qualification with a grade average of at least B; or

(c) have been awarded or qualified for the Bachelor of Screen Arts (Honours) with a grade average of at least B across the 700-800 level courses, or equivalent; or

(d) have been awarded or qualified for the Postgraduate Diploma in Screen Arts with a grade average of at least B, or equivalent; or

(e) have been granted admission under the Admission with Equivalent Status regulations and demonstrate practical, professional and scholarly experience at an appropriate level;

4/10/24, 10:42 AM

Qualification Comparison - PMSA - Master of Screen Arts - Master Screen Arts

and will have:

(f) been selected into the programme on the basis of an interview and assessment of a portfolio of relevant work prepared by the candidate.

Qualification Requirements

2. Candidates for the Degree of Master of Screen Arts shall follow a parts-based programme of study, which shall consist of courses totalling at least 180 approved credits and include completion of Part One and Part Two. The requirements for Part One and Part Two are prescribed in the Schedule for the Qualification.

3. Notwithstanding Regulation 2, the programme of study for candidates who has been admitted under Regulations 1(c) or 1(d) shall consist of these courses totalling 120 credits, as prescribed in Part Two in the Schedule for the Qualification.

Specialisations

4. The Master of Screen Arts is awarded without specialisation.

Student Progression

5. The Degree of Master of Screen Arts may be awarded with Distinction or Merit. The class of award will be determined by the examiners on the performance of the candidate in the Part 2 courses within the schedule.

6. For progression to Part Two of the Master of Screen Arts, candidates must have maintained a grade of at least B (GPA 5) over the 60 credits undertaken for Part One.

Completion Requirements

7. The timeframes for completion as outlined in the General Regulations for Postgraduate Degrees, Postgraduate Diplomas, and Postgraduate Certificates will apply.

8. Candidates may be graduated when they meet the Qualification requirements within the prescribed timeframes; candidates who do not meet the requirements for graduation may, subject to the approval of Academic Board, be awarded an appropriate exit qualification, should they meet its qualification requirements.

Academic Progress

9. The general Unsatisfactory Academic Progress regulations will apply.

Schedule to be added to**Part 1**

60 credits

Specialisations and Courses			
Code	Credits	Title	Show Courses
None			

Research Methods

15 credits

Specialisations and Courses			
Code	Credits	Title	Show Courses
293732	15	Creative Practice Research Methods	
298730	15	Māori Research Methodologies for Creative Practice	
293731	15	Contextualising Creative Enterprise Practice Part 1	

Project Development

30 credits

Specialisations and Courses			
Code	Credits	Title	Show Courses
289701	30	Production Planning and Development	

Any 400-level or 700-level elective course from the College of Creative Arts (Prefixes: 133, 197, 198, 212, 213, 221, 222, 223, 224, 237, 296, 289, 298)

At least 15 credits

Specialisations and Courses			
Code	Credits	Title	Show Courses
None			

Part 2

120 credits

Specialisations and Courses			
Code	Credits	Title	Show Courses
289811	60	Screen Arts 120 credit Thesis Part 1	
289812	60	Screen Arts 120 credit Thesis Part 2	

QGA-CLO Mapping

Displaying current status - no comparison done

None

Research / Information Literacy Skills

Massey University Library supports the Master of Commercial Music by providing resources, and support for information literacy, learning and research. Two specialist Subject Librarians currently teach information literacy skills in related CoCA courses; potential information literacy demands align with current practice and are deliverable with existing resourcing.

Current Collections- Books

The Library currently purchases a comprehensive range of material for the courses in the BSA programme which will also support these courses. Currently there are over 5,000 books on media production, with more than 1400 (predominantly eBooks) added in the last 5 years.

Māori Resources:

The Library provides access to a range of Te Tiriti and Māori resources in diverse media including DVD, CD, video and print which can be accessed through Discover. Relevant Subject Guides also offer access to databases, including recorded domestic and international television channels via eTV.

Current Collection- Journals

The Library provides access to a broad spectrum of journals (including many specific to cinematic, graphic, and sound production) and journal article databases relevant to Screen Arts via search and indexing tools including Discover and Google Scholar. These multidisciplinary databases include access to the ACM Digital Library, a key repository of research on media production to which the Library subscribes.

Future Collecting- Books

Current purchasing scopes and policies are sufficient for the proposed qualification.

Future Collecting - Journals

Current purchasing scopes and policies are sufficient for the proposed qualification.

Future Collecting- Journals Article Databases

Current purchasing scopes and policies are sufficient for the proposed qualification.

Recommendations

There are no additional collection resources or policy changes required for this qualification. Ongoing purchasing of new book titles can be met from existing budgets.

Jo-Ann Cowie, Collection Manager, 16 February 2024

TEC Code	
Code	None

QAC, NZQF and ISCED	11 - Masters
---------------------	--------------

NZSCED	Audio Visual Studies
--------	----------------------

Workload Limit	No
----------------	----

Eligible for StudyLink	Yes
------------------------	-----

EFTS Based Funding Request?

Yes

Student Allowances Request?

No

Student Loans Request?

Yes

Teacher Registration Approval

N/A

Tuition/Teaching (FTE) Weeks

0

Vacation/Recess Weeks

0

Total Gross weeks

0

Teaching Hrs/wk

0

4/10/24, 10:42 AM

Qualification Comparison - PMSCA - Master of Screen Arts - Master Screen Arts

Work Experience Hrs/Wk 

0

Self-Directed Learning Hrs/Wk 

0

Total Learning Hrs/Wk: 

0

Total Length 

0

Full Time / Part Time 

Not Set

ISCED Subsequent Destination 

Not Set

Source of Funding 

Not Set

Distance Learning Available 

Not Set

Proposal ID 

03733

Change Scale 

0

Academic Contact and Purpose of the Proposal **Academic contact**

Associate Professor Bridget Johnson, Head of Te Rewa o Puanga School of Music and Media Production

Professor Heather Galbraith, Director Postgraduate, Toi Rauwhārangī College of Creative Arts

Associate Professor Faith Kane, Director Academic, Toi Rauwhārangī College of Creative Arts

Purpose of Proposal

A new qualification - Master of Commercial Music - is being proposed in alignment with changes to the Undergraduate and Postgraduate suite of qualifications at Toi Rauwhārangī College of Creative Arts.

Linked Proposals

Significant Amendments to BSA(Hons) and BSA

New Specialisation Mātauranga Toi Māori

Significant Amendments to Master of Fine Arts

New Qualification Master of Commercial Music

Minor Amendments to Master of Design

Proposal Summary 

This qualification is being proposed alongside a new Master of Commercial Music and as part of internal amendments to align Masters of Fine Arts and Masters of Design into a coherent and integrated suite of 180-credit masters degrees.

Justification/ Rationale 

The proposed new and amended masters qualifications are part of a package of curriculum transformation across Toi Rauwhārangī, the College of Creative Arts, focusing on our bachelor, bachelor with honour's, and master's degrees on the Pukeahu campus in Wellington. The transformation of qualifications addresses several strategic aims while also achieving consistency across offerings and improving the financial sustainability of the College.

The curriculum transformation will:

1. Create a Mātauranga Toi Māori pathway available within all Bachelor degrees on Pukeahu campus – the pathway can be taken as a major or as independent courses
2. Reduce subject duplication through improved programme integration
3. Facilitate staircasing into postgraduate study
4. Bring qualifications in-line with similar offerings within Aotearoa and Australia

The new masters qualifications pertain to each of these objectives. They are undertaken in alignment with the significant amendment to the 240 credit MFA (Master of Fine Arts), reducing this to a 180/120 credit qualification, and non CUAP adjustments to the Master of Design (currently a 180/120 credit qualification).

This streamlined suite of qualifications will enable smoother transition from undergraduate into postgraduate study for internal students, suited to their needs and aspirations in relation to the options of a third-year exit with a bachelor's degree, a four year bachelor with an honour's degree, or a migration into a masters option which can be completed within four and a half years of continuous study. The suite of 180 master's qualifications also enable specialist media/disciplinary focus at a masters level, and bringing together of honours year and masters cohorts, with aspects of co-delivery and spatial integration. The 180 and 120 credit options also are designed to meet the needs of students who have studied in other undergraduate contexts, within Aotearoa and internationally, including those that have had a continuing journey through tertiary learning and those that may have been working in community and/or industry. The alignment of the master's offerings across all four subject areas within Toi Rauwhārangī will offer a unique environment for cross-disciplinary collaboration throughout all artistic practices further preparing students for future creative careers.

4/10/24, 10:42 AM

Qualification Comparison - PMSCA - Master of Screen Arts - Master Screen Arts

The proposed Master of Screen Arts (MSA) provides an opportunity for students to build on learning achieved in relevant 3-year undergraduate degrees, such as the Bachelor of Screen Arts offered at Massey University, and the Bachelor of Creative Media Production (previously offered by Massey University) and exit with a masters degree after the equivalent of 3 semesters of full-time study. The master's degree will deliver post-graduate research outcomes across commercial music areas of Massey's strengths responding to the commercial music sector and market place, as well as theoretically grounded and integrated variants of these areas. The alignment with master's qualifications throughout the College will offer opportunities for unique cross-disciplinary research areas and collaborations throughout the creative arts.

The curriculum development will achieve the following goals.

Create a mātauranga Toi Māori pathway

Toi Rauwhārangī proposes to centre Mātauranga Toi Māori within creative practice for students on the Pukeahu campus. This will be achieved through a suite of existing and new Mātauranga Toi Māori courses that will create a new specialisation within each of our undergraduate qualifications. Taken as major or double major, as appropriate, will enable students to attain their qualification with a Mātauranga Toi Māori lens. Developed by Māori academics in Toi Rauwhārangī and in consultation with Māori students, the proposed pathway will enable culturally grounded experiences and outcomes for the students. At the honour's and master's level students will be able to build upon their learning through a Mātauranga Toi Māori centric research methods course, as well as offerings in the elective space.

The Mātauranga Toi Māori pathway aligns with Te Kunenga Ki Pūrehuroa – Massey University Strategy (2022-2027), priority 4, as part of meeting our learning and teaching responsibilities in relation to Te Tiriti o Waitangi. In particular, the proposal will increase "the provision of mātauranga-centred pathways for learning" and nurture "academic success and excellence through Kaupapa Māori models of support" (MU Strategy, p. 12). The Mātauranga Toi Māori pathway also aligns with the Tertiary Education Strategy (2020), to "have high aspirations for every learner/ākonga, and support these by partnering with their whānau and communities to design and deliver education that responds to their needs, and sustains their identities, languages and cultures" (TES Objective 1, Priority 2). Specifically, the proposal results from our commitment to "Build relationships with Māori, involve them in decision making, and partner with them to support rangatiratanga, and Māori educational success as Māori" (Full TES Document, 2020, p. 2).

An additional strategic consideration is to strengthen the interface between Toioho ki Āpiti Māri Visual Art programme on the Manawatu Campus and Māori students on Pukeahu.

Options for specific Mātauranga Toi Māori learning extends into postgraduate programmes, with the overlay between the 4th year honours year and the beginning of the 180 credit masters.

Facilitate staircasing into postgraduate study

The first consideration focuses on staircasing within our own programmes. The overlay of the first semester of BSA(Hons) and the first 60 credits of the 180 MSA is intended to allow seamless articulation into postgraduate pathways. The proposed amendments align with TES Objective 2, Priority 3, reducing barriers to study, specifically reducing financial cost of study. In this case, the reduction is in the overall credits required to achieve a bachelor's (non-honours) and master's degrees (see Figure 2). The aim also aligns with Priorities 2, 3 and 5 of Massey University's Strategy 2022-2027: reducing barriers to postgraduate study and success.

Currently, Massey students in Fine Arts and Design have a longer pathway into and through master's level study than students from other institutions. BFA and BDes student's currently complete 480 credits for either a bachelor or a bachelor with honours degree. To complete a master's degree, then, they need to have already undertaken 4 complete years of study. Students entering from other institutions can do so after the completion of a 360 credit bachelor's degree. In effect, students from other institutions can complete an MDes at Massey with 540 credits or an MFA with 600 credits of university study. In contrast students in Massey's BFA and BDes undergraduate programme need to complete 600 credits of study for an MDes (the 120 credit option) and 720 credits for an MFA (a 240 credit qualification).

The Massey University Bachelor of Commercial Music is configured differently to Fine Arts and Design options noted above. It currently has a three-year bachelors degree with majors in Music Industry, Music Practice, and Music Technology. There is also a single-year stand-alone Bachelor of Commercial Music Honours without specialisation. The Bachelor of Screen Arts is different again, currently having a 4 year honours option, with 3rd year non-hons exit point. One of the motivations for the creation of a suite of consistent duration and structured master's qualifications – which includes this proposed Masters of Commercial Music – flows through from the linked re-calibration of the BFA and BDes to align with the current Bachelor of Screen Arts structure (which was approved through CUAP in 2022, first delivered in 2023).

Additionally, the proposal for new master's qualifications in Screen Arts and Commercial Music offers specialism-specific options for existing (and new to Massey University) students to continue their study in these two disciplinary areas. Prior to this there was no dedicated pathway to master's study linked to the Commercial Music, nor Screen Arts undergraduate offerings.

Beginning in 2019, the Master of Creative Enterprise delivered by Te Rewa o Puagna sought to offer creative research development with a strong emphasis on taking an idea from concept to market, including viability and market context analysis at a master's level. The MCE embraced all media/discipline terrains however the majority of students entered from the schools two undergraduate programmes (BCommMus, BCMP (now BSA)). While there were some significant student successes from the MCE, feedback from both students and industry indicated the need for more discipline specific pedagogy and naming at this level. Key learnings from this degree will be integrated into courses within the new/revised suite of 180 masters courses, and into aspects of supervisory models within the Thesis component of the degrees. The Master of Creative Enterprise will be decommissioned on approval of these new qualifications and is currently paused to new enrolments.

Reduce subject duplication through improved programme integration

Through developing an aligned structure across the suite of masters offerings, it allows for both nuanced subject specialism courses (e.g. Honours/Masters Project Development 30 credits), while also offering aspects of common course delivery relevant across masters study and honour's study (e.g. Methods 15 credits, which would comprise a single course for all masters students – co delivered in parts with subject specialist modules aligned with the honour's programme cohorts). This proposed structure enables significantly improved programme integration while also retaining subject specialist content where appropriate and beneficial for the students.

Bring qualifications in-line with similar offerings within Aotearoa and Australia

The proposed changes to the undergraduate programmes, align with similar offerings in Australasia. CoCA's current 4 year structure for the BDes and the

4/10/24, 10:42 AM

Qualification Comparison - PMSCA - Master of Screen Arts - Master Screen Arts

BFA aligns with National Association of Schools of Art and Design (NASAD), the North American accrediting body. In moving to 360 credit degrees exit in the BDes and BFA, CoCA is signalling greater alignment with Australian and New Zealand standards. The College has already signalled that it will not seek renewal of substantial equivalency with NASAD beyond its current term.

Please see the Market Research and Competitor Analysis section for further information as to how this master's qualification aligns with others offered in the region.

The creation of a suite of integrated yet discipline-specific master's qualifications more closely aligns to our aspirations to encourage students into Postgraduate study, removing barriers to participation, while also ensuring appropriate levels of student achievement in their chosen fields are supported.

Treaty of Waitangi Implications

In 2018 Te Kūhanga Ki Pūrehuroa Massey University made the decision to become Te Tiriti o Waitangi-led. Specifically, our Massey University Strategy 2018-2022. This aspiration is further strengthened in the Massey University Strategy 2022-2027, with a number of specific commitments made in this strategy as to how we will honour Te Tiriti at the University.

To progress realisation of these strategy commitments, Massey's Te Tiriti O Waitangi policy was updated. The policy articulates ways in which the priorities defined in the Massey Strategy enable the policy to be practically applied.

Alongside the new policy in November 2022 the Office of the Deputy Vice-Chancellor Māori launched an extensive new Te Tiriti capability building initiative across the University, the Kaiārahi Tiriti (Te Tiriti mentors) project. The Kaiārahi Tiriti project consists of eight teams of 3-6 staff, located within each area of the University, who have been tasked to develop initiatives to respond to our Te Tiriti support needs and aspirations, each addressing specific Te Tiriti commitments made in the 2022-2027 strategy. The Kaiārahhi Tiriti team at Toi Rauwhārangī are working on a number of initiatives to support staff in understanding what it means to be Te Tiriti led and to consider how this informs our learning and teaching practices.

In connection to this proposal we have sought to prioritise Massey University Strategy (2022-2027), priority 4, as part of meeting our learning and teaching responsibilities in relation to Te Tiriti o Waitangi. In particular, to increase "the provision of mātauranga-centred pathways for learning" and nurture "academic success and excellence through Kaupapa Māori models of support" (MU Strategy, p. 12). This is reflected in the proposed new Mātauranga Toi Māori pathway (see linked proposal, New Specialisation Mātauranga Toi Māori Major BCommMus(Hons)). The Mātauranga Toi Māori pathway also aligns with the Tertiary Education Strategy (2020), to "have high aspirations for every learner/ākongā, and support these by partnering with their whānau and communities to design and deliver education that responds to their needs, and sustains their identities, languages and cultures" (TES Objective 1, Priority 2). Specifically, the proposal results from our commitment to "Build relationships with Māori, involve them in decision making, and partner with them to support rangatiratanga, and Māori educational success as Māori" (Full TES Document, 2020, p. 2).

Acceptability

The College has had experience in delivering the proposed subject areas in screen arts for seven years through the Bachelor of Creative Media Production programme and the Bachelor of Creative Media Production (Honours). In 2024 this programme evolved into a new degree, the Bachelor of Screen Arts and the Bachelor of Screen Arts Honours. Over this time, Industry and government relationships and partnerships have been established in and throughout the College and the recently launched National Academy of Screen Arts. The BSA and BCMP degrees have an excellent reputation for contributing to the creative industries and delivering on industry-focused projects and outcomes. The College has an existing technical infrastructure of computing and equipment for screen production with audio and post-production studios as well as performance capture and virtual production facilities coming online in 2023 -2024.

The proposed qualification also fills an important gap in Aotearoa/New Zealand's education ecosystem, and will be the only dedicated named Screen Arts qualification delivered at masters level. It scaffolds upon the successful Bachelor of Screen Arts (Hons) undergraduate programme. The masters programme responds to the growth of this undergraduate programme and offers a new post-graduate level research opportunity to students. The programme is being developed by experienced practitioners and academics, including Head of School Associate Professor Bridget Johnson, who played a substantial development role in the Bachelor of Screen Arts(Hons) and who has a track record of programme development and strong industry connections.

Year of Implementation and First Year Teaching Plan

The College of Creative Arts plans to offer the degree in 2025 in alignment with the Masters of Commercial Music, and other qualification amendments.

A full implementation and communication plan will be developed. This will ensure that students are appropriately informed of the changes being made, how and when it will impact their studies and what their options are. We will work closely with the university's academic advisors and central teams to ensure that clear and consistent information and advice is given to students.

Proposal Details

Students will enter into this master's programme at the point where they best meet admission criteria. 180 credit Masters students will begin their study with one semester of study comprising three courses, one 30 credit Masters Project Development course, and two 15 credit courses. The 30 credit Masters Project Development course is based within their disciplinary field and will include cohort-based learning through a supervisory model. The emphasis within the broad field of Screen Arts could encompass different foci, including film production, game development, animation, visual effects, factual production immersive and emerging technologies. The aim of this course is to support the students as independent creative practice researchers to interrogate and hone the focus and scope of their research project and plan. This includes a clear understanding of their own positionality as creative researchers, an awareness of how their project sits in the relevant field of practice, and how it might meet its audience/market. This course operates through praxis, where conceptual, theoretical and processual factors are considered holistically, and in relation to cultural and contextual factors.

The 15 credit 'Creative Practice Research Methods' or 'Māori Research Methodologies for Creative Practice', supports this creative practice exploration through focussed consideration of different creative practice research methods, and how arriving at clarity in relation to positionality and a relationship to historical precedent and current conditions deepens creative practice.

The other 15 credit elective option, opens space for skill-based learning, either from within the field of study or drawing on another discipline to support the creative practice.

4/10/24, 10:42 AM

Qualification Comparison - PMSCA - Master of Screen Arts - Master Screen Arts

There is a milestone progression point at the completion of these 60 credits, whereby a B average or above needs to be attained to move into the Masters Research Project – Thesis portions which, is 2 x 60 credit courses. These will be delivered through a supervisory model (where 42 hours is allocated across the 120 credits) and may include rōpū supervision. The courses are 2 x 60 credits to enable the Thesis component to be taken across two academic years, but they flow together, leading to one point of summative assessment at the end of the 120 credits.

The assessment process will involve the presentation of a body of creative work, and of an exegetical component. The ways in which the exegetical component is presented will include options for fully-written, oral presentation, mixed media, and edited video, to enable an optimum alignment of presentation mode in response to cultural practices, and neurodivergent learning needs. These options will be clearly articulated within course briefs and assessment guidelines. As is standard practice within the University assessment will be undertaken internally within courses for the first sixty credits of the 180 degree (with appropriate moderation processes), and by two examiners external to the research project for the Thesis, with a minimum of one of those being external to the University.

Predicted Student Numbers / EFTS

	2025	2026	2027	2028	2029	2030
Location of student	Wellington	Wellington	Wellington	Wellington	Wellington	Wellington

Head count and EFTS

Domestic EFTS

Number head count	7.00	15	17	18	18	18
Number of EFTS	5.50	10.50	13.00	13.50	13.50	13.50

International EFTS

Number head count	1.00	2.00	2.00	2.00	2.00	2.00
Number of EFTS	1.00	1.50	1.50	1.50	1.50	1.50

TOTAL EFTS

Number head count	8.00	17.00	19.00	20.00	20.00	20.00
Number of EFTS	6.50	12.00	14.50	15.00	15.00	15.00

Minimum student numbers required

6 Full-Time Students.

Strategic Considerations

Te Rewa o Puanga (The School of Music and Creative Media Production) was launched in 2014 with the Bachelor of Creative Media Production taking a first-year intake in 2015. The BCMP was originally designed to support students across a number of media platforms ranging from game and web development to animation and digital video. Student numbers in the BCMP qualification grew from the original proposal’s target of 150 to over 400. As a result, and in line with industry consultation, the Bachelor of Screen Arts and Bachelor of Screen Arts(Hons) was established in 2022 to better serve the interests of students, and to support the demand for more focus and depth that would occur as a result of instituting major specialisations. The BSA and BSA(Hons) includes majors in; Animation, Film Production, Factual Production, Game Development, Immersive Media, Media Technology, and Visual Effects. These developments have been highly successful, both for the 2023 intake of first year students, and also for those students who transitioned from the BCMP to the BSA(Hons) in alignment with the transition plans. The substantial consultation undertaken during the development of the BSA saw those students who transitioned into the new qualification well prepared for the changes, leading to excellent success and retention rates for both second and third year cohorts (95% for second year students; 99% for third year students). As such, the introduction of a Screen Arts post-graduate programme is timely, and appropriately driven by sector needs and student demand.

The proposed programme specifically aligns with three key areas within **Pau Ako – Learning** and Teaching in the **2022-2027 Massey Strategy**, in particular Priority 3 - Deliver an excellent learning environment. Firstly, we are Removing institutional barriers to participation and success by providing a clear and coherent pathway into post-graduate study in areas of our undergraduate strengths. The curricula design encourages entrepreneurial and enterprise opportunities for students while creating meaningful stakeholder and industry partnerships to support WiL, and delivers curriculum innovation taking into account the future of work and learning, including the acquisition of transdisciplinary and transferable skills that engage students with questions of sustainability through novel approaches.

In connection to this proposal, we have also sought to prioritise **Massey University Strategy (2022-2027)**, Priority 4, as part of meeting our learning and teaching responsibilities in relation to Te Tiriti o Waitangi. In particular, to increase the provision of mātauranga-centred pathways for learning and nurture academic success and excellence through Kaupapa Māori models of support. This is reflected in the proposed new Mātauranga Toi Māori pathway, which we are calling Te Puna Toi Ora.

The Mātauranga Toi Māori pathway also aligns with the **Tertiary Education Strategy (2020)**, to have high aspirations for every learner/ākonga, and support these by partnering with their whānau and communities to design and deliver education that responds to their needs, and sustains their identities,

4/10/24, 10:42 AM

Qualification Comparison - PMSCA - Master of Screen Arts - Master Screen Arts

languages and cultures. Specifically, the proposal results from our commitment to Build relationships with Māori, involve them in decision making, and partner with them to support rangatiratanga, and Māori educational success as Māori.

The proposal also aligns with Massey’s 2024-2027 Te Pau Rangahau, in that it seeks to increase the relative proportion of postgraduate research students in our student profile.

Expected Revenue:

See *Financial Analysis* section for an overview of revenue and expenses

Accreditation Considerations (if applicable)

N/A

Equity Implications

The College of Creative Arts Strategic Plan 2018-2024 identifies actively addressing issues of access and inclusivity as one of the College’s key priorities. The College is committed to redressing current imbalances within our staff and student profiles, respectively.

The Master of Screen Arts has been designed with an awareness of the importance and needs of the range of diverse cultures in New Zealand. The qualification is built upon the intensive development and consultative work undertaken by the Screen Arts Teaching and Learning Group, initially established to develop the Bachelor of Screen Arts (Hons). This group was set up to explore models, modes and innovation in teaching and assessment designed to address student access, wellbeing and experience, motivation, retention, completion and career pathways.

The findings of this group fed directly into the development of the Bachelor of Screen Arts (Hons) and similarly inform the Master of Screen Arts. This qualification is designed to attract a wide range of students, including Māori, Pacific and Asian students, alongside those who identify within the LGBTQI+ community, as well as students with a variety of specific educational needs. As a result of the development of the BSA (Hons), the College of Creative Arts has a robust and highly active teaching and support community that reflects these diverse communities, and which is committed to supporting all candidates of the Master of Screen Arts towards success.

Market Research and Competitor Analysis

Market Research and Competitor Analysis found that there are opportunities for growth in Masters in Screen Arts, with no equivalent named offering in New Zealand.

Market analysis was undertaken in collaboration with a Senior Analyst in Massey’s Institutional Research department, who provided longitudinal enrolment data on 54 post-graduate qualifications offered within New Zealand Universities. Additional consultation was done with Massey International staff, as well as a key China-based International Student recruitment agency. Of these courses, the below Masters programmes that have the potential to offer Screen Arts related subjects were identified.

Degree Name	Institution	Focus Area
Master of Arts (MA)	University of Otago	120 or 180 Credits: May be awarded in Film Media and Communication (thesis only)
Master of Arts (MA)	University of Canterbury	120 or 180 Credits: May be awarded in Media and Communication (thesis only)
Master of Fine Arts (MFA)	University of Canterbury	120 Credits: May be awarded in Film
Master of Fine Arts (Creative Practice)	Victoria University of Wellington	180 Credits: May be awarded in Film
Master of Arts (MA)	Victoria University of Wellington	120 Credits: May be awarded in Film (thesis only)
Masters of Media and Creative Technologies (MMCT)	University of Waikato	180 Credits: in Screen and Media Studies
Master of Arts (MA)	University of Auckland	120 or 180 Credits: May be awarded in Screen Production
Masters of Communication Studies	Auckland University of Technology	180 Credits: May study Screen Production
Master of Creative Technologies	Auckland University of Technology	180 Credits: may include aspects of animation, transmedia storytelling, performance technologies, and virtual environments
Masters of Creative Practice	UNITEC	180 Credits: may include aspects of film, digital media, animation, experience design, game design
Master of Creative Practice	ARA Institute	180 Credits: Associated with the NZ Broadcasting School, may include aspects of filmmaking, directing

4/10/24, 10:42 AM

Qualification Comparison - PMSCA - Master of Screen Arts - Master Screen Arts

Master of Professional Creative Practice	Eastern Institute of Technology	180 or 240 Credits: may include aspects of Screen Production
--	---------------------------------	--

Our method involved desk research identifying study pathways, subject specialisation, and suitability, followed by data requests. This research considered the benefits of a generically named masters programmes, and found that there are few successful generically named creative practice programs (and none that span our subject areas of arts, design, screen, and/or commercial music), and that these tended to be based at non-University providers.

Massey’s market-leading undergraduate program in Screen Arts provides the initial rationale for a screen-focused master’s. Our analysis of the above programmes supported this rationale, and found that there are opportunities for growth in Masters in Screen Arts, with no equivalent offering in New Zealand. Our desk research found that of the University-level programmes which allowed for screen/film production, tended to be MA or MFA, or generic Creative Practice or Technology programmes, and that none were dedicated Screen master’s.

Expected Costs

Internal and External Consultation

The extensive consultation which informed the development of the Bachelor of Screen Arts (Hons) was started in 2021 and continued throughout 2022 and 2023. This consultation incorporated sessions with industry stakeholders, iwi, community groups, secondary school providers, other members of the wider Massey University community, along with colleagues from the ITP and PTE sectors. The information, guidance and knowledge gained from this consultation fundamentally and positively assisted in the development of an undergraduate qualification more comprehensively aligned with our stakeholders, and better equipped to assist students towards a wider range of career successes. As well as indicated the need for postgraduate qualifications in Screen Arts.

Common points raised during the multiple rounds of consultation included the following:

- Greater direct engagement with screen industries to better inform students of the professional and critical requirements for career development, beyond high- quality skills training. This has directly informed the development of the BSA(Hons)’s core critical and professional cultures courses, and will also be incorporated into the taught and supervised components of the master’s qualification.
- The need to recognise, within course design and curricula, the shifting boundaries between media industries, including technological convergences and blending storytelling practices that incorporate material from across Screen Arts.
- Increased focus on the production of high-quality creative work which is supported through the creative-practice model for Postgraduate study.
- Increased alignment with the wider screen sector to ensure that curriculum development, assessment design and student project outcomes match industry and employer expectations. This will directly inform curriculum and assessment design.
- A firm statement was made at all three consultation sessions that the demonstration of professional abilities as evidenced in a creative portfolio of work is the most substantial factor in gaining employment and contributing to innovative Screen Industries.
- Greater meaningful engagement is sought with Tangata Whenua and Tangata Pasifika.

The Master of Screen Arts is as such, designed to ensure that this invaluable feedback is realised both at the level of degree structure but also at the level of curriculum design. A full list of stakeholders consulted while developing Screen Arts at undergraduate and post-graduate level is included below. Key stakeholder partners have been retained as consultative advisors for the National Academy of Screen Arts and these will contribute to curriculum design and feature as guests and providers of specialist content.

Financial Analysis

Financial Summary

Name of Programme here

	2025	2026	2027	2028	2029	2030
CPI Rate for Costs		2.00%	2.00%	2.00%	2.00%	2.00%

Income

SAC-government grant	85,582	139,630	174,603	183,132	184,963	184,963
Domestic fees	48,092	93,649	118,265	125,270	127,775	130,331
International full fees	33,963	50,945	50,945	50,945	50,945	50,945
Non tuition fees-course related only	0					
PBRF income			5,640	43,428	85,728	107,724
Other income						
Total Income	167,637	284,223	349,453	402,775	449,411	473,963

Costs

Staff Related Costs

1001 - Permanent-academic	38,500	61,710	74,389	81,713	89,301	91,087
1003 - Permanent-technical	8,063	11,748	11,983	12,223	12,467	12,717

4/10/24, 10:42 AM

Qualification Comparison - PMSCA - Master of Screen Arts - Master Screen Arts

1009 - Annual leave accrued	3,725	5,877	6,910	7,515	8,141	8,304
1038 - Annual leave taken	(3,725)	(5,877)	(6,910)	(7,515)	(8,141)	(8,304)
1020 - A.C.C	373	588	691	751	814	830
1010 - Superannuation	1,397	2,204	2,591	2,818	3,053	3,114
Total staff related costs	48,332	76,250	89,654	97,505	105,635	107,748

Currency fluctuation costs

Total Costs	48,332	76,250	89,654	97,505	105,635	107,748
--------------------	---------------	---------------	---------------	---------------	----------------	----------------

Surplus/(Deficit)	119,305	207,973	259,799	305,269	343,776	366,215
--------------------------	----------------	----------------	----------------	----------------	----------------	----------------

Net impact on other budget centres within the reporting line

SoM&SA costs (based on % of School EFTS)	21,734	40,124	48,484	50,156	50,156	50,156
PVC office costs (based on % of College EFTS)	16,403	30,283	36,592	37,853	37,853	37,853
Total impact on other budget centres within the reporting line	38,137	70,407	85,075	88,009	88,009	88,009

Net impact on other reporting lines

Enrolment related fees (income)	(3,118)	(5,757)	(6,956)	(7,196)	(7,196)	(7,196)
---------------------------------	---------	---------	---------	---------	---------	---------

University Central overhead	77,448	131,311	158,842	166,018	168,022	169,202
-----------------------------	--------	---------	---------	---------	---------	---------

Net impact on other reporting lines	74,330	125,554	151,886	158,822	160,826	162,006
--	---------------	----------------	----------------	----------------	----------------	----------------

Overall University Impact	6,838	12,012	22,838	58,438	94,941	116,200
----------------------------------	--------------	---------------	---------------	---------------	---------------	----------------

Risk Management

Risks	Mitigation
Workload issues for programme and school staff for reviewing and developing new Masters programme.	Academic development time will be allocated in the workload for current staff. Staff who were previously allocated into the Masters of Creative Enterprise will be re-allocated into this space and / or shuffled with other team members to balance the workload without additional costs. Development will also take place at a College level in alignment with the proposed new Masters of screen Arts and amended Master of Design and Master of Fine Arts to share best practice and ensure development takes place as efficiently as possible.
Attracting sufficient student numbers to remain viable	The BSA undergraduate programme has strong numbers, and it is expected, based on student consultation and feedback, that internal demand will be satisfactory. Additionally, the programme will market nationally to attract students from other 3-year programmes, including those at Te Pukenga. Market distinctiveness is a key mitigating factor as is the availability of world-class facilities and technicians for students.
Reliance on cohort size to achieve group-based projects	Work within many areas of the Screen Arts industries is conducted in groups averaging 3- 8 group members taking various roles. Care will be taken in admission processes to make sure that proposed projects have the right personnel to achieve the desired results. The alignment with undergraduate and honours students as well as the MComMus, MDes, and MFA will also mean that multi-year level and cross-disciplinary groups can be formed into production hubs.

Students

Minimum impact on current students is expected. Students within the current BSA and BSA(Hons) will now have more viable post-graduate options to pursue. The College is currently resourced in a way that can maintain the current high-level of academic and technical delivery for all under-graduate students as well as develop and deliver the MSA. Further potential for collaboration across honours and master's cohorts will create a positive and supportive environment for high-levels of creative outputs to occur.

Academic Staff

Programme development will be led by HoS Associate Professor Bridget Johnson and who was heavily involved in the development and implementation of the Bachelor of Screen Arts(Honours). The programme will also utilise the skills and experience of existing academic staff across the College of Creative Arts with expertise in Screen Arts including Senior Lecturer Scott Wilson. Te Rewa o Puanga's current undergraduate programmes have sufficient staff to supervise master's level projects across a range of screen arts fields, including those that comprise the undergraduate pathways. The following staff have Masters or PhD qualifications, and are able to supervise research component of the proposed Masters:

4/10/24, 10:42 AM

Qualification Comparison - PMSCA - Master of Screen Arts - Master Screen Arts

Associate Professor Bridget Johnson, is a sound artist and composer whose work crosses many platforms and mediums. Her main focus is designing new intuitive interfaces for musical expression, and this often manifests in the design of custom-built music performance hardware and software. Her teaching interests lie in developing ways to teach engineering techniques to artists, to further their artistic pursuits.

Neil Aldridge has worked extensively in music and film production and post-production as a dialogue supervisor, dialogue and ADR editor, ADR supervisor, mixer, and recordist. Neil has worked on films such as King Kong, Avatar, The Adventures of Tintin, The Chronicles of Narnia: The Voyage of the Dawn Treader, District 9, The Lovely Bones, and The Hobbit trilogy.

Dr. Vanessa Gerrie is a lecturer in critical studies. She has a Ph.D. in fashion studies from Massey University, which was completed in 2020. Her background is in art history and theory, visual culture, and media studies with an emphasis on fashion and new media and how they intersect with critical theory. Her doctoral thesis titled 'Borderless fashion practice: Contemporary fashion in the metamodern age' focused on interdisciplinary fashion and the expanding borders of contemporary fashion practice. Recent journal publications include 'On metamodernism: Virgil Abloh's borderless fashion practice' in Critical Studies in Men's Fashion (2020) and 'The Diet Prada effect: "Call-out culture" in the contemporary fashionscape' in Clothing Cultures (2019).

Grayson Gilmour is an award-winning film score composer, song writer and performer. He has toured internationally as both a solo artist and part of the post-punk outfit So So Modern, and released works on labels such as Flying Nun (NZ), Transgressive (UK), Unter Schafen (DE) & P-Vine (JP). As the Music Practice Major Coordinator, he has taught across the entire Music Practice degree. Gilmour currently teaches primarily into the Production & Composition pathway, mentors postgraduate students, and is developing course content for a Screen Music elective.

Dr Catherine Hoad is a lecturer in the School of Music and Creative Media Production at Massey University, Wellington. Her research stages critical interrogations of the relationship between race, gender and nationhood in heavy metal music scenes, cultures and practices. Her teaching focuses on music and community, critical analyses of media texts and frameworks, and developing diverse perspectives on the cultural, social and political dimensions of creative practice.

Jonathan King is Senior Lecturer and Film and TV pathway lead in Creative Media Production at Massey University's College of Creative Arts. He is the writer and director of Black Sheep (2006) and Under the Mountain (2009), adapted from Maurice Gee's children's classic. He is the writer and illustrator of graphic novel The Inkberg Enigma (2020).

Mathew Knight (master's currently under examination) is a highly accomplished cinematographer who has worked with National Geographic and Discover Channels, Peter Jackson Weta Digital on the Marvel Avengers film, The Hobbit trilogy and Steven Spielberg's Tintin. Mathew has also worked on a number of New Zealand film commission projects including Daffodils, Good for Nothing and Belief: The Possession of Janet Moses.

Professor Karen Loop is Programme Leader of the Bachelor of Screen Arts, she holds a Master of Fine Arts in Film Production from New York University and a Bachelor of Arts in Communication Studies from University of California Los Angeles (UCLA), has worked on various projects including Executive Producer for the 2018 Ruth Bader Ginsburg biopic On The Basis of Sex. She also served as Executive Producer on the sci fi film Outlander, New Line's Secondhand Lions, and Bill Paxton's directorial debut Frailty. Before becoming an independent producer, Professor Loop worked in development for Academy-award winning producers at Paramount Pictures and Universal Studios, reading up to 700 screenplays a year.

Dr. Scott Wilson is Senior Lecturer, specialising in film and media theories, psychoanalysis and popular culture. Dr Wilson has extensive experience teaching at graduate and post-graduate levels, and directing and supervising research-informed—practice-based projects.

In order to accommodate master's level supervisions and course teaching, selected undergraduate teaching will be backfilled with casual teaching staff, and no new academic appointments will be required. It is also not anticipated that additional professional services or technical services staff will need to be employed in addition to run this programme; it is anticipated that these services will be supplied by current School and College staff.

International 

The College has consulted with staff from Massey Global, as well as a major international recruitment agency in China, JIL. This proposal is expected to generate some interest in the international market, though it's distinctiveness as a Screen Arts / Film project, based in Wellington, which is internationally renowned for its Screen Industry, and may be appealing to the international market. The current Screen arts has approximately 27 international students enrolled, all from Asia, indicating some market demand for Screen Arts. We have limited international income in the programme's financial feasibility analysis to protect against market fluctuations.

Information Technology 

Te Rewa o Puanga has an excellent and long-established working relationship with ITS in the University for the provision of computing, networking, storage and rendering. The School has built up considerable IT infrastructure for its programmes over the last 8-years. It is not anticipated that the master's programme and the introduction of new courses will have any additional information technology resourcing implications. Further the school was previously delivering the Masters of Creative Enterprise and resources that were dedicated to that programme will be re-allocated to the MSA.

Student Management System 

No implications have been identified.

Facilities Management 

The school works closely with Facilities Management in the ongoing provision of spaces and maintaining building resources. It is not anticipated that the new master's, or the introduction of new courses will have any different facilities management implications.

Teaching & Learning Services 

It is not anticipated that the new qualifications, specialisations or courses will have any additional Teaching and Learning Services implications.

Student Learning Services 

The proposal has been discussed with the National Centre for Teaching and Learning. Further discussion will ensue as the courses are developed in more detail through 2024. The Centre's expertise and services has been offered to assist in the development of the revised qualification, in particular with respect to graduate attributes/profiles, learning outcomes and assessment design. In addition, professional development courses/workshops can be tailored to the

4/10/24, 10:42 AM

Qualification Comparison - PMSCA - Master of Screen Arts - Master Screen Arts

needs of the staff. The extent to which these services will be drawn on to assist in the development of the courses will be dependent on the expertise of current staff and of any new staff employed to lead and deliver the new aspects of the programme.

Course Funding Classifications

The 700-level (NZQF level-8) courses in the first 60 credits of the 180 qualification are classified as B-3 Taught Courses.

For the New courses proposed in the MCommMus, the SAC funding classifications have all been individually reviewed by Massey University Finance teams and the majority have been classified as B4 - Research Based Postgraduate.

Limitations on Numbers

No limitations on numbers are anticipated.

NZQF Compliance

The proposed Master of Screen Arts qualification meets the required standards of a Master's degree programme outlined by the New Zealand Qualifications Framework (Level 9) and the CUAP guidelines.

This qualification as defined by the CUAP Handbook (2021), is primarily by thesis and comprises of 120 credits at NZQF level 9, well exceeding the requirement of at least 40 credits.

Graduate Profile (Short)

Graduates of the Master of Screen Arts will be able to undertake a range of professional activities within and beyond the academic context. Students will be equipped with a transferable knowledge base, specialist skills and critical capability, enabling graduates to make wide-ranging cultural, social and economic contributions to society.

Graduates of the Master of Screen Arts will have these defining attributes:

Creativity and Toi; Virtuosity and Mōhio; Understanding and Mātauranga; Autonomy and Mana; Connectedness and Whanaungatanga

Education Pathways (Short)

The Master of Screen Arts has been designed to meet the strategic goals of the College, University and Aotearoa Music sector, as expressed in the proposal summary/overview. Central to this is our University aspiration to be Te Tiriti-led. We want to centre our Te Tiriti responsibilities, as tangata whenua and tangata Tiriti, for the benefit of all. We place emphasis on enhanced outcomes for Māori, and enhanced outcomes for Pacific students.

The MSA will be part of a new suite of high quality master's qualifications that are part of distinctive and flexible learning trajectories situated within a strategic range of fields, aligning with Toi Rauwhārangī undergraduate pathways and industry, sector and community practices. It will enable high quality, creative research pathways, that are student responsive, grounded within Aotearoa and connected with global discourses and fields of enquiry. Our graduates will succeed, on their own terms in their chosen field, producing creative work of depth, critical enquiry, with advanced resolution of material processes and which actively contribute to their communities of interest.

The structure of the programme will support connections and partnerships with industry, sector and community to enable research pathways and externally funded projects to function more effectively, and to increase the proportion of these projects within the Master's cohort.

The new master's will provide a robust platform from which students interested in further academic study, with appropriate academic achievement and development of their research, will be able to progress to doctoral studies and post-doctoral research within and beyond Massey.

Employment Pathways (Short)

Graduates of the BAS(Hons) are considered to be highly employable by the screen and associated industries we productively engage with, and the design of the Master of Screen Arts is oriented towards ensuring that our graduates increase their desirability for their depth of skills alongside their highly developed professional practices and critical self-reflexivity. The Master of Screen Arts provides opportunity for students to be guided and supported towards developing increasingly complex and multi-disciplinary projects within the scope of their studies. These projects will reflect current and anticipated conditions within the wider screen sector, where technological convergence and the proliferation of platforms increases the need for skilled graduates. Beyond the screen employment pathways of film and television, game design and development, animation and visual effects, new growth sectors in immersive and interactive production mean that graduates of the Master of Screen Arts will be valuable contributors both to a range of storytelling practices as well as to diverse fields and in the service of their communities.

Entry Requirements

The MSA meets the CUAP requirements for entry which state that "a master's degree comprising 180 credits, the minimum entry qualification is a three-year bachelor's degree or an equivalent qualification, completed at a specified minimum level of attainment. Admission as a candidate for a master's degree is based on the evaluation of documentary evidence (including the academic record) of the applicant's ability to undertake postgraduate study in a specialist field of enquiry or professional practice."

Entry to the Degree of Master of Screen Arts requires that the candidate will:

- (a) have been awarded or qualified for a Bachelor of Screen Arts, Bachelor of Creative Media Production, or equivalent with a grade average of at least B; or
 - (b) have been awarded any undergraduate degree with a grade average of at least B and provide evidence of professional experience of an appropriate kind and duration in an area relevant to the qualification; or
 - (c) have been granted admission under the Admission with Equivalent Status regulations and demonstrate practical, professional, and scholarly experience at an appropriate level;
- and
- (d) be selected into the programme through an interview and the assessment of a portfolio of creative work relevant to the proposed area of Screen Arts prepared by the applicant.

Education Organisation

13 of 25

4/10/24, 10:42 AM

Qualification Comparison - PMSA - Master of Screen Arts - Master Screen Arts

Te Kunenga Ki Pūrehuroa, Massey University

Developed By 

Toi Rauwhārangī College of Creative Arts

Te Kunenga Ki Pūrehuroa, Massey University

Quality Assured By 

Committee for University Academic Programmes (CUAP)

Goals of the Programme 

Building on the goals of the BSA, the goals of the Master of Screen Arts programme are to create graduates who demonstrate advanced skill, fluency and dexterity in the research, creation, production, distribution and promotion of commercial music activities. Graduates would have ability to work across mediums, platforms and products, and have a critical understanding of artistic, technological, theoretical and screen arts strategies employed in Aotearoa New Zealand and internationally. They will be curious and adaptable, with a clear understanding of their positionality within Aotearoa and Internationally, and will be highly capable of undertaking advanced independent creative practice research.

Programme Overview 

This master's programme comprises two parts, Part One (60 credits at 700 level) and Part Two (120 credits at 800 level). The 120 credit Thesis component (comprised of 2 x 60 credit courses) will be eligible for PBRF Research Degree Completion funding. If an applicant arrives to the programme with an Honours or Postgraduate Diploma and a strong practice-based portfolio, and a developed research proposal, entrance into Part Two can be offered.

The Programmes seek to foster and support advanced creative practice experimentation and exploration, where both disciplinary and interdisciplinary focus can be pursued, individual and team-based or collaborative projects welcomed.

We have considered carefully the weave between specialist courses and cross-programme meeting points that bring the masters and honours students together, as well as option learning with a focus on Matāurangī Toi Māori through our master's suite, which offers greater student choice, noting the existing Master Of Māori Visual Arts, a distance offering through Toiohi Ki Āpiti in the Manawatu.

The design of these programmes has also considered delivery structures that will enable sustainable delivery with ability to scale according to student numbers

Proposed Teaching/Delivery Methods 

The master's will use a combination of taught and supervised delivery in line with best practice for creative practice and advanced research projects.

Prescriptions for New Courses **Master of Screen Arts****289811 Screen Arts 120 credit Thesis Part 1 (60 credits)**

Preparation of a thesis consisting of an advanced Screen Arts-led research project and an exegetical component to satisfy the requirements of the Master of Screen Arts qualification.

289812 Screen Arts 120 credit Thesis Part 2 (60 credits)

Continuing preparation of a thesis consisting of an advanced Screen Arts-led research project and an exegetical component to satisfy the requirements of the Master of Screen Arts qualification.

Assessment and Moderation Procedures 

Within Part One of the Programme, the assessment occurs within each course, and is led by the faculty teaching into these courses under leadership of the Course Coordinator. A moderation session takes place drawing on the internal academic team, and involving the Postgraduate Director, or a peer from another masters degree within the College in the role of peer reviewer of the moderation.

These grades are then noted at PGQEC in accordance with College and University guidelines for taught courses at Postgraduate level., with particular attention paid to whether the students meet progression requirements into Part II (which is an average of B or above across the three grades).

For Part Two of the programme, the creative work component of the thesis encompasses creative practices in the specialised area. The creative work would normally be presented digitally and might take a variety of forms and/or mediums. The individual format for the presentation of the work will be decided by student and supervisor with input from other academic staff to ensure examination is able to take place thoroughly. The exegetical component supports the creative practice and is considered holistically with the creative practice.

The exegesis contextualises and critically discusses the creative work. The contextualisation should position the creative work within a critical discourse and in relation to other works, models, technologies or practices in the field.

The exegesis is anticipated to take one of two forms;

1. Fully written exegesis that contextualizes the project and supplements the creative work, 6,000-8,000 words (not including bibliography).
2. A PDF document that includes an embedded pre-recorded video (no more than 1 hour), in which the candidate speaks/presents the bulk of the exegesis material, a written abstract and a bibliography.

The examination process is managed by the Senior Academic Administrator - Postgraduate in consultation with academics from the school. The exegesis and digital portfolio would be submitted as a digital copy to Massey University through the MyMassey portal and via course administration sites (Stream). The typical process is for the exegesis and portfolio to be shared collectively with the examiners. On some occasions there may be need for an in-person presentation of work in which case the exegesis would be shared with the examiners prior.

4/10/24, 10:42 AM

Qualification Comparison - PMSCA - Master of Screen Arts - Master Screen Arts

The Thesis project examination is convened by a qualified member of the academic staff and examined by a panel consisting of two examiners appointed by the Pro Vice-Chancellor of the College; one of whom, as internal examiner, is an academic staff member, and the other, as external examiner, a person of high regard in the field being examined. If the masters candidate is a staff member, or if it is felt that there is not sufficient specialist discipline and/or cultural expertise available internally, two external examiners can be appointed. Examiners new to the masters examination process at Toi Rauwhāangi are briefed ahead of examination to ensure that each candidate is assessed in the same manner as described above.

Through the appointment of examiners process, due consideration is given to cultural and disciplinary knowledge necessary to examine the project.

All Thesis examinations would be moderated through a collective process where a cluster of examinations has taken place to enable moderation across the cohort. This moderation event would include, convenors, Snr academics of the programme, Coordinators and the Director Postgraduate. If a stand-alone examination occurs because of an extension of study, a moderation event would still take place, and include a faculty member separate to the supervision and Programme Coordination team. All moderated Thesis grades are then presented at PGQEC and agreed by this Committee.

The Pro Vice Chancellor of the College acts as Chief Examiner and addresses any grade challenges or issues that have arisen in relation to the examination process. Once the exegesis is submitted, no further changes (such as amendments) are required to be made before it goes into the library repository. If the candidate has chosen submission option 2 (above), the digital material is assembled to be archived in the library or, if the design of the exegesis maintains a specific material quality, the candidate can choose to submit 1 soft-bound hardcopy.

Plans for Monitoring Quality/Programme Review

Massey University quality management processes will form the basis of monitoring and ongoing review of the programmes. Specific features of the quality management processes in the College include the following:

- Individual courses are reviewed in terms of content, delivery, outcomes and student achievement at the end of each delivery by the relevant course coordinator and programme leader(s), with ongoing improvement and enhancement identified for the next delivery. Any changes to the programme are approved by the postgraduate quality enhancement committee, the College of Creative Arts College Board and, where appropriate, by the Academic Committee and Academic Board of Massey University.
- Student achievement, assessment and cross-college quality assurance of IP and AEG is monitored by the College Exceptions Committee.
- Feedback is regularly sought via the Massey Online Survey Tool (MOST) from students, the results of which are used by teaching staff to improve and refine teaching styles and methods.
- External input will be maintained through formal and informal liaison and contribution to examination panels.
- A graduating year review will be completed in accordance with Universities New Zealand requirements.
- In accordance with the Massey University Qualification Review Policy and Procedures, the degree will be evaluated every four to seven years. This involves the appointment of a panel (normally including national and/or international experts in the field) whose members are external to the programme, review of the entire academic programme through the evaluation of objectives, structure and management, teaching, learning and assessment processes, and student views.

Postgraduate Funding

For the 120 credit master's, funding has been based on 120 credits at B4 funding rates. It also includes RDC PBRF masters funding two years after completion for 3 years at cost weighting 2. For the purposes of the financial analysis, we have used ethnicity factor 1 for all students.

For the 180 credit master's, funding has been based on 60 credits at B3 and 120 credits at B4. It also includes RDC PBRF masters funding two years after completion for 3 years at cost weighting 2. For the purposes of the financial analysis, we have used ethnicity factor 1 for all students.

Relationship to Strategic Planning Goals

Te Rewa o Puanga (The School of Music and Creative Media Production) was launched in 2014 with the Bachelor of Creative Media Production taking a first-year intake in 2015. The BCMP was originally designed to support students across a number of media platforms ranging from game and web development to animation and digital video. Student numbers in the BCMP qualification grew from the original proposal's target of 150 to over 400. As a result, and in line with industry consultation, the Bachelor of Screen Arts and Bachelor of Screen Arts(Hons) was established in 2022 to better serve the interests of students, and to support the demand for more focus and depth that would occur as a result of instituting major specialisations. The BSA and BSA(Hons) includes majors in; Animation, Film Production, Factual Production, Game Development, Immersive Media, Media Technology, and Visual Effects. These developments have been highly successful, both for the 2023 intake of first year students, and also for those students who transitioned from the BCMP to the BSA(Hons) in alignment with the transition plans. The substantial consultation undertaken during the development of the BSA saw those students who transitioned into the new qualification well prepared for the changes, leading to excellent success and retention rates for both second and third year cohorts (95% for second year students; 99% for third year students). As such, the introduction of a Screen Arts post-graduate programme is timely, and appropriately driven by sector needs and student demand.

The proposed programme specifically aligns with three key areas within Pau Ako – Learning and Teaching in the 2022-2027 Massey Strategy, in particular Priority 3 - Deliver an excellent learning environment. Firstly, we are Removing institutional barriers to participation and success by providing a clear and coherent pathway into post-graduate study in areas of our undergraduate strengths. The curricula design encourages entrepreneurial and enterprise opportunities for students while creating meaningful stakeholder and industry partnerships to support WIL, and delivers curriculum innovation taking into account the future of work and learning, including the acquisition of transdisciplinary and transferable skills that engage students with questions of sustainability through novel approaches.

In connection to this proposal, we have also sought to prioritise Massey University Strategy (2022-2027), Priority 4, as part of meeting our learning and teaching responsibilities in relation to Te Tiriti o Waitangi. In particular, to increase the provision of mātauranga-centred pathways for learning and nurture academic success and excellence through Kaupapa Māori models of support. This is reflected in the proposed new Mātauranga Toi Māori pathway, which we are calling Te Puna Toi Ora (see linked proposal, New Specialisation Mātauranga Toi Māori Major BDes(Hons)).

The new Mātauranga Toi Māori pathway also aligns with the Tertiary Education Strategy (2020), to have high aspirations for every learner/ākonga, and support these by partnering with their whānau and communities to design and deliver education that responds to their needs, and sustains their identities, languages and cultures. Specifically, the proposal results from our commitment to Build relationships with Māori, involve them in decision making, and partner with them to support rangatiratanga, and Māori educational success as Māori.

The proposal also aligns with Massey's 2024-2027 Te Pau Rangahau, in that it seeks to increase the relative proportion of postgraduate research students in our student profile.

Learning Outcomes for New Courses**Master of Screen Arts****289811 Screen Arts 120 credit Thesis Part 1**

- 1 Further develop the knowledge or practices within their field of study through independent research (Graduate Profile: Understanding and Mātauranga A4; Creativity and Toi C3)
- 2 Evidence dexterity and expertise in their design practice through an advanced engagement with materials, processes, technologies and relevant industries. (Graduate Profile: Virtuosity and Mōhio D1)
- 3 Demonstrate an ability to reflect critically on their creative practice through written, oral and visual modes of communication. (Graduate Profile: Understanding and Mātauranga C2, Connectedness and Whanaungatanga E1)
- 4 Interact effectively and ethically with others within their creative practices. (Graduate Profile: Connectedness and Whanaungatanga E2)
- 5 Apply an understanding of the potential impact of creative work on individuals and communities, with due consideration of ethical and professional issues. (Graduate Profile: Connectedness and Whanaungatanga A3)

289812 Screen Arts 120 credit Thesis Part 2

- 1 Further develop the knowledge or practices within their field of study through independent research (Graduate Profile: Understanding and Mātauranga A4; Creativity and Toi C3)
- 2 Evidence dexterity and expertise in their design practice through an advanced engagement with materials, processes, technologies and relevant industries. (Graduate Profile: Virtuosity and Mōhio D1)
- 3 Demonstrate an ability to reflect critically on their creative practice through written, oral and visual modes of communication. (Graduate Profile: Understanding and Mātauranga C2, Connectedness and Whanaungatanga E1)
- 4 Interact effectively and ethically with others within their creative practices. (Graduate Profile: Connectedness and Whanaungatanga E2)
- 5 Apply an understanding of the potential impact of creative work on individuals and communities, with due consideration of ethical and professional issues. (Graduate Profile: Connectedness and Whanaungatanga A3)

Student Workload

The student workload will be in line with TEC recommendations of 10 hours per credit. This is comprised of independent research as well as taught components.

Teaching and Support Staff

Programme development will be led by HoS Associate Professor Bridget Johnson and who was heavily involved in the development and implementation of the Bachelor of Screen Arts(Honours). The programme will also utilise the skills and experience of existing academic staff across the College of Creative Arts with expertise in Screen Arts including Senior Lecturer Scott Wilson. Te Rewa o Puanga's current undergraduate programmes have sufficient staff to supervise master's level projects across a range of screen arts fields, including those that comprise the undergraduate pathways. The following staff have master's or PhD qualifications, and are able to supervise research component of the proposed master's.

In order to accommodate master's level supervisions and course teaching, selected undergraduate teaching will be backfilled with casual teaching staff, and no new academic appointments will be required. It is also not anticipated that additional professional services or technical services staff will need to be employed in addition to run this programme; it is anticipated that these services will be supplied by current School and College staff. The College also has sufficient Technical Support Staff with strong screen arts focus and industry experience including:

- James Coyle (Technical services manager, Musician: Fly My Pretties, The Nudge, Newtown Rocksteady. Event programme and Production: Newtown Festival. Line Producer: Aotearoa Music Artisan Awards (TV3, TVNZ).
- Adam Dransfield (Technical Services Operations Coordinator, Production and Broadcast Sound Mixer, Media Technology Consultant, Broadcast Engineer.)
- Mike Gibson
- Virginia Ghiglione (Camera, Lighting, Colour Grading, Colour Theory, Blackmagic Davinci Resolve certified Trainer, Post-Production Workflow, Data Management)
- Kerry Pulhman (Filmmaker, Lighting, DOP and Screen Arts Technician)
- Thomas Williams
- James Manttan

Teaching Space and Other Facilities

This proposed master's will leverage existing facilities and teaching spaces. As such, it does not require additional physical or technological investments, and can be implemented with the current physical resources of Massey University on the Wellington Campus. The university has recently placed significant investment in Screen Arts facilities in Block 10 and these facilities will be leveraged for the MSA. These world-class facilities will help attract both domestic and international students into the programme as well as continue to maintain their industry and commercial usage.

The School currently has a wide range of facilities that has supported teaching and learning in the BCMP and BSA which includes 3 programme-based media labs and 3 production labs. Dedicated computing includes 56 x Mac and 33 x PC connected to a 40-node render farm. Software includes industry standard tools such as Auto desk, Adobe, Da Vinci, Resolve, Nuke, Houdini, ProTools, Unreal, Unity Substance Painter and Blender. A performance capture and virtual production studio includes a 20 camera Vicon system with Shogun software and face capture tools. There is a wide range of VR and virtual production tools including Projection, headsets, scanners and 360 cameras. There are 6 separate acoustically designed edit suites all with 4k computing, colour grading

4/10/24, 10:42 AM

Qualification Comparison - PMSA - Master of Screen Arts - Master Screen Arts

panels and a workflow server. Supporting film, we have a 300 sq m facility with a grid height of 4.5m with green screen and lighting. Supporting audio and postproduction is 4 recording studios, 1 ADR studio, 1 foley studio, 30 seat 4k, 7.1 dubbing and screening theatre. An electronic lab supports Media Technology shared with Music Technology with soldering stations and 3D printing.

The equipment stores have 42 x C100, 16 x C200, 4 x C300, 3 Reds and 26 Lumix S5 and 2 Black Magic cameras which are booked with sound recording units, microphones, lenses and grip equipment. There is a wide range of lighting which includes Arri, Strand, Kino and a number of portable on location units.

Students book equipment from dedicated equipment stores supported by an online booking system, and the management of facilities is run by a technical team covering the subject areas in the programme (see staff) including coordination of stores, equipment, and facilities bookings.

Library Resources

There are no additional collection resources or policy changes required for this qualification. Ongoing purchasing of new book titles can be met from existing budgets.

Jo-Ann Cowie, Collection Manager, 16 February 2024

Timetabling Arrangements

The courses in this programme will be timetabled using the University's existing, well-established timetabling systems along with College Academic Administrative support.

Committee References	AC24/03/13 CCACB2024/02/10 PGQEC24/01/07
-----------------------------	--

Status Log

Initial Status	End Status	User	Date	Comment
Academic Committee Approval	Academic Board Approval	LEANNE ROBINSON	27 Mar 2024 14:55 pm	AC24/03/13
College Board Approval	Academic Committee Approval	Jessica Board	20 Feb 2024 15:44 pm	Approved on Behalf of College Board Chair
College Sub-Committee	College Board Approval	Jessica Board	20 Feb 2024 15:44 pm	Approved on Behalf of UGQEC Chair
HOD Approval	College Sub-Committee	Jessica Board	20 Feb 2024 15:44 pm	Approved on Behalf of Head of School
Draft	HOD Approval	PHIL BRONN	20 Feb 2024 15:41 pm	Ready for HoD approval
	Draft	Jessica Board	10 Nov 2023 16:06 pm	New Qualification Created

Collaborating Staff
Name
JO-ANN COWIE
SHARRYN MIDDLETON
DIANE DAVIES
TERESA HARTLEY
GREGORY GILBERT
PHIL BRONN
FAITH KANE
JOSHUA FYFE
CAITLIN LIGO
Julian Sutherland
NJ Jayne

View Course



289811 Screen Arts 120 credit Thesis Part 1 v1.0

ACADEMIC COMMITTEE APPROVAL

[Show Legend](#)

Affiliated Entities			
Entity Code	Entity Title	Entity Version	Entity Type
PMSCA	Master of Screen Arts	v1.0	Qualification
Year of Implementation	2025		
Course Code	289811		
Course Title	Screen Arts 120 credit Thesis Part 1		
Abbreviated Title	ScreenThesisPt1		
Course Type	Research		
Credits	60		
Course Level	800		
Prescription	Preparation of a thesis consisting of an advanced Screen Arts-led research project and an exegetical component to satisfy the requirements of the Master of Screen Arts qualification.		
Online Learning Category	Partially Taught Online		
Subject Area	Creative Media Production (289P)		
Language of Instruction			
Course Initiator History	GREGORY GILBERT (23 Jan 2024 to ---)		
Collaborating Staff			
Staff Member			
JO-ANN COWIE			
SHARRYN MIDDLETON			
TERESA HARTLEY			
GREGORY GILBERT			
PHILIP BATTLETT			
PHIL BRONN			
FAITH KANE			
JOSHUA FYFE			
CAITLIN LIGO			
Julian Sutherland			
NJ Jayne			
Jessica Board			
Owning Organisation	School of Music and Creative Media Production (MU00693)		
Text Book Required	No		

2/19/24, 9:15 PM

Course Comparison 289811 - Screen Arts 120 credit Thesis Part 1
















Recognised Professional Development	
Pattern of Offering	Not Cyclic
Expected Prior Learning	
Primary Qualification	PMSCA Master of Screen Arts v1.0
Course Requirements	No requisites
Prerequisites	
Corequisites	
Restrictions	
Learning Outcomes	
On successful completion of this course the learner will be able to:	
#	Description
L01	Further develop the knowledge or practices within their field of study through independent research (Graduate Profile: Understanding and Mātauranga A4; Creativity and Toi C3)
L02	Evidence dexterity and expertise in their design practice through an advanced engagement with materials, processes, technologies and relevant industries. (Graduate Profile: Virtuosity and Mōhio D1)
L03	Demonstrate an ability to reflect critically on their creative practice through written, oral and visual modes of communication. (Graduate Profile: Understanding and Mātauranga C2, Connectedness and Whanaungatanga E1)
L04	Interact effectively and ethically with others within their creative practices. (Graduate Profile: Connectedness and Whanaungatanga E2)
L05	Apply an understanding of the potential impact of creative work on individuals and communities, with due consideration of ethical and professional issues. (Graduate Profile: Connectedness and Whanaungatanga A3)
Learning Outcomes and Competencies Mapping	
Learning Outcomes	Competencies
L01: Further develop the knowledge or practices within their field of study through independent research (Graduate Profile: Understanding and Mātauranga A4; Creativity and Toi C3)	
L02: Evidence dexterity and expertise in their design practice through an advanced engagement with materials, processes, technologies and relevant industries. (Graduate Profile: Virtuosity and Mōhio D1)	
L03: Demonstrate an ability to reflect critically on their creative practice through written, oral and visual modes of communication. (Graduate Profile: Understanding and Mātauranga C2, Connectedness and Whanaungatanga E1)	
L04: Interact effectively and ethically with others within their creative practices. (Graduate Profile: Connectedness and Whanaungatanga E2)	
L05: Apply an understanding of the potential impact of creative work on individuals and communities, with due consideration of ethical and professional issues. (Graduate Profile: Connectedness and Whanaungatanga A3)	
Course Mark Scheme	Course - Mark/Grade
Completion Requirements	

Assessment Pattern

Creative Compositions

Assessment Type	Creative Compositions	Assessment Title	Creative Work and Exegesis
Assessment Description	n/a		
Weighting	100	Sequence	1
Pass Mark (%)	0	Pattern	Default
Learning Outcomes	1, 2, 3, 4, 5	Marking Scheme	ASS-MG
Compulsory	No		

Workload

This module has no workload.	
Research/Information Literacy Skills 	
Current Collection - Books 	
Current Collection - Journals and Journal Article Databases 	
Future Collecting - Books 	
Future Collecting - Journals and Journal Article Databases 	
Recommendations 	
Approved by College Business Manager 	Yes - Sharryn Middleton 8/2/24
Wholly Research 	No
TEC Course Classification 	Engineering; Technology
TEC Funding Category 	C4 - C4 Research-based Post-graduate
Massey Funding Level 	ENGP_R Engineering Degree Postgraduate Research
NZSCED 	100701 - Audio Visual Studies
PBRF Eligibility 	L - Masters in parts (eg, Thesis part 1 and Part 2, and combined research is greater than 0.75 EFTS)
VRF Code 	1 An option for Masters
Additional fees / Compulsory course cost fees 	none
Publication Notes 	
Additional Cost (course publication note) 	
Learning Experience 	
Proposal ID 	03733
Academic Contact and Purpose of the Proposal 	Introduced as part of the Master of Screen Arts, version 1.0, proposal
Rationale 	
Accreditation Considerations 	
Consultation 	
Resource Impacts 	
Calendar Amendments 	


2/19/24, 9:15 PM

Course Comparison 289811 - Screen Arts 120 credit Thesis Part 1

Proposed additional fees and expected enrolments for all offerings	
Consequential Amendments	
Transition Arrangements	
Committee References	CCACB2024/02/12 29/01/24 PGQEC24/01/09

Status Log

Initial Status	End Status	User	Date	Comment
College Board Approval	Academic Committee Approval	CAITLIN LIGO	19 Feb 2024 20:00 pm	Approved by CoCA College Board 09/02/2024
College Sub-Committee Approval	College Board Approval	CAITLIN LIGO	19 Feb 2024 19:42 pm	Approved at PGQEC 30/01/2024
HOD Approval	College Sub-Committee Approval	Jessica Board	19 Feb 2024 19:02 pm	Approved on behalf of HoS
Draft	HOD Approval	CAITLIN LIGO	19 Feb 2024 17:40 pm	Yes
	Draft	GREGORY GILBERT	23 Jan 2024 12:39 pm	New Course Created

Workload Competency Mapping 				
Workload Item	Workload Description	Competency Framework	Competency	Competency Teaching Method
None				

View Course



289812 Screen Arts 120 credit Thesis Part 2 v1.0

ACADEMIC COMMITTEE APPROVAL

[Show Legend](#)

Affiliated Entities			
Entity Code	Entity Title	Entity Version	Entity Type
PMSCA	Master of Screen Arts	v1.0	Qualification
Year of Implementation 2025			
Course Code 289812			
Course Title Screen Arts 120 credit Thesis Part 2			
Abbreviated Title ScreenThesisPt2			
Course Type Research			
Credits 60			
Course Level 800			
Prescription Continuing preparation of a thesis consisting of an advanced Screen Arts-led research project and an exegetical component to satisfy the requirements of the Master of Screen Arts qualification.			
Online Learning Category Partially Taught Online			
Subject Area Creative Media Production (289P)			
Language of Instruction			
Course Initiator History GREGORY GILBERT (23 Jan 2024 to ---)			
Collaborating Staff			
Staff Member			
JO-ANN COWIE			
SHARRYN MIDDLETON			
TERESA HARTLEY			
GREGORY GILBERT			
PHIL BRONN			
FAITH KANE			
JOSHUA FYFE			
CAITLIN LIGO			
Julian Sutherland			
NJ Jayne			
Jessica Board			
Owning Organisation School of Music and Creative Media Production (MU00693)			
Text Book Required No			


























Recognised Professional Development	
Pattern of Offering	Not Cyclic
Expected Prior Learning	
Primary Qualification	PMSCA Master of Screen Arts v1.0
Course Requirements	No requisites
Prerequisites	
Corequisites	
Restrictions	
Learning Outcomes	
On successful completion of this course the learner will be able to:	
#	Description
LO1	Further develop the knowledge or practices within their field of study through independent research (Graduate Profile: Understanding and Mātauranga A4; Creativity and Toi C3)
LO2	Evidence dexterity and expertise in their design practice through an advanced engagement with materials, processes, technologies and relevant industries. (Graduate Profile: Virtuosity and Mōhio D1)
LO3	Demonstrate an ability to reflect critically on their creative practice through written, oral and visual modes of communication. (Graduate Profile: Understanding and Mātauranga C2, Connectedness and Whanaungatanga E1)
LO4	Interact effectively and ethically with others within their creative practices. (Graduate Profile: Connectedness and Whanaungatanga E2)
LO5	Apply an understanding of the potential impact of creative work on individuals and communities, with due consideration of ethical and professional issues. (Graduate Profile: Connectedness and Whanaungatanga A3)
Learning Outcomes and Competencies Mapping	
Learning Outcomes	Competencies
LO1: Further develop the knowledge or practices within their field of study through independent research (Graduate Profile: Understanding and Mātauranga A4; Creativity and Toi C3)	
LO2: Evidence dexterity and expertise in their design practice through an advanced engagement with materials, processes, technologies and relevant industries. (Graduate Profile: Virtuosity and Mōhio D1)	
LO3: Demonstrate an ability to reflect critically on their creative practice through written, oral and visual modes of communication. (Graduate Profile: Understanding and Mātauranga C2, Connectedness and Whanaungatanga E1)	
LO4: Interact effectively and ethically with others within their creative practices. (Graduate Profile: Connectedness and Whanaungatanga E2)	
LO5: Apply an understanding of the potential impact of creative work on individuals and communities, with due consideration of ethical and professional issues. (Graduate Profile: Connectedness and Whanaungatanga A3)	
Course Mark Scheme	Course - Mark/Grade
Completion Requirements	

Assessment Pattern

Creative Compositions

Assessment Type	Creative Compositions	Assessment Title	Creative Work and Exegesis
Assessment Description	n/a		
Weighting	100	Sequence	1
Pass Mark (%)	0	Pattern	Default
Learning Outcomes	1, 2, 3, 4, 5	Marking Scheme	ASS-MG
Compulsory	No		

Workload

This module has no workload.	
Research/Information Literacy Skills 	
Current Collection - Books 	
Current Collection - Journals and Journal Article Databases 	
Future Collecting - Books 	
Future Collecting - Journals and Journal Article Databases 	
Recommendations 	
Approved by College Business Manager 	Yes - Sharryn Middleton 8/2/24
Wholly Research 	Yes
TEC Course Classification 	Engineering; Technology
TEC Funding Category 	C4 - C4 Research-based Post-graduate
Massey Funding Level 	ENGP_R Engineering Degree Postgraduate Research
NZSCED 	100701 - Audio Visual Studies
PBRF Eligibility 	L - Masters in parts (eg, Thesis part 1 and Part 2, and combined research is greater than 0.75 EFTS)
VRF Code 	1 An option for Masters
Additional fees / Compulsory course cost fees 	none
Publication Notes 	
Additional Cost (course publication note) 	
Learning Experience 	
Proposal ID 	03733
Academic Contact and Purpose of the Proposal 	Introduced as part of the Master of Screen Arts, version 1.0, proposal
Rationale 	
Accreditation Considerations 	
Consultation 	
Resource Impacts 	
Calendar Amendments 	


2/19/24, 9:29 PM

Course Comparison 289812 - Screen Arts 120 credit Thesis Part 2

Proposed additional fees and expected enrolments for all offerings	
Consequential Amendments	
Transition Arrangements	
Committee References	CCACB2024/02/13 29/01/24 PGQEC24/01/10

Status Log

Initial Status	End Status	User	Date	Comment
College Board Approval	Academic Committee Approval	CAITLIN LIGO	19 Feb 2024 20:00 pm	Approved by CoCA College Board 09/02/2024
College Sub-Committee Approval	College Board Approval	CAITLIN LIGO	19 Feb 2024 19:42 pm	Approved at PGQEC 30/01/2024
HOD Approval	College Sub-Committee Approval	Jessica Board	19 Feb 2024 19:03 pm	Approved on behalf of HoS
Draft	HOD Approval	CAITLIN LIGO	19 Feb 2024 17:40 pm	Yes
	Draft	GREGORY GILBERT	23 Jan 2024 12:42 pm	New Course Created

Workload Competency Mapping 				
Workload Item	Workload Description	Competency Framework	Competency	Competency Teaching Method
None				

Master of Commercial Music

PMCMS Master of Commercial Music Master Commercial Music v1.0

ACADEMIC BOARD APPROVAL

[Show Legend](#)

Number of Years	1 Year 6 Months		
Professional Body			
Effective From	Interim Date	Contact Person	Notes
No Professional Body Recognition Assigned			
Year of Implementation	2025		
Qualification Code	PMCMS		
Qualification Title	Master of Commercial Music		
Reporting Title	Master Commercial Music		
Abbreviated Title	MCommMus		
Credit Value	180		
Language of Instruction	()		
Qualification Duration	1 Year 6 Months		
Maximum Time to Completion	5		
Qualification Type	Postgraduate		
Qualification Subtype	Postgraduate Master Degree		
No New Enrolment	No		
Without Specialisation?	nosp		
Allows Minors from other Qualifications	No		
Qualification Lead	Jessica Board (10 Nov 2023 to ---)		
Owning Organisation	School of Music and Creative Media Production (MU00693)		
Proposed Review Dates			
Date Types			Date
No dates assigned			

Qualification Graduate Profile

Graduates of the Master of Commercial Music will be able to:

A. Knowledge and understanding

A1 Demonstrate a nuanced understanding of their positionality in relation to working in Aotearoa, and/or international cultural contexts relevant to Commercial Music (Understanding and Mātauranga)

A2 Conceptualise, analyse, contextualise and synthesise complex issues and situations relevant to contemporary Commercial Music practice. (Understanding and Mātauranga)

A3 Apply an understanding of the potential impact of creative practices, outcomes and processes on communities, audiences and users, with due

4/10/24, 10:47 AM

Qualification Comparison - PMCMS - Master of Commercial Music - Master Commercial Music

consideration of ethical and professional issues, and sustainable practices. (Connectedness and Whanaungatanga)
 A4 Undertake advanced independent research to contextualise their own creative practice. (Understanding and Mātauranga)

B. Values and Attitudes

B1 Be intellectually curious and adaptable, willing to embrace new ideas and accommodate risk and uncertainty. (Creativity and Toi)
 B2 Have clear goals for the continuation of intellectual and creative development. (Autonomy and Mana)

C. Skills (Cognitive and Intellectual)

C1 Apply exploratory and transformative thinking to generate ideas, proposals, creative works, provocations and arguments in response to project demands. (Creativity and Toi)
 C2 Critically reflect on and evaluate their own work and the work of other practitioners and scholars. (Understanding and Mātauranga)
 C3 Propose and initiate innovative developments in creative practice and research. (Creativity and Toi)

D. Skills (Subject Specific/ Professional)

D1 Evidence dexterity and expertise in their creative practice through an advanced engagement with materials, processes, technologies and ideas relevant to their research focus. (Virtuosity and Mōhio)
 D2 Combine technical skills with intellectual and conceptual rigour in order to produce well-developed outcomes. (Virtuosity and Mōhio)
 D3 Skilfully utilise analytical, evaluative, synthesising and discipline specific creative methods in order to transform ideas into completed project outcomes. (Virtuosity and Mōhio)

E. Skills (Transferable)

E1 Demonstrate effective visual, oral and written communication skills. (Understanding and Whanaungatanga)
 E2 Interact effectively and ethically with others and respond confidently to multiple viewpoints in professional and community contexts. (Understanding and Whanaungatanga)
 E3 Act independently and with agency in the development and implementation of their projects. (Autonomy and Mana)
 E4 Source and astutely utilise information in a variety of forms and contexts. (Understanding and Mātauranga)

Qualification Graduate Attributes (QGAs)

On successful completion of this programme the learner will be able to

#	Description	Graduate Profile	Educational Objectives
None			
Graduate Profile			
1. Scholarly 1 - Disciplinary knowledge and skills 2. Scholarly 2 - Creativity and innovation 3. Scholarly 3 - Resilience and adaptability 4. Cultural 1 - Cultural awareness 5. Cultural 2 - Māori knowledge and understanding 6. Social 1 - Social responsibility 7. Social 2 - Communication and collaboration 8. Social 3 - Global engagement			

Qualification Graduate Attributes and Competencies Mapping

Qualification Graduate Attribute	Competencies
None	

Admission 

1. Admission to the Degree of Master of Commercial Music requires that the candidate will:

(a) meet the University admission requirements as specified;

and will:

(b) have been awarded or qualified for a relevant Bachelor's degree or equivalent qualification with a minimum grade average of at least B; or

(c) have been awarded or qualified for the Bachelor of Commercial Music (Honours) with a grade average of at least B across the 700-800 level courses, or equivalent; or

(d) have been granted admission under the Admission with Equivalent Status regulations and demonstrate practical, professional and scholarly experience at an appropriate level;

and will have:

4/10/24, 10:47 AM

Qualification Comparison - PMCMS - Master of Commercial Music - Master Commercial Music

(e) been selected into the programme on the basis of an interview and assessment of a portfolio of relevant work prepared by the candidate.

Qualification Requirements

2. Candidates for the Degree of Master of Commercial Music shall follow a parts-based programme of study, which shall consist of courses totalling at least 180 approved credits and include completion of Part One and Part Two. The requirements for Part One and Part Two are prescribed in the Schedule for the Qualification.

3. Notwithstanding Regulation 2, the programme of study for candidates who have been admitted under Regulations 1(c) shall consist of thesis courses totalling 120 credits, as prescribed in Part Two in the Schedule for the Qualification.

Specialisations

4. The Master of Commercial Music is awarded without specialisation.

Student Progression

5. The Degree of Master of Screen Arts may be awarded with Distinction or Merit. The class of award will be determined by the examiners on the performance of the candidate in the Part 2 courses within the schedule.

6. For progression to Part Two of the Master of Commercial Music, candidates must have maintained a grade of at least B (GPA 5) over the 60 credits undertaken for Part One.

Completion Requirements

7. The timeframes for completion as outlined in the General Regulations for Postgraduate Degrees, Postgraduate Diplomas, and Postgraduate Certificates will apply.

8. Candidates may be graduated when they meet the Qualification requirements within the prescribed timeframes; candidates who do not meet the requirements for graduation may, subject to the approval of Academic Board, be awarded an appropriate exit qualification, should they meet its qualification requirements.

Academic Progress

9. The general Unsatisfactory Academic Progress regulations will apply.

Schedule to be added to**Part 1**

60 credits

Specialisations and Courses			
Code	Credits	Title	Show Courses
None			

Research Methods

15 credits

Specialisations and Courses			
Code	Credits	Title	Show Courses
298730	15	Māori Research Methodologies for Creative Practice	
293732	15	Creative Practice Research Methods	
293731	15	Contextualising Creative Enterprise Practice Part 1	

Project Development

30 credits

Specialisations and Courses			
Code	Credits	Title	Show Courses
133701	30	Prototyping and Development for Advanced Music Projects	

Any 400-level or 700-level elective course from the College of Creative Arts (Prefixes: 133, 197, 198, 212, 213, 221, 222, 223, 224, 237, 296, 289, 298)

15 credits

Specialisations and Courses			
Code	Credits	Title	Show Courses
None			

Part 2

120 credits

Specialisations and Courses			
-----------------------------	--	--	--

3 of 25

Code	Credits	Title	Show Courses
133811	60	Commercial Music 120 credit Thesis Part 1	
133812	60	Commercial Music 120 credit Thesis Part 2	

QGA-CLO Mapping

Displaying current status - no comparison done

None

Research / Information Literacy Skills

Massey University Library supports the Master of Commercial Music by providing resources, and support for information literacy, learning and research. Two specialist CoCA Subject Librarians, based at the Wellington Campus, support Commercial Music staff and students and currently teach discovery skills in related undergraduate music courses. Potential information literacy demands align with current practice and are deliverable with existing resourcing.

Current Collections- Books

CoCA Librarians select books from subject profiles that have been developed with major suppliers to reflect the research and teaching needs of the University, and on the recommendation of University staff and students.

There is an extensive collection of titles to support all aspects of the Master of Commercial Music qualification listed in Discover (the Library search tool). About 10% of these were published in the last 5 years, and of these approximately 5% are available as ebooks. Topics include: music and sound production and direction; recording and reproducing; acoustical engineering; acoustics and physics of music; and the sound recording industry.

Māori resources:

The Library contributes to Tiriti-led teaching by providing access to a range of Te Tiriti and Māori resources in diverse media including DVD, CD, video and print which can be accessed through Discover. The Māori, Music, and Creative Arts Subject Guides offer access to relevant databases, including recorded domestic and international television channels via eTV.

Current Collection- Journals

The Library provides online access to a broad spectrum of relevant journals and journal article databases relating to commercial music via search and indexing tools including Discover and Google Scholar. These multidisciplinary databases include access to relevant journals including (but not limited to) the Journal of the Acoustical Society of America, the Journal of Sound and Vibration, the International Journal of Music Business Research, and the MEIEA (Music & Entertainment Industry Educators Association) Journal.

Future Collecting- Books

Current purchasing scopes and policies are sufficient for this qualification.


Future Collecting - Journals


Current purchasing scopes and policies are sufficient for this qualification.


Recommendations


There are no additional collection resources or policy changes required for this qualification. Ongoing purchasing of new book titles can be met from existing budgets.


Jo-Ann Cowie, Collection Manager, 16 February 2024

TEC Code 
Code
None

QAC, NZQF and ISCED 	11 - Masters
--	--------------

NZSCED 	Music
---	-------

Workload Limit 	No
---	----

Eligible for StudyLink 	Yes
---	-----

EFTS Based Funding Request?

Yes

Student Allowances Request?

No

Student Loans Request?

Yes

Teacher Registration Approval

N/A

Tuition/Teaching (FTE) Weeks

0

Vacation/Recess Weeks


0

Total Gross weeks

0

4/10/24, 10:47 AM


Qualification Comparison - PMCMS - Master of Commercial Music - Master Commercial Music

Teaching Hrs/wk 

0

Work Experience Hrs/Wk 

0

Self-Directed Learning Hrs/Wk 

0

Total Learning Hrs/Wk: 

0

Total Length 


0

Full Time / Part Time 

Not Set

ISCED Subsequent Destination 

More Academically Oriented

Source of Funding 

Ministry funded

Distance Learning Available 

No

Proposal ID 

03746

Change Scale 

0

Academic Contact and Purpose of the Proposal **Academic contact**

Associate Professor Bridget Johnson, Head of Te Rewa o Puanga School of Music and Media Production

Professor Heather Galbraith, Director Postgraduate, Toi Rauwhārangī College of Creative Arts

Associate Professor Faith Kane, Director Academic, Toi Rauwhārangī College of Creative Arts

Purpose of Proposal

A new qualification - Master of Commercial Music - is being proposed in alignment with changes to the Undergraduate and Postgraduate suite of qualifications at Toi Rauwhārangī College of Creative Arts.

Proposal Summary 

This new qualification is being proposed alongside a new Master of Screen Arts, and significant amendment to the current MFA Masters of Fine Arts and non-CUAP course changes to the Masters of Design. Collectively these four offerings become a coherent and integrated suite of 180/120-credit masters degrees.

The proposed new and amended master's qualifications are part of a package of curriculum transformation across Toi Rauwhārangī, the College of Creative Arts, focusing on our bachelor, bachelor with honour's, and master's degrees on the Pukeahu campus in Wellington. The transformation of qualifications addresses several strategic aims while also achieving consistency across offerings and improving the financial sustainability of the College.

The curriculum transformation will:

1. Create a Mātauranga Toi Māori pathway available within all bachelor and bachelor with honour's degrees on Pukeahu campus – the pathway can be taken as a major or as independent courses
2. Reduce subject duplication through improved programme integration
3. Facilitate staircasing into postgraduate study
4. Bring qualifications in-line with similar offerings within Aotearoa and Australia

The new master's qualifications pertain to each of these objectives. They are undertaken in alignment with the significant amendment to the 240 credit MFA (Master of Fine Arts), reducing this to a 180/120 credit qualification, and non CUAP adjustments to the Master of Design (currently a 180/120 credit qualification).

Justification/ Rationale 

This streamlined suite of qualifications will enable smoother transition from undergraduate into postgraduate study for internal students, suited to their needs and aspirations in relation to the options of a third-year exit with a bachelors degree, a four year bachelor with an honours degree, or a migration into a masters option which can be completed within four and a half years of continuous study. The suite of 180 masters qualifications also enable specialist media/disciplinary focus at a masters level, and bringing together of honours and masters cohorts, with aspects of co-delivery and spatial integration. The 180 and 120 credit options also are designed to meet the needs of students who have studied in other undergraduate contexts, within Aotearoa and internationally, including those that have had a continuing journey through tertiary learning and those that may have been working in community and/or industry. The alignment of the masters offerings across all four subject areas within Toi Rauwharangi will offer a unique environment for cross-disciplinary collaboration throughout all artistic practices further preparing students for future creative careers.

The proposed Master of Commercial Music (MCommMus) provides an opportunity for students to build on learning achieved in relevant 3-year undergraduate degrees, such as the Bachelor of Commercial Music offered at Massey University, and exit with a masters degree after the equivalent of 3 semesters of full-time study. The masters degree will deliver post-graduate research outcomes across commercial music areas of Massey's strengths

4/10/24, 10:47 AM

Qualification Comparison - PMCMS - Master of Commercial Music - Master Commercial Music

responding to the commercial music sector and market place, as well as theoretically grounded and integrated variants of these areas. The alignment with masters qualifications throughout the College will offer opportunities for unique cross-disciplinary research areas and collaborations throughout the creative arts.

The curriculum development will achieve the following goals.

Create a Mātauranga Toi Māori pathway

Toi Rauwhārangī proposes to centre Mātauranga Toi Māori within creative practice for students on the Pukeahu campus. This will be achieved through a suite of existing and new Mātauranga Toi Māori courses that will create a new specialisation within each of our undergraduate qualifications. Taken as major or double major, as appropriate, will enable students to attain their qualification with a Mātauranga Toi Māori lens. Developed by Māori academics in Toi Rauwhārangī and in consultation with Māori students, the proposed pathway will enable culturally grounded experiences and outcomes for the students. At the honour's and master's level students will be able to build upon their learning through a Mātauranga Toi Māori centric research methods course, as well as offerings in the elective space.

The Mātauranga Toi Māori pathway aligns with Te Kunenga Ki Pūrehuroa – Massey University Strategy (2022-2027), priority 4, as part of meeting our learning and teaching responsibilities in relation to Te Tiriti o Waitangi. In particular, the proposal will increase “the provision of mātauranga-centred pathways for learning” and nurture “academic success and excellence through Kaupapa Māori models of support” (MU Strategy, p. 12). The Mātauranga Toi Māori pathway also aligns with the Tertiary Education Strategy (2020), to “have high aspirations for every learner/ākonga, and support these by partnering with their whānau and communities to design and deliver education that responds to their needs, and sustains their identities, languages and cultures” (TES Objective 1, Priority 2). Specifically, the proposal results from our commitment to “Build relationships with Māori, involve them in decision making, and partner with them to support rangatiratanga, and Māori educational success as Māori” (Full TES Document, 2020, p. 2).

An additional strategic consideration is to strengthen the interface between Toioho ki Āpiti Māori Visual Art programme on the Manawatu Campus and Māori students on Pukeahu.

Options for specific Mātauranga Toi Māori learning extends into postgraduate programmes, with the overlay between honour's and the beginning of the 180 credit master's.

Facilitate staircasing into postgraduate study

The first consideration focuses on staircasing within our own programmes. The overlay of the first semester of BCommMus Honours and the first 60 credits of the 180 MCommMus is intended to allow seamless articulation into postgraduate pathways. The proposed amendments align with TES Objective 2, Priority 3, reducing barriers to study, specifically reducing financial cost of study. In this case, the reduction is in the overall credits required to achieve a bachelor (non-honour's) and master's degrees (see Figure 2). The aim also aligns with Priorities 2, 3 and 5 of Massey University's Strategy 2022-2027: reducing barriers to postgraduate study and success.

Currently, Massey students in Fine Arts and Design have a longer pathway into and through master's level study than students from other institutions. BFA and BDes students currently complete 480 credits for either a bachelor or a bachelor with honour's degree. To complete a master's degree, then, they need to have already undertaken 4 complete years of study. Students entering from other institutions can do so after the completion of a 360 credit bachelor's degree. In effect, students from other institutions can complete an MDes at Massey with 540 credits or an MFA with 600 credits of university study. In contrast students in Massey's BFA and BDes undergraduate programme need to complete 600 credits of study for an MDes (the 120 credit option) and 720 credits for an MFA (a 240 credit qualification).

The Massey University Bachelor of Commercial Music is configured differently to Fine Arts and Design options noted above. It currently has a three-year bachelor's degree with majors in Music Industry, Music Practice, and Music Technology. There is also a single-year stand-alone Bachelor of Commercial Music Honours without specialisation. The Bachelor of Screen Arts is different again, currently having a 4 year honours option, with 3rd year non hon exit point. One of the motivations for the creation of a suite of consistent duration and structured master's qualifications – which includes this proposed Masters of Commercial Music - flows through from the linked re-calibration of the BFA and BDes to align with the current Bachelor of Screen Arts structure (which was approved through CUAP in 2022, first delivered in 2023).

Additionally, the proposal for new master's Qualifications in Screen Arts and Commercial Music offers specialism-specific options for existing (and new to Massey University) students to continue their study in these two disciplinary areas. Prior to this there was no dedicated pathway to master's study linked to the Commercial Music, nor Screen Arts undergraduate offerings.

Beginning in 2019, the Master of Creative Enterprise delivered by Te Rewa o Puana sought to offer creative research development with a strong emphasis on taking an idea from concept to market, including viability and market context analysis at a master's level. The MCE embraced all media/discipline terrains however the majority of students entered from the schools two undergraduate programmes (BCommMus, BCMP (now BSA)). While there were some significant student successes from the MCE, feedback from both students and industry indicated the need for more discipline specific pedagogy and naming at this level. Key learnings from this degree will be integrated into courses within the new/revised suite of 180 masters courses, and into aspects of supervisory models within the Thesis component of the degrees. The Master of Creative Enterprise will be decommissioned on approval of these new qualifications and is currently paused to new enrolments.

Reduce subject duplication through improved programme integration

Developing an aligned structure across the suite of masters offerings, allows for both nuanced subject specialism courses (e.g. Honours/Masters Project Development 30 credits), while also offering aspects of common course delivery relevant across master's study and honour's study (e.g. Methods 15 credits, which would comprise a single course for all masters students – co delivered in parts with subject specialist modules aligned with the honour's programme cohorts). This proposed structure enables significantly improved programme integration while also retaining subject specialist content where appropriate and beneficial for the students.

Bring qualifications in-line with similar offerings within Aotearoa and Australia

The proposed changes to the undergraduate programmes (see linked proposals), align with similar offerings in Australasia.

4/10/24, 10:47 AM

Qualification Comparison - PMCMS - Master of Commercial Music - Master Commercial Music

Please see the Market Research and Competitor Analysis section for further information as to how this master's qualification aligns with other offered in the region.

The creation of a suite of integrated yet discipline-specific master's qualifications more closely aligns to our aspirations to encourage students into Postgraduate study, removing barriers to participation, while also ensuring appropriate levels of student achievement in their chosen fields are supported.

Treaty of Waitangi Implications

In 2018 Te Kunenga Ki Pūrehuroa Massey University made the decision to become Te Tiriti o Waitangi-led. Specifically, our Massey University Strategy 2018-2022. This aspiration is further strengthened in the Massey University Strategy 2022-2027, with a number of specific commitments made in this strategy as to how we will honour Te Tiriti at the University.

To progress realisation of these strategy commitments, Massey's Te Tiriti O Waitangi policy was updated. The policy articulates ways in which the priorities defined in the Massey Strategy enable the policy to be practically applied.

Alongside the new policy in November 2022 the Office of the Deputy Vice-Chancellor Māori launched an extensive new Te Tiriti capability building initiative across the University, the Kaiārahi Tiriti (Te Tiriti mentors) project. The Kaiārahi Tiriti project consists of eight teams of 3-6 staff, located within each area of the University, who have been tasked to develop initiatives to respond to our Te Tiriti support needs and aspirations, each addressing specific Te Tiriti commitments made in the 2022-2027 strategy. The Kaiārahi Tiriti team at Toi Rauwhārangī are working on a number of initiatives to support staff in understanding what it means to be Te Tiriti led and to consider how this informs our learning and teaching practices.

In connection to this proposal we have sought to prioritise Massey University Strategy (2022-2027), priority 4, as part of meeting our learning and teaching responsibilities in relation to Te Tiriti o Waitangi. In particular, to increase "the provision of mātauranga-centred pathways for learning" and nurture "academic success and excellence through Kaupapa Māori models of support" (MU Strategy, p. 12). This is reflected in the proposed new Mātauranga Toi Māori pathway (see linked proposal, New Specialisation Mātauranga Toi Māori Major BCommMus), which also aligns with the Tertiary Education Strategy (2020), to "have high aspirations for every learner/ākonga, and support these by partnering with their whānau and communities to design and deliver education that responds to their needs, and sustains their identities, languages and cultures" (TES Objective 1, Priority 2). Specifically, the proposal results from our commitment to "Build relationships with Māori, involve them in decision making, and partner with them to support rangatiratanga, and Māori educational success as Māori" (Full TES Document, 2020, p. 2).

Acceptability

The proposed qualification fills an important gap in Aotearoa/New Zealand's tertiary education market, and will be the only specialist Commercial Music qualification delivered at master's level. It scaffolds upon the successful Bachelor of Commercial Music undergraduate programme, which delivers creative, technology, enterprise, and critical skills essential for vocational outcomes for graduates. The master's programme responds to the growth of this undergraduate programme and offers new post-graduate level research opportunity to students. As industry facing degrees, the BCommMus and BCommMus(Hons) were developed by leading industry practitioners in collaboration with academic experts. The College has continued to be staffed by active music industry experts for both academic and technical roles. The MCommMus is being developed by experienced practitioners and academics, including Professor Oli Wilson and Head of School Associate Professor Bridget Johnson, who both have a track record of programme development and strong industry connections.

Year of Implementation and First Year Teaching Plan

The College of Creative Arts plan to offer the degree in 2025 in alignment with the proposed Masters of Screen Arts, and other qualification amendments.

A full implementation and communication plan will be developed. This will ensure that students are appropriately informed of the changes being made, how and when it will impact their studies and what their options are. We will work closely with the university's academic advisors and central teams to ensure that clear and consistent information and advice is given to students.

Proposal Details

Students will enter into this masters programme at the point where they best meet admission criteria. 180 credit masters students will begin their study with one semester of study comprising three courses, one 30 credit Masters Project Development course, and two 15 credit courses. The 30 credit Masters Project Development course is based within their disciplinary field and will include cohort-based learning through a supervisory model. The emphasis within the broad field of Commercial Music could encompass different foci, including composition, performance, music technology, music production, and the development of music industry businesses. The aim of this course is to support the students as independent creative practice researchers to interrogate and hone the focus and scope of their research project and plan. This includes a clear understanding of their own positionality as creative researchers, an awareness of how their project sits in the relevant field of practice, and how it might meet its audience/market. This course operates through praxis, where conceptual, theoretical and processual factors are considered holistically, and in relation to cultural and contextual factors.

The 15 credit 'Creative Practice Research Methods' or 'Māori Research Methodologies for Creative Practice', supports this creative practice exploration through focussed consideration of different creative practice research methods, and how arriving at clarity in relation to positionality and a relationship to historical precedent and current conditions deepens creative practice.

The other 15 credit elective option, opens space for skill-based learning, either from within the field of study or drawing on another discipline to support the creative practice.

There is a milestone progression point at the completion of these 60 credits, whereby a B average or above needs to be attained to move into the Masters Research Project – Thesis portions, which is 2 x 60 credit courses. These will be delivered through a supervisory model (where 42 hours is allocated across the 120 credits) and may include rōpū supervision. The courses are 2 x 60 credits to enable the Thesis component to be taken across two academic years, but they flow together, leading to one point of summative assessment at the end of the 120 credits.

The assessment process will involve the presentation of a body of creative work, and of an exegetical component. The ways in which the exegetical component is presented will include options for fully-written, oral presentation, mixed media, and edited video, to enable an optimum alignment of presentation mode in response to cultural practices, and neurodivergent learning needs. These options will be clearly articulated within course briefs and assessment guidelines. As is standard practice within the University assessment will be undertaken internally within courses for the first sixty credits of the

4/10/24, 10:47 AM

Qualification Comparison - PMCMS - Master of Commercial Music - Master Commercial Music

180 degree (with appropriate moderation processes), and by two examiners external to the research project for the Thesis, with a minimum of one of those being external to the University.

Predicted Student Numbers / EFTS

	2025	2026	2027	2028	2029	2030
Location of student	Wellington	Wellington	Wellington	Wellington	Wellington	Wellington

Head count and EFTS

Domestic EFTS

Number head count	7.00	15	17	18	18	18
Number of EFTS	5.50	10.50	13.00	13.50	13.50	13.50

International EFTS

Number head count	1.00	2.00	2.00	2.00	2.00	2.00
Number of EFTS	1.00	1.50	1.50	1.50	1.50	1.50

TOTAL EFTS

Number head count	8.00	17.00	19.00	20.00	20.00	20.00
Number of EFTS	6.50	12.00	14.50	15.00	15.00	15.00

Minimum student numbers required

6 Full Time Students.

Strategic Considerations

The Bachelor of Commercial Music (BCommMus) took its inaugural first-year intake in 2016, and by 2019 the first-year intake reached over 100 students for the first time, and since then, has attracted similarly sized cohorts. As such, the introduction of a commercial music post-graduate programme is timely, and appropriately driven by sector needs and student demand.

The proposed programme specifically aligns with three key areas within Pau Ako – Learning and Teaching in the 2022-2027 Massey Strategy, in particular Priority 3 - Deliver an excellent learning environment. Firstly, we are Removing institutional barriers to participation and success by providing a clear and coherent pathway into post-graduate study in areas of our undergraduate strengths. The curricula design encourages entrepreneurial and enterprise opportunities for students while creating meaningful stakeholder and industry partnerships to support WIL, and delivers curriculum innovation taking into account the future of work and learning, including the acquisition of transdisciplinary and transferable skills that engage students with questions of sustainability through novel approaches.

In connection to this proposal, we have also sought to prioritise Massey University Strategy (2022-2027), Priority 4, as part of meeting our learning and teaching responsibilities in relation to Te Tiriti o Waitangi. In particular, to increase the provision of mātauranga-centred pathways for learning and nurture academic success and excellence through Kaupapa Māori models of support. This is reflected in the proposed new Mātauranga Toi Māori pathway.

The Mātauranga Toi Māori pathway also aligns with the Tertiary Education Strategy (2020), to have high aspirations for every learner/ākonga, and support these by partnering with their whānau and communities to design and deliver education that responds to their needs, and sustains their identities, languages and cultures. Specifically, the proposal results from our commitment to Build relationships with Māori, involve them in decision making, and partner with them to support rangatiratanga, and Māori educational success as Māori.

The proposal also aligns with Massey’s 2024-2027 Te Pau Rangahau, in that it seeks to increase the relative proportion of postgraduate research students in our student profile.

Expected Revenue:

See *Financial Analysis* section for an overview of revenue and expenses.

Equity Implications

The College of Creative Arts Strategic Plan 2018-2024 identifies actively addressing issues of access and inclusivity as one of the College’s key priorities. The College is committed to redressing current imbalances within our staff and student profiles, respectively. The Masters of Commercial Music (and the aligned bachelor qualification), have been designed with an awareness of the importance and needs of the range of diverse cultures in New Zealand. Based on what we already know about the existing Bachelor of Commercial Music and the BCommMus(Hons) programme, it is eagerly anticipated that the degree will attract a wide range of students, including Māori, Pacific and Asian students, alongside those who identify within the LGBTQI+ community, as well as students with a variety of specific educational needs.

4/10/24, 10:47 AM

Qualification Comparison - PMCMS - Master of Commercial Music - Master Commercial Music

Entry into the MCommMus will involve presentation of a portfolio of prior work, and where appropriate Recognition of Prior Learning will embrace industry experience, and the full suite of options for assessing eligibility will be enabled.

All MCommMus students will, after requisite inductions, have access to excellent facilities and equipment. This is especially important for students whose personal situations might involve limited or no access to the kinds of technologies needed to succeed within tertiary study.

Market Research and Competitor Analysis

Market Research and Competitor Analysis found that there are opportunities for growth in Masters in Commercial Music, with no equivalent named offering in New Zealand.

Market analysis was undertaken in collaboration with a Senior Analyst in Massey's Institutional Research team, who provided longitudinal enrolment data on 54 post-graduate qualifications offered within New Zealand Universities. Additional consultation was done with Massey International staff, as well as a key China-based International Student recruitment agency. Of these courses, the below Masters programmes in music were identified as relevant.

Degree Name	Institution	Credits and Focus Area
Master of Music (MMus)	University of Otago	120 Credits: May be awarded in Composition, Studio Production, or Performance
Master of Music (MMus)	University of Canterbury	120 Credits: May be awarded in Composition, or Performance Studies
Master of Music (MMus)	Victoria University of Wellington	120 Credits: May be awarded in Composition, Musicology, or Performance
Master of Arts (MA)	Victoria University of Wellington	120 Credits: May be awarded in Music
Master of Fine Arts (Creative Practice)	Victoria University of Wellington	180 Credits: May be awarded in Music/Sound
Master of Musical Arts (MMA)	Victoria University of Wellington	120 Credits: May be awarded in Composition, Sonic Arts, or Performance
Master of Music Therapy (MMusTher)	Victoria University of Wellington	120 or 240 Credits
Master of Music (MMus)	University of Waikato	120 Credits: May be awarded in Composition, Opera, or Performance
Master of Music (MMus)	University of Auckland	120 Credits: May be awarded in performance, composition, musicology, or studio pedagogy
Master of Arts (MA)	WINTeC	120 credits: May be awarded in Music
Master of Creative Practice	ARA Institute of Canterbury	180 Credits: Associated with NASDA, may include aspects of music
Master of Professional Creative Practice	Eastern Institute of Technology	180 or 240 Credits: may include aspects of Music

Our method involved desk research identifying study pathways, subject specialisation, and suitability, followed by data requests. This research considered the benefits of a generically named masters programmes, and found that there are few successful generically named creative practice programs (and none that span our subject areas of arts, design, screen, and/or commercial music), and that these tended to be based at non-University providers.

Massey's market-leading undergraduate program in Commercial Music provides the initial rationale for a commercial music focused Masters. Our analysis of the above programmes supported this rationale, and found that there are opportunities for growth in Masters in Commercial Music, with no equivalently named offering in New Zealand. Our desk research shows most University-level programmes appeared to focus on western (classical) performance, composition, sonic arts and musicology. Otago University promotes a studio-production focus in their Masters, which has similarities to some aspects of Massey's Music Technology programme, but does not explicitly promote a commercial outcome nor does it incorporate the design and development aspects of music technology which are rapidly developing in industry.

Internal and External Consultation

As an industry focused school, Te Rewa o Puanga consistently maintains important industry connections through a range of activities including the operation of Ahumairangi as a joint research and commercial facility. Consultation is taking place with industry experts across the three areas of specialisations of the BComMus Music Technology, Music Practice, and Music Industry all of which will feed into the MComMus. Examples of these experts include: Warren Maxwell (former staff member and founding member of Trinity Roots and Fat Freddy's Drop, Mikee Tucker (Loop records), Jo Oliver (Recorded Music NZ and Soundcheck Aotearoa), Matt Ealand (Rockquest Promotions), Cillian Ruha (Indignation), Karyh Rachtman (Music Supervisor), Stevi Hill (Warner Music) and Christian Bingham (Live nation). Consultation is also underway internally as well as with other institutions around Aotearoa. Institutional consultation is taking place holistically as the MComMus is being proposed as part of a suite of changes proposed by Toi Rauwhārangī.

9 of 25

4/10/24, 10:47 AM

Qualification Comparison - PMCMS - Master of Commercial Music - Master Commercial Music

Financial Analysis 

Financial Summary

Name of Programme here

	2025	2026	2027	2028	2029	2030
CPI Rate for Costs		2.00%	2.00%	2.00%	2.00%	2.00%

Income

SAC-government grant	85,582	139,630	174,603	183,132	184,963	184,963
Domestic fees	48,092	93,649	118,265	125,270	127,775	130,331
International full fees	33,963	50,945	50,945	50,945	50,945	50,945
Non tuition fees-course related only	0					
PBRF income			5,640	43,428	85,728	107,724
Other income						
Total Income	167,637	284,223	349,453	402,775	449,411	473,963

Costs

Staff Related Costs

1001 - Permanent-academic	38,500	61,710	74,389	81,713	89,301	91,087
1003 - Permanent-technical	8,063	11,748	11,983	12,223	12,467	12,717
1009 - Annual leave accrued	3,725	5,877	6,910	7,515	8,141	8,304
1038 - Annual leave taken	(3,725)	(5,877)	(6,910)	(7,515)	(8,141)	(8,304)
1020 - A.C.C	373	588	691	751	814	830
1010 - Superannuation	1,397	2,204	2,591	2,818	3,053	3,114
Total staff related costs	48,332	76,250	89,654	97,505	105,635	107,748

Currency fluctuation costs

Total Costs	48,332	76,250	89,654	97,505	105,635	107,748
--------------------	---------------	---------------	---------------	---------------	----------------	----------------

Surplus/(Deficit)	119,305	207,973	259,799	305,269	343,776	366,215
--------------------------	----------------	----------------	----------------	----------------	----------------	----------------

Net impact on other budget centres within the reporting line

SoM&SA costs (based on % of School EFTS)	21,734	40,124	48,484	50,156	50,156	50,156
PVC office costs (based on % of College EFTS)	16,403	30,283	36,592	37,853	37,853	37,853
Total impact on other budget centres within the reporting line	38,137	70,407	85,075	88,009	88,009	88,009

Net impact on other reporting lines

Enrolment related fees (income)	(3,118)	(5,757)	(6,956)	(7,196)	(7,196)	(7,196)
University Central overhead	77,448	131,311	158,842	166,018	168,022	169,202
Net impact on other reporting lines	74,330	125,554	151,886	158,822	160,826	162,006

Overall University Impact	6,838	12,012	22,838	58,438	94,941	116,200
----------------------------------	--------------	---------------	---------------	---------------	---------------	----------------

Risk Management 

Risks	Mitigation

10 of 25

4/10/24, 10:47 AM

Qualification Comparison - PMCMS - Master of Commercial Music - Master Commercial Music

Workload issues for programme and school staff for reviewing and developing new Masters programme.	Academic development time will be allocated in the workload for current staff. Staff who were previously allocated into the Masters of Creative Enterprise will be re-allocated into this space and / or shuffled with other team members to balance the workload without additional costs. Development will also take place at a College level in alignment with the proposed new Masters of screen Arts and amended Master of Design and Master of Fine Arts to share best practice and ensure development takes place as efficiently as possible.
Attracting sufficient student numbers to remain viable	The Bachelor of Commercial Music undergraduate programme has strong numbers, and it is expected, based on student consultation and feedback, that internal demand will be satisfactory. Additionally, the programme will market nationally to attract students from other 3-year programmes, including those at Te Pukenga. Market distinctiveness is a key mitigating factor as is the availability of world-class facilities and technicians for students.
Technical support	World-class Specialist facilities will be available to students in the Masters of Commercial Music though it is not anticipated that all students will need all facilities based on their projects. Each cohort might have different needs for technical learning and inductions. Technical facilities staff will work closely with academic staff to ensure that all students are able to have a positive and supported experience working in technical facilities and this will be considered in admission and balanced with technical staff workloads.

Students 

Minimum impact on current students is expected. Students within the current BCommMus will now have more viable post-graduate options to pursue. The College is currently resourced in a way that can maintain the current high-level of academic and technical delivery for all under-graduate students as well as develop and deliver the MCommMus.

Academic Staff 

Programme development will be supported by staff nested in Te Rewa o Puanga, and led by Associate Professor Bridget Johnson, who has extensive experience in curriculum design and programme leadership, and Professor Oli Wilson, Associate Dean Research, who has strategic oversight of CoCA's post-graduate programmes. Professor Wilson has extensive commercial music curricula design experience, has contributed to or led major national music research projects, and has over 20 years industry experience. The programme will also utilise the skills and experience of existing academic staff across the College with expertise in music. Te Rewa o Puanga current undergraduate programme has sufficient staff to supervise Masters level projects across a range of commercial music fields, including those that comprise the three undergraduate Majors in Music Technology, Practice, and Industry. Many of these staff have masters supervision experience from the MCE, supervision and development time from the MCE will be reallocated into the MComMus. The following staff have Masters or PhD qualifications, and are able to supervise research component of the proposed Masters:

Associate Professor Bridget Johnson, is a sound artist and composer whose work crosses many platforms and mediums. Her main focus is designing new intuitive interfaces for musical expression, and this often manifests in the design of custom-built music performance hardware and software. Her teaching interests lie in developing ways to teach engineering techniques to artists, to further their artistic pursuits.

Professor Oli Wilson is the Associate Dean (Research) at the College of Creative Arts. His academic focus lies in advancing equity, resilience, and sustainability within the creative industries. He contributes to transformative research initiatives in collaboration with industry and government partners, with notable support from entities including the Ministry of Culture and Heritage, Toi Mai: Workforce Development Council, and APRA-AMCOS NZ. Oli's musical contributions also extend to multiple NZ Top-40 recordings, as well as tours across North America, the UK, Europe, Australia, and New Zealand.

Dr Jesse Austin-Stewart is a Wellington-based sound artist with a focus on spatial audio and accessibility. His research interests include accessibility within spatial audio. As a practicing sound engineer, he has also recorded and produced work for short film, opera, band, orchestra as well as other contemporary ensembles.

Associate Professor Dave Carter is a musician, technologist, researcher and teacher with extensive experience working in the Australian and international music industries. Dave's production work is eclectic, ranging from Indonesian Gamelan to shoegaze and hip hop, and his research is used by government and industry in Australia and New Zealand to inform funding and policy decisions.

Grayson Gilmour is an award-winning film score composer, song writer and performer. He has toured internationally as both a solo artist and part of the post-punk outfit So So Modern, and released works on labels such as Flying Nun (NZ), Transgressive (UK), Unter Schafen (DE) & P-Vine (JP). As the Music Practice Major Coordinator, he has taught across the entire Music Practice degree. Gilmour currently teaches primarily into the Production & Composition pathway, mentors postgraduate students, and is developing course content for a Screen Music elective.

Dr. Jon He is an experimental sound and integrated media artist, and researcher. He works within a hybridized culture of art and technology, exploring the frontiers of interaction and expression in time-based art forms using emerging technologies. His research focuses on understanding and modelling the control, communication, and interaction in (between) body control structures and machines; and, generating new interactive multimedia systems. His teaching focuses on the theory and practice of both artistic and technological skills for creative endeavours in sound and music.

Dr Catherine Hoad is a lecturer in the School of Music and Creative Media Production at Massey University, Wellington. Her research stages critical interrogations of the relationship between race, gender and nationhood in heavy metal music scenes, cultures and practices. Her teaching focuses on music and community, critical analyses of media texts and frameworks, and developing diverse perspectives on the cultural, social and political dimensions of creative practice.

Ben Howe has worked in the Music Industry and been an active musician for many years. He founded record label Arch Hill Recordings and co-founded Laneway Festival (in Aotearoa), Flying Out Music, The Others Way Festival, Independent Music New Zealand and the Going Global Music Summit. Ben is currently co-owner and Director of Flying Nun Records, where he has overseen operations since 2012. As a musician, Ben has performed and recorded with many bands, including Superette and White Swan Black Swan.

4/10/24, 10:47 AM

Qualification Comparison - PMCMS - Master of Commercial Music - Master Commercial Music

Dr Blake Johnston is a sound artist, technologist, academic, and composer from Aotearoa. His practice sits at the intersection of experience design and emerging forms of technology, synthesising these fields to explore the perception of the audience. Blake specialises in teaching music technology, preproduction, prototyping, project development, installation, and composition.

Associate Professor Igelese Ete (who is located within the PVCs office) has extensive conducting, composition, and teaching experience. Igelese was the New Zealand Chormaster for Peter Jackson's acclaimed film *The Lord of the Rings: The Fellowship of the Ring*, working with the Oscar award-winning composer Howard Shore, and more recently for the Disney's animated Pacific movie *Moana*, where he was also able to involve Pasifika Voices as the official recording choir for the movie soundtrack. He was awarded the prestigious Creative New Zealand Senior Pacific Artist Award for his contribution to the promotion and performance of Pacific music in New Zealand and the Pacific in 2009. He attained his Doctorate NAATAPUITEA: An Artistic Interpretation of Traditional and Contemporary Samoan Musical Structures, Instrumentation and Koniseti, from AUT University in 2021.

International

The College has consulted with staff from Massey Global, as well as a major international recruitment agency in China, JIL. This proposal is not expected to generate significant interest in the international market, though its distinctiveness as commercially focused may be appealing to some. As such, we have limited international income in the programme's financial feasibility analysis.

Information Technology

The College of Creative Arts has an excellent and long-established working relationship with ITS in the University for the provision of computing, networking, storage and rendering. The College has built up considerable IT infrastructure for its music programmes over the last 7-years. It is not anticipated that the masters programme and the introduction of new courses will have any additional information technology resourcing implications.

Student Management System

No implications have been identified.

Facilities Management

The College works closely with Facilities Management in the ongoing provision of spaces and maintaining building resources. It is not anticipated that the new masters, or the introduction of new courses will have any different facilities management implications.

Teaching & Learning Services

It is not anticipated that the new qualifications, specialisations or courses will have any additional Teaching and Learning Services implications.

Student Learning Services

The proposal has been discussed with the National Centre for Teaching and Learning. Further discussion will ensue as the courses are developed in more detail through 2024. The Centre's expertise and services has been offered to assist in the development of the revised qualification, in particular with respect to graduate attributes/profiles, learning outcomes and assessment design. In addition, professional development courses/workshops can be tailored to the needs of the staff. The extent to which these services will be drawn on to assist in the development of the courses will be dependent on the expertise of current staff and of any new staff employed to lead and deliver the new aspects of the programme.

Course Funding Classifications

The 700-level (NZQF level-8) courses in the first 60 credits of the 180 qualification are classified as B-3 Taught Courses.

For the New courses proposed in the MCommMus, the SAC funding classifications have all been individually reviewed by Massey University Finance teams and the majority have been classified as B4 - Research Based Postgraduate.

Limitations on Numbers

No limitations on numbers are anticipated.

NZQF Compliance

The proposed Master of Commercial Music qualification meets the required standards of a master's degree programme outlined by the New Zealand Qualifications Framework (Level 9) and the CUAP guidelines.

This qualification as defined by the CUAP Handbook (2021), is primarily by thesis and comprises of 120 credits at NZQF level 9, well exceeding the requirement of at least 40 credits.

Graduate Profile (Short)

Graduates of the Master of Commercial Music will be able to undertake a range of professional activities within and beyond the academic contexts. Students will be equipped with a transferable knowledge base, specialist skills and critical capability, enabling graduates to make wide-ranging cultural, social and economic contributions to society.

Graduates of the Master of Commercial Music will have these defining attributes:

Creativity and Toi; Virtuosity and Mōhio; Understanding and Mātauranga; Autonomy and Mana; Connectedness and Whanaungatanga

Education Pathways (Short)

The Master of Commercial Music has been designed to meet the strategic goals of the College, University and Aotearoa Music sector, as expressed in the proposal summary/overview. Central to this is our University aspiration to be Te Tiriti-led. We want to centre our Te Tiriti responsibilities, as tangata whenua and tangata Tiriti, for the benefit of all. We place emphasis on enhanced outcomes for Māori, and enhanced outcomes for Pacific students.

The MCommMus will be part of a new suite of high quality masters qualifications that are part of distinctive and flexible learning trajectories situated within a strategic range of fields, aligning with Toi Rauwhārangī undergraduate pathways and industry, sector and community practices. It will enable high quality, creative research pathways, that are student responsive, grounded within Aotearoa and connected with global discourses and fields of enquiry. Our graduands will succeed, on their own terms in their chosen field, producing creative work of depth, critical enquiry, with advanced resolution of material processes and which actively contribute to their communities of interest.

The structure of the programme will support connections and partnerships with industry, sector and community to enable research pathways and externally funded projects to function more effectively, and to increase the proportion of these projects within the Master's cohort.

4/10/24, 10:47 AM

Qualification Comparison - PMCMS - Master of Commercial Music - Master Commercial Music

The new masters will provide a robust platform from which students interested in further academic study, with appropriate academic achievement and development of their research, will be able to progress to doctoral studies and post-doctoral research within and beyond Massey.

Employment Pathways (Short)

Employment pathways include solo or band artists, music production, song writing, composition for games and screen-based media, music publishing, marketing and concert promotion, stage and artists management, new and social media PR management, content acquisition, sound engineering and production for recorded media, film, broadcast and new media, corporate events, sound design, location recording, live monitor and FOH engineering, music software and hardware development, interface and interaction design and development, music systems development, music industry research, arts administration, government policy and funding advisors. Currently students graduating with the Bachelor of Commercial Music are also employed in many of above pathways, with the industry noting a need for graduates with a higher level of study to fill more complex roles within the above fields.

Entry Requirements

The MCommMus meets the CUAP requirements for entry which state that "a master's degree comprising 180 credits, the minimum entry qualification is a three-year bachelor's degree or an equivalent qualification, completed at a specified minimum level of attainment. Admission as a candidate for a master's degree is based on the evaluation of documentary evidence (including the academic record) of the applicant's ability to undertake postgraduate study in a specialist field of enquiry or professional practice."

Entry to the Degree of Master of Commercial Music requires that the candidate will:

(a) have been awarded or qualified for a Bachelor of Commercial Music, Bachelor of Music, Bachelor of Arts with an endorsement in Music, or equivalent with a grade average of at least B; or

(b) have been awarded any undergraduate degree with a grade average of at least B and provide evidence of skills and experience of an appropriate kind and duration in an area relevant to the qualification; or

(c) have been granted admission under the Admission with Equivalent Status regulations and demonstrate practical, professional, and scholarly experience at an appropriate level;

and

(d) be selected into the programme through an interview and the assessment of a portfolio of creative work relevant to the proposed area of Commercial Music prepared by the applicant.

Education Organisation

Te Kunenga Ki Pūrehuroa, Massey University.

Developed By

Toi Rauwhārangī College of Creative Arts, Te Kunenga Ki Pūrehuroa, Massey University.

Quality Assured By

Committee for University Academic Programmes (CUAP)

Goals of the Programme

Building on the goals of the Bachelor of Commercial Music, the goals of the Master of Commercial Music programme are to create graduates who demonstrate advanced skill, fluency and dexterity in the research, creation, production, distribution and promotion of commercial music activities. Graduates would have ability to work across mediums, platforms and products, and have a critical understanding of artistic, technological, theoretical and commercial music strategies employed in Aotearoa New Zealand and internationally. They will be curious and adaptable, with a clear understanding of their positionality within Aotearoa and Internationally and will be highly capable of undertaking advanced independent creative practice research.

Programme Overview

This master's programme comprises two parts, Part One (60 credits at 700 level) and Part Two (120 credits at 800 level). The 120 credit Thesis component (comprised of 2 x 60 credit courses) will be eligible for PBRF Research Degree Completion funding. If an applicant arrives to the programme with an Honours or Postgraduate Diploma and a strong practice-based portfolio, and a developed research proposal, entrance into Part Two can be offered.

The Programmes seek to foster and support advanced creative practice experimentation and exploration, where both disciplinary and interdisciplinary focus can be pursued, individual and team-based or collaborative projects welcomed.

We have considered carefully the weave between specialist courses and cross-programme meeting points that bring the masters and honours students together, as well as bringing into being the continuance of a Mātauranga Toi Māori pathway through our masters suite, which offers greater student choice, noting the existing Master Of Māori Visual Arts, a distance offering through Toiōhi Ki Āpiti in the Manawatu.

The design of these programmes has also considered delivery structures that will enable sustainable delivery in an increasingly challenging fiscal context.

Proposed Teaching/Delivery Methods

The masters will use a combination of taught and supervised delivery in line with best practice for creative practice and advanced research projects.

Prescriptions for New Courses**133811 Commercial Music 120 credit Thesis Part 1 (60 credits)**

Preparation of a thesis consisting of an advanced Commercial Music-led research project and an exegetical component to satisfy the requirements of the Master of Commercial Music qualification.

133812 Commercial Music 120 credit Thesis Part 2 (60 credits)

Continuing preparation of a thesis consisting of an advanced Commercial Music-led research project and an exegetical component to satisfy the requirements of the Master of Commercial Music qualification.

Assessment and Moderation Procedures

13 of 25

4/10/24, 10:47 AM

Qualification Comparison - PMCMS - Master of Commercial Music - Master Commercial Music

Within Part One of the Programme, the assessment occurs within each course, and is led by the faculty teaching into these courses under leadership of the Course Coordinator. A moderation session takes place drawing on the internal academic team, and involving the Postgraduate Director, or a peer Masters Programme Leader from another degree in the role of peer reviewer of the moderation.

These grades are then noted at PGQEC in accordance with College and University guidelines for taught courses at Postgraduate level., with particular attention paid to whether the students meet progression requirements into Part II (which is an average of B or above across the three grades).

For Part Two of the programme, the creative work component of the thesis encompasses creative practices in the specialised area. The creative work would normally be presented digitally and might take a variety of forms and/or mediums. The individual format for the presentation of the work will be decided by student and supervisor with input from other academic staff to ensure examination is able to take place thoroughly. The exegetical component supports the creative practice and is considered holistically with the creative practice.

The exegesis contextualises and critically discusses the creative work. The contextualisation should position the creative work within a critical discourse and in relation to other works, models, technologies or practices in the field.

The exegesis is anticipated to take one of two forms;

1. Fully written exegesis that contextualizes the project and supplements the creative work, 6,000-8,000 words (not including bibliography).
2. A PDF document that includes an embedded pre-recorded video (no more than 1 hour), in which the candidate speaks/presents the bulk of the exegesis material, a written abstract and a bibliography.

The examination process is managed by the Senior Academic Administrator - Postgraduate in consultation with the academics from the school. The exegesis and digital portfolio would be submitted as a digital copy to Massey University through the MyMassey portal and via course administration sites (Stream). The typical process is for the exegesis and portfolio to be shared collectively with the examiners. On some occasions there may be need for an in-person presentation of work in which case the exegesis would be shared with the examiners prior.

The Thesis project examination is convened by a qualified member of the academic staff and examined by a panel consisting of two examiners appointed by the Pro Vice-Chancellor of the College; one of whom, as internal examiner, is an academic staff member, and the other, as external examiner, a person of high regard in the field being examined. If the masters candidate is a staff member, or if it is felt that there is not sufficient specialist discipline and/or cultural expertise available internally, two external examiners can be appointed. Examiners new to the masters examination process at Toi Rauwhārangī are briefed ahead of examination to ensure that each candidate is assessed in the same manner as described above.

Through the appointment of examiners process, due consideration is given to cultural and disciplinary knowledge necessary to examine the project.

All Thesis examinations would be moderated through a collective process where a cluster of examinations has taken place to enable moderation across the cohort. This moderation event would include, convenors, Snr academics of the programme, Coordinators and the Director Postgraduate. If a stand-alone examination occurs because of an extension of study, a moderation event would still take place, and include a faculty member separate to the supervision and Programme Coordination team. All moderated Thesis grades are then presented at PGQEC and agreed by this Committee.

The Pro Vice Chancellor of the College acts as Chief Examiner, and addresses any grade challenges or issues that have arisen in relation to the examination process. Once the exegesis is submitted, no further changes (such as amendments) are required to be made before it goes into the library repository. If the candidate has chosen submission option 2 (above), the digital material is assembled to be archived in the library or, if the design of the exegesis maintains a specific material quality, the candidate can choose to submit 1 soft-bound hardcopy.

Plans for Monitoring Quality/Programme Review

Massey University quality management processes will form the basis of monitoring and ongoing review of the programmes. Specific features of the quality management processes in the College include the following:

- Individual courses are reviewed in terms of content, delivery, outcomes and student achievement at the end of each delivery by the relevant course coordinator and programme leader(s), with ongoing improvement and enhancement identified for the next delivery. Any changes to the programme are approved by the postgraduate quality enhancement committee, the College of Creative Arts College Board and, where appropriate, by the Academic Committee and Academic Board of Massey University.
- Student achievement, assessment and cross-college quality assurance of IP and AEG is monitored by the College Exceptions Committee.
- Feedback is regularly sought via the Massey Online Survey Tool (MOST) from students, the results of which are used by teaching staff to improve and refine teaching styles and methods.
- External input will be maintained through formal and informal liaison and contribution to examination panels.
- A graduating year review will be completed in accordance with Universities New Zealand requirements.
- In accordance with the Massey University Qualification Review Policy and Procedures, the degree will be evaluated every four to seven years. This involves the appointment of a panel (normally including national and/or international experts in the field) whose members are external to the programme, review of the entire academic programme through the evaluation of objectives, structure and management, teaching, learning and assessment processes, and student views.

Postgraduate Funding

The proposed qualification meets the criteria to be fully funded at the postgraduate level.

Relationship to Strategic Planning Goals

The proposed programme specifically aligns with three key areas within Pau Ako – Learning and Teaching in the 2022-2027 Massey Strategy, in particular Priority 3 - Deliver an excellent learning environment. Firstly, we are Removing institutional barriers to participation and success by providing a clear and coherent pathway into post-graduate study in areas of our undergraduate strengths. The curricula design then encourages entrepreneurial and enterprise opportunities for students while creating meaningful stakeholder and industry partnerships to support WiL, and delivers curriculum innovation taking into account the future of work and learning, including the acquisition of transdisciplinary and transferable skills that engage students with questions of sustainability through novel approaches.

In connection to this proposal, we have also sought to prioritise Massey University Strategy (2022-2027), Priority 4, as part of meeting our learning and teaching responsibilities in relation to Te Tiriti o Waitangi. In particular, to increase the provision of mātauranga-centred pathways for learning and nurture

4/10/24, 10:47 AM

Qualification Comparison - PMCMS - Master of Commercial Music - Master Commercial Music

academic success and excellence through Kaupapa Māori models of support. This is reflected in the proposed new Mātauranga Toi Māori pathway (see linked proposal, New Specialisation Mātauranga Toi Māori Major BDes(Hons)).

The Mātauranga Toi Māori pathway also aligns with the Tertiary Education Strategy (2020), to have high aspirations for every learner/ākonga, and support these by partnering with their whānau and communities to design and deliver education that responds to their needs, and sustains their identities, languages and cultures. Specifically, the proposal results from our commitment to Build relationships with Māori, involve them in decision making, and partner with them to support rangatiratanga, and Māori educational success as Māori.

The proposal also aligns with Massey's 2024-2027 Te Pau Rangahau, in that it seeks to increase the relative proportion of postgraduate research students in our student profile.

Learning Outcomes for New Courses**Master of Commercial Music****133811 Commercial Music 120 credit Thesis Part 1**

- 1 Further develop the knowledge or practices within their field of study through independent research (Graduate Profile: Understanding and Mātauranga A4; Creativity and Toi C3)
- 2 Evidence dexterity and expertise in their design practice through an advanced engagement with materials, processes, technologies and relevant industries (Graduate Profile: Virtuosity and Mōhio D1)
- 3 Demonstrate an ability to reflect critically on their creative practice through written, oral and visual modes of communication (Graduate Profile: Understanding and Mātauranga C2, Connectedness and Whanaungatanga E1)
- 4 Interact effectively and ethically with others within their creative practices (Graduate Profile: Connectedness and Whanaungatanga E2)
- 5 Apply an understanding of the potential impact of creative work on individuals and communities, with due consideration of ethical and professional issues (Graduate Profile: Connectedness and Whanaungatanga A3)

133812 Commercial Music 120 credit Thesis Part 2

- 1 Further develop the knowledge or practices within their field of study through independent research (Graduate Profile: Understanding and Mātauranga A4; Creativity and Toi C3)
- 2 Evidence dexterity and expertise in their design practice through an advanced engagement with materials, processes, technologies and relevant industries (Graduate Profile: Virtuosity and Mōhio D1)
- 3 Demonstrate an ability to reflect critically on their creative practice through written, oral and visual modes of communication (Graduate Profile: Understanding and Mātauranga C2, Connectedness and Whanaungatanga E1)
- 4 Interact effectively and ethically with others within their creative practices (Graduate Profile: Connectedness and Whanaungatanga E2)
- 5 Apply an understanding of the potential impact of creative work on individuals and communities, with due consideration of ethical and professional issues (Graduate Profile: Connectedness and Whanaungatanga A3)

Student Workload

The student workload will be in line with TEC recommendations of 10 hours per credit. This is comprised of independent research as well as taught components.

Teaching and Support Staff

Programme development will be supported by staff nested in Te Rewa o Puanga, and led by Associate Professor Bridget Johnson, who has extensive experience in curriculum design and programme leadership, and Professor Oli Wilson, Associate Dean Research, who has strategic oversight of CoCA's post-graduate programmes. Professor Wilson has extensive commercial music curricula design experience, has contributed to or led major national music research projects, and has over 20 years industry experience. The programme will also utilise the skills and experience of existing academic staff across the College with expertise in music. Te Rewa o Puanga current undergraduate programme has sufficient staff to supervise Masters level projects across a range of commercial music fields, including those that comprise the three undergraduate Majors in Music Technology, Practice, and Industry. Many of these staff have masters supervision experience from the MCE, supervision and development time from the MCE will be reallocated into the MComMus. The staff members listed in Section 3 have Masters or PhD qualifications, and are able to supervise research component of the proposed Masters.

The College has sufficient Technical Support Staff with strong music focus, and commercial music industry experience including:

- James Coyle (Technical services manager, Musician: Fly My Pretties, The Nudge, Newtown Rocksteady. Event programme and Production: Newtown Festival. Line Producer: Aotearoa Music Artisan Awards (TV3, TVNZ).
- Adam Dransfield (Technical Services Operations Coordinator, Production and Broadcast Sound Mixer, Media Technology Consultant, Broadcast Engineer.)
- Ryan Prebble (The Nudge, The Black Seeds, Fly My Pretties, Recording Engineer and Producer)
- Mike Gibson (Grayson Gilmour, Leila Adu, Orchestra Of Spheres, Rob Ruha, Reclouse, Hollie Smith, Fur Patrol, Steriogram, Kirsten Te Rito, Trinity Roots, UHP, Mr Sterile Assembly)

Teaching Space and Other Facilities

The teaching and research for this programme will take place using a combination of existing specialist facilities, and timetabled campus facilities. As such, it does not require additional physical space or technological investments and can be implemented with the current physical resources of Massey University on the Wellington Campus. Implementation of the recently developed undergraduate programmes and previous post-graduate programmes offered by Te Rewa o Puanga involved a considerable investment for the university positioning Massey as a major music and media provider. This includes new recording

4/10/24, 10:47 AM

Qualification Comparison - PMCMS - Master of Commercial Music - Master Commercial Music

studios, rehearsal rooms, edit suites, development labs, postproduction suites, spatial sound studios and, dubbing theatre. Masters of Commercial Music students will also be able to benefit from the broad range of technical facilities offered throughout the College including those developed as part of the National Academy of Screen Arts (virtual production and immersive experience stages, broadcast studios, computer labs, and cinema facilities), and threedee fabrication studios.

Students book equipment from dedicated equipment stores supported by an online booking system, and the management of facilities is run by a technical team.

Library Resources

Research / Information Literacy Skills

Massey University Library supports the suite of new and amended Masters qualifications by providing resources, and support for information literacy, learning and research. A team of CoCA Librarians, based at the Wellington Campus, support Commercial Music staff and students. Potential information literacy demands align with current practice and are deliverable with existing resourcing.

Current Collections - Books

CoCA Librarians select books from subject profiles that have been developed with major suppliers to reflect the research and teaching needs of the University, and on the recommendation of University staff and students. There is an extensive collection of titles to support all aspects of the MCommMus listed in Discover (the Library search tool). About 40% of these were published in the last five years, and of these approximately 65% are available as ebooks.

Māori Resources: The Library contributes to Tiriti-led teaching by providing access to a range of Te Tiriti and Māori resources in diverse media including DVD, CD, video and print which can be accessed through Discover. The Māori, Music and Creative Arts Subject Guides offer access to relevant databases, including recorded domestic and international television channels via eTV.

Current Collection - Journals

The Library provides online access to a broad spectrum of relevant journals and journal article databases relating to Screen Arts via search and indexing tools including Discover and Google Scholar. These multidisciplinary databases include access to relevant journals and databases in the areas of creative practice.

Future Collecting - Books

Current purchasing scopes and policies are sufficient for this qualification.

Future Collecting - Journals

Current purchasing scopes and policies are sufficient for this qualification.

Future Collecting- Article Databases

Current purchasing scopes and policies are sufficient for this qualification.

Recommendations

There are no additional collection resources or policy changes required for this qualification. Ongoing purchasing of new book titles can be met from existing budgets.

Timetabling Arrangements

The courses in this programme will be timetabled using the University's existing, well-established timetabling systems along with College Academic Administrative support.

Committee References	AC24/03/14 CCACB2024/02/14 PGQEC2024/01/11
-----------------------------	--

Status Log

Initial Status	End Status	User	Date	Comment
Academic Committee Approval	Academic Board Approval	LEANNE ROBINSON	27 Mar 2024 15:05 pm	AC24/03/14
College Board Approval	Academic Committee Approval	Jessica Board	20 Feb 2024 15:47 pm	Approved on Behalf of College Board Chair
College Sub-Committee	College Board Approval	Jessica Board	20 Feb 2024 15:47 pm	Approved on Behalf of UGQEC Chair
HOD Approval	College Sub-Committee	Jessica Board	20 Feb 2024 15:46 pm	Approved on Behalf of Head of School
Draft	HOD Approval	Jessica Board	20 Feb 2024 15:46 pm	Approved on Behalf of Director Academic
	Draft	Jessica Board	10 Nov 2023 16:07 pm	New Qualification Created

Collaborating Staff
Name
JO-ANN COWIE
SHARRYN MIDDLETON
DIANE DAVIES
TERESA HARTLEY
GREGORY GILBERT

4/10/24, 10:47 AM

Qualification Comparison - PMCMS - Master of Commercial Music - Master Commercial Music

PHIL BRONN
FAITH KANE
JOSHUA FYFE
CAITLIN LIGO
Julian Sutherland
NJ Jayne

View Course



133811 Commercial Music 120 credit Thesis Part 1 v1.0

ACADEMIC COMMITTEE APPROVAL

[Show Legend](#)

Affiliated Entities			
Entity Code	Entity Title	Entity Version	Entity Type
PMCM	Master of Commercial Music	v1.0	Qualification
Year of Implementation	2025		
Course Code	133811		
Course Title	Commercial Music 120 credit Thesis Part 1		
Abbreviated Title	CommMuThesisPt1		
Course Type	Research		
Credits	60		
Course Level	800		
Prescription	Preparation of a thesis consisting of an advanced Commercial Music-led research project and an exegetical component to satisfy the requirements of the Master of Commercial Music qualification.		
Online Learning Category	Partially Taught Online		
Subject Area	Music (133P)		
Language of Instruction			
Course Initiator History	GREGORY GILBERT (23 Jan 2024 to ---)		
Collaborating Staff			
Staff Member			
JO-ANN COWIE			
SHARRYN MIDDLETON			
TERESA HARTLEY			
GREGORY GILBERT			
PHIL BRONN			
FAITH KANE			
JOSHUA FYFE			
CAITLIN LIGO			
Julian Sutherland			
NJ Jayne			
Jessica Board			
Owning Organisation	School of Music and Creative Media Production (MU00693)		
Text Book Required	No		


























Recognised Professional Development	
Pattern of Offering	Not Cyclic
Expected Prior Learning	
Primary Qualification	PMCM Master of Commercial Music v1.0
Course Requirements	No requisites
Prerequisites	
Corequisites	
Restrictions	
Learning Outcomes	
On successful completion of this course the learner will be able to:	
#	Description
LO1	Further develop the knowledge or practices within their field of study through independent research (Graduate Profile: Understanding and Mātauranga A4; Creativity and Toi C3)
LO2	Evidence dexterity and expertise in their design practice through an advanced engagement with materials, processes, technologies and relevant industries (Graduate Profile: Virtuosity and Mōhio D1)
LO3	Demonstrate an ability to reflect critically on their creative practice through written, oral and visual modes of communication (Graduate Profile: Understanding and Mātauranga C2, Connectedness and Whanaungatanga E1)
LO4	Interact effectively and ethically with others within their creative practices (Graduate Profile: Connectedness and Whanaungatanga E2)
LO5	Apply an understanding of the potential impact of creative work on individuals and communities, with due consideration of ethical and professional issues (Graduate Profile: Connectedness and Whanaungatanga A3)
Learning Outcomes and Competencies Mapping	
Learning Outcomes	Competencies
LO1: Further develop the knowledge or practices within their field of study through independent research (Graduate Profile: Understanding and Mātauranga A4; Creativity and Toi C3)	
LO2: Evidence dexterity and expertise in their design practice through an advanced engagement with materials, processes, technologies and relevant industries (Graduate Profile: Virtuosity and Mōhio D1)	
LO3: Demonstrate an ability to reflect critically on their creative practice through written, oral and visual modes of communication (Graduate Profile: Understanding and Mātauranga C2, Connectedness and Whanaungatanga E1)	
LO4: Interact effectively and ethically with others within their creative practices (Graduate Profile: Connectedness and Whanaungatanga E2)	
LO5: Apply an understanding of the potential impact of creative work on individuals and communities, with due consideration of ethical and professional issues (Graduate Profile: Connectedness and Whanaungatanga A3)	
Course Mark Scheme	Course - Mark/Grade
Completion Requirements	

Assessment Pattern

Creative Compositions

Assessment Type	Creative Compositions	Assessment Title	Creative Work and Exegesis
Assessment Description	n/a		
Weighting	100	Sequence	1
Pass Mark (%)	0	Pattern	Default
Learning Outcomes	1, 2, 3, 4, 5	Marking Scheme	ASS-MG
Compulsory	No		

Workload

This module has no workload.	
Research/Information Literacy Skills 	
Current Collection - Books 	
Current Collection - Journals and Journal Article Databases 	
Future Collecting - Books 	
Future Collecting - Journals and Journal Article Databases 	
Recommendations 	
Approved by College Business Manager 	yes
Wholly Research 	Yes
TEC Course Classification 	Music And Performing Arts
TEC Funding Category 	B4 - B4 Research-based Post-graduate
Massey Funding Level 	MUSP_R Music Postgraduate Research
NZSCED 	100101 - Music
PBRF Eligibility 	L - Masters in parts (eg, Thesis part 1 and Part 2, and combined research is greater than 0.75 EFTS)
VRF Code 	1 An option for Masters
Additional fees / Compulsory course cost fees 	none
Publication Notes 	
Additional Cost (course publication note) 	
Learning Experience 	
Proposal ID 	03746
Academic Contact and Purpose of the Proposal 	Introduced as part of the Master of Commercial Music, version 1.0, proposal
Rationale 	
Accreditation Considerations 	
Consultation 	
Resource Impacts 	
Calendar Amendments 	


2/19/24, 8:34 PM

Course Comparison 133811 - Commercial Music 120 credit Thesis Part 1

Proposed additional fees and expected enrolments for all offerings	
Consequential Amendments	
Transition Arrangements	
Committee References	09/02/24 CCACB2024/02/16 29/01/24 PGQEC24/01/13

Status Log

Initial Status	End Status	User	Date	Comment
College Board Approval	Academic Committee Approval	CAITLIN LIGO	19 Feb 2024 19:50 pm	Approved by CoCA College Board 09/02/2024
College Sub-Committee Approval	College Board Approval	Jessica Board	19 Feb 2024 18:56 pm	Approved on behalf of HoS
HOD Approval	College Sub-Committee Approval	CAITLIN LIGO	19 Feb 2024 17:15 pm	Approving on behalf of HoS
Draft	HOD Approval	CAITLIN LIGO	19 Feb 2024 14:28 pm	Yes
	Draft	GREGORY GILBERT	23 Jan 2024 12:46 pm	New Course Created

Workload Competency Mapping 				
Workload Item	Workload Description	Competency Framework	Competency	Competency Teaching Method
None				

View Course



133812 Commercial Music 120 credit Thesis Part 2 v1.0

ACADEMIC COMMITTEE APPROVAL

[Show Legend](#)

Affiliated Entities			
Entity Code	Entity Title	Entity Version	Entity Type
PMCM	Master of Commercial Music	v1.0	Qualification

Year of Implementation	2025
-------------------------------	------

Home Courses ▾ Specialisations ▾ Qualifications ▾ Publications ▾ Reports ▾ Settings ▾ Akari

Course Title	Commercial Music 120 credit Thesis Part 2
---------------------	---

Abbreviated Title	CommMuThesisPt2
--------------------------	-----------------

Course Type	Research
--------------------	----------

Credits	60
----------------	----

Course Level	800
---------------------	-----

Prescription	Continuing preparation of a thesis consisting of an advanced Commercial Music-led research project and an exegetical component to satisfy the requirements of the Master of Commercial Music qualification.
---------------------	---

Online Learning Category	Partially Taught Online
---------------------------------	-------------------------

Subject Area	Music (133P)
---------------------	--------------

Language of Instruction	
--------------------------------	--

Course Initiator History	GREGORY GILBERT (23 Jan 2024 to ---)
---------------------------------	--------------------------------------

Collaborating Staff	
----------------------------	--

Staff Member
JO-ANN COWIE
SHARRYN MIDDLETON
TERESA HARTLEY
GREGORY GILBERT
PHIL BRONN
FAITH KANE
JOSHUA FYFE
CAITLIN LIGO
Julian Sutherland
NJ Jayne
Jessica Board

Owning Organisation	School of Music and Creative Media Production (MU00693)
----------------------------	---

Text Book Required	No
---------------------------	----

2/19/24, 8:36 PM

Course Comparison 133812 - Commercial Music 120 credit Thesis Part 2

























Recognised Professional Development	
Pattern of Offering	Not Cyclic
Expected Prior Learning	
Primary Qualification	PMCM Master of Commercial Music v1.0
Course Requirements	No requisites
Prerequisites	
Corequisites	
Restrictions	
Learning Outcomes	
On successful completion of this course the learner will be able to:	
#	Description
LO1	Further develop the knowledge or practices within their field of study through independent research (Graduate Profile: Understanding and Mātauranga A4; Creativity and Toi C3)
LO2	Evidence dexterity and expertise in their design practice through an advanced engagement with materials, processes, technologies and relevant industries (Graduate Profile: Virtuosity and Mōhio D1)
LO3	Demonstrate an ability to reflect critically on their creative practice through written, oral and visual modes of communication (Graduate Profile: Understanding and Mātauranga C2, Connectedness and Whanaungatanga E1)
LO4	Interact effectively and ethically with others within their creative practices (Graduate Profile: Connectedness and Whanaungatanga E2)
LO5	Apply an understanding of the potential impact of creative work on individuals and communities, with due consideration of ethical and professional issues (Graduate Profile: Connectedness and Whanaungatanga A3)
Learning Outcomes and Competencies Mapping	
Learning Outcomes	Competencies
LO1: Further develop the knowledge or practices within their field of study through independent research (Graduate Profile: Understanding and Mātauranga A4; Creativity and Toi C3)	
LO2: Evidence dexterity and expertise in their design practice through an advanced engagement with materials, processes, technologies and relevant industries (Graduate Profile: Virtuosity and Mōhio D1)	
LO3: Demonstrate an ability to reflect critically on their creative practice through written, oral and visual modes of communication (Graduate Profile: Understanding and Mātauranga C2, Connectedness and Whanaungatanga E1)	
LO4: Interact effectively and ethically with others within their creative practices (Graduate Profile: Connectedness and Whanaungatanga E2)	
LO5: Apply an understanding of the potential impact of creative work on individuals and communities, with due consideration of ethical and professional issues (Graduate Profile: Connectedness and Whanaungatanga A3)	
Course Mark Scheme	Course - Mark/Grade
Completion Requirements	

Assessment Pattern

Creative Compositions

Assessment Type	Creative Compositions	Assessment Title	Creative Work and Exegesis
Assessment Description	n/a		
Weighting	100	Sequence	1
Pass Mark (%)	0	Pattern	Default
Learning Outcomes	1, 2, 3, 4, 5	Marking Scheme	ASS-MG
Compulsory	No		

Workload

This module has no workload.	
Research/Information Literacy Skills 	
Current Collection - Books 	
Current Collection - Journals and Journal Article Databases 	
Future Collecting - Books 	
Future Collecting - Journals and Journal Article Databases 	
Recommendations 	
Approved by College Business Manager 	yes
Wholly Research 	
TEC Course Classification 	Music And Performing Arts
TEC Funding Category 	B4 - B4 Research-based Post-graduate
Massey Funding Level 	MUSP_R Music Postgraduate Research
NZSCED 	100101 - Music
PBRF Eligibility 	L - Masters in parts (eg, Thesis part 1 and Part 2, and combined research is greater than 0.75 EFTS)
VRF Code 	1 An option for Masters
Additional fees / Compulsory course cost fees 	none
Publication Notes 	
Additional Cost (course publication note) 	
Learning Experience 	
Proposal ID 	03746
Academic Contact and Purpose of the Proposal 	Introduced as part of the Master of Commercial Music, version 1.0, proposal
Rationale 	
Accreditation Considerations 	
Consultation 	
Resource Impacts 	
Calendar Amendments 	


2/19/24, 8:36 PM

Course Comparison 133812 - Commercial Music 120 credit Thesis Part 2

Proposed additional fees and expected enrolments for all offerings	
Consequential Amendments	
Transition Arrangements	
Committee References	09/02/24 CCACB2024/02/17 29/01/24 PGQEC24/01/14

Status Log

Initial Status	End Status	User	Date	Comment
College Board Approval	Academic Committee Approval	CAITLIN LIGO	19 Feb 2024 19:50 pm	Approved by CoCA College Board 09/02/2024
College Sub-Committee Approval	College Board Approval	Jessica Board	19 Feb 2024 18:56 pm	Approved on behalf of HoS
HOD Approval	College Sub-Committee Approval	CAITLIN LIGO	19 Feb 2024 18:42 pm	Approved on Behalf of HoS
Draft	HOD Approval	CAITLIN LIGO	19 Feb 2024 14:28 pm	Yes
	Draft	GREGORY GILBERT	23 Jan 2024 12:49 pm	New Course Created

Workload Competency Mapping 				
Workload Item	Workload Description	Competency Framework	Competency	Competency Teaching Method
None				

View Specialisation



UBMNR1NAPCM1 Applied Communication v1.0

COLLEGE BOARD APPROVAL

[Show Legend](#)

Affiliated Entities	
Entity Code	Entity Title
None	
Year of Implementation	2025
Specialisation Code	UBMNR1NAPCM1
Specialisation Title	Applied Communication
Abbreviated Title	Applied Comm
Credit Value	60
Specialisation Type	Minor
No New Enrolment	No
MOE Subject	Communication Studies
Specialisation Lead	Mohan Dutta (4 Dec 2023 to ---), PHIL BRONN (24 Oct 2023 to 3 Dec 2023)
Collaborating Staff	
Staff Member	
TRACY SANDERSON	
Mohan Dutta	
STEPHEN CROUCHER	
CLAIRE MATTHEWS	
DOUGLAS ASHWELL	
LILI ZHAO	
CARNETTE PULMA	
Owning Organisation	College of Business (MU00022)
Proposed Review Dates	
Date Types	Date
No dates assigned	
Graduate Profile	

Schedule

60 credits from
60 credits

Courses

Code	Credits	Title

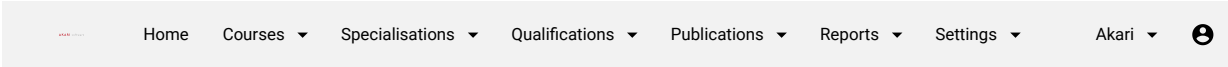
219228	15	Fundamentals of Applied Communication
219229	15	Public Policy Communication
219312	15	Risk and Crisis Communication
219346	15	Advanced Applied Communication

Library Impact Statement

Research / Information Literacy Skills 

Current Collections- Books 

Current Collection- Journals 



Future Collecting- Books 

Future Collecting - Journals and Journal Articles 

Future Collecting- Journal Article Databases 

Recommendations 

General Section

Proposal ID 

03616

Change Scale 

0

1. All Proposals - Complete the sections below for all proposals

Academic Contact and Purpose of the Proposal 

The proposal to create a minor in Applied Communication as part of the proposal to create a new major in Applied Communication. All information regarding both the major and the minor are in the main proposal.

Proposal Summary 

Justification/ Rationale 

Acceptability 

Year of Implementation and First Year Teaching Plan 

Proposal Details 

Treaty of Waitangi Implications 

2. Strategic Impact - Complete for Early Notice, New Specialisations (Internal Audience Only)

Strategic Considerations 

Market Research and Competitor Analysis 

Accreditation Considerations (if applicable) 

Internal and External Consultation 

Equity Implications 

Financial Analysis 

Predicted Student Numbers / EFTS 

Minimum student numbers required for ongoing viability of the qualification 

Expected Revenue 

Expected Cost 

Risk Management 

3. Resource Impacts - For New and Significantly Amended Specialisations and for Closure to New Enrolments

Facilities Management 


Students 

Academic Staff 

International 

Information Technology 

Student Management System 

Teaching and Learning Services 

Student Learning Services 

Limitations on Numbers 

Goals of the Programme 

Programme Overview 

Proposed Teaching/Delivery Methods 

Prescriptions for New Courses 

Assessment and Moderation Procedures 

Plans for Monitoring Quality/Programme Review 


Postgraduate Funding 

5. CUAP Section B – For New Specialisations only

Relationship to Strategic Planning Goals 

Learning Outcomes for New Courses 


Student Workload 

Teaching and Support Staff 

Teaching Space and Other Facilities 

Library Resources 

Timetabling Arrangements 

Committee References 	Ready for HOS review.
---	-----------------------

Status Log

Initial Status	End Status	User	Date	Comment

Academic Board Meeting - Part I - CUAP PROPOSALS

AC24/03/27

College Sub Committee Approval	College Board Approval	LILI ZHAO	01 Feb 2024 18:08 pm	yes
HOD Approval	College Sub Committee Approval	DOUGLAS ASHWELL	01 Dec 2023 13:55 pm	This qualification is now ready for committee approval
Draft	HOD Approval	Mohan Dutta	01 Dec 2023 11:43 am	HOS please review.
	Draft	PHIL BRONN	24 Oct 2023 14:45 pm	A new draft of Specialisation [1] has been created.

View Specialisation



UBCMM1JAPCM1 Applied Communication v1.0

DRAFT

[Show Legend](#)

Affiliated Entities	
Entity Code	Entity Title
None	
Year of Implementation	2025
Specialisation Code	UBCMM1JAPCM1
Specialisation Title	Applied Communication
Abbreviated Title	Applied Comm
Credit Value	120
Specialisation Type	Major
No New Enrolment	No
MOE Subject	Communication Studies
Specialisation Lead	ANGELA FEEKERY (5 Feb 2024 to ---), Mohan Dutta (2 Feb 2024 to 4 Feb 2024), Mohan Dutta (4 Dec 2023 to 1 Feb 2024), ANGELA FEEKERY (20 Oct 2023 to 3 Dec 2023), PHIL BRONN (19 Oct 2023 to 19 Oct 2023)
Collaborating Staff	
Staff Member	
NIKKI BATTEN	
DOUGLAS ASHWELL	
CLAIRE MATTHEWS	
SANDRA BULMER	
PHIL BRONN	
KATHERINE CHISHOLM	
Mohan Dutta	
STEPHEN CROUCHER	
LILI ZHAO	
TRACY SANDERSON	
CARNETTE PULMA	
Owning Organisation	College of Business (MU00022)
Proposed Review Dates	
Date Types	Date
No dates assigned	
Graduate Profile	<p>Graduates with an Applied Communication major will have developed communication knowledge and skills to analyse the complex communication problems underlying global challenges and create communication solutions to these challenges by working across diverse cultural contexts. They will be able to:</p> <ol style="list-style-type: none"> 1. Identify the communicative dimensions underlying complex global challenges under the umbrella of the Sustainable Development Goals. 2. Understand the complexities of communication that underlie global problems and synthesize existing bodies of communication knowledge in developing communication applications to solve global problems. 3. Understand and use communication research methods to analyse communication problems and develop frameworks for solutions. 4. Understand and critically apply the principles and values of Te Tiriti in addressing complex global challenges. 5. Develop communication solutions addressing the Sustainable Development Goals.

	<p>6. Draw on their communication skills to implement effective communication solutions addressing the Sustainable Development Goals.</p> <p>7. Evaluate the communication solutions they create, engaging with diverse stakeholders including communities, activists, advocates, businesses, and policy makers.</p> <p>Keywords:</p> <p>Applied Communication, culture-centred approach, Te Tiriti, Sustainable Development Goals, policy, campaigns, advocacy, activism, decolonisation, cultural competency, collaboration, intercultural, global, writing and presentation, critical thinking, community engagement, research and planning, global information flows, cross-cultural communication, democracy, sustainability, global business, social cohesion, climate change, no poverty, equity.</p>
--	--

Schedule

Compulsory Courses

105 credits

Courses

Code	Credits	Title
219228	15	Fundamentals of Applied Communication
219229	15	Public Policy Communication
219212	15	Introduction to Global Communication
219213	15	International Communication
219312	15	Risk and Crisis Communication
219303	15	Organisational Communication
219346	15	Advanced Applied Communication

15 Credits from

15 credits

Courses

Code	Credits	Title
219304	15	Intercultural Communication
219311	15	Communication Internship

Library Impact Statement

Research / Information Literacy Skills

Subject Librarians currently teach information literacy skills in 115.111 and 115.115, core courses in the Bachelor of Business. There is currently no formal teaching of information literacy skills in the courses that make up this specialisation, but Subject Librarians are available to teach or provide assistance as required.

Current Collections- Books

Identifying current holdings applicable to Applied Communication is difficult given how widely used both words are. There is also a strong transdisciplinary component to this specialization. However, Massey has taught Communication for many years and the Library's holdings have supported it well.

To capture some of the aspects of this new specialisation I ran searches in Discover with communication in subject headings and the following terms in the title:

- applied communication 11 print books, 31 ebooks (11 from the last 10 years)
- globali* = 29 print, 81 ebooks (34 from the last 10 years)

Policy sciences is the subject heading for public policy and with this subject heading Massey Library holds 222 print books, 748 ebooks (455 from the last 10 years). A more general search for public policy and communication retrieves 3377 ebooks (2179 from the last 10 years) and 308 print books.

A general search for "Sustainable Development Goals" communication retrieves 125 ebooks.

Current Collection- Journals

The Library provides access to a range of journals relating to Communication including Journal of Applied Communication Research and Journal of Applied Communications.

Current Collection- Journals Article Database

The Library provides access to journal articles through Discover, and other relevant article databases including Scopus, Index New Zealand and Newtext, and PsycInfo.

Future Collecting- Books

The Library provides access to a comprehensive range of eBooks from major academic publishers through patron driven acquisition agreements, so relevant new titles will become available to Massey users.

Future Collecting - Journals and Journal Articles

Current journal subscriptions are sufficient for this course.

Future Collecting- Journal Article Databases

Current article databases are sufficient for this course.

Recommendations

There is no additional collection resourcing required for this course. Ongoing purchasing of new book titles can be met from existing budgets.

Katherine Chisholm
Business Librarian, Manawatū

Signoff

Jo-Ann Cowie
Collection Manager

General Section**Proposal ID**

03616

Change Scale

0

1. All Proposals - Complete the sections below for all proposals**Academic Contact and Purpose of the Proposal**

Academic Contact: Professor Mohan Dutta

The purpose of this proposal is to introduce a new major and minor (Applied Communication) to the Bachelor of Communication (BC).

These specialisations will replace the Communication Management major and minor, which will be closed to new enrolments from 2024.

Proposal Summary

The following notification is made under Section 6.1 of the CUAP Handbook. Massey University proposes to amend its suite of qualifications through the addition of a new major/minor (Applied Communication) in the BC

Justification/ Rationale

By creating the new major within the BC, the Massey Business School (MBS) offers students the opportunity to focus on the increasingly important area of applied communication. Applied Communication is the theory-based development of communication solutions (communication campaigns, advocacy strategies, policy briefs, etc.) to address complex societal problems.

The major and minor will draw on existing CJM courses (including two new courses offered under the Bachelor of Business Global Communication major), require two new courses, and the revision of one existing course. These proposed changes will ensure the applied communication curriculum adequately addresses the gaps identified in current course offerings (absence of practical focus, absence of community engagement, lack of engagement with Te Tiriti, and lack of engagement with global and digital contexts of communication). The focus of this specialisation differs from the Global Communication specialisation in the Bachelor of Business, which has a specific focus on business engagement cross-culturally and within organisations in a global context. The Applied Communication specialisation has a stronger community focus, with contextually situated issues underpinning the applications created and implemented, demonstrating the linkages between theory and practice. It draws on the areas of research excellence at CJM, incorporates the communication applications and policy solutions developed at the Center for Culture-centered Approach to Research and Evaluation (CARE), and builds on our strong global reputation in the area.

The proposed applied communication curriculum is future ready and is responsive to the Te Tiriti commitments of the University (Kāwanatanga / Good governance and partnerships, Tino rangatiratanga / Māori autonomy, authority, self-determination, Taonga / Active protection of treasures, Ngā tikanga katoa rite tahi / Access, participation, equity, equal outcomes, and Ngā whakapono katoa, ngā ritenga Māori / Māori spiritual values and customs), engaged with global digital transformations (smart cities, artificial intelligence, platform economy), and designed to prepare students to address the Sustainable Development Goals (SDGs) by learning to build communication applications. Five of the courses in the major are courses developed since 2022, including courses designed specifically to address the changing global and international contexts of communication, thus differentiating this major clearly from the existing Communication Management specialisation. This is intended to replace Communication Management.

Acceptability

The proposed major/minor in Applied Communication fits within the BC and will enable students to: (a) develop communication-based problem-solving capabilities; (b) develop critical thinking in examining communication problems; (c) apply communication theory to solving complex societal problems; and (d) create culturally-centred communication applications across diverse global contexts.

Year of Implementation and First Year Teaching Plan

Semester 1, 2025

Proposal Details

It is proposed to create a new 120 credit major and 60 credit minor within the Bachelor of Communication programme called Applied Communication.

Treaty of Waitangi Implications

We have engaged with local Māori-led community organisations in Manawatu about community needs and the ways in which these community needs can be addressed through capacity building and pedagogy. These dialogues have suggested that understanding of policy, participating in community engagement, and competency in working across cultural contexts are key strengths in responding to the commitments to Te Tiriti. Within Massey University, we have consulted with Dr. Mal Green, Professor Matt Roskrug (Te Atiawa, Ngāti Tama), Associate Dean Māori, Massey Business School, and Reupena Tawhai, Kaiarataki Māori - Senior Māori Curriculum Advisor, The Centre for Education Transformation. Dr. Steve Elers, one of the few Māori Communication academics in Aotearoa, will support the teaching of the programme. We will also draw on the support of the Kaiārahi mentors and the community partnerships of the Centre for Culture-centred Approach to Research and Evaluation (CARE) with Māori organisations to deliver the programme.

We note here the relevance of addressing Te Tiriti commitments in applied communication:

- i. Centring critical analysis of Te Tiriti in the programme gives opportunities for students to explore important general aspects of applied communication such as:
 1. Their cultural positionality in communication practice.
 2. The role of power and colonialism in shaping communication practice in Aotearoa and across global contexts.
 3. Ways of honouring the sovereignty and independence of diverse participants in a communication activity.
 4. Ways of providing governance in a communication activity that protects and enhances the mana of all parties.
 5. The value of culturally centred approaches to communication – this is especially relevant in the applied communication domain – understanding culturally grounded ways of communicating across difference.
- ii. Exploring differences between Te Tiriti and The Treaty promotes valuing culturally informed differences in creating and interpreting communication practices and solutions
- iii. Taking a Te Tiriti-led approach in course content and delivery will create possibilities for contributing to Māori and national development by:
 1. Enhancing awareness of Māori priorities, needs, and aspirations as determined by Māori.
 2. Promoting Māori self-determination by presenting non-Māori with possibilities for engaging and partnering with Māori organisations and communities.
 3. Enabling Māori to engage more effectively with non-Māori stakeholders to enhance self-determination, leadership, and equal outcomes.

2. Strategic Impact - Complete for Early Notice, New Specialisations (Internal Audience Only)

Strategic Considerations

This proposal contributes to the University's Strategic Plan in the following ways:

- Developing curious world-ready graduates who lead with entrepreneurial acumen and capability, and who are committed to enhancing Aotearoa New Zealand and the world.
- Providing course design and planning that is contemporary, sustainable, high-quality, flexible, and student-centred (Pou Ako- Priority 3).
- Encouraging curriculum innovation by taking into account the future of work and learning, including the acquisition of transdisciplinary and transferable skills that engage students with questions of sustainability and building practical communication solutions through novel approaches (Pou Ako- Priority 3).
- Understanding and delivering to the needs and ambitions of our prospective students, existing students and their whānau (families) (Pou Ako- Priority 4).
- Connecting with our global staff and students in meaningful ways, that allow them to contribute to Aotearoa New Zealand and globally by focusing on cultural contexts, diversity, equity, and inclusion (Pou Hono – Priority 8).
- Enabling capability development across Aotearoa New Zealand, the Asia-Pacific region and the world to prepare citizens for the changing nature of our living environment, work and society (Pou Hono- Priority 8).

Massey's Bachelor of Communication has a strong reputation for quality within Aotearoa and globally. It is important to ensure that the majors and minors remain current and relevant to students and employers to align the BC with our research ranking as the number one-ranked Communication programme in Aotearoa. The proposed major in applied communication directly draws upon academic research excellence and unique position in the global market.

Market Research and Competitor Analysis

A review of the current specialisations being offered at other universities in Aotearoa New Zealand indicates that an applied communication major/minor is a unique approach within the communication curriculum in Aotearoa.

Overseas, an applied communication focus is offered at several reputable universities, and therefore, the introduction of the new major/minor aligns with international pathways in Communication education.

Accreditation Considerations (if applicable)

N/A

Internal and External Consultation

1. Within MBS

The development of the Applied Communication specialisation directly addresses two of the recommendations in the December 2019 Bachelor of Communication qualification review:

- To look at ways in which courses can connect more strongly with live communication and media work through work experience and internships.
- To consider ways in which personal skills like resilience, flexibility, discussion skills, tension management etc could be built into the qualifications.

The Applied Communication major offers a range of authentic communication experiences within the 2 new courses and revised capstone offering. Through engagement with real-world communication challenges, the specialisation will support students to develop the desirable personal skills identified in point 2.

Within the School, the applied communication proposal was shared with all Communication staff at a hui across campuses, securing their feedback around the proposal, and then incorporating the feedback into the proposal. The revised proposal was further shared with all Communication staff..

2. Students

Three former and six current Bachelor of Communication students taking the CJM majors were contacted to canvas their views on the proposed major. All indicated that an applied focus was an important aspect of learning and that the Applied Communication major offered a valuable focus of communication in a range of different contexts. They indicated that the new courses on offer sounded interesting, and that the opportunity to put learning into practice in a final capstone course would be highly valued, much like internship opportunities. The two graduates who completed the current Communication Management major indicated that the proposed major sounded more up-to-date than the current major. All students indicated that the Applied Communication major is one they would seriously consider.

3. Within Massey University (i.e. beyond MBS)

Heads of School for Communication, Journalism and Marketing and Humanities, Media and Creative Communiation have discussed the new major and are in agreement that this will be an attractive replacement for the Communication Management major and is likely to increase student interest in Bachelor of Communication majors. The proposal was also presented at the Communication Qualification Committee- feedback was sought and integrated into this early notice proposal. The proposal was also shared with the Co-Directors of the Bachelor of Communication, seeking their feedback.

4. External

Dialogue with key stakeholders including potential employers and community and policy partners: We have carried out formative dialogues with industry stakeholders and academic experts. Industry stakeholders including several key ministries note the market demand for communication specialists and communication policy analysts. The emphasis on application and public policy aligns with these needs. Professorial experts consulted have highlighted the policy focus of the proposed major as an important strength. They have also suggested to build in focus on community and public engagement to align with the unique research strengths in the School. Those consulted include: Professor Ambar Basu, Professor Debashish Munshi, Professor Gary Kreps, Ministry of Justice, Ministry of Social Development, and Ministry of Ethnic Communities.

All feedback from this range of stakeholders was considered in the development of the proposal.

Equity Implications

There are no specific equity implications in relation to the proposed major.

Financial Analysis

Predicted Student Numbers / EFTS

Predicted Enrolments - BC

Year	Headcount	EFTS
2024	490	355
2025	550	405
2026	660	495

Predicted Enrolments – Applied Communication Major

Year	Headcount	EFTS
2025	65	40
2026	75	47
2027	85	55

Minimum student numbers required for ongoing viability of the qualification

Expected Revenue

Expected Cost

Risk Management

3. Resource Impacts - For New and Significantly Amended Specialisations and for Closure to New Enrolments

Facilities Management

No envisioned impacts

Students

Students completing this major will be able to complete the BC in 3 years of full-time study.

Academic Staff

No additional permanent teaching staff are required in 2025. However, current staff workloads will need to be adjusted to develop and deliver the courses. As the major grows new permanent staff may be required.

International 


Discussion with potential partner universities and experts in applied communication have been positive. As outgoing editor of the flagship National Communication Association journal in the area, Journal of Applied Communication Research (JACR), Professor Dutta has drawn on his global networks to seek inputs into the development of the proposal. International experts in Communication Studies have noted the future-looking nature of the proposal and the international market it appeals to because of its applied focus, grounded in solving complex global challenges through communication. International partners have also pointed to the appealing emphasis on Te Tiriti and focus on culture, delivered through the proposal. The team in CJM spoke with partners/colleagues at the following universities: George Mason University; Syracuse University; the University of Cincinnati; the University of Central Florida; the University of South Florida; Hong Kong Baptist University; the University of Hyderabad; and the University of California, San Diego.

Information Technology 

We anticipate no significant impact on Information Technology Services (ITS). All required programmes are serviced by ITS.

Student Management System 

The proposed major and minor will need to be built into Student Management System.

Teaching and Learning Services 

We anticipate no significant impact on Teaching and Learning Services

Student Learning Services 

We anticipate no significant impact on Student Learning Services.

Limitations on Numbers 

No restrictions on student enrolments are expected.

Goals of the Programme 

To formalise the study of applied communication at the undergraduate level in the Bachelor of Communication.

Programme Overview 

We live in a world of complex challenges where communication is often part of the problem, but it can also be a crucial part of the solution. Applied Communication is the key in responding to global trends, grand societal challenges, and disciplinary demands by combating harmful communication practices and misinformation. Students will develop communication-based problem solving capabilities, develop critical thinking in examining societal problems, apply communication theory to solving these problems, and create communication-based applications and solutions across contexts. The specialisation incorporates a Te Tiriti lens through embracing a te ao Māori perspective and values within the context of Aotearoa, New Zealand.

The proposed major will enable students to contribute to society by teaching them the methods for developing communication solutions through public dialogue that positively shapes the future of business, democracy and society. It emphasises immersive learning that bridges the connections between theory and practice. Students will learn to produce creative and practical communication responses through a range of applications, including case studies, white papers, policy briefs and campaigns.

Proposed Teaching/Delivery Methods 

The CORE courses are already in place and offered internally (Auckland, Wellington and some in Manawātū) and via distance. New courses will be offered in the same delivery modes.

PART A – 120 Credit BACHELOR OF COMMUNICATION CORE

PART B – 120 Credit APPLIED COMMUNICATION SPECIALISATION

1. The **major** compulsory course schedule will be 120 credits.

Choose 105 compulsory course credits

219.228 – Fundamentals of Applied Communication (15 Credits)

219.229 – Public Policy Communication (15 Credits)

219.212 – Global Communication (15 Credits)

219.213 – International Communication (15 Credits)

219.303 – Organisational Communication (15 Credits)

219.312 – Crisis and Reputation Management (15 Credits) (name change as it is currently named Risk and Crisis. This will be done by the PR major proposal changes)

219.346 – Advanced Applied Communication (15 Credits)

Choose 15 subject courses from:

219.304 – Intercultural Communication (15 Credits)

219.311 – Communication Internship (15 Credits)

2. The 60 credit **minor** will include

a. 219.228 – Fundamentals of Applied Communication (15 Credits)

- b. 219.229 – Public Policy Communication (15 Credits)
- c. 219.312 – Crisis and Reputation Management (15 Credits)
- d. 219.346 – Advanced Applied Communication (15 Credits)

Prescriptions for New Courses

219.228 – Fundamentals of Applied Communication (15 Credits)

Course Prescription

The course explores the basic concepts of applied communication. Students learn key communication theories developed to solve applied communication problems. Focusing on core global challenges around the Sustainable Development Goals, the course explores the nature and role of communication in addressing these challenges through the design and implementation of strategic applications developed through culturally-centred community partnerships.

219.229 – Public Policy Communication (15 Credits)

Course Prescription

The course covers the application of communication theories in the design, development, and implementation of public policies that respond to problems. Students engage in authentic community consultation through partnering with community organisations to participate in the communicative process around policy development. They will learn to examine public policies from a communicative framework, situating policies in relationship with public opinion, community organising, social movements, and politics. Attention will be given to incorporating the provisions and principles of Te Tiriti in public policy communication.

219.346 – Advanced Applied Communication (15 Credits)

Course Prescription

In this course, students develop communication theory- and Te Tiriti-informed responses to address a problem or challenge that faces a community, group, or organisation. They will demonstrate understanding of how communication both contributes to the emergence of problems and represents a means of mitigating those problems. Solutions will be underpinned by synthesis of communication research and critical analysis.

Assessment and Moderation Procedures

All courses are assessed using a combination of written assignments, projects, and/or presentations.

219.228 – Fundamentals of Applied Communication (15 Credits)

- A1 Written Assessment, Case Study, Weighting 30%, LO1, LO2
- A2 Written Assessment, Analysis, Weighting 30%, LO2, LO3
- A3 Written Assessment, Report, Investigative, Weighting 40%, LO3, LO4

219.229 – Public Policy Communication (15 Credits)

- A1 Written Assessment, Analysis, Weighting 30%, LO1, LO2
- A2 Written Assessment, Plan/Proposal, Weighting 40%, LO3, LO4
- A3 Written Assessment, Plan/Proposal, Weighting 30%, LO2, LO3, LO4

219.346 – Advanced Applied Communication (15 Credits)

- A1 Written assignment: Analysis, Weighting 35%, LO1, LO2, LO4
- A2 Written assignment: Individual Project/Assignment, Weighting 40%, LO1, LO2, LO3, LO4
- A3 Oral/Performance/Presentation: Individual Perform/Presentation, Weighting 25%, LO1, LO2, LO3, LO4

Plans for Monitoring Quality/Programme Review

Internal monitoring of courses will be conducted by the course coordinators and the academic programme leader on an on-going basis. At Massey University, courses are formally evaluated by students using internal student evaluation systems. Moderation of the course assessments within the programme will occur on a regular basis as per University policies and guidelines. Ongoing internal monitoring of the programme will be conducted by the programme team.

Overarching maintenance of programme quality within the College of Business is overseen by the CBAPC and the College of Business Board. The Communication Qualifications Committee, which has cross-College representation, has oversight of the Bachelor of Communication degree and related Communication qualifications. As required by the Universities New Zealand Committee on University Academic Programmes (CUAP), a Graduating Year Review will be conducted within three years of the graduation of the first cohort of students. As part of this process a self-review will be prepared and a

panel appointed to review information including student numbers, pass rates, retention, and student satisfaction. A summary of the review findings will be forwarded to CUAP.

Massey University has a rolling system of qualification reviews, the purpose of which is to evaluate and continually improve the programmes it offers. Under this system of reviews, each qualification within the University's academic portfolio is reviewed once every seven years. Qualification reviews are conducted in accordance with Massey's Qualification Review Procedures. This involves the appointment of a panel (normally including national and/or international experts in the field) whose members are external to the programme, review of the entire academic programme through the peer evaluation of objectives, structure and management, teaching, learning and assessment processes.

Postgraduate Funding

5. CUAP Section B – For New Specialisations only

Relationship to Strategic Planning Goals

This proposal contributes to the College's strategic planning goals in the following ways:

- The revised specialisation will strengthen graduates' ability to contribute to society through our work with students and organisations and using our expertise to engage in public dialogue that shapes positively the future of business, democracy, and society. This meets the MBS te pae tawhiti goals of being progressive, applied and collaborative, focused on preparing students for the future and being actively engaged with communities.
- The applied communication approach emphasises the MBS value of hāngai ki te tino ao (real-world relevance) as it will immerse students in creating applied solutions to contemporary communication challenges, strengthening graduate employability as a process and an outcome, given effective communication is an essential skill employers seek. It draws upon and highlights the research strengths and capabilities in the school, thus generating unique synergy between research, teaching, and community/public engagement.
- The applied communication focus will also enhance graduates' ability to engage in civic leadership, ethical communication for responsible citizenship, and the ability to communicate effectively in local and global contexts.
- The new major/minor will support increased domestic enrolments by providing a specialisation that is updated and that better fits the needs of our BC students.
- The changes contribute to the implementation of Te Tiriti Principles with increased focus on just communication practices and culturally-centred, community-grounded curricula and pedagogy.

Learning Outcomes for New Courses

219.228 – Fundamentals of Applied Communication (15 Credits)

Students who successfully complete this course should be able to:

L01: Integrate key communication theories to explain applications.

L02: Analyse communication problems using communication research methods.

L03: Develop analytic frameworks guiding communication solutions to address complex problems.

L04: Create, implement, and evaluate communication solutions addressing complex challenges.

219.229 – Public Policy Communication (15 Credits)

Students who successfully complete this course should be able to:

L01: Analyse the communicative gaps between policies, communities, and policy actors.

L02: Design and implement community-led research and create solutions that connects communities to policies.

L03: Conduct Te Tiriti-led community-grounded analysis of policies.

L04: Design a variety of policy-directed written documents.

219.346 – Advanced Applied Communication (15 Credits)

Students who successfully complete this course should be able to:

L01: Identify and critically analyse a specific communication challenge.

L02: Use theory to inform and articulate responses to a specific problem.

L02: Integrate research from a variety of information sources.

L03: Present arguments and conclusions in a formal and professional fashion using written and oral communication modes.

Student Workload

The workload will be consistent with the expectations of the other Bachelor of Communication majors.

Teaching and Support Staff

No additional staff are needed.

Teaching Space and Other Facilities

No additional teaching spaces are required

Library Resources

Timetabling Arrangements

Internal timetabling for the two new courses will be required.

Committee References	Updated the Rationale section, and Internal and External consultation section as suggested by CBAPC 24 January 2024.
-----------------------------	--

Status Log

Initial Status	End Status	User	Date	Comment
College Sub Committee Approval	Draft	LILI ZHAO	02 Feb 2024 17:07 pm	yes
HOD Approval	College Sub Committee Approval	DOUGLAS ASHWELL	01 Dec 2023 13:55 pm	This qualification is ready for committee approval
Draft	HOD Approval	Mohan Dutta	01 Dec 2023 11:45 am	Yes
	Draft	PHIL BRONN	19 Oct 2023 16:54 pm	A new draft of Specialisation [1] has been created.


View Course




219219 International Public Relations v1.0


COLLEGE BOARD APPROVAL


[Show Legend](#)


Affiliated Entities 			
Entity Code	Entity Title	Entity Version	Entity Type
UBBSS	Bachelor of Business	v6.2	Qualification
UBCMM	Bachelor of Communication	v7.1	Qualification
UBCMM	Bachelor of Communication	v8.0	Qualification
UBBSS1JGLCM1	Global Communication	v2.0	Specialisation
UBCMM1JPBRL1	Public Relations	v4.0	Specialisation
UBMNR1NGLCM1	Global Communication	v2.0	Specialisation

Year of Implementation 	2025
---	------


Course Code 	219219
--	--------


Course Title 	International Public Relations
---	--------------------------------


Abbreviated Title 	IntPubRe
---	----------

Course Type 	Taught
--	--------

Credits 	15
--	----


Course Level 	200
---	-----


Prescription 	An examination of the practice and theory of public relations interculturally and internationally, overviewing the global industry structure and introducing specialist intercultural communication skills for internationally mobile public relations practice.
---	--

Online Learning Category 	Partially Taught Online
---	-------------------------

Subject Area 	Communication and Journalism (219P)
---	-------------------------------------

Language of Instruction 	English
--	---------

Course Initiator History 	PHIL BRONN (25 Oct 2023 to 2 Feb 2024), NICOLA MURRAY (2 Feb 2024 to ---)
---	---

Collaborating Staff 	
Staff Member	
JO-ANN COWIE	
JUDITH HOLDERSHAW	
DOUGLAS ASHWELL	
NICOLA MURRAY	
TRACY SANDERSON	
JADE ZHOU	
KATHERINE CHISHOLM	
THEODORE ZORN	
LILI ZHAO	
ANGELA FEEKERY	
GEORGETA HODIS	

CARNETTE PULMA	
PHIL BRONN	
JOSHUA FYFE	
STEPHEN CROUCHER	
Owning Organisation	School of Comm, Journalism and Marketing (MAN) (MU00437)
Text Book Required	No
Recognised Professional Development	
Pattern of Offering	Not Cyclic
Expected Prior Learning	
Primary Qualification	
Course Requirements	
Restriction 219309 International Case Studies in Public Relations v1	
Prerequisites	
Corequisites	
Restrictions	219309
Learning Outcomes	
On successful completion of this course the learner will be able to:	
#	Description
L01	Demonstrate key similarities and differences in public relations industries and practices in different countries and cultures.
L02	Analyse the key communication challenges and ethical issues facing an outsider conducting public relations in cultures other than their own, both in their home country and offshore.
L03	Evaluate the impact of culture on public relations practice with reference to intercultural communication and international public relations principles.
L04	Analyse how intercultural communication practices and international public relations frameworks inform the preparation of culturally specific communication plans.
Learning Outcomes and Competencies Mapping	
Learning Outcomes	Competencies
L01: Demonstrate key similarities and differences in public relations industries and practices in different countries and cultures.	
L02: Analyse the key communication challenges and ethical issues facing an outsider conducting public relations in cultures other than their own, both in their home country and offshore.	
L03: Evaluate the impact of culture on public relations practice with reference to intercultural communication and international public relations principles.	
L04: Analyse how intercultural communication practices and international public relations frameworks inform the preparation of culturally specific communication plans.	
Course Mark Scheme	Course - Mark/Grade
Completion Requirements	

Assessment Pattern

Participation

Assessment Type	Participation	Assessment Title	Participation
Assessment Description	Discussion facilitation and forum participation		
Weighting	20	Sequence	3













Pass Mark (%)	0	Pattern	Default
Learning Outcomes	1, 2, 3, 4	Marking Scheme	ASS-MG
Compulsory	No		

Written Assignment

Assessment Type	Written Assignment	Assessment Title	Case Study
Assessment Description	Case study analysis		
Weighting	40	Sequence	1
Pass Mark (%)	0	Pattern	Default
Learning Outcomes	1, 2, 3, 4	Marking Scheme	ASS-MG
Compulsory	No		

Assessment Type	Written Assignment	Assessment Title	Plan/Proposal
Assessment Description	Plan/Adaptation		
Weighting	40	Sequence	2
Pass Mark (%)	0	Pattern	Default
Learning Outcomes	1, 2, 3, 4	Marking Scheme	ASS-MG
Compulsory	No		


Workload

This module has no workload.	
Research/Information Literacy Skills 	Subject Librarians currently teach information literacy skills in 115111 and 230111, core courses in the Bachelor of Communication. There will be no additional Library staff hours required.
Current Collection - Books 	The Library has over 80 books on international public relations with 72% as ebooks. Approximately 42% were published in the last ten years. The Library provides online access to a comprehensive range of eBooks from collections sourced from major eBook publishers. The library provides access to Māori resources in a variety of formats. Online formats such as ebooks, and journals can be accessed through Discover. Discover also provides access to eTV which records domestic and international television channels. The Māori Subject Guide provides access to other relevant databases.
Current Collection - Journals and Journal Article Databases 	The Library provides access to a range of journals relating to Public Relations including 83% of the top 10% journals in the All Science Journal Classification (ASJC) subject area of Communication ranked by Scopus CiteScore. The Library provides access to journal articles through Discover with other relevant article databases including Business Source Complete and Australia/New Zealand Resource Centre Plus.
Future Collecting - Books 	The Library regularly purchases books in this area and will continue to do so.
Future Collecting - Journals and Journal Article Databases 	Current journal subscriptions and article databases are sufficient for this course.
Recommendations 	As this new course will be taught from resources supporting course 219309 that is proposed for deletion, there are no additional resourcing implications for the Library. Katherine Chisholm Business Librarian, Manawatū
Approved by College Business Manager 	Yes
Wholly Research 	No
TEC Course Classification 	Bus; Accountancy; Office Sys/Secretarial; Mngmnt
TEC Funding Category 	J2 - J2 Undergraduate Degree
Massey Funding Level 	BUS Business
NZSCED 	080509 - Public Relations

PBRF Eligibility	Not PBRF Eligible
VRF Code	0 Non-PBRF eligible courses
Additional fees / Compulsory course cost fees	0
Publication Notes	Reliable broadband internet connection required.
Additional Cost (course publication note)	
Learning Experience	
Proposal ID	03629
Academic Contact and Purpose of the Proposal	<p>Academic Lead: Professor Ted Zorn, Professor of Organisational Communication, School of Communication, Journalism and Marketing.</p> <p>Proposed Course Coordinator: Mimi Hodis, Senior Lecturer, School of Communication, Journalism and Marketing.</p> <p>Purpose of the Proposal: There are two proposed changes: 1) To introduce a new 200-level course to replace an existing 300-level course. 2) The new course will drop the word 'case' from the title.</p>
Rationale	<p>The course should be re-named <i>International Public Relations</i> from <i>International Case Studies in Public Relations</i> as use of the term "cases" implies that this is the one course in which cases are used for teaching. The original title is also limiting in both the content and pedagogy of this course. We recommend that cases remain a major part of the pedagogy, however. <i>International</i> keeps the focus on "place" and culture as a primary focus of the course, which is important. We considered changing <i>International</i> to <i>Intercultural</i>, because we envision that this course would include both cross-cultural PR within NZ, e.g., a strong emphasis on communication with and among Māori organisations and audiences, along with PR processes across national boundaries. However, given that the School of CJM already has a course titled Intercultural Communication (219304), we were concerned that would be confusing. This course is to include a two-hour (tutorial time) cultural orientation workshop.</p> <p>We also recommend changing this to a second-year course in order to fit the major's requirements as to number of second and third-year courses. The course content also has been changed to best reflect a second-year level of instruction and staircase into the third-year PR courses.</p>
Accreditation Considerations	The proposal is consistent with Massey Business School's Mission Statement and current strategic plan and meets requirements for staff sufficiency and qualifications and learning and teaching.
Consultation	<p>Consultation was undertaken widely on the Public Relations major as a whole, both internally within the Massey Business School and with the College of Humanities and Social Science; and externally to Massey University as part of a suite of courses reviewed by public relations professionals and recent alumni.</p> <p>For this particular course, the changes were initially discussed and proposed by the Public Relations working group and the offering coordinators who have taught into the course over the internal and distance campuses over various semesters. Further changes to the prescription, learning outcomes, content, and assessments were then discussed and proposed by the current and future offering coordinators for 2024 and beyond.</p> <p>Internally, the proposed changes were also discussed as part of the larger Public Relations major structure review with the cross-college Communication Qualifications Committee who oversee the joint Bachelor of Communication degree (of which the Public Relations major is a part). All parties were supportive of the changes.</p> <p>Further detail regarding consultation, with special reference as per our Te Tiriti o Waitangi responsibilities, are outlined in the Specialisation Amendment document aligned with this new course documentation.</p>
Resource Impacts	None.
Calendar Amendments	Include new course, new prescription, learning outcomes, assessment items, weighting, sequencing, and title of course as necessary with the related Public Relations specialisation proposal.
Proposed additional fees and expected enrolments for all offerings	<p>There are no proposed additional fees.</p> <p>Expected Enrolments across all offerings:</p> <p>Albany: 6</p> <p>Palmerston North: 4</p> <p>Wellington: 5</p> <p>Distance: 20</p>
Consequential Amendments	N/A.
Transition Arrangements	Students studying under previous regulations will remain under those regulations. New enrolments from 2025 will adhere to the new structure of the Public Relations major .
Committee References	Purpose of the Proposal has been updated by CBAPC 24 January 2024.

Status Log

Initial Status	End Status	User	Date	Comment
College Sub-Committee Approval	College Board Approval	LILI ZHAO	02 Feb 2024 16:06 pm	yes
HOD Approval	College Sub-Committee Approval	PHIL BRONN	02 Feb 2024 15:56 pm	Required changes made
Draft	HOD Approval	LILI ZHAO	02 Feb 2024 15:05 pm	yes
College Sub-Committee Approval	Draft	LILI ZHAO	01 Feb 2024 16:26 pm	yes
HOD Approval	College Sub-Committee Approval	JOSHUA FYFE	04 Dec 2023 9:00 am	Funding information approved internally.
Draft	HOD Approval	NICOLA MURRAY	01 Dec 2023 16:57 pm	Yes.
	Draft	PHIL BRONN	25 Oct 2023 15:27 pm	New Course Created

Workload Competency Mapping 				
Workload Item	Workload Description	Competency Framework	Competency	Competency Teaching Method
None				

View Course



219228 Fundamentals of Applied Communication v1.0

COLLEGE BOARD APPROVAL

[Show Legend](#)

Affiliated Entities			
Entity Code	Entity Title	Entity Version	Entity Type
UBBSS	Bachelor of Business	v6.2	Qualification
UBBSS1JGLCM1	Global Communication	v2.0	Specialisation
UBCMM1JAPCM1	Applied Communication	v1.0	Specialisation
UBMNR1NAPCM1	Applied Communication	v1.0	Specialisation

Year of Implementation	2025
Course Code	219228
Course Title	Fundamentals of Applied Communication
Abbreviated Title	FundAppCom
Course Type	Taught
Credits	15
Course Level	200
Prescription	Focusing on core global challenges around the Sustainable Development Goals, the course explores the nature and role of communication in addressing these challenges. Students learn to design and implement Te Tiriti-led strategic communication applications developed through culture-centred community partnerships.
Online Learning Category	Partially Taught Online
Subject Area	Communication and Journalism (219P)
Language of Instruction	English
Course Initiator History	PHIL BRONN (25 Oct 2023 to 2 Feb 2024), NICOLA MURRAY (2 Feb 2024 to ---)

Collaborating Staff	
Staff Member	
JO-ANN COWIE	
NIKKI BATTEN	
TRACY SANDERSON	
KATHERINE CHISHOLM	
LILI ZHAO	
ANGELA FEEKERY	
CARNETTE PULMA	
PHIL BRONN	
JOSHUA FYFE	
STEPHEN CROUCHER	
Mohan Dutta	

Owning Organisation	School of Comm, Journalism and Marketing (MAN) (MU00437)
----------------------------	--

Text Book Required	No
Recognised Professional Development	
Pattern of Offering	Not Cyclic
Expected Prior Learning	
Primary Qualification	
Course Requirements	No prerequisites
Prerequisites	
Corequisites	
Restrictions	
Learning Outcomes	
On successful completion of this course the learner will be able to:	
#	Description
L01	Integrate key communication theories with a Te Tiriti-based analysis.
L02	Use appropriate methods to analyse the Sustainable Development Goals.
L03	Develop analytic frameworks guiding communication solutions to address complex problems.
L04	Create, implement, and evaluate communication solutions addressing the Sustainable Development Goals.
Learning Outcomes and Competencies Mapping	
Learning Outcomes	Competencies
L01: Integrate key communication theories with a Te Tiriti-based analysis.	
L02: Use appropriate methods to analyse the Sustainable Development Goals.	
L03: Develop analytic frameworks guiding communication solutions to address complex problems.	
L04: Create, implement, and evaluate communication solutions addressing the Sustainable Development Goals.	
Course Mark Scheme	Course - Mark/Grade
Completion Requirements	


















Assessment Pattern

Written Assignment

Assessment Type	Written Assignment	Assessment Title	Case Study
Assessment Description	Case Study		
Weighting	30	Sequence	1
Pass Mark (%)	50	Pattern	Default
Learning Outcomes	1, 2	Marking Scheme	ASS-MG
Compulsory	No		
Assessment Type	Written Assignment	Assessment Title	Analysis
Assessment Description	Analysis		
Weighting	30	Sequence	2
Pass Mark (%)	50	Pattern	Default
Learning Outcomes	2, 3	Marking Scheme	ASS-MG

Compulsory	No		
Assessment Type	Written Assignment	Assessment Title	Report, Investigation
Assessment Description	Report		
Weighting	40	Sequence	3
Pass Mark (%)	50	Pattern	Default
Learning Outcomes	3, 4	Marking Scheme	ASS-MG
Compulsory	No		

Workload

This module has no workload.	
Research/Information Literacy Skills 	Refer to main Specialisation document.
Current Collection - Books 	Refer to main Specialisation document.
Current Collection - Journals and Journal Article Databases 	Refer to main Specialisation document.
Future Collecting - Books 	Refer to main Specialisation document.
Future Collecting - Journals and Journal Article Databases 	Refer to main Specialisation document.
Recommendations 	There is no additional collection resourcing required for this course. Ongoing purchasing of new book titles can be met from existing budgets. Katherine Chisholm Business Librarian, Manawatū Signoff Jo-Ann Cowie Collections Manager
Approved by College Business Manager 	Yes 15/12/23. Following changes requested by Josh Fyfe, Senior Funding Analyst: • TEC funding category – change to A2 • TEC course classification – change to 3: Arts; Advanced Studies for Teachers; Health Therapies; Humanities; Languages; Social Sciences • Massey funding level – change to Arts Degree (Art).
Wholly Research 	No
TEC Course Classification 	Arts; Adv Study Tchrs; Hlth Thpy; H; Lang; Soc Sc
TEC Funding Category 	A2 - A2 Undergraduate Degree
Massey Funding Level 	ART Arts Degree
NZSCED 	100799 - Communication and Media Studies - nec
PBRF Eligibility 	Not PBRF Eligible
VRF Code 	0 Non-PBRF eligible courses
Additional fees / Compulsory course cost fees 	0
Publication Notes 	
Additional Cost (course publication note) 	

Learning Experience	
Proposal ID	03627
Academic Contact and Purpose of the Proposal	Professor Mohan Dutta This course has been proposed as part of the concurrently presented proposal for the new Bachelor of Communication Applied Communication specialisation.
Rationale	Fundamentals of Applied Communication will form the core of the Applied Communication major, offering students foundational theoretical, methodological, and practice-based training in applied communication. Covering a wide range of problems around social justice, sustainability, indigeneity, and Te Tiriti, it will anchor students in the guiding concepts, teaching them to connect communication theory with communication practice. The approach to communication theory, research and practice offered in this course builds a unique understanding of the complex nature of communication underlying global grand challenges such as climate change, inequality, poverty, hunger, and digital disinformation. Students will develop the capacity to analyse the multi-faceted, multi-layered, and contextually situated dimensions of communication that underlie global problems and work with these analytical skills to conceptualise, create, and build communication solutions. The assessments created for the course prepare the students to develop conceptual frameworks and build theory-based applied communication solutions. The values and principles reflected in Te Tiriti anchor the concepts of communication, decolonisation, and justice taught throughout the different sections of the course.
Accreditation Considerations	The proposal is consistent with the Massey Business School's Mission Statement and current strategic plan, and meets the requirements for staff sufficiency and qualifications, and teaching and learning.
Consultation	We have carried out multiple rounds and layers of consultation in developing this course, including consultation with international experts in Applied Communication, practice-based partners in communities, civil society, activist spaces, and industry, and Te Tiriti based partners in communities and activist spaces. The key concepts in the course have been developed through practical processes of implementing applied solutions collaborating with community, activist, and civil society partners at the Center for Culture-centered Approach to Research and Evaluation (CARE). Full consultation information is in the main Applied Communication major proposal (03616)
Resource Impacts	We see no resource impacts with offering this course. The School has adequate workload to cover this course.
Calendar Amendments	
Proposed additional fees and expected enrolments for all offerings	
Consequential Amendments	
Transition Arrangements	
Committee References	

Status Log

Initial Status	End Status	User	Date	Comment
College Sub-Committee Approval	College Board Approval	LILI ZHAO	02 Feb 2024 16:07 pm	yes
HOD Approval	College Sub-Committee Approval	PHIL BRONN	02 Feb 2024 15:55 pm	Required changes made
Draft	HOD Approval	LILI ZHAO	02 Feb 2024 15:39 pm	yes
College Sub-Committee Approval	Draft	LILI ZHAO	01 Feb 2024 16:26 pm	yes
HOD Approval	College Sub-Committee Approval	PHIL BRONN	15 Dec 2023 10:20 am	Funding approved by Josh Fyfe, 15/12/23
Draft	HOD Approval	PHIL BRONN	13 Dec 2023 11:29 am	Ready for funding approval
	Draft	PHIL BRONN	25 Oct 2023 14:47 pm	New Course Created

Workload Competency Mapping				
Workload Item	Workload Description	Competency Framework	Competency	Competency Teaching Method
None				

View Course



219229 Public Policy Communication v1.0

COLLEGE BOARD APPROVAL

[Show Legend](#)

Affiliated Entities			
Entity Code	Entity Title	Entity Version	Entity Type
UBCMM1JAPCM1	Applied Communication	v1.0	Specialisation
UBMNR1NAPCM1	Applied Communication	v1.0	Specialisation
Year of Implementation	2025		
Course Code	219229		
Course Title	Public Policy Communication		
Abbreviated Title	PubPolCom		
Course Type	Taught		
Credits	15		
Course Level	200		
Prescription	The course will cover the application of communication theories in the design, development, and implementation of public policies. Students will learn to engage in authentic community consultation to develop policies. They will critically examine public policies, analyse public opinion, and co-design community engagement. Attention will be given to incorporating the provisions and principles of Te Tiriti in public policy communication.		
Online Learning Category	Partially Taught Online		
Subject Area	Communication and Journalism (219P)		
Language of Instruction	English		
Course Initiator History	PHIL BRONN (25 Oct 2023 to 2 Feb 2024), NICOLA MURRAY (2 Feb 2024 to ---)		
Collaborating Staff			
Staff Member			
JO-ANN COWIE			
NIKKI BATTEN			
TRACY SANDERSON			
JADE ZHOU			
KATHERINE CHISHOLM			
LILI ZHAO			
ANGELA FEEKERY			
CARNETTE PULMA			
PHIL BRONN			
JOSHUA FYFE			
Mohan Dutta			
Owning Organisation	School of Comm, Journalism and Marketing (MAN) (MU00437)		
Text Book Required	No		

Recognised Professional Development	
Pattern of Offering	Not Cyclic
Expected Prior Learning	
Primary Qualification	
Course Requirements	No requisites
Prerequisites	
Corequisites	
Restrictions	
Learning Outcomes	
On successful completion of this course the learner will be able to:	
#	Description
L01	Analyse the communicative gaps between policies, communities, and policy actors.
L02	Design and implement community-led research and create solutions that connect communities to policies.
L03	Conduct Te Tiriti-led community-grounded analysis of policies.
L04	Design a variety of policy-related written documents and build a portfolio.
Learning Outcomes and Competencies Mapping	
Learning Outcomes	Competencies
L01: Analyse the communicative gaps between policies, communities, and policy actors.	
L02: Design and implement community-led research and create solutions that connect communities to policies.	
L03: Conduct Te Tiriti-led community-grounded analysis of policies.	
L04: Design a variety of policy-related written documents and build a portfolio.	
Course Mark Scheme	Course - Mark/Grade
Completion Requirements	

Assessment Pattern

Written Assignment



















Assessment Type	Written Assignment	Assessment Title	Analysis
Assessment Description	Analysis		
Weighting	30	Sequence	1
Pass Mark (%)	50	Pattern	Default
Learning Outcomes	1, 2	Marking Scheme	ASS-MG
Compulsory	No		

Assessment Type	Written Assignment	Assessment Title	Plan/Proposal
Assessment Description	Plan		
Weighting	40	Sequence	2
Pass Mark (%)	50	Pattern	Default
Learning Outcomes	3, 4	Marking Scheme	ASS-MG
Compulsory	No		

Assessment	Written Assignment	Assessment Title	Plan/Proposal
-------------------	--------------------	-------------------------	---------------

Type			
Assessment Description	Plan		
Weighting	30	Sequence	3
Pass Mark (%)	50	Pattern	Default
Learning Outcomes	2, 3, 4	Marking Scheme	ASS-MG
Compulsory	No		

Workload

This module has no workload.	
Research/Information Literacy Skills 	Refer to main Specialisation document.
Current Collection - Books 	Refer to main Specialisation document.
Current Collection - Journals and Journal Article Databases 	Refer to main Specialisation document.
Future Collecting - Books 	Refer to main Specialisation document.
Future Collecting - Journals and Journal Article Databases 	Refer to main Specialisation document.
Recommendations 	<p>There is no additional collection resourcing required for this course. Ongoing purchasing of new book titles can be met from existing budgets. Katherine Chisholm Business Librarian, Manawatū</p> <p>Jo-Ann Cowie, Collection Manager, 28 November 2023</p>
Approved by College Business Manager 	<p>Yes Funding approved by Josh Fyfe, Senior Funding Analyst, 15/12/23, on the basis that the following changes were made:</p> <ul style="list-style-type: none"> • TEC funding category – change to A2 • TEC course classification – change to 3: Arts; Advanced Studies for Teachers; Health Therapies; Humanities; Languages; Social Sciences • Massey funding level – change to Arts Degree (Art).
Wholly Research 	No
TEC Course Classification 	Arts; Adv Study Tchrs; Hlth Thpy; H; Lang; Soc Sc
TEC Funding Category 	A2 - A2 Undergraduate Degree
Massey Funding Level 	ART Arts Degree
NZSCED 	100799 - Communication and Media Studies - nec
PBRF Eligibility 	Not PBRF Eligible
VRF Code 	0 Non-PBRF eligible courses
Additional fees / Compulsory course cost fees 	0
Publication Notes 	
Additional Cost (course publication note) 	
Learning Experience 	

Proposal ID	03628
Academic Contact and Purpose of the Proposal	<p>Professor Mohan Dutta</p> <p>Purpose: This course has been proposed as part of the concurrently presented proposal for the new Bachelor of Communication Applied Communication specialisation.</p>
Rationale	<p>The course responds to the strong industry need for public policy communicators. It does so by covering the application of communication theories in the design, development, and implementation of public policies that respond to the Sustainable Development Goals challenges. Students will be equipped with tools to analyse the public opinion climate around policies, research the communication context of policies, create communication solutions for influencing the public opinion climate, and build community-based strategies that lead to the development of public policies. They will learn to craft policy analyses, white papers, policy briefs, and media advocacy campaigns around policies. Through partnerships with community organisations, the course will equip students to participate in the communicative process around policy development. Attention will be paid to discussing and incorporating the provisions and principles of Te Tiriti in public policy communication, particularly attending to the provisions and principles of Kāwanatanga / Good governance and partnerships, Tino rangatiratanga / Māori autonomy, authority, self-determination, Taonga / Active protection of treasures, Ngā tikanga katoa rite tahi / Access, participation, equity, equal outcomes, and Ngā whakapono katoa, ngā ritenga Māori / Māori spiritual values and customs.</p>
Accreditation Considerations	<p>The proposal is consistent with the Massey Business School's Mission Statement and current strategic plan, and meets the requirements for staff sufficiency and qualifications, and teaching and learning.</p>
Consultation	<p>We have carried out multiple rounds and layers of consultation in developing this course, including consultation with international experts in Applied Communication, practice-based partners in communities, civil society, activist spaces, and industry, and Te Tiriti based partners in communities and activist spaces. The key concepts in the course have been developed through practical processes of implementing applied solutions collaborating with community, activist, and civil society partners at the Center for Culture-centered Approach to Research and Evaluation (CARE). Full consultation information is in the main Applied Communication major proposal (03616)</p>
Resource Impacts	<p>We see no resource impacts with offering this course. The School has adequate workload to cover this course.</p>
Calendar Amendments	
Proposed additional fees and expected enrolments for all offerings	
Consequential Amendments	
Transition Arrangements	
Committee References	

Status Log

Initial Status	End Status	User	Date	Comment
College Sub-Committee Approval	College Board Approval	LILI ZHAO	02 Feb 2024 16:06 pm	yes
HOD Approval	College Sub-Committee Approval	PHIL BRONN	02 Feb 2024 15:53 pm	Required changes made
Draft	HOD Approval	LILI ZHAO	02 Feb 2024 15:39 pm	yes
College Sub-Committee Approval	Draft	LILI ZHAO	01 Feb 2024 16:27 pm	yes
HOD Approval	College Sub-Committee Approval	DOUGLAS ASHWELL	15 Dec 2023 12:13 pm	The course has been reviewed and is ready for committee approval
Draft	HOD Approval	PHIL BRONN	13 Dec 2023 11:30 am	Ready for funding approval
	Draft	PHIL BRONN	25 Oct 2023 15:14 pm	New Course Created

Workload Competency Mapping				
Workload Item	Workload Description	Competency Framework	Competency	Competency Teaching Method
None				















View Course



219346 Advanced Applied Communication v1.0

COLLEGE BOARD APPROVAL

[Show Legend](#)

Affiliated Entities 			
Entity Code	Entity Title	Entity Version	Entity Type
UBCMM1JAPCM1	Applied Communication	v1.0	Specialisation
UBMNR1NAPCM1	Applied Communication	v1.0	Specialisation
Year of Implementation 	2025		
Course Code 	219346		
Course Title 	Advanced Applied Communication		
Abbreviated Title 	AdvAppCom		
Course Type 	Taught		
Credits 	15		
Course Level 	300		
Prescription 	Students will develop communication theory and Te Tiriti informed responses to address a problem or challenge that faces a community, group, or organisation.		
Online Learning Category 	Partially Taught Online		
Subject Area 	Communication and Journalism (219P)		
Language of Instruction 	English		
Course Initiator History 	FIONA COOTE (9 Nov 2023 to 2 Feb 2024), NICOLA MURRAY (2 Feb 2024 to ---)		
Collaborating Staff 			
Staff Member			
JO-ANN COWIE			
FIONA COOTE			
TRACY SANDERSON			
KATHERINE CHISHOLM			
LILI ZHAO			
ANGELA FEEKERY			
CARNETTE PULMA			
JOSHUA FYFE			
STEPHEN CROUCHER			
Mohan Dutta			
Owning Organisation 	School of Communication, Journalism and Marketing (MU00121)		
Text Book Required 	No		

Recognised Professional Development	
Pattern of Offering	Not Cyclic
Expected Prior Learning	
Primary Qualification	
Course Requirements	No requisites
Prerequisites	219.228 OR 219.229
Corequisites	
Restrictions	
Learning Outcomes	
On successful completion of this course the learner will be able to:	
#	Description
LO1	Identify and critically analyse a specific communication challenge, drawing on the principles of Te Tiriti.
LO2	Use communication theory and analysis of Te Tiriti to inform and articulate responses to a specific problem.
LO3	Integrate research from a variety of information sources, such as academic articles, white papers, community consultations, community-led reports, and policy documents.
LO4	Present arguments and conclusions in a formal and professional fashion using both written and oral modes of communication.
Learning Outcomes and Competencies Mapping	
Learning Outcomes	Competencies
LO1: Identify and critically analyse a specific communication challenge, drawing on the principles of Te Tiriti.	
LO2: Use communication theory and analysis of Te Tiriti to inform and articulate responses to a specific problem.	
LO3: Integrate research from a variety of information sources, such as academic articles, white papers, community consultations, community-led reports, and policy documents.	
LO4: Present arguments and conclusions in a formal and professional fashion using both written and oral modes of communication.	
Course Mark Scheme	Course - Mark/Grade
Completion Requirements	

Assessment Pattern

Oral/Performance/Presentation

















Assessment Type	Oral/Performance/Presentation	Assessment Title	Individual Performance/Presentation
Assessment Description	Presentation		
Weighting	25	Sequence	3
Pass Mark (%)	50	Pattern	Default
Learning Outcomes	1, 2, 3, 4	Marking Scheme	ASS-MG
Compulsory	No		

Written Assignment

Assessment Type	Written Assignment	Assessment Title	Analysis
Assessment Description	Analysis		
Weighting	35	Sequence	1
Pass Mark (%)	35	Pattern	Default
Learning	1, 2, 4	Marking Scheme	ASS-MG

Outcomes			
Compulsory	No		
Assessment Type	Written Assignment	Assessment Title	Individual Project/Assignment
Assessment Description	Individual Project		
Weighting	40	Sequence	2
Pass Mark (%)	50	Pattern	Default
Learning Outcomes	1, 2, 3, 4	Marking Scheme	ASS-MG
Compulsory	No		


Workload

This module has no workload.	
Research/Information Literacy Skills 	Refer to main Specialisation document.
Current Collection - Books 	Refer to main Specialisation document.
Current Collection - Journals and Journal Article Databases 	Refer to main Specialisation document.
Future Collecting - Books 	Refer to main Specialisation document.
Future Collecting - Journals and Journal Article Databases 	Refer to main Specialisation document.
Recommendations 	<p>There is no additional collection resourcing required for this course. Ongoing purchasing of new book titles can be met from existing budgets. Katherine Chisholm Business Librarian, Manawatū</p> <p>Jo-Ann Cowie, Collection Manager 28 November 2023</p>
Approved by College Business Manager 	<p>Yes 15/12/23. Following changes requested by Josh Fyfe, Senior Funding Analyst:</p> <ul style="list-style-type: none"> • TEC funding category – change to A2 • TEC course classification – change to 3: Arts; Advanced Studies for Teachers; Health Therapies; Humanities; Languages; Social Sciences • Massey funding level – change to Arts Degree (Art).
Wholly Research 	No
TEC Course Classification 	Arts; Adv Study Tchrs; Hlth Thpy; H; Lang; Soc Sc
TEC Funding Category 	A2 - A2 Undergraduate Degree
Massey Funding Level 	ART Arts Degree
NZSCED 	100799 - Communication and Media Studies - nec
PBRF Eligibility 	Not PBRF Eligible
VRF Code 	0 Non-PBRF eligible courses
Additional fees / Compulsory course cost fees 	0
Publication Notes 	

Additional Cost (course publication note)	
Learning Experience	
Proposal ID	03647
Academic Contact and Purpose of the Proposal	Professor Mohan Dutta <i>Purpose</i> This course has been proposed as part of the concurrently presented proposal for the new Bachelor of Communication major, Applied Communication.
Rationale	Advanced Applied Communication is the capstone course of the Applied Communication major, and gives students the chance to use the theories they've studied and skills they've developed in the major to engage closely with a real-world challenge. The assessments allow students to showcase their ability both to critically analyse a problem and to articulate the role of communication in addressing this problem. Importantly, given that students who go on to work in the area of applied communication will have to be able to present their ideas in both written and spoken form, the assessment structure also requires them to use multiple modes of expression to convey their analysis and arguments. As is the case with all courses developed for this major, 219.346 recognises that students need to be able to situate their work in the Aotearoa/New Zealand context with respect to acknowledging the implications of Te Tiriti.
Accreditation Considerations	The proposal is consistent with the Massey Business School's Mission Statement and current strategic plan, and meets the requirements for staff sufficiency and qualifications, and teaching and learning.
Consultation	We have carried out multiple rounds and layers of consultation in developing this course, including consultation with international experts in Applied Communication, practice-based partners in communities, civil society, activist spaces, and industry, and Te Tiriti based partners in communities and activist spaces. The key concepts in the course have been developed through practical processes of implementing applied solutions collaborating with community, activist, and civil society partners at the Center for Culture-Centered Approach to Research and Evaluation (CARE). Full consultation information is in the main Applied Communication major proposal (03616).
Resource Impacts	We see no resource impacts with offering this course. The School has adequate workload to cover this course.
Calendar Amendments	
Proposed additional fees and expected enrolments for all offerings	
Consequential Amendments	
Transition Arrangements	
Committee References	

Status Log

Initial Status	End Status	User	Date	Comment
College Sub-Committee Approval	College Board Approval	LILI ZHAO	02 Feb 2024 16:07 pm	yes
HOD Approval	College Sub-Committee Approval	PHIL BRONN	02 Feb 2024 15:56 pm	Required changes made
Draft	HOD Approval	LILI ZHAO	02 Feb 2024 15:39 pm	yes
College Sub-Committee Approval	Draft	LILI ZHAO	01 Feb 2024 16:27 pm	yes
HOD Approval	College Sub-Committee Approval	DOUGLAS ASHWELL	15 Dec 2023 12:13 pm	The course has been reviewed and is ready for committee approval
Draft	HOD Approval	PHIL BRONN	13 Dec 2023 11:31 am	Ready for funding approval
	Draft	FIONA COOTE	09 Nov 2023 9:47 am	New Course Created

Workload Competency Mapping 				
Workload Item	Workload Description	Competency Framework	Competency	Competency Teaching Method
None				

Mātauranga Toi Māori

UBCMS1JMTMR1 Mātauranga Toi Māori v1.0

ACADEMIC BOARD APPROVAL

[Show Legend](#)

Affiliated Entities			
Entity Code	Entity Title	Entity Version	Entity Type
UBCMS	Bachelor of Commercial Music	v7.0	Qualification
Year of Implementation	2025		
Specialisation Code	UBCMS1JMTMR1		
Specialisation Title	Mātauranga Toi Māori		
Abbreviated Title	MātaurangaMāori		
Credit Value	135		
Specialisation Type	Major		
No New Enrolment	No		
MOE Subject	Music		
Specialisation Lead	RONGOMAIAIA TE WHAITI		
Collaborating Staff			
Staff Member			
PHIL BRONN			
CAITLIN LIGO			
GREGORY GILBERT			
FAITH KANE			
Jessica Board			
JO-ANN COWIE			
NJ Jayne			
Julian Sutherland			
TERESA HARTLEY			
RONGOMAIAIA TE WHAITI			
RACHAEL RAKENA			
Owning Organisation	CoCA -Teaching and Learning (MU00314)		
Proposed Review Dates			
Date Types		Date	
No dates assigned			
Graduate Profile	<p>The Mātauranga Toi Māori specialisation enables students to ground their creative work and processes within mātauranga Māori. It deepens students' knowledge, practices and processes in mātauranga Māori in relation to toi Māori and complements the creative and intellectual aims of the Commercial Music, Fine Arts, Screen Arts and Design. The graduate profile of Mātauranga Toi Māori aligns with the undergraduate degrees it relates to while also situating knowledge, skills, values and attitudes within a Māori framework.</p> <p>A Knowledge and understanding</p> <p>A1 Display a deep understanding of Te Ao Māori (Understanding and Mātauranga)</p> <p>A2 Demonstrate a broad, critical understanding of the discourse of Māori art, design, music, screen arts and other creative outputs in its multiple contexts (Understanding and Mātauranga)</p> <p>A3 Demonstrate understanding of the relationship between creative work and audiences, clients, markets, users, consumers, participants and communities (Connectedness and Whanaungatanga)</p> <p>A4 a) Undertake advanced independent research to contextualise and further their own creative practice (Creative Arts Bachelor degrees with Honours). (Understanding and Mātauranga)</p> <p>b) Undertake directed research to contextualise and further their own creative practice (Bachelor degrees). (Understanding and Mātauranga)</p> <p>B Values and Attitudes</p> <p>B1 Be intellectually curious and adaptable, willing to embrace new ideas and accommodate risk and uncertainty (Creativity and Toi).</p> <p>B2 Have clear goals for the continuation of intellectual and professional development, community wellbeing and cultural revitalisation (Autonomy and Mana)</p> <p>C Skills (Cognitive and Intellectual)</p> <p>C1 Apply exploratory and transformative thinking to generate ideas, proposals, creative works and arguments in response to project demands (Creativity and Toi).</p> <p>C2 Critically reflect on and evaluate their own work and the work of other practitioners and scholars (Understanding and Mātauranga)</p> <p>C3 a) Initiate and contribute to innovative developments in creative practice and research (Creativity and Toi) [Bachelor degrees with honours]</p>		

	<p>b) Contribute to innovative developments in creative practice (Creativity and Toi) [Bachelor degrees]</p> <p>D Skills (Subject Specific/ Professional)</p> <p>D1 Manipulate materials, media, processes, technologies and environments with virtuosity (Virtuosity and Mōhio)</p> <p>D2 Combine technical excellence with intellectual and conceptual rigour in order to produce high quality creative outputs (Virtuosity and Mōhio)</p> <p>D3 Skilfully utilise analytical, evaluative, synthesising and iterative processes in order to transform ideas into material outcomes (Virtuosity and Mōhio)</p> <p>E Skills (Transferable)</p> <p>E1 Demonstrate strong visual, oral and written communication skills (Connectedness and Whanaungatanga)</p> <p>E2 Interact effectively, ethically and professionally with others, whether through collaboration or dialogue (Connectedness and Whanaungatanga)</p> <p>E3 Think and work independently, making autonomous decisions, managing workload and deadlines (Autonomy and Mana)</p> <p>E4 Source and astutely utilise information in a variety of forms and contexts (Understanding and Mātauranga)</p>
--	--

Schedule

Course selection: 135 credits from

At least 135 credits

Courses

Code	Credits	Title
150106	15	Nga Hanga Whakairo: Traditional Māori Visual Art
150206	15	Ngā Momo Whakairo: Contemporary Māori Visual Art
298260	15	Mātauranga Toi Māori 2: Māori Creative Practices and Cultural Continuity
298360	15	Mātauranga Toi Māori 3: Creative Innovation and Community Leadership
298160	15	Mātauranga Toi Māori 1: Māori Practices as a Māori Creative Practitioner
298330	15	Cosmological Narratives within Māori Creative Expression
298157	15	Toi Atea 1
298263	15	Toi Atea 2
298367	15	Toi Atea 3

Library Impact Statement

Research / Information Literacy Skills

Massey University Library supports Mātauranga Toi Māori by providing resources, and support for information literacy, learning and research. Two specialist Subject Librarians currently teach Information literacy skills in related CoCA courses; potential information literacy demands align with current practice and are deliverable with existing resourcing. We also endeavour to create an environment that practices whanaungatanga and is mana-enhancing for taura.

Current Collections- Books

The Library currently purchases a comprehensive range of material on both Mātauranga and Toi Māori which will support this specialisation. Currently there are over 2,500 relevant books available in the library, some online (more than 900 added in the last 10 years).

Additional Resources:

The Library provides access to a range of Te Tiriti and Māori resources in diverse media including DVD, CD, video and print which can be accessed through Discover. Relevant Subject Guides also offer access to databases such as eTV, which includes hundreds of Māori television programmes, documentaries, news clips, and feature films.

Current Collection- Journals

The Library provides access to a broad spectrum of journals and journal article databases which contain articles relevant to Mātauranga Toi Māori. Journals in the area of creative arts that are published in Aotearoa often feature interviews, stories, and reviews on Te Ao Māori. Titles include (but are not limited to): AlterNative; ArtZone; Art New Zealand; ArtNews NZ; The ArtPaper; and ATE Journal of Māori Art. We also have indexing tools including Discover and Google Scholar. These multidisciplinary databases include access to relevant additional resources.

Current Collection- Journals Article Database

Future Collecting- Books

Current purchasing scopes and policies are sufficient for the proposed specialisation

Future Collecting - Journals and Journal Articles

Current purchasing scopes and policies are sufficient for the proposed specialisation

Future Collecting- Journal Article Databases

Current purchasing scopes and policies are sufficient for the proposed specialisation

Recommendations

There are no additional collection resources or policy changes required for this specialisation. Ongoing purchasing of new book titles can be met from existing budgets.

Jo-Ann Cowie, Collection Manager, 16 February 2024

General Section

Proposal ID

03781

Change Scale

0

1. All Proposals - Complete the sections below for all proposals

Academic Contact and Purpose of the Proposal

Academic contact

Rongomaiaia Te Whaiti - Kaihautū Toi Māori - Director of Māori Art

Associate Professor Rachael Rakena - Whiti o Rehua School of Art

Associate Professor Faith Kane - Director Academic Toi Rauwhārangī

Proposal Summary

Purpose of the Proposal: Introduction of a major in Mātauranga Toi Māori within the following programmes: Bachelor of Design, Bachelor of Design (Hons), Bachelor of Fine Arts, Bachelor of Fine Arts (Hons), Bachelor of Screen Arts, Bachelor of Screen Arts (Hons), Bachelor of Commercial Music, Honours of Commercial Music.

Each of the listed qualifications requires students to complete a major; Mātauranga Toi Māori will be available as a double major as it is designed to ground taurira in mātauranga Māori so that they can integrate it within their chosen specialisations.

Main Proposal: Mātauranga Toi Māori: Major to 8 undergraduate qualifications

Linked Proposals

Bachelor of Design
 Bachelor of Design (Hons)
 Bachelor of Fine Arts
 Bachelor of Fine Arts (Hons)
 Bachelor of Screen Arts
 Bachelor of Screen Arts (Hons)
 Bachelor of Commercial Music
 Bachelor of Commercial Music (Hons)

New courses

Mātauranga Toi Māori Major	
298157	Toi Atea 1
298160	Mātauranga Toi Māori 1: Māori Practices as a Māori Creative Practitioner
298260	Mātauranga Toi Māori 2: Māori Creative Practices and Cultural Continuity
298263	Toi Atea 2
298330	Cosmological Narratives
298360	Mātauranga Toi Māori 3: Creative Innovation and Community Leadership
298367	Toi Atea 3
298730	Māori Research Methodologies for Creative Practice
298753	Toi Atea 4

Proposal Summary

The proposed new specialisation in Mātauranga Toi Māori is part of a coherent package of curriculum transformation across Toi Rauwhārangī, the College of Creative Arts (CoCA), focusing on our bachelor and bachelor with honours degrees on the Pukeahu campus in Wellington. The transformation of qualifications addresses several strategic aims while also achieving consistency across offerings and improving the financial sustainability of the College. The new specialisation will be introduced alongside amendments made to all our undergraduate programmes (please see linked proposals).

Justification/ Rationale

Create a Mātauranga Toi Māori pathway

Toi Rauwhārangī proposes to centre mātauranga Māori within creative practice for students on the Pukeahu campus. This will be achieved through a suite of existing and new mātauranga Māori courses that will create a new specialisation within each of our undergraduate qualifications. Taken as major or double major, as appropriate, will enable students to attain their qualification with a mātauranga Māori lens. Developed by Māori academics in Toi Rauwhārangī and in consultation with Māori students, the proposed pathway will enable culturally grounded experiences and outcomes for the students.

The Mātauranga Toi Māori pathway aligns with Te Kunenga Ki Pūrehuroa – Massey University Strategy (2022-2027), priority 4, as part of meeting our learning and teaching responsibilities in relation to Te Tiriti o Waitangi. In particular, the proposal will increase “the provision of mātauranga-centred pathways for learning” and nurture “academic success and excellence through Kaupapa Māori models of support” (MU Strategy, p. 12). Mātauranga Toi Māori also aligns with the Tertiary Education Strategy (2020), to “have high aspirations for every learner/ākonga, and support these by partnering with their whānau and communities to design and deliver education that responds to their needs, and sustains their identities, languages and cultures” (TES Objective 1, Priority 2). Specifically, the proposal results from our commitment to “Build relationships with Māori, involve them in decision making, and partner with them to support rangatiratanga, and Māori educational success as Māori” (Full TES Document, 2020, p. 2).

An additional strategic consideration is to strengthen the interface between Toioho ki Āpiti and students on Pukeahu.

Interface with Toioho Ki Āpiti

Massey University, through the College of Creative Arts, houses Toioho Ki Āpiti, Māori Visual Arts. Toioho Ki Āpiti runs unique kaupapa-Māori based Māori Visual Arts programmes at undergraduate and postgraduate levels. The programmes and their graduates are recognised within Aotearoa and internationally, both for their contribution to indigenous-led higher

education and their contribution to Māori art.

Where these programmes centre kaupapa Māori in relation to Māori visual art, there is increasing demand within other areas of art, design and music to provide taura Māori with culturally-informed learning, teaching and knowledge. The major in Mātauranga Toi Māori aims to provide students with this alongside their qualification-specific subject learning.

The proposed major leverages some of the strengths and existing courses from Toiho ki Apiti as well as developing new shared Māori-centric courses. This consolidates and strengthens existing courses and enables greater collaboration and opportunities between Māori teaching staff and students across the programmes which are taught on different campuses. This includes more fluid access to expertise and specialist facilities.

Acceptability

Toi Rauwhāangi, the College of Creative Arts has a longstanding reputation for excellence, both in Māori art and in other areas of art and design. The addition of the Mātauranga Toi Māori major – a major developed by Māori for Māori - recognises the growing influence of Māori-informed art design, music and screen arts in Aotearoa and internationally. The Mātauranga Toi Māori specialisation is in-line with Massey University’s aspiration to be Te Tiriti led.

The Mātauranga Toi Māori is suitable across creative arts programmes and specialisations as to Māori does not adhere to the western delineations of creative disciplines; it brings together purpose, knowledge, methods and skills from across the creative arts.

Within the qualifications listed in the proposal summary, Toi Rauwhāangi has traditionally delivered elective courses in Māori art and design. However, these options for students have never formed a coherent pathway to complement students’ specialist learning in other areas. The proposed introduction of the Mātauranga Toi Māori major across the creative arts qualifications formalises learning that, to this point, has been piecemeal. Please also see ‘Consultation’ in Section 2.

Year of Implementation and First Year Teaching Plan

Year of implementation: 2025

Offerings:

2025 – 100 and 300 level courses will be offered; and 2374xx Toi Atea 4

2026 – All remaining courses.

A full implementation and communication plan will be developed. This will ensure that students are appropriately informed of the changes being made, how and when it will impact their studies and what their options are. We will work closely with the university’s academic advisors and central teams to ensure that clear and consistent information and advice is given to students.

Proposal Details

The proposal is to add a Mātauranga Toi Māori major to Bachelors and Bachelors with Honours qualifications in Fine Arts, Commercial Music, Screen Arts and Design. Within qualifications where students are required to take a specialisation (Major), Mātauranga Toi Māori will be taken as a double Major. The options for students are illustrated in Chart 1 as well as in the regulations for each of the programmes.

Chart 1: Student options for Mātauranga Toi Māori within Creative Arts Programmes

Qualification area	Regulation # In programme	Current structure	Mātauranga Toi Māori structure
Bachelor of Design	8	Students must take a major specialisation	Mātauranga Toi Māori operates as a double major alongside the students’ major specialisation
Bachelor of Design (Hons)	8		
Bachelor of Screen Arts	5		
Bachelor of Screen Arts (Hons)	5		
Bachelor of Commercial Music	6		
Bachelor of Fine Arts	5	These programmes have no specialisations	Mātauranga Toi Māori as a major within the programmes
Bachelor of Fine Arts (Hons)	5		

In Bachelors’ qualifications, candidates require 120 credits from the schedule below to achieve a major in Mātauranga Toi Māori alongside a specialisation within the qualification. At honours level, candidates require 150 credits from the schedule below to achieve a major in Mātauranga Toi Māori alongside a specialisation within the qualification.

298157	Toi Atea 1
298160	Mātauranga Toi Māori 1: Māori Practices as a Māori Creative Practitioner
298260	Mātauranga Toi Māori 2: Māori Creative Practices and Cultural Continuity
298263	Toi Atea 2
298330	Cosmological Narratives
298360	Mātauranga Toi Māori 3: Creative Innovation and Community Leadership
298367	Toi Atea 3

298730	Māori Research Methodologies for Creative Practice
298753	Toi Atea 4

Treaty of Waitangi Implications

In 2018 Te Kunenga Ki Pūrehuroa Massey University made the decision to become Te Tiriti o Waitangi-led. Specifically, our Massey University Strategy 2018-2022. This aspiration is further strengthened in the Massey University Strategy 2022-2027, with a number of specific commitments made in this strategy as to how we will honour Te Tiriti at the University.

To progress realisation of these strategy commitments, Massey's Te Tiriti O Waitangi policy was updated. The policy articulates ways in which the priorities defined in the Massey Strategy enable the policy to be practically applied.

Alongside the new policy, in November 2022 the Office of the Deputy Vice-Chancellor Māori launched an extensive new Te Tiriti capability building initiative across the University, the Kaiārahi Tiriti (Te Tiriti mentors) project. The Kaiārahi Tiriti project consists of eight teams of 3-6 staff, located within each area of the University, who have been tasked to develop initiatives that respond to our Te Tiriti support needs and aspirations, each addressing specific Te Tiriti commitments made in the 2022-2027 strategy. The Kaiārahi Tiriti team at Toi Rauwhārangī are working on a number of initiatives to support staff in understanding what it means to be Te Tiriti led and to consider how this informs our learning and teaching practices.

The development of the Mātauranga Toi Māori major by Māori and for Māori, gives effect to tino rangatiratanga within the University.

Currently, several of our undergraduate programmes are structured around a 'Pōwhiri Framework', which was established in 2014 for the purpose of incorporating indigenous perspectives into the content and learning outcomes of all courses. This framework will be evolved as the changes in this proposal are implemented to ensure that all aspects of our curriculum and student experience work alongside Mātauranga Toi Māori to reflect our commitment to be Te Tiriti led and ensure that all of our students become critically self-aware creative practitioners within the wider context of Aotearoa as reflected in our Graduate Profiles.

2. Strategic Impact - Complete for Early Notice, New Specialisations (Internal Audience Only)

Strategic Considerations

Toi Rauwhārangī is well-placed to introduce and deliver this major, which coheres and extends informal pathways already developed within the College and builds upon the longstanding expertise of Toioho ki Apiti (please see the rationale in section 1).

As noted previously in Section 1, Mātauranga Toi Māori aligns with Te Kunenga Ki Pūrehuroa – Massey University Strategy (2022-2027), priority 4 within Te Pou Ako, as part of meeting our learning and teaching responsibilities in relation to Te Tiriti o Waitangi. In particular, the proposal will increase "the provision of mātauranga-centred pathways for learning" and nurture "academic success and excellence through Kaupapa Māori models of support" (MU Strategy, p. 12). Mātauranga Toi Māori also aligns with the Tertiary Education Strategy (2020), to "have high aspirations for every learner/ākonga, and support these by partnering with their whānau and communities to design and deliver education that responds to their needs, and sustains their identities, languages and cultures" (TES Objective 1, Priority 2). Specifically, the proposal results from our commitment to "Build relationships with Māori, involve them in decision making, and partner with them to support rangatiratanga, and Māori educational success as Māori" (Full TES Document, 2020, p. 2).

Mātauranga Toi Māori further aligns with Te Kunenga Ki Pūrehuroa – Massey University Strategy (2022-2027), priority 1, within Te Pou Rangahau, 'embedding a culture of research excellence in all aspects of the university's activities, so that all staff and students are part of this core endeavour'. Mātauranga Toi Māori will foster an environment where academics and students work together on research-centred teaching and learning initiatives in a tuakana-teina model. Tuakana-teina describes the relationship between someone that is older and younger not necessarily in age or a system of hierarchical structure, but also acknowledges knowledge, wisdom and experience.

Market Research and Competitor Analysis

We are not aware of any existing qualifications in Design, Screen Arts or Music that offer Mātauranga Toi Māori as a major (or double major) alongside subject specific specialisations. The following 2 programmes have some similarity. The University of Auckland offers a conjoint degree in Fine Arts and Māori studies. However, this is not embedded within the Fine Arts qualification in the same way that Massey's Mātauranga Toi Māori qualification will be embedded in our Creative Arts programmes (i.e. the proposed major will encompass creative studio, tikanga and mātauranga).

Accreditation Considerations (if applicable)

None

Internal and External Consultation

To support the development of this proposal consultation has begun within the college and externally, with further consultation to be concluded in 2024.

Internal

Internal wānanga and hui with Māori staff and students including, Associate Professor Kura Te Waru-Rewiri (Programme Lead for Toioho ki Āpiti Māori Visual Arts) and Professor Robert Jahnke to determine the most appropriate pathways for grounding creative study through mātauranga Māori. Internal College of Creative Arts consultation occurred across all relevant undergraduate degrees and received a high level of support from all academic and support staff. Broader student consultation has been undertaken with current and former students through hui and survey questionnaire. We asked for feedback from students about all proposed changes to degrees with one section dedicated specifically to explaining and soliciting feedback about the Mātauranga Toi Māori major.

Students' responses to the survey were positive overall, providing some important insights about the opportunities and challenges posed by the proposed changes. For example, ensuring that: course descriptions are clear; workloads are appropriate; options to move between disciplines is balanced while maintaining subject specificity; that all students can engage safely with Te Tiriti o Waitangi and Mātauranga Māori. The feedback was particularly supportive of Mātauranga Toi Māori and the ability to opt out of the four-year honours degree programme to complete a bachelor degree within 3 years.

The college's learning and teaching team will work closely with our students as we plan and implement the proposed changes in a student-centred manner.

Consultation has also taken place across the university with individuals including, Deputy Pro Vice Chancellor Professor Meihana Durie, Distinguished Professor Hingangaroa Graham Smith, and Associate Professor Dr. Veronica Tawhai (Pūkenga Tiriti, Office of the DVC Māori) with – thus far – positive feedback about the Mātauranga Toi Māori major.

External

- Additional consultation with external stakeholders in Māori advancement as a priority such as, iwi and hapū leaders and community particularly those within Te Ūpoko-o-te-Ika and Māori within the creative and education sector
- Discussion with relevant tertiary providers including, Elam School of Fine Arts; Art and Design at AUT, Elam School of Fine Arts, School of Design at VUW
- Discussion with industry and community stakeholders, many of whom our staff have identified and have working and reciprocal relationships already including Toi Māori Aotearoa, Creative New Zealand, Toi Mai, Museum of New Zealand Te Papa Tongarewa, Wellington City Art Gallery, Wellington City Council, local secondary school art teachers, curators, independent artists, and alumni

Equity Implications

The proposed Mātauranga Toi Māori major speaks directly to the National Education and Learning Priorities (NELP) and the Tertiary Education Strategy (TES), Objective 1, priority 2. Specifically, it responds to the need to have high aspirations for every learner/ākonga, and support these by partnering with their whānau and communities to design and deliver

education that responds to their needs, and sustains their identities, languages and cultures (NELP 2020).

Financial Analysis

Financial Summary

	2025	2026	2027	2028	2029	2030
Financial						
Income	642,565	986,239	1,262,216	1,507,112	1,605,254	1,773,726
Costs	165,235	229,541	255,430	277,401	293,188	317,797
Surplus/(Deficit)	477,330	756,698	1,006,786	1,229,711	1,312,066	1,455,929
Overall university impact						
	192,115	318,592	445,687	559,268	597,415	665,934
% of return	29.90%	32.30%	35.31%	37.11%	37.22%	37.54%
Head count and EFTS						
Head count	35.00	53.00	67.00	79.00	83.00	91.00
Domestic EFTS	35.00	53.00	67.00	79.00	83.00	91.00
International full fee EFTS	0.00	0.00	0.00	0.00	0.00	0.00
Total EFTS	35.00	53.00	67.00	79.00	83.00	91.00
FTEs						
Academic FTEs	1.20	1.60	1.70	1.80	1.85	1.95
Professional Services FTEs	0.10	0.15	0.20	0.20	0.20	0.20
Technical FTEs	0.00	0.00	0.00	0.00	0.00	0.00
Total FTEs	1.30	1.75	1.90	2.00	2.05	2.15
Ratios						
EFTS to FTEs	26.92	30.29	35.26	39.50	40.49	42.33
EFTS to Academic FTEs	29.17	33.13	39.41	43.89	44.86	46.67
Academic to Professional FTEs	12.00	10.67	8.50	9.00	9.25	9.75
Income per Academic FTE	0	616,400	742,480	837,284	867,705	909,603

Predicted Student Numbers / EFTS

CoCA has averaged roughly 255 undergraduate students identifying as Māori within the associated programmes each year. We anticipate high uptake of the courses that contribute to the major as well as a smaller but significant number of students within the major itself.

	Headcounts					Total for year	EFTS					Total for year
	Year 1	Year 2	Year 3	Year 4			Year 1	Year 2	Year 3	Year 4		
2025	25	10				35	25	10			35	
2026	25	20	8			53	25	20	8		53	
2027	25	20	16	6		67	25	20	16	6	67	
2028	30	20	16	13		79	30	20	16	13	79	
2029	30	24	16	13		83	30	24	16	13	83	
2030	35	24	19	13		91	35	24	19	13	91	

Minimum student numbers required for ongoing viability of the qualification

16EFTS

Expected Revenue

Please see *Financial Analysis*

Expected Cost

	2025	2026	2027	2028	2029	2030	Assumptions/notes
CPI Rate for Costs		2.00%	2.00%	2.00%	2.00%	2.00%	

Income

SAC-government grant	395,115	604,300	771,566	918,854	975,032	1,069,011	
Domestic fees	238,700	368,689	475,400	571,758	612,722	685,215	
Domestic discount	0	0	0	0	0	0	
International full fees	0	0	0	0	0	0	
International full fees discount	0	0	0	0	0	0	
Non tuition fees-course related only	8,750	13,250	15,250	16,500	17,500	19,500	\$250 per year1-3 students for Marae visit
PBRF income							
Other income							
Total Income	642,565	986,239	1,262,216	1,507,112	1,605,254	1,773,726	

Costs**Staff Related Costs**

1001 - Permanent-academic	138,000	189,520	207,406	226,194	239,452	259,967	
1002 - Permanent-professional services	7,500	11,588	15,914	16,391	16,883	17,389	
1003 - Permanent-technical	0	0	0	0	0	0	
1015 - Fixed Term-academic	0	0	0	0	0	0	
1016 - Fixed Term professional services	0	0	0	0	0	0	
1017 - Fixed Term technical	0	0	0	0	0	0	
1011 - Casual-academic	0	0	0	0	0	0	
1012 - Casual-professional services	0	0	0	0	0	0	
1013 - Casual-technical	0	0	0	0	0	0	
1039 - Training and development		0	0	0	0	0	
Other staff related costs		0	0	0	0	0	
1009 - Annual leave accrued	11,640	16,089	17,866	19,407	20,507	22,189	
1038 - Annual leave taken	(11,640)	(16,089)	(17,866)	(19,407)	(20,507)	(22,189)	
1020 - A.C.C	1,164	1,609	1,787	1,941	2,051	2,219	
1010 - Superannuation	9,821	13,575	15,074	16,375	17,303	18,722	
Total staff related costs	156,485	216,291	240,180	260,901	275,688	298,297	

Asset Related Costs

1105 - Depreciation	0	0	0	0	0	0	
1137 - Repairs & maintenance		0	0	0	0	0	
1146 - Minor non capital equipment purchase							
Other asset related costs		0	0	0	0	0	
Total asset related costs	0	0	0	0	0	0	

Other Direct Costs

1210 - Advertising expenses	0		0	0	0	0	
1216 - Catering		0	0	0	0	0	
1220 - Computer consumables		0	0	0	0	0	
1221 - Consultancy costs		0	0	0	0	0	
1222 - Consumables		0	0	0	0	0	Assumption no additional course expenses
1223 - Contracted Services		0	0	0	0	0	
1241 - Hospitality		0	0	0	0	0	
1253 - Marketing		0	0	0	0	0	
1261 - Accommodation and meals		0	0	0	0	0	Assumed no travel required for teaching
Component Fee costs for students	8,750	13,250	15,250	16,500	17,500	19,500	Marae visit costs
Other Direct Costs							
Total other direct costs	8,750	13,250	15,250	16,500	17,500	19,500	

Overhead/Administration Recovery

1830 - Internal printing & copying charges	0	0	0	0	0	0
1832 - Facilities management charges	0	0	0	0	0	0
1834 - Internal printer Charges	0	0	0	0	0	0
1835 - Internal postage charges	0	0	0	0	0	0
1837 - Internal computing charges	0	0	0	0	0	0
1838 - Internal telecoms charges	0	0	0	0	0	0
1839 - Internal mobile Charges	0	0	0	0	0	0
1840 - Internal computer rental charges	0	0	0	0	0	0

Total overhead/administration recovery	0	0	0	0	0	0
---	----------	----------	----------	----------	----------	----------

Tax costs

Currency fluctuation costs

Total Costs	165,235	229,541	255,430	277,401	293,188	317,797
--------------------	----------------	----------------	----------------	----------------	----------------	----------------

Surplus/ (Deficit)	477,330	756,698	1,006,786	1,229,711	1,312,066	1,455,929
---------------------------	----------------	----------------	------------------	------------------	------------------	------------------

Net impact on other budget centres within the reporting line

PVC office support costs	0	0	0	0	0	0
--------------------------	---	---	---	---	---	---

Total impact on other budget centres within the reporting line	0	0	0	0	0	0
---	----------	----------	----------	----------	----------	----------

Net impact on other reporting lines

Enrolment related fees (Income)	(16,791)	(25,426)	(32,143)	(37,899)	(39,818)	(43,656)
---------------------------------	----------	----------	----------	----------	----------	----------

College of Creative Arts

University Central	302,006	463,533	593,242	708,343	754,469	833,651
--------------------	---------	---------	---------	---------	---------	---------

Net impact on other reporting lines	285,215	438,106	561,099	670,443	714,651	789,995
--	----------------	----------------	----------------	----------------	----------------	----------------

Overall University Impact	192,115	318,592	445,687	559,268	597,415	665,934
----------------------------------	----------------	----------------	----------------	----------------	----------------	----------------

Risk Management

Workload issues for programme and school staff for reviewing and developing existing and new courses within the new pathway	Academic development time will be allocated in the workload for current staff. Development will also take place at a college level in alignment with the other proposed changes to our offerings. This will continue to be supported, as needed, by a college wide working group as well as the College's learning and teaching team.
Attracting sufficient student numbers to remain viable	The courses in the new pathway will be vertically taught, bringing students from across all year levels together. This will enable ensure we can achieve appropriate enrolments and staff to student ratio across the pathway.
Technical support	World-class Specialist facilities across the College will be available to students to undertake the work associated with the courses in this pathway. Students' needs for technical learning and inductions will be considered and aligned with their area of specialisation (Fine Arts or their major within Music, Design or Screen Arts). This will be supported by other proposed changes that make core learning, across our specialisations more accessible. Technical facilities staff will work closely with academic staff to ensure that all students have a positive and supported experience working in technical facilities and this will be considered in admission and balanced with technical staff workloads.

3. Resource Impacts - For New and Significantly Amended Specialisations and for Closure to New Enrolments

Facilities Management

Toi Rauwhārangī is well equipped with specialist spaces for teaching and learning the creative arts and Te Rau Karamu Marae, an acclaimed work of art and design, provides a rich learning and cultural space on the Pukeahu campus.

Students

The introduction of the Mātauranga Toi Māori major will provide Māori students with more opportunities to connect with each other as well as with Māori academic staff from across the College. It also provides students at honours level with the opportunity for co-supervision to ensure that their creative work receives well-rounded direction and feedback.

A full implementation and communication plan will be developed. This will ensure that students are appropriately informed of the changes being made, how and when it will impact their studies and what their options are. We will work closely with the university's academic advisors and central teams to ensure that clear and consistent information and advice is given to students.

Academic Staff

A number of staff across Toi Rauwhārangī have appropriate expertise to contribute to all components of the Mātauranga Toi Māori major, and at all levels of study. The major will bring together expertise from Toioho Ki Āpiti in Manawatu and the rest of Toi Rauwhārangī on the Pukeahu campus to deepen support for staff and students. Some of the courses in the schedule (notably 150106 and 150206) are currently delivered from Manawatu to Taurā on Manawatu and Pukeahu campuses.

Contributing staff include:

Te Ranga Tai Kura, Pro Vice Chancellor's Office Toi Rauwhārangī

- Associate Pro Vice Chancellor Māori - Professor Ngataiharuru Taepa (Ngāti Whakaue, Te Arawa, Te Ātiawa, Ngāti Kahungunu),
- Kaihautū Toi Māori Director of Māori Art - Rongomaiaia Te Whaiti (Ngāti Kahungunu ki Wairarapa, Ngāti Tahu).
- Associate Dean Māori - Kura Puke (Te Ātiawa, Taranaki Whānui)
- Matt Tini (Waikato, Ngaati Tiipa, Ngāti Rakaipaaka, Ngāti Kahungunu), Lecturer

Research, Pro Vice Chancellor's Office Toi Rauwhārangī

- Professor Huhana Smith (PhD.), MNZM, Ngāti Tukorehe, Ngāti Raukawa ki te Tonga

Toioho ki Āpiti Māori Visual Arts, Whiti o Rehua School of Art:

- Professor Robert Jahnke (PhD.), ONZM, FRSNZ (Ngāi Taharora, Te Whānau a Iritekura, Te Whānau a Rākaioa, Ngāti Pōrou)
- Associate Professor Kura Te Waru-Rewiri (Ngāpuhi, Ngāti Kahu, Ngāti Rangī, Ngāti Kauhata)
- Erena Arapere (Te Ātiawa ki Whakarongotai, Ngāti Toa Rangatira), Senior Lecturer
- Karangawai Marsh (Ngāti Raukawa ki te Tonga, Ngāti Maniapoto), Lecturer

Fine Arts, Whiti o Rehua School of Art:

- Associate Professor Rachael Rakena (Kāi Tahu, Ngāpuhi),
- Associate Professor Hemi MacGregor (Ngāti Rakaipaaka, Ngāti Kahungunu, Ngāi Tūhoe),
- Eugene Hansen (Ngāti Maniapoto), Senior Lecturer
- Shannon Te Ao (Ngāti Tūwharetoa, Ngāti Wairangi, Te Pāpaka-o-Māui), Senior Lecturer

Textiles, Ngā Pae Māhutonga School of Design:

- Angela Kilford, Te Whānau A Kai, (Ngāti Porou, Ngāti Kahungunu), Senior Lecturer

Academics are supported by the college's team of professional staff who provide general and academic administrative support. We do not anticipate that the proposed addition of the Mātauranga Toi Māori major will require any changes to academic staffing.

International

The introduction of the Major will not affect international student enrolments or learning experiences.

Information Technology

The college has a long-established working relationship with ITS in the University for the provision of computing, networking and the related support. We do not anticipate that this proposal will have any additional information technology resourcing requirements.

Student Management System

Changes will need to be made to each of the associated qualifications. This will be managed through Massey's curriculum management system (Akari) in connection with the student management system (SMS). This work will be supported by the college's team of professional staff as well as Massey's student registry.

Teaching and Learning Services

The proposed major was developed by Māori staff and then brought to fruition in consultation with a college working group to ensure that it will provide a positive learning experience within each of the qualifications. The working group included the Kaihautū Toi Māori, a Head of School, a learning developer, the Director of Academic Assurance and the College Director Academic. In addition, the proposal was then put out for consultation with Massey University's Teaching Academy Director and Massey University's Director of Educational Futures.

Student Learning Services

The college works closely with the University's Student Achievement Team and Centre for Learner Success, the Director of which is a member of the college's Learning and Teaching Team.

Limitations on Numbers

There will be no limitations on enrolment volume.

Goals of the Programme

Mātauranga Toi Māori provides Māori students in the creative arts with a grounded cultural foundation to complement their creative disciplines. The major brings together knowledge, purpose, ethics and skills through critical engagement, studio experiences and courses specifically centred on tikanga Māori.

Programme Overview

Mātauranga Toi Māori has three primary components: critical investigation, Māori-centric practice courses and creative studios (Toi Atea courses).

Critical investigation courses introduce and extend students understanding of Toi Māori. These courses are open to all students in Massey and are co-housed within the Pukeahu and Manawatu campuses. They scaffold mātauranga toi Māori by first (in year 1) examining traditional elementary forms of toi Māori and their relationship to Māori culture; (in year 2) considering the structure of Māori design elements and the process of stylistic change; (in year 3) delving more deeply into cosmological narratives and their expression within toi Māori; and finally providing candidates with a sophisticated examination of the methods and processes that will assist students in their independent research at postgraduate level.

Toi Atea creative studios will operate as vertical studios – housing students of all years together – in order to develop community and facilitate tuakana-teina relational learning. As these courses may potentially hold students from 18 different specialisations across four qualifications, the vertical studio is also designed to provide students access to a wide-range of peers with a shared Te Ao Māori lens.

The suite of Māori-centric practice courses are equivalent to 'professional cultures' courses for other students with the creative arts. The professional cultures courses explicitly orient students to learning, ethics, working for and within communities, collaboration and industry norms and expectations. In addition, they provide students with mentorship through the development of personal and professional development plans that students reflect on with an assigned lecturer. The Māori-centric practice courses explore different tikanga and kawa in relation to the students' identity as Māori creative practitioners.

Proposed Teaching/Delivery Methods

The major will use a variety of teaching and learning deliveries and methods including lecture, tutorial, wānanga, and studio. Mātauranga Toi Māori will foster an environment where academics and students work together on research-centred teaching and learning initiatives in a tuakana-teina model.

Prescriptions for New Courses 

The proposed Mātauranga Toi Māori specialisation has three primary components: critical investigation, creative studios (Toi Atea courses) and Māori-centric practice courses. Current courses will be used for the creative studio's and critical investigation components, with new critical courses added at years three and four as these do not exist yet. The Māori-centric practice courses are an entirely new strand of learning within the curriculum, enabling students explore different tikanga and kawa in relation to the students' identity as Māori creative practitioners.

Mātauranga Toi Māori Major Prescriptions (New Courses)**298157 Toi Atea 1**

15 credits An introduction to the development of personal forms of expression through an engagement with the values, concepts, traditions, art/design forms and structures of the whare whakairo.

298263 Toi Atea 2

15 credits The development of individual work that grows out of the investigation of a select range of Māori concepts, art forms, imagery, values and approaches that reflect a Māori world view.

298367 Toi Atea 3

15 credits Developing visual responses to the exploration of issues (social, political, environmental, global) significant to Māori people and their communities.

298753 Toi Atea 4

15 credits An advanced course to focus and refine visual language and personal tikanga through negotiated projects that explore topics of direct reference to Māori people and their communities.

298160 Mātauranga Toi Māori 1: Māori Practices as a Māori Creative Practitioner

15 credits This introductory course provides students with a foundational understanding of customary practices and values within Te Ao Māori and their relevance in contemporary Māori creative practice. Through a combination of theoretical exploration and practical engagement, students will gain insights into the cultural context shaping Māori creative expression and its significance in fostering personal and communal growth.

298260 Mātauranga Toi Māori 2: Māori Creative Practices and Cultural Continuity

15 credits Building upon the foundational concepts introduced in Māori Practices as a Māori Creative Practitioner, this course delves deeper into the intricate relationship between Māori creative practices and cultural continuity within Te Ao Māori. Through an advanced exploration of theoretical frameworks, hands-on creative projects, and community engagement, students will further refine their understanding of the nuanced role of Tikanga Māori in shaping contemporary Māori creative practice.

298360 Mātauranga Toi Māori 3: Creative Innovation and Community Leadership

15 credits This course propels students into the realm of Māori Arts Innovation and Community Leadership. By synthesizing foundational knowledge with advanced theoretical frameworks, innovative artistic projects, and community leadership principles, students will refine their skills as Māori Arts Practitioners and actively contribute to the evolution of Māori arts practices within a contemporary context.

298330 Cosmological Narratives within Māori Creative Expression

15 credits This advanced-level course delves into the intricate relationship between Māori cosmological narratives and their dynamic manifestation within contemporary Māori creative expression. Through an interdisciplinary exploration that encompasses art, design, music, theatre, and dance, students will analyse the evolving role of cosmological narratives, connecting traditional wisdom to modern artistic innovation.

298730 Māori Research Methodologies for Creative Practice

15 credits Students will consider tikanga and methodologies relevant to their own creative practice, which may incorporate the use of customary and/or new technologies, innovations, and knowledge. This will include developing an understanding of tikanga, ethics and accountabilities around the use of mātauranga toi Māori, mātauranga-ā-iwi, mātauranga-ā-hapū and mātauranga-a-whānau in the development of their own creative outputs. Students will be supported to locate and articulate their own creative practice in a continuum of mātauranga toi Māori.

Assessment and Moderation Procedures 

As per the policies of Massey University and the College of Creative Arts, assessment will emphasise learning and student development with the ultimate aim of combining intellectual rigour with technical skill and moral purpose.

The bulk of assessment within the College is through non-formal formative feedback, with the explicit goal of prioritising learning over performance. This is in part to encourage creativity and in part to emphasise creative process.

Students will be assessed on their individual contributions as well as in groups where appropriate. All courses require a minimum 50% grade to pass (or its equivalent C-/pass).

In accordance with the regulations within the College and University, summative assessments will be moderated prior to feedback.

Plans for Monitoring Quality/Programme Review

Massey University quality management processes will determine the formal cyclical evaluations of the qualifications within which the Mātauranga Toi Māori major will operate.

In addition:

- Individual courses are reviewed at the end of each delivery period by course coordinators and teachers
- Changes to programmes of study are approved by relevant undergraduate quality enhancement committees and may also receive advice through CoCA's Ako, Teaching and Learning Team, The College Board and, where appropriate, the Academic Committee and Academic Board.
- Student feedback is sought regularly and used for iterative improvements in delivery.
- All other regulated processes within the University and/or in accordance with Universities New Zealand will be undertaken.

Postgraduate Funding**5. CUAP Section B – For New Specialisations only****Relationship to Strategic Planning Goals**

Please see Section 2. Strategic Impact, Strategic Considerations.

Learning Outcomes for New Courses**Mātauranga Toi Māori Major Learning Outcomes (New Courses)****298157 Toi Atea 1**

- 1 Identify the architectural elements, values and concepts associated with the whare whakairo. (Graduate Profile: Understanding and Mātauranga A1)
- 2 Demonstrate knowledge of the basic working processes involved in producing some of the major art forms of the whare whakairo. (kowhaiwhai, tukutuku, raranga, and whakairo). (Graduate Profile: Understanding and Mātauranga A1)
- 3 Understand the major compositional structures of some of the major art forms of the whare whakairo. (Graduate Profile: Understanding and Mātauranga A1, A2)
- 4 Produce contemporary images and forms based on an understanding and respect for the customary art forms of the whare whakairo. (Graduate Profile: Connectedness and Whanaungatanga A3; E2)

298263 Toi Atea 2

- 1 Describe the concepts of whakapapa, whenua and turangawaewae and explain how central they are to an appreciation of Māori identity. (Graduate Profile: Understanding and Mātauranga A1)
- 2 Identify themselves using the appropriate Māori forms of mihimihi and patere. (Graduate Profile: Connectedness and Whanaungatanga A3)
- 3 Produce a range of work in different mediums that express aspects of their own identity. (Graduate Profile: Connectedness and Whanaungatanga A3, E2)

298367 Toi Atea 3

- 1 Discuss the concepts and issues Māori identify as significant in relation to land and cultural identity. (Graduate Profile: Understanding and Mātauranga A1)
- 2 Produce work that explores current issues of concern to Māori people and their communities. (Graduate Profile: Connectedness and Whanaungatanga A3)
- 3 Produce work that identifies a personal position in relation to issues of concern to Māori people and their communities. (Graduate Profile: Autonomy and Mana B2; Connectedness and Whanaungatanga E2)

298753 Toi Atea 4

- 1 Discuss and connect with advanced concepts and issues Māori identify as significant in relation to land and cultural identity. (Graduate Profile: Understanding and Mātauranga A1)
- 2 Produce and critically analyse research that explores issues of concern to Māori people and their communities. (Graduate Profile: Connectedness and Whanaungatanga A3)
- 3 Refine visual language and personal tikanga through producing a project identifying current issues of concern to Māori people and their communities. (Graduate Profile: Autonomy and Mana B2; Connectedness and Whanaungatanga E2)

298160 Mātauranga Toi Māori 1: Māori Practices as a Māori Creative Practitioner

- 1 Articulate and Reflect on the Role of Tikanga Māori within Te Ao Māori (Graduate profile: Understanding and Mātauranga A1; C2)
- 2 Articulate and reflect on the role of Tikanga Māori within creative practice (Graduate profile: Understanding and Mātauranga A2)
- 3 Identify and contribute to the development of personal and creative growth and learning (Graduate profile: Mana and Autonomy B2; Understanding and Mātauranga C2)
- 4 Contribute to the growth of their communities (Connectedness and Whanaungatanga A3; E2)
- 5 Engage in the course learning (Mana and Autonomy E3)

- 6 Participate in and contribute to wānanga (Understanding and Mātauranga C2; Connectedness and Whanaungatanga E2)
- 298260 Mātauranga Toi Māori 2: Māori Creative Practices and Cultural Continuity**
- 1 Articulate and reflect confidently on the role of Tikanga Māori within Te Ao Māori (Graduate profile: Understanding and Mātauranga A1)
- 2 Articulate and reflect confidently on the role of Tikanga Māori within creative practice (Graduate profile: Understanding and Mātauranga A2)
- 3 Develop strategic approaches to personal and creative growth and learning (Graduate profile: Mana and Autonomy B2; Understanding and Mātauranga C2)
- 4 Advance community well-being (Connectedness and Whanaungatanga A3; Connectedness and Whanaungatanga E2)
- 5 Synthesise knowledge to address complex challenges in Māori arts practices (Creativity and Toi C1)
- 6 Demonstrate leadership in wānanga discussions and activities (Understanding and Mātauranga C2; Connectedness and Whanaungatanga E1)
- 298360 Mātauranga Toi Māori 3: Creative Innovation and Community Leadership**
- 1 Demonstrate an innovative understanding of Tikanga Māori, exploring its applications in response to contemporary challenges and opportunities. (Graduate Profile: Understanding and Mātauranga, A1, A3)
- 2 Conduct advanced critical analyses of the incorporation of Tikanga Māori principles in diverse and evolving Māori arts forms. (Graduate Profile: Creativity and Toi, C1)
- 3 Develop and implement strategic plans for personal and creative growth, aligning with Māori artistic traditions and contemporary contexts. (Graduate Profile: Autonomy and Mana, B2)
- 4 Explore and implement advanced strategies for Māori arts practitioners to play pivotal roles in community well-being and cultural revitalization. (Graduate Profile: Connectedness and Whanaungatanga, E2)
- 5 Apply integrated knowledge to an advanced independent project, showcasing high-level analytical and creative thinking. (Graduate Profile: Creativity and Toi, C1)
- 6 Demonstrate visionary leadership in wānanga discussions and in mentoring peers, guiding and inspiring conversations on cutting-edge topics in Māori arts innovation. (Graduate Profile: Connectedness and Whanaungatanga, E2, E3)
- 298330 Cosmological Narratives within Māori Creative Expression**
- 1 Identify and Interpret the Relevance of Cosmological Narratives for Māori Culture (Graduate Profile: Understanding and Mātauranga A1)
- 2 Identify and Interpret the Manifestation of Cosmological Narratives within Māori Creative Expression (Graduate Profile: Understanding and Mātauranga A2; Connectedness and Whanaungatanga A3)
- 3 Undertake Guided Research of Key Values and Concepts within Cosmological Narratives (Graduate Profile: Understanding and Mātauranga A4)
- 4 Demonstrate Critical Understanding through Writing and Wānanga (Graduate Profile: Connectedness and Whanaungatanga E1)
- 298730 Māori Research Methodologies for Creative Practice**
- 1 Demonstrate an advanced understanding of, and critical engagement with, diverse Māori theoretical frameworks and mātauranga toi Māori research methodologies relevant to the exploration of their own creative practice. (Graduate profile: Understanding and Mātauranga, A1, A2)
- 2 Engage in critical reflection on the tikanga, ethics, intentions, contexts and accountabilities of their creative practice research, including the use of mātauranga toi Māori, mātauranga-ā-iwi, mātauranga-ā-hapū, and mātauranga-a-whānau, emphasizing its relevance in te ao Māori and demonstrating an understanding of one's positionality. (Understanding and Mātauranga A1, C2)
- 3 Develop and apply mātauranga toi Māori research methodologies to the use of technologies, innovations, and knowledge in a manner that is critically engaged and aligns with cultural values and ethical considerations. (Graduate profile: Virtuosity and Mōhio, D2; Connectedness and Whanaungatanga, A3)
- 4 Apply intellectual analysis and evaluative skills in effectively communicating, critiquing, and developing ideas and proposals, and their own creative practice within the continuum of mātauranga toi Māori, recognizing the cultural and historical context that shapes their work. (Graduate profile: Virtuosity and Mōhio, D2 and D3)

Student Workload 

The expected student workload for this major is consistent with all undergraduate programmes within Toi Rauwhārangī, the College of Creative Arts. Course commitment is 10 hours per credit, or 150 hours for a standard 15 credit course. Taught time is typically 2-3 hours per credit with the remaining time consisting of guided independent work, guided and independent research, work towards making and assessment. Assessment is primarily formative to prioritise learning over performance.

Teaching and Support Staff

A number of staff across Toi Rauwhārangī have appropriate expertise to contribute to all components of the Mātauranga Toi Māori major, and at all levels of study. The major will bring together expertise from Toioho Ki Apiti in Manawatu and the rest of Toi Rauwhārangī on the Pukeahu campus to deepen support for staff and students. Some of the courses in the schedule (notably 150106 and 150206) are currently delivered from Manawatu to Taurā on Manawatu and Pukeahu campuses.

Administrative support staff in Toi Rauwhārangī are assigned to the College rather than specific programmes within it. Mātauranga Toi Māori major will be administratively supported through College administrators.

Teaching Space and Other Facilities

The University has adequate teaching spaces to accommodate the major. Toi Rauwhārangī is well equipped with specialist creative arts spaces and Te Rau Karamu Marae, an acclaimed work of art and design, provides a rich learning and cultural space on the Pukeahu campus.

Library Resources

CoCA Librarians select books from subject profiles that have been developed with major suppliers to reflect the research and teaching needs of the University, and on the recommendation of University staff and students. There is a collection of titles to support all the new specialisation listed in Discover (the Library search tool).

The Library contributes to Tiriti-led teaching by providing access to a range of Te Tiriti and Māori resources in diverse media including DVD, CD, video and print which can be accessed through Discover. The Māori, Music and Creative Arts Subject Guides offer access to relevant databases, including recorded domestic and international television channels via eTV.

Current Collection - Journals

The Library provides online access to a broad spectrum of relevant journals and journal article databases. Multidisciplinary databases include access to relevant journals and databases in the areas of creative practice.

Future Collecting - Books

Current purchasing scopes and policies are sufficient for this qualification.

Future Collecting

Journals Current purchasing scopes and policies are sufficient for this qualification.

Future Collecting - Journals Article Databases

Current purchasing scopes and policies are sufficient for this qualification.

Recommendations

There are no additional collection resources or policy changes required for this qualification. Ongoing purchasing of new book titles can be met from existing budgets.

Timetabling Arrangements

Timetabling will be done in concert with the undergraduate programmes that the major services.

Committee References	AC24/03/17 CCACB2024/02/91a UGQEC2024/01/77a
-----------------------------	--

Status Log















Initial Status	End Status	User	Date	Comment
Academic Committee Approval	Academic Board Approval	LEANNE ROBINSON	28 Mar 2024 13:39 pm	AC24/03/17
College Board Approval	Academic Committee Approval	Jessica Board	20 Feb 2024 14:16 pm	Approved on Behalf of College Board Chair
College Sub Committee Approval	College Board Approval	Jessica Board	20 Feb 2024 14:15 pm	Approved on Behalf of UGQEC Chair
HOD Approval	College Sub Committee Approval	Jessica Board	20 Feb 2024 14:14 pm	Approved on Behalf of Head of School
Draft	HOD Approval	Jessica Board	20 Feb 2024 14:12 pm	Approved on Behalf of Director Academic
	Draft	Jessica Board	25 Jan 2024 14:08 pm	

Mātauranga Toi Māori

UBCRM1JMTMR1 Mātauranga Toi Māori v1.0

ACADEMIC BOARD APPROVAL

[Show Legend](#)

Affiliated Entities 			
Entity Code	Entity Title	Entity Version	Entity Type
UBCRM	Bachelor of Screen Arts	v7.0	Qualification
Year of Implementation 	2025		
Specialisation Code 	UBCRM1JMTMR1		
Specialisation Title 	Mātauranga Toi Māori		
Abbreviated Title 	MātaurangaMāori		
Credit Value 	135		
Specialisation Type 	Major		
No New Enrolment 	No		
MOE Subject 	Film & Theatre Studies		
Specialisation Lead 	RONGOMAIAIA TE WHAITI		
Collaborating Staff 			
Staff Member			
PHIL BRONN			
CAITLIN LIGO			
GREGORY GILBERT			
FAITH KANE			
Jessica Board			
TERESA HARTLEY			
RONGOMAIAIA TE WHAITI			
RACHAEL RAKENA			
Owning Organisation 	CoCA -Teaching and Learning (MU00314)		
Proposed Review Dates 			
Date Types		Date	
No dates assigned			
Graduate Profile 	<p>The Mātauranga Toi Māori specialisation enables students to ground their creative work and processes within mātauranga Māori. It deepens students' knowledge, practices and processes in mātauranga Māori in relation to toi Māori and complements the creative and intellectual aims of the Commercial Music, Fine Arts, Screen Arts and Design. The graduate profile of Mātauranga Toi Māori aligns with the undergraduate degrees it relates to while also situating knowledge, skills, values and attitudes within a Māori framework.</p> <p>A Knowledge and understanding</p> <p>A1 Display a deep understanding of Te Ao Māori (Understanding and Mātauranga)</p> <p>A2 Demonstrate a broad, critical understanding of the discourse of Māori art, design, music, screen arts and other creative outputs in its multiple contexts (Understanding and Mātauranga)</p> <p>A3 Demonstrate understanding of the relationship between creative work and audiences, clients, markets, users, consumers, participants and communities (Connectedness and Whanaungatanga)</p> <p>A4 a) Undertake advanced independent research to contextualise and further their own creative practice (Creative Arts Bachelor degrees with Honours). (Understanding and Mātauranga)</p> <p>b) Undertake directed research to contextualise and further their own creative practice (Bachelor degrees). (Understanding and Mātauranga)</p> <p>B Values and Attitudes</p>		

	<p>B1 Be intellectually curious and adaptable, willing to embrace new ideas and accommodate risk and uncertainty (Creativity and Toi).</p> <p>B2 Have clear goals for the continuation of intellectual and professional development, community wellbeing and cultural revitalisation (Autonomy and Mana)</p> <p>C Skills (Cognitive and Intellectual)</p> <p>C1 Apply exploratory and transformative thinking to generate ideas, proposals, creative works and arguments in response to project demands (Creativity and Toi).</p> <p>C2 Critically reflect on and evaluate their own work and the work of other practitioners and scholars (Understanding and Mātauranga)</p> <p>C3 a) Initiate and contribute to innovative developments in creative practice and research (Creativity and Toi) [Bachelor degrees with honours]</p> <p>b) Contribute to innovative developments in creative practice (Creativity and Toi) [Bachelor degrees]</p> <p>D Skills (Subject Specific/ Professional)</p> <p>D1 Manipulate materials, media, processes, technologies and environments with virtuosity (Virtuosity and Mōhio)</p> <p>D2 Combine technical excellence with intellectual and conceptual rigour in order to produce high quality creative outputs (Virtuosity and Mōhio)</p> <p>D3 Skilfully utilise analytical, evaluative, synthesising and iterative processes in order to transform ideas into material outcomes (Virtuosity and Mōhio)</p> <p>E Skills (Transferable)</p> <p>E1 Demonstrate strong visual, oral and written communication skills (Connectedness and Whanaungatanga)</p> <p>E2 Interact effectively, ethically and professionally with others, whether through collaboration or dialogue (Connectedness and Whanaungatanga)</p> <p>E3 Think and work independently, making autonomous decisions, managing workload and deadlines (Autonomy and Mana)</p> <p>E4 Source and astutely utilise information in a variety of forms and contexts (Understanding and Mātauranga)</p>
--	--

Schedule

Course selection: 135 credits from

At least 135 credits

Courses

Code	Credits	Title
150106	15	Nga Hanga Whakairo: Traditional Māori Visual Art
150206	15	Ngā Momo Whakairo: Contemporary Māori Visual Art
298260	15	Mātauranga Toi Māori 2: Māori Creative Practices and Cultural Continuity
298360	15	Mātauranga Toi Māori 3: Creative Innovation and Community Leadership
298160	15	Mātauranga Toi Māori 1: Māori Practices as a Māori Creative Practitioner
298330	15	Cosmological Narratives within Māori Creative Expression
298157	15	Toi Atea 1
298263	15	Toi Atea 2
298367	15	Toi Atea 3

Library Impact Statement

Research / Information Literacy Skills 

Current Collections- Books 

Current Collection- Journals 

Current Collection- Journals Article Database 

Future Collecting- Books 

Future Collecting - Journals and Journal Articles 

Future Collecting- Journal Article Databases 

Recommendations 

Massey University Library supports Mātauranga Toi Māori by providing resources, and support for information literacy, learning and research. Two specialist Subject Librarians currently teach Information literacy skills in related CoCA courses; potential information literacy demands align with current practice and are deliverable with existing resourcing. We also endeavour to create an environment that practices whanaungatanga and is mana-enhancing for taurira.

There are no additional collection resources or policy changes required for this specialisation. Ongoing purchasing of new book titles can be met from existing budgets.

Please see UBCMS1JMTMR1 for full Library Statement
 Jo-Ann Cowie, Collection Manager, 16 February 2024

General Section

Proposal ID 
 03781

Change Scale 
 0

1. All Proposals - Complete the sections below for all proposals

Academic Contact and Purpose of the Proposal 

Academic contact

- Rongomaiaia Te Whaiti - Kaihautū Toi Māori - Director of Māori Art
- Associate Professor Rachael Rakena - Whiti o Rehua School of Art
- Associate Professor Faith Kane - Director Academic Toi Rauwhārangī

Proposal Summary

Purpose of the Proposal: Introduction of a major in Mātauranga Toi Māori within the following programmes: Bachelor of Design, Bachelor of Design (Hons), Bachelor of Fine Arts, Bachelor of Fine Arts (Hons), Bachelor of Screen Arts, Bachelor of Screen Arts (Hons), Bachelor of Commercial Music, Honours of Commercial Music.

Each of the listed qualifications requires students to complete a major; Mātauranga Toi Māori will be available as a double major as it is designed to ground taurira in mātauranga Māori so that they can integrate it within their chosen specialisations.

Main Proposal: Mātauranga Toi Māori: Major to 8 undergraduate qualifications

Linked Proposals

- Bachelor of Design
- Bachelor of Design (Hons)
- Bachelor of Fine Arts
- Bachelor of Fine Arts (Hons)
- Bachelor of Screen Arts
- Bachelor of Screen Arts (Hons)
- Bachelor of Commercial Music
- Bachelor of Commercial Music (Hons)

New courses

Mātauranga Toi Māori Major	
298157	Toi Atea 1
298160	Mātauranga Toi Māori 1: Māori Practices as a Māori Creative Practitioner
298260	Mātauranga Toi Māori 2: Māori Creative Practices and Cultural Continuity
298263	Toi Atea 2
298330	Cosmological Narratives
298360	Mātauranga Toi Māori 3: Creative Innovation and Community Leadership
298367	Toi Atea 3

298730	Māori Research Methodologies for Creative Practice
298753	Toi Atea 4

Proposal Summary

The proposed new specialisation in Mātauranga Toi Māori is part of a coherent package of curriculum transformation across Toi Rauwhāangi, the College of Creative Arts (CoCA), focusing on our bachelor and bachelor with honours degrees on the Pukeahu campus in Wellington. The transformation of qualifications addresses several strategic aims while also achieving consistency across offerings and improving the financial sustainability of the College. The new specialisation will be introduced alongside amendments made to all our undergraduate programmes (please see linked proposals).

Justification/ Rationale**Create a Mātauranga Toi Māori pathway**

Toi Rauwhāangi proposes to centre mātauranga Māori within creative practice for students on the Pukeahu campus. This will be achieved through a suite of existing and new mātauranga Māori courses that will create a new specialisation within each of our undergraduate qualifications. Taken as major or double major, as appropriate, will enable students to attain their qualification with a mātauranga Māori lens. Developed by Māori academics in Toi Rauwhāangi and in consultation with Māori students, the proposed pathway will enable culturally grounded experiences and outcomes for the students.

The Mātauranga Toi Māori pathway aligns with Te Kunenga Ki Pūrehuroa – Massey University Strategy (2022-2027), priority 4, as part of meeting our learning and teaching responsibilities in relation to Te Tiriti o Waitangi. In particular, the proposal will increase “the provision of mātauranga-centred pathways for learning” and nurture “academic success and excellence through kaupapa Māori models of support” (MU Strategy, p. 12). Mātauranga Toi Māori also aligns with the Tertiary Education Strategy (2020), to “have high aspirations for every learner/ākonga, and support these by partnering with their whānau and communities to design and deliver education that responds to their needs, and sustains their identities, languages and cultures” (TES Objective 1, Priority 2). Specifically, the proposal results from our commitment to “Build relationships with Māori, involve them in decision making, and partner with them to support rangatiratanga, and Māori educational success as Māori” (Full TES Document, 2020, p. 2).

An additional strategic consideration is to strengthen the interface between Toioho ki Āpiti and students on Pukeahu.

Interface with Toioho Ki Āpiti

Massey University, through the College of Creative Arts, houses Toioho Ki Āpiti, Māori Visual Arts. Toioho Ki Āpiti runs unique kaupapa-Māori based Māori Visual Arts programmes at undergraduate and postgraduate levels. The programmes and their graduates are recognised within Aotearoa and internationally, both for their contribution to indigenous-led higher education and their contribution to Māori art.

Where these programmes centre kaupapa Māori in relation to Māori visual art, there is increasing demand within other areas of art, design and music to provide tauria Māori with culturally-informed learning, teaching and knowledge. The major in Mātauranga Toi Māori aims to provide students with this alongside their qualification-specific subject learning.

The proposed major leverages some of the strengths and existing courses from Toioho ki Āpiti as well as developing new shared Māori-centric courses. This consolidates and strengthens existing courses and enables greater collaboration and opportunities between Māori teaching staff and students across the programmes which are taught on different campuses. This includes more fluid access to expertise and specialist facilities.

Acceptability

Toi Rauwhāangi, the College of Creative Arts has a longstanding reputation for excellence, both in Māori art and in other areas of art and design. The addition of the Mātauranga Toi Māori major – a major developed by Māori for Māori – recognises the growing influence of Māori-informed art design, music and screen arts in Aotearoa and internationally. The Mātauranga Toi Māori specialisation is in-line with Massey University’s aspiration to be Te Tiriti led.

The Mātauranga Toi Māori is suitable across creative arts programmes and specialisations as toi Māori does not adhere to the western delineations of creative disciplines; it brings together purpose, knowledge, methods and skills from across the creative arts.

Within the qualifications listed in the proposal summary, Toi Rauwhāangi has traditionally delivered elective courses in Māori art and design. However, these options for students have never formed a coherent pathway to complement students’ specialist learning in other areas. The proposed introduction of the Mātauranga Toi Māori major across the creative arts qualifications formalises learning that, to this point, has been piecemeal. Please also see ‘Consultation’ in Section 2.

Year of Implementation and First Year Teaching Plan

Year of implementation: 2025

Offerings:

2025 – 100 and 300 level courses will be offered; and 2374xx Toi Atea 4

2026 – All remaining courses.

A full implementation and communication plan will be developed. This will ensure that students are appropriately informed of the changes being made, how and when it will impact their studies and what their options are. We will work closely with the university’s academic advisors and central teams to ensure that clear and consistent information and advice is given to students.

Proposal Details

The proposal is to add a Mātauranga Toi Māori major to Bachelors and Bachelors with Honours qualifications in Fine Arts, Commercial Music, Screen Arts and Design. Within qualifications where students are required to take a specialisation (Major), Mātauranga Toi Māori will be taken as a double Major. The options for students are illustrated in Chart 1 as well as in the regulations for each of the programmes.

Chart 1: Student options for Mātauranga Toi Māori within Creative Arts Programmes

Qualification area	Regulation # In programme	Current structure	Mātauranga Toi Māori structure
Bachelor of Design	8	Students must take a major specialisation	Mātauranga Toi Māori operates as a double major alongside the students' major specialisation
Bachelor of Design (Hons)	8		
Bachelor of Screen Arts	5		
Bachelor of Screen Arts (Hons)	5		
Bachelor of Commercial Music	6		
Bachelor of Fine Arts	5	These programmes have no specialisations	Mātauranga Toi Māori as a major within the programmes
Bachelor of Fine Arts (Hons)	5		

In Bachelors' qualifications, candidates require 120 credits from the schedule below to achieve a major in Mātauranga Toi Māori alongside a specialisation within the qualification. At honours level, candidates require 150 credits from the schedule below to achieve a major in Mātauranga Toi Māori alongside a specialisation within the qualification.

298157	Toi Atea 1
298160	Mātauranga Toi Māori 1: Māori Practices as a Māori Creative Practitioner
298260	Mātauranga Toi Māori 2: Māori Creative Practices and Cultural Continuity
298263	Toi Atea 2
298330	Cosmological Narratives
298360	Mātauranga Toi Māori 3: Creative Innovation and Community Leadership
298367	Toi Atea 3
298730	Māori Research Methodologies for Creative Practice
298753	Toi Atea 4

Treaty of Waitangi Implications

In 2018 Te Kunenga Ki Pūrehuroa Massey University made the decision to become Te Tiriti o Waitangi-led. Specifically, our Massey University Strategy 2018-2022. This aspiration is further strengthened in the Massey University Strategy 2022-2027, with a number of specific commitments made in this strategy as to how we will honour Te Tiriti at the University.

To progress realisation of these strategy commitments, Massey's Te Tiriti O Waitangi policy was updated. The policy articulates ways in which the priorities defined in the Massey Strategy enable the policy to be practically applied.

Alongside the new policy, in November 2022 the Office of the Deputy Vice-Chancellor Māori launched an extensive new Te Tiriti capability building initiative across the University, the Kaiārahi Tiriti (Te Tiriti mentors) project. The Kaiārahi Tiriti project consists of eight teams of 3-6 staff, located within each area of the University, who have been tasked to develop initiatives that respond to our Te Tiriti support needs and aspirations, each addressing specific Te Tiriti commitments made in the 2022-2027 strategy. The Kaiārahi Tiriti team at Toi Rauwhārangī are working on a number of initiatives to support staff in understanding what it means to be Te Tiriti led and to consider how this informs our learning and teaching practices.

The development of the Mātauranga Toi Māori major by Māori and for Māori, gives effect to tino rangatiratanga within the University.

Currently, several of our undergraduate programmes are structured around a 'Pōwhiri Framework', which was established in 2014 for the purpose of incorporating indigenous perspectives into the content and learning outcomes of all courses. This framework will be evolved as the changes in this proposal are implemented to ensure that all aspects of our curriculum and student experience work alongside Mātauranga Toi Māori to reflect our commitment to be Te Tiriti led and ensure that all of our students become critically self-aware creative practitioners within the wider context of Aotearoa as reflected in our Graduate Profiles.

2. Strategic Impact - Complete for Early Notice, New Specialisations (Internal Audience Only)

Strategic Considerations

Toi Rauwhārangī is well-placed to introduce and deliver this major, which coheres and extends informal pathways already developed within the College and builds upon the longstanding expertise of Toioho ki Apiti (please see the rationale in section 1).

As noted previously in Section 1, Mātauranga Toi Māori aligns with Te Kunenga Ki Pūrehuroa – Massey University Strategy (2022-2027), priority 4 within Te Pou Ako, as part of meeting our learning and teaching responsibilities in relation to Te Tiriti o Waitangi. In particular, the proposal will increase “the provision of mātauranga-centred pathways for learning” and nurture “academic success and excellence through Kaupapa Māori models of support” (MU Strategy, p. 12). Mātauranga Toi Māori also aligns with the Tertiary Education Strategy (2020), to “have high aspirations for every learner/ākonga, and support these by partnering with their whānau and communities to design and deliver education that responds to their needs, and sustains their identities, languages and cultures” (TES Objective 1, Priority 2). Specifically, the proposal results from our commitment to “Build relationships with Māori, involve them in decision making, and partner with them to support rangatiratanga, and Māori educational success as Māori” (Full TES Document, 2020, p. 2).

Mātauranga Toi Māori further aligns with Te Kunenga Ki Pūrehuroa – Massey University Strategy (2022-2027), priority 1, within Te Pou Rangahau, ‘embedding a culture of research excellence in all aspects of the university’s activities, so that all staff and students are part of this core endeavour’. Mātauranga Toi Māori will foster an environment where academics and students work together on research-centred teaching and learning initiatives in a tuakana-teina model. Tuakana-teina describes the relationship between someone that is older and younger not necessarily in age or a system of hierarchical structure, but also acknowledges knowledge, wisdom and experience.

Market Research and Competitor Analysis

We are not aware of any existing qualifications in Design, Screen Arts or Music that offer Mātauranga Toi Māori as a major (or double major) alongside subject specific specialisations. The following 2 programmes have some similarity. The University of Auckland offers a conjoint degree in Fine Arts and Māori studies. However, this is not embedded within the Fine Arts qualification in the same way that Massey’s Mātauranga Toi Māori qualification will be embedded in our Creative Arts programmes (i.e. the proposed major will encompass creative studio, tikanga and mātauranga).

Accreditation Considerations (if applicable)

None

Internal and External Consultation

To support the development of this proposal consultation has begun within the college and externally, with further consultation to be concluded in 2024.

Internal

Internal wānanga and hui with Māori staff and students including, Associate Professor Kura Te Waru-Rewiri (Programme Lead for Toioho ki Āpiti Māori Visual Arts) and Professor Robert Jahnke to determine the most appropriate pathways for grounding creative study through mātauranga Māori. Internal College of Creative Arts consultation occurred across all relevant undergraduate degrees and received a high level of support from all academic and support staff. Broader student consultation has been undertaken with current and former students through hui and survey questionnaire. We asked for feedback from students about all proposed changes to degrees with one section dedicated specifically to explaining and soliciting feedback about the Mātauranga Toi Māori major.

Students’ responses to the survey were positive overall, providing some important insights about the opportunities and challenges posed by the proposed changes. For example, ensuring that: course descriptions are clear; workloads are appropriate; options to move between disciplines is balanced while maintaining subject specificity; that all students can engage safely with Te Tiriti o Waitangi and Mātauranga Māori. The feedback was particularly supportive of Mātauranga Toi Māori and the ability to opt out of the four-year honours degree programme to complete a bachelor degree within 3 years.

The college’s learning and teaching team will work closely with our students as we plan and implement the proposed changes in a student-centred manner.

Consultation has also taken place across the university with individuals including, Deputy Pro Vice Chancellor Professor Meihana Durie, Distinguished Professor Hingangaroa Graham Smith, and Associate Professor Dr. Veronica Tawhai (Pūkenga Tiriti, Office of the DVC Māori) with – thus far – positive feedback about the Mātauranga Toi Māori major.

External

- Additional consultation with external stakeholders in Māori advancement as a priority such as, iwi and hapū leaders and community particularly those within Te Ūpoko-o-te-Ika and Māori within the creative and education sector
- Discussion with relevant tertiary providers including, Elam School of Fine Arts; Art and Design at AUT, Elam School of Fine Arts, School of Design at VUW
- Discussion with industry and community stakeholders, many of whom our staff have identified and have working and reciprocal relationships already including Toi Māori Aotearoa, Creative New Zealand, Toi Mai, Museum of New Zealand Te Papa Tongarewa, Wellington City Art Gallery, Wellington City Council, local secondary school art teachers, curators, independent artists, and alumni

Equity Implications

The proposed Mātauranga Toi Māori major speaks directly to the National Education and Learning Priorities (NELP) and the Tertiary Education Strategy (TES), Objective 1, priority 2. Specifically, it responds to the need to have high aspirations for every learner/ākonga, and support these by partnering

with their whānau and communities to design and deliver education that responds to their needs, and sustains their identities, languages and cultures (NELP 2020).

Financial Analysis

Financial Summary

	2025	2026	2027	2028	2029	2030
Financial						
Income	642,565	986,239	1,262,216	1,507,112	1,605,254	1,773,726
Costs	165,235	229,541	255,430	277,401	293,188	317,797
Surplus/(Deficit)	477,330	756,698	1,006,786	1,229,711	1,312,066	1,455,929
Overall university impact						
Overall university impact	192,115	318,592	445,687	559,268	597,415	665,934
% of return	29.90%	32.30%	35.31%	37.11%	37.22%	37.54%
Head count and EFTS						
Head count	35.00	53.00	67.00	79.00	83.00	91.00
Domestic EFTS	35.00	53.00	67.00	79.00	83.00	91.00
International full fee EFTS	0.00	0.00	0.00	0.00	0.00	0.00
Total EFTS	35.00	53.00	67.00	79.00	83.00	91.00
FTEs						
Academic FTEs	1.20	1.60	1.70	1.80	1.85	1.95
Professional Services FTEs	0.10	0.15	0.20	0.20	0.20	0.20
Technical FTEs	0.00	0.00	0.00	0.00	0.00	0.00
Total FTEs	1.30	1.75	1.90	2.00	2.05	2.15
Ratios						
EFTS to FTEs	26.92	30.29	35.26	39.50	40.49	42.33
EFTS to Academic FTEs	29.17	33.13	39.41	43.89	44.86	46.67
Academic to Professional FTEs	12.00	10.67	8.50	9.00	9.25	9.75
Income per Academic FTE	0	616,400	742,480	837,284	867,705	909,603

Predicted Student Numbers / EFTS

CoCA has averaged roughly 255 undergraduate students identifying as Māori within the associated programmes each year. We anticipate high uptake of the courses that contribute to the major as well as a smaller but significant number of students within the major itself.

	Headcounts					EFTS				
	Year 1	Year 2	Year 3	Year 4	Total for year	Year 1	Year 2	Year 3	Year 4	Total for year
2025	25	10			35	25	10			35
2026	25	20	8		53	25	20	8		53
2027	25	20	16	6	67	25	20	16	6	67
2028	30	20	16	13	79	30	20	16	13	79
2029	30	24	16	13	83	30	24	16	13	83
2030	35	24	19	13	91	35	24	19	13	91

Minimum student numbers required for ongoing viability of the qualification

16EFTS

Expected Revenue

Please see *Financial Analysis*

Expected Cost

	2025	2026	2027	2028	2029	2030	Assumptions/notes
CPI Rate for Costs		2.00%	2.00%	2.00%	2.00%	2.00%	
Income							
SAC-government grant	395,115	604,300	771,566	918,854	975,032	1,069,011	
Domestic fees	238,700	368,689	475,400	571,758	612,722	685,215	
Domestic discount		0	0	0	0	0	
International full fees		0	0	0	0	0	
International full fees discount		0	0	0	0	0	
Non tuition fees-course related only	8,750	13,250	15,250	16,500	17,500	19,500	\$250 per year1-3 students for Marae visit
PBRF income							
Other income							
Total Income	642,565	986,239	1,262,216	1,507,112	1,605,254	1,773,726	

Costs

Staff Related Costs

1001 - Permanent-academic	138,000	189,520	207,406	226,194	239,452	259,967
1002 - Permanent-professional services	7,500	11,588	15,914	16,391	16,883	17,389
1003 - Permanent-technical	0	0	0	0	0	0

1015 - Fixed Term-academic	0	0	0	0	0	0
1016 - Fixed Term professional services	0	0	0	0	0	0
1017 - Fixed Term technical	0	0	0	0	0	0
1011 - Casual-academic	0	0	0	0	0	0
1012 - Casual-professional services	0	0	0	0	0	0
1013 - Casual-technical	0	0	0	0	0	0
1039 - Training and development		0	0	0	0	0
Other staff related costs		0	0	0	0	0
1009 - Annual leave accrued	11,640	16,089	17,866	19,407	20,507	22,189
1038 - Annual leave taken	(11,640)	(16,089)	(17,866)	(19,407)	(20,507)	(22,189)
1020 - A.C.C	1,164	1,609	1,787	1,941	2,051	2,219
1010 - Superannuation	9,821	13,575	15,074	16,375	17,303	18,722
Total staff related costs	156,485	216,291	240,180	260,901	275,688	298,297

Asset Related Costs

1105 - Depreciation	0	0	0	0	0	0
1137 - Repairs & maintenance		0	0	0	0	0
1146 - Minor non capital equipment purchase						
Other asset related costs		0	0	0	0	0
Total asset related costs	0	0	0	0	0	0

Other Direct Costs

1210 - Advertising expenses	0		0	0	0	0
1216 - Catering		0	0	0	0	0
1220 - Computer consumables		0	0	0	0	0
1221 - Consultancy costs		0	0	0	0	0
1222 - Consumables		0	0	0	0	0 Assumption no additional course expenses
1223 - Contracted Services		0	0	0	0	0
1241 - Hospitality		0	0	0	0	0
1253 - Marketing		0	0	0	0	0
1261 - Accommodation and meals		0	0	0	0	0 Assumed no travel required for teaching

Component Fee costs for students	8,750	13,250	15,250	16,500	17,500	19,500	Marae visit costs
Other Direct Costs							
Total other direct costs	8,750	13,250	15,250	16,500	17,500	19,500	

Overhead/Administration Recovery

1830 - Internal printing & copying charges		0	0	0	0	0	
1832 - Facilities management charges		0	0	0	0	0	
1834 - Internal printer Charges		0	0	0	0	0	
1835 - Internal postage charges		0	0	0	0	0	
1837 - Internal computing charges	0	0	0	0	0	0	
1838 - Internal telecoms charges		0	0	0	0	0	
1839 - Internal mobile Charges		0	0	0	0	0	
1840 - Internal computer rental charges			0	0	0	0	
	0						
Total overhead/administration recovery	0	0	0	0	0	0	0

Tax costs

Currency fluctuation costs

Total Costs	165,235	229,541	255,430	277,401	293,188	317,797	
--------------------	----------------	----------------	----------------	----------------	----------------	----------------	--

Surplus/(Deficit)	477,330	756,698	1,006,786	1,229,711	1,312,066	1,455,929	
--------------------------	----------------	----------------	------------------	------------------	------------------	------------------	--

Net impact on other budget centres within the reporting line

PVC office support costs	0	0	0	0	0	0	
Total impact on other budget centres within the reporting line	0	0	0	0	0	0	

Net impact on other reporting lines

Enrolment related fees (income)	(16,791)	(25,426)	(32,143)	(37,899)	(39,818)	(43,656)
---------------------------------	----------	----------	----------	----------	----------	----------

College of Creative Arts

University Central	302,006	463,533	593,242	708,343	754,469	833,651
--------------------	---------	---------	---------	---------	---------	---------

Net impact on other reporting lines

	285,215	438,106	561,099	670,443	714,651	789,995
--	----------------	----------------	----------------	----------------	----------------	----------------

Overall University Impact

	192,115	318,592	445,687	559,268	597,415	665,934
--	----------------	----------------	----------------	----------------	----------------	----------------

Risk Management

Workload issues for programme and school staff for reviewing and developing existing and new courses within the new pathway	Academic development time will be allocated in the workload for current staff. Development will also take place at a college level in alignment with the other proposed changes to our offerings. This will continue to be supported, as needed, by a college wide working group as well as the College's learning and teaching team.
Attracting sufficient student numbers to remain viable	The courses in the new pathway will be vertically taught, bringing students from across all year levels together. This will enable ensure we can achieve appropriate enrolments and staff to student ratio across the pathway.
Technical support	World-class Specialist facilities across the College will be available to students to undertake the work associated with the courses in this pathway. Students' needs for technical learning and inductions will be considered and aligned with their area of specialisation (Fine Arts or their major within Music, Design or Screen Arts). This will be supported by other proposed changes that make core learning, across our specialisations more accessible. Technical facilities staff will work closely with academic staff to ensure that all students have a positive and supported experience working in technical facilities and this will be considered in admission and balanced with technical staff workloads.

3. Resource Impacts - For New and Significantly Amended Specialisations and for Closure to New Enrolments**Facilities Management**

Toi Rauwhārangī is well equipped with specialist spaces for teaching and learning the creative arts and Te Rau Karamu Marae, an acclaimed work of art and design, provides a rich learning and cultural space on the Pukeahu campus.

Students

The introduction of the Mātauranga Toi Māori major will provide Māori students with more opportunities to connect with each other as well as with Māori academic staff from across the College. It also provides students at honours level with the opportunity for co-supervision to ensure that their creative work receives well-rounded direction and feedback.

A full implementation and communication plan will be developed. This will ensure that students are appropriately informed of the changes being made, how and when it will impact their studies and what their options are. We will work closely with the university's academic advisors and central teams to ensure that clear and consistent information and advice is given to students.

Academic Staff

A number of staff across Toi Rauwhārangī have appropriate expertise to contribute to all components of the Mātauranga Toi Māori major, and at all levels of study. The major will bring together expertise from Toioho Ki Aipiti in Manawatu and the rest of Toi Rauwhārangī on the Pukeahu campus to deepen support for staff and students. Some of the courses in the schedule (notably 150106 and 150206) are currently delivered from Manawatu to Tauria on Manawatu and Pukeahu campuses.

Contributing staff include:

Te Ranga Tai Kura, Pro Vice Chancellor's Office Toi Rauwhārangī

- Associate Pro Vice Chancellor Māori - Professor Ngataiharuru Taepa (Ngāti Whakaeu, Te Arawa, Te Ātiawa, Ngāti Kahungunu),
- Kaihautū Toi Māori Director of Māori Art - Rongomaiaia Te Whaiti (Ngāti Kahungunu ki Wairarapa, Ngāi Tahu).
- Associate Dean Māori - Kura Puke (Te Ātiawa, Taranaki Whānui)
- Matt Tini (Waikato, Ngaati Tiipa, Ngāti Rakaipaaka, Ngāti Kahungunu), Lecturer

- Professor Huhana Smith (PhD.), MNZM, Ngāti Tukorehe, Ngāti Raukawa ki te Tonga

Toioho ki Āpiti Māori Visual Arts, Whiti o Rehua School of Art:

- Professor Robert Jahnke (PhD.), ONZM, FRSNZ (Ngāi Taharora, Te Whānau a Iritekura, Te Whānau a Rākairoa, Ngāti Pōrou)
- Associate Professor Kura Te Waru-Rewiri (Ngāpuhi, Ngāti Kahu, Ngāti Rangī, Ngāti Kauwhata)
- Erena Arapere (Te Atiawa ki Whakarongotai, Ngāti Toa Rangitira), Senior Lecturer
- Karangawai Marsh (Ngāti Raukawa ki te Tonga, Ngāti Maniapoto), Lecturer

Fine Arts, Whiti o Rehua School of Art:

- Associate Professor Rachael Rakena (Kāi Tahu, Ngāpuhi),
- Associate Professor Hemi MacGregor (Ngāti Rakaipaaka, Ngāti Kahungunu, Ngāi Tūhoe),
- Eugene Hansen (Ngāti Maniapoto), Senior Lecturer
- Shannon Te Ao (Ngāti Tūwharetoa, Ngāti Wairangi, Te Pāpaka-o-Māui), Senior Lecturer

Textiles, Ngā Pae Māhutonga School of Design:

- Angela Kilford, Te Whānau A Kai, (Ngāti Porou, Ngāti Kahungunu), Senior Lecturer

Academics are supported by the college's team of professional staff who provide general and academic administrative support. We do not anticipate that the proposed addition of the Mātauranga Toi Māori major will require any changes to academic staffing.

International

The introduction of the Major will not affect international student enrolments or learning experiences.

Information Technology

The college has a long-established working relationship with ITS in the University for the provision of computing, networking and the related support. We do not anticipate that this proposal will have any additional information technology resourcing requirements.

Student Management System

Changes will need to be made to each of the associated qualifications. This will be managed through Massey's curriculum management system (Akari) in connection with the student management system (SMS). This work will be supported by the college's team of professional staff as well as Massey's student registry.

Teaching and Learning Services

The proposed major was developed by Māori staff and then brought to fruition in consultation with a college working group to ensure that it will provide a positive learning experience within each of the qualifications. The working group included the Kaihautū Toi Māori, a Head of School, a learning developer, the Director of Academic Assurance and the College Director Academic. In addition, the proposal was then put out for consultation with Massey University's Teaching Academy Director and Massey University's Director of Educational Futures.

Student Learning Services

The college works closely with the University's Student Achievement Team and Centre for Learner Success, the Director of which is a member of the college's Learning and Teaching Team.

Limitations on Numbers

There will be no limitations on enrolment volume.

Goals of the Programme

Mātauranga Toi Māori provides Māori students in the creative arts with a grounded cultural foundation to complement their creative disciplines. The major brings together knowledge, purpose, ethics and skills through critical engagement, studio experiences and courses specifically centred on tikanga Māori.

Programme Overview

Mātauranga Toi Māori has three primary components: critical investigation, Māori-centric practice courses and creative studios (Toi Atea courses).

Critical investigation courses introduce and extend students understanding of Toi Māori. These courses are open to all students in Massey and are co-housed within the Pukeahu and Manawatu campuses. They scaffold mātauranga toi Māori by first (in year 1) examining traditional elementary forms of toi Māori and their relationship to Māori culture; (in year 2) considering the structure of Māori design elements and the process of stylistic change; (in year 3) delving more deeply into cosmological narratives and their expression within toi Māori; and finally providing candidates with a sophisticated examination of the methods and processes that will assist students in their independent research at postgraduate level.

Toi Atea creative studios will operate as vertical studios – housing students of all years together – in order to develop community and facilitate tuakana-teina relational learning. As these courses may potentially hold students from 18 different specialisations across four qualifications, the vertical studio is also designed to provide students access to a wide-range of peers with a shared Te Ao Māori lens.

The suite of Māori-centric practice courses are equivalent to 'professional cultures' courses for other students with the creative arts. The professional cultures courses explicitly orient students to learning, ethics, working for and within communities, collaboration and industry norms and expectations. In addition, they provide students with mentorship through the development of personal and professional development plans that students reflect on with an assigned lecturer. The Māori-centric practice courses explore different tikanga and kawa in relation to the students' identity as Māori creative practitioners.

Proposed Teaching/Delivery Methods

The major will use a variety of teaching and learning deliveries and methods including lecture, tutorial, wānanga, and studio. Mātauranga Toi Māori will foster an environment where academics and students work together on research-centred teaching and learning initiatives in a tuakana-teina model

Prescriptions for New Courses

The proposed Mātauranga Toi Māori specialisation has three primary components: critical investigation, creative studios (Toi Atea courses) and Māori-centric practice courses. Current courses will be used for the creative studio's and critical investigation components,, with new critical courses added at years three and four as these do not exist yet. The Māori-centric practice courses are an entirely new strand

of learning within the curriculum, enabling students explore different tikanga and kawa in relation to the students' identity as Māori creative practitioners.

Mātauranga Toi Māori Major Prescriptions (New Courses)

298157 Toi Atea 1

15 credits An introduction to the development of personal forms of expression through an engagement with the values, concepts, traditions, art/design forms and structures of the whare whakairo.

298263 Toi Atea 2

15 credits The development of individual work that grows out of the investigation of a select range of Māori concepts, art forms, imagery, values and approaches that reflect a Māori world view.

298367 Toi Atea 3

15 credits Developing visual responses to the exploration of issues (social, political, environmental, global) significant to Māori people and their communities.

298753 Toi Atea 4

15 credits An advanced course to focus and refine visual language and personal tikanga through negotiated projects that explore topics of direct reference to Māori people and their communities.

298160 Mātauranga Toi Māori 1: Māori Practices as a Māori Creative Practitioner

15 credits This introductory course provides students with a foundational understanding of customary practices and values within Te Ao Māori and their relevance in contemporary Māori creative practice. Through a combination of theoretical exploration and practical engagement, students will gain insights into the cultural context shaping Māori creative expression and its significance in fostering personal and communal growth.

298260 Mātauranga Toi Māori 2: Māori Creative Practices and Cultural Continuity

15 credits Building upon the foundational concepts introduced in Māori Practices as a Māori Creative Practitioner, this course delves deeper into the intricate relationship between Māori creative practices and cultural continuity within Te Ao Māori. Through an advanced exploration of theoretical frameworks, hands-on creative projects, and community engagement, students will further refine their understanding of the nuanced role of Tikanga Māori in shaping contemporary Māori creative practice.

298360 Mātauranga Toi Māori 3: Creative Innovation and Community Leadership

15 credits This course propels students into the realm of Māori Arts Innovation and Community Leadership. By synthesizing foundational knowledge with advanced theoretical frameworks, innovative artistic projects, and community leadership principles, students will refine their skills as Māori Arts Practitioners and actively contribute to the evolution of Māori arts practices within a contemporary context.

298330 Cosmological Narratives within Māori Creative Expression

15 credits This advanced-level course delves into the intricate relationship between Māori cosmological narratives and their dynamic manifestation within contemporary Māori creative expression. Through an interdisciplinary exploration that encompasses art, design, music, theatre, and dance, students will analyse the evolving role of cosmological narratives, connecting traditional wisdom to modern artistic innovation.

298730 Māori Research Methodologies for Creative Practice

15 credits Students will consider tikanga and methodologies relevant to their own creative practice, which may incorporate the use of customary and/or new technologies, innovations, and knowledge. This will include developing an understanding of tikanga, ethics and accountabilities around the use of mātauranga toi Māori, mātauranga-ā-iwi, mātauranga-ā-hapū and mātauranga-a-whānau in the development of their own creative outputs. Students will be supported to locate and articulate their own creative practice in a continuum of mātauranga toi Māori.

Assessment and Moderation Procedures

As per the policies of Massey University and the College of Creative Arts, assessment will emphasise learning and student development with the ultimate aim of combining intellectual rigour with technical skill and moral purpose.

The bulk of assessment within the College is through non-formal formative feedback, with the explicit goal of prioritising learning over performance. This is in part to encourage creativity and in part to emphasise creative process.

Students will be assessed on their individual contributions as well as in groups where appropriate. All courses require a minimum 50% grade to pass (or its equivalent C-/pass).

In accordance with the regulations within the College and University, summative assessments will be moderated prior to feedback.

Plans for Monitoring Quality/Programme Review

Massey University quality management processes will determine the formal cyclical evaluations of the qualifications within which the Mātauranga Toi Māori major will operate.

In addition:

- Individual courses are reviewed at the end of each delivery period by course coordinators and teachers
- Changes to programmes of study are approved by relevant undergraduate quality enhancement committees and may also receive advice through CoCA's Ako, Teaching and Learning Team, The College Board and, where appropriate, the Academic Committee and Academic Board.
- Student feedback is sought regularly and used for iterative improvements in delivery.
- All other regulated processes within the University and/or in accordance with Universities New Zealand will be undertaken.

Postgraduate Funding

5. CUAP Section B – For New Specialisations only

Relationship to Strategic Planning Goals

Please see Section 2. Strategic Impact, Strategic Considerations.

Learning Outcomes for New Courses

Mātauranga Toi Māori Major Learning Outcomes (New Courses)

298157 Toi Atea 1

- 1 Identify the architectural elements, values and concepts associated with the whare whakairo. (Graduate Profile: Understanding and Mātauranga A1)
- 2 Demonstrate knowledge of the basic working processes involved in producing some of the major art forms of the whare whakairo. (kowhaiwhai, tukutuku, raranga, and whakairo). (Graduate Profile: Understanding and Mātauranga A1)
- 3 Understand the major compositional structures of some of the major art forms of the whare whakairo. (Graduate Profile: Understanding and Mātauranga A1, A2)
- 4 Produce contemporary images and forms based on an understanding and respect for the customary art forms of the whare whakairo. (Graduate Profile: Connectedness and Whanaungatanga A3; E2)

298263 Toi Atea 2

- 1 Describe the concepts of whakapapa, whenua and turangawaewae and explain how central they are to an appreciation of Māori identity. (Graduate Profile: Understanding and Mātauranga A1)
- 2 Identify themselves using the appropriate Māori forms of mihimihi and patere. (Graduate Profile: Connectedness and Whanaungatanga A3)
- 3 Produce a range of work in different mediums that express aspects of their own identity. (Graduate Profile: Connectedness and Whanaungatanga A3, E2)

298367 Toi Atea 3

- 1 Discuss the concepts and issues Māori identify as significant in relation to land and cultural identity. (Graduate Profile: Understanding and Mātauranga A1)
- 2 Produce work that explores current issues of concern to Māori people and their communities. (Graduate Profile: Connectedness and Whanaungatanga A3)
- 3 Produce work that identifies a personal position in relation to issues of concern to Māori people and their communities. (Graduate Profile: Autonomy and Mana B2; Connectedness and Whanaungatanga E2)

298753 Toi Atea 4

- 1 Discuss and connect with advanced concepts and issues Māori identify as significant in relation to land and cultural identity. (Graduate Profile: Understanding and Mātauranga A1)
- 2 Produce and critically analyse research that explores issues of concern to Māori people and their communities. (Graduate Profile: Connectedness and Whanaungatanga A3)

- 3 Refine visual language and personal tikanga through producing a project identifying current issues of concern to Māori people and their communities. (Graduate Profile: Autonomy and Mana B2; Connectedness and Whanaungatanga E2)
- 298160 Mātauranga Toi Māori 1: Māori Practices as a Māori Creative Practitioner**
- 1 Articulate and Reflect on the Role of Tikanga Māori within Te Ao Māori (Graduate profile: Understanding and Mātauranga A1; C2)
- 2 Articulate and reflect on the role of Tikanga Māori within creative practice (Graduate profile: Understanding and Mātauranga A2)
- 3 Identify and contribute to the development of personal and creative growth and learning (Graduate profile: Mana and Autonomy B2; Understanding and Mātauranga C2)
- 4 Contribute to the growth of their communities (Connectedness and Whanaungatanga A3; E2)
- 5 Engage in the course learning (Mana and Autonomy E3)
- 6 Participate in and contribute to wānanga (Understanding and Mātauranga C2; Connectedness and Whanaungatanga E2)
- 298260 Mātauranga Toi Māori 2: Māori Creative Practices and Cultural Continuity**
- 1 Articulate and reflect confidently on the role of Tikanga Māori within Te Ao Māori (Graduate profile: Understanding and Mātauranga A1)
- 2 Articulate and reflect confidently on the role of Tikanga Māori within creative practice (Graduate profile: Understanding and Mātauranga A2)
- 3 Develop strategic approaches to personal and creative growth and learning (Graduate profile: Mana and Autonomy B2; Understanding and Mātauranga C2)
- 4 Advance community well-being (Connectedness and Whanaungatanga A3; Connectedness and Whanaungatanga E2)
- 5 Synthesise knowledge to address complex challenges in Māori arts practices (Creativity and Toi C1)
- 6 Demonstrate leadership in wānanga discussions and activities (Understanding and Mātauranga C2; Connectedness and Whanaungatanga E1)
- 298360 Mātauranga Toi Māori 3: Creative Innovation and Community Leadership**
- 1 Demonstrate an innovative understanding of Tikanga Māori, exploring its applications in response to contemporary challenges and opportunities. (Graduate Profile: Understanding and Mātauranga, A1, A3)
- 2 Conduct advanced critical analyses of the incorporation of Tikanga Māori principles in diverse and evolving Māori arts forms. (Graduate Profile: Creativity and Toi, C1)
- 3 Develop and implement strategic plans for personal and creative growth, aligning with Māori artistic traditions and contemporary contexts. (Graduate Profile: Autonomy and Mana, B2)
- 4 Explore and implement advanced strategies for Māori arts practitioners to play pivotal roles in community well-being and cultural revitalization. (Graduate Profile: Connectedness and Whanaungatanga, E2)
- 5 Apply integrated knowledge to an advanced independent project, showcasing high-level analytical and creative thinking. (Graduate Profile: Creativity and Toi, C1)
- 6 Demonstrate visionary leadership in wānanga discussions and in mentoring peers, guiding and inspiring conversations on cutting-edge topics in Māori arts innovation. (Graduate Profile: Connectedness and Whanaungatanga, E2, E3)
- 298330 Cosmological Narratives within Māori Creative Expression**
- 1 Identify and Interpret the Relevance of Cosmological Narratives for Māori Culture (Graduate Profile: Understanding and Mātauranga A1)
- 2 Identify and Interpret the Manifestation of Cosmological Narratives within Māori Creative Expression (Graduate Profile: Understanding and Mātauranga A2; Connectedness and Whanaungatanga A3)
- 3 Undertake Guided Research of Key Values and Concepts within Cosmological Narratives (Graduate Profile: Understanding and Mātauranga A4)

- 4 Demonstrate Critical Understanding through Writing and Wānanga (Graduate Profile: Connectedness and Whanaungatanga E1)

298730 Māori Research Methodologies for Creative Practice

- 1 Demonstrate an advanced understanding of, and critical engagement with, diverse Māori theoretical frameworks and mātauranga toi Māori research methodologies relevant to the exploration of their own creative practice. (Graduate profile: Understanding and Mātauranga, A1, A2)
- 2 Engage in critical reflection on the tikanga, ethics, intentions, contexts and accountabilities of their creative practice research, including the use of mātauranga toi Māori, mātauranga-ā-iwi, mātauranga-ā-hapū, and mātauranga-a-whānau, emphasizing its relevance in te ao Māori and demonstrating an understanding of one's positionality. (Understanding and Mātauranga A1, C2)
- 3 Develop and apply mātauranga toi Māori research methodologies to the use of technologies, innovations, and knowledge in a manner that is critically engaged and aligns with cultural values and ethical considerations. (Graduate profile: Virtuosity and Mōhio, D2; Connectedness and Whanaungatanga, A3)
- 4 Apply intellectual analysis and evaluative skills in effectively communicating, critiquing, and developing ideas and proposals, and their own creative practice within the continuum of mātauranga toi Māori, recognizing the cultural and historical context that shapes their work. (Graduate profile: Virtuosity and Mōhio, D2 and D3)

Student Workload

The expected student workload for this major is consistent with all undergraduate programmes within Toi Rauwhāangi, the College of Creative Arts. Course commitment is 10 hours per credit, or 150 hours for a standard 15 credit course. Taught time is typically 2-3 hours per credit with the remaining time consisting of guided independent work, guided and independent research, work towards making and assessment. Assessment is primarily formative to prioritise learning over performance.

Teaching and Support Staff

A number of staff across Toi Rauwhāangi have appropriate expertise to contribute to all components of the Mātauranga Toi Māori major, and at all levels of study. The major will bring together expertise from Toioho Ki Apiti in Manawatu and the rest of Toi Rauwhāangi on the Pukeahu campus to deepen support for staff and students. Some of the courses in the schedule (notably 150106 and 150206) are currently delivered from Manawatu to Tauria on Manawatu and Pukeahu campuses.

Administrative support staff in Toi Rauwhāangi are assigned to the College rather than specific programmes within it. Mātauranga Toi Māori major will be administratively supported through College administrators.

Teaching Space and Other Facilities

The University has adequate teaching spaces to accommodate the major. Toi Rauwhāangi is well equipped with specialist creative arts spaces and Te Rau Karamu Marae, an acclaimed work of art and design, provides a rich learning and cultural space on the Pukeahu campus.

Library Resources

CoCA Librarians select books from subject profiles that have been developed with major suppliers to reflect the research and teaching needs of the University, and on the recommendation of University staff and students. There is a collection of titles to support all the new specialisation listed in Discover (the Library search tool).

The Library contributes to Tiriti-led teaching by providing access to a range of Te Tiriti and Māori resources in diverse media including DVD, CD, video and print which can be accessed through Discover. The Māori, Music and Creative Arts Subject Guides offer access to relevant databases, including recorded domestic and international television channels via eTV.

Current Collection - Journals

The Library provides online access to a broad spectrum of relevant journals and journal article databases. Multidisciplinary databases include access to relevant journals and databases in the areas of creative practice.

Future Collecting - Books

Current purchasing scopes and policies are sufficient for this qualification.

Future Collecting

Journals Current purchasing scopes and policies are sufficient for this qualification.

Future Collecting - Journals Article Databases

Current purchasing scopes and policies are sufficient for this qualification.

Recommendations

There are no additional collection resources or policy changes required for this qualification. Ongoing purchasing of new book titles can be met from existing budgets.

Timetabling Arrangements

Timetabling will be done in concert with the undergraduate programmes that the major services.

Committee References	AC24/03/17 CCACB2024/02/91b UGQEC2024/01/77b
-----------------------------	--

Status Log















Initial Status	End Status	User	Date	Comment
Academic Committee Approval	Academic Board Approval	LEANNE ROBINSON	28 Mar 2024 13:44 pm	AC24/03/17
College Board Approval	Academic Committee Approval	Jessica Board	20 Feb 2024 14:16 pm	Approved on Behalf of College Board Chair
College Sub Committee Approval	College Board Approval	Jessica Board	20 Feb 2024 14:15 pm	Approved on Behalf of UGQEC Chair
HOD Approval	College Sub Committee Approval	Jessica Board	20 Feb 2024 14:14 pm	Approved on Behalf of Head of School
Draft	HOD Approval	Jessica Board	20 Feb 2024 14:12 pm	Approved on Behalf of Director Academic
	Draft	Jessica Board	25 Jan 2024 14:08 pm	

Mātauranga Toi Māori

UBDSG1JMRMT1 Mātauranga Toi Māori v1.0

ACADEMIC BOARD APPROVAL

[Show Legend](#)

Affiliated Entities 			
Entity Code	Entity Title	Entity Version	Entity Type
UBDSG	Bachelor of Design	v6.0	Qualification
Year of Implementation 	2025		
Specialisation Code 	UBDSG1JMRMT1		
Specialisation Title 	Mātauranga Toi Māori		
Abbreviated Title 	MātaurangaMāori		
Credit Value 	135		
Specialisation Type 	Major		
No New Enrolment 	No		
MOE Subject 	Design & Technology		
Specialisation Lead 	RONGOMAI AIA TE WHAITI		
Collaborating Staff 			
Staff Member			
TERESA HARTLEY			
RONGOMAI AIA TE WHAITI			
RACHAEL RAKENA			
PHIL BRONN			
CAITLIN LIGO			
GREGORY GILBERT			
FAITH KANE			
Jessica Board			
Owning Organisation 	CoCA -Teaching and Learning (MU00314)		
Proposed Review Dates 			
Date Types		Date	
No dates assigned			
Graduate Profile 	<p>The Mātauranga Toi Māori specialisation enables students to ground their creative work and processes within mātauranga Māori. It deepens students' knowledge, practices and processes in mātauranga Māori in relation to toi Māori and complements the creative and intellectual aims of the Commercial Music, Fine Arts, Screen Arts and Design. The graduate profile of Mātauranga Toi Māori aligns with the undergraduate degrees it relates to while also situating knowledge, skills, values and attitudes within a Māori framework.</p> <p>A Knowledge and understanding</p> <p>A1 Display a deep understanding of Te Ao Māori (Understanding and Mātauranga)</p> <p>A2 Demonstrate a broad, critical understanding of the discourse of Māori art, design, music, screen arts and other creative outputs in its multiple contexts (Understanding and Mātauranga)</p> <p>A3 Demonstrate understanding of the relationship between creative work and audiences, clients, markets, users, consumers, participants and communities (Connectedness and Whanaungatanga)</p> <p>A4 a) Undertake advanced independent research to contextualise and further their own creative practice (Creative Arts Bachelor degrees with Honours). (Understanding and Mātauranga)</p> <p>b) Undertake directed research to contextualise and further their own creative practice (Bachelor degrees). (Understanding and Mātauranga)</p> <p>B Values and Attitudes</p> <p>B1 Be intellectually curious and adaptable, willing to embrace new ideas and accommodate risk and uncertainty (Creativity and Toi).</p>		

	<p>B2 Have clear goals for the continuation of intellectual and professional development, community wellbeing and cultural revitalisation (Autonomy and Mana)</p> <p>C Skills (Cognitive and Intellectual)</p> <p>C1 Apply exploratory and transformative thinking to generate ideas, proposals, creative works and arguments in response to project demands (Creativity and Toi).</p> <p>C2 Critically reflect on and evaluate their own work and the work of other practitioners and scholars (Understanding and Mātauranga)</p> <p>C3 a) Initiate and contribute to innovative developments in creative practice and research (Creativity and Toi) [Bachelor degrees with honours]</p> <p>b) Contribute to innovative developments in creative practice (Creativity and Toi) [Bachelor degrees]</p> <p>D Skills (Subject Specific/ Professional)</p> <p>D1 Manipulate materials, media, processes, technologies and environments with virtuosity (Virtuosity and Mōhio)</p> <p>D2 Combine technical excellence with intellectual and conceptual rigour in order to produce high quality creative outputs (Virtuosity and Mōhio)</p> <p>D3 Skilfully utilise analytical, evaluative, synthesising and iterative processes in order to transform ideas into material outcomes (Virtuosity and Mōhio)</p> <p>E Skills (Transferable)</p> <p>E1 Demonstrate strong visual, oral and written communication skills (Connectedness and Whanaungatanga)</p> <p>E2 Interact effectively, ethically and professionally with others, whether through collaboration or dialogue (Connectedness and Whanaungatanga)</p> <p>E3 Think and work independently, making autonomous decisions, managing workload and deadlines (Autonomy and Mana)</p> <p>E4 Source and astutely utilise information in a variety of forms and contexts (Understanding and Mātauranga)</p>
--	---

Schedule

Course selection: 135 credits from

At least 135 credits

Courses

Code	Credits	Title
150106	15	Nga Hanga Whakairo: Traditional Māori Visual Art
150206	15	Ngā Momo Whakairo: Contemporary Māori Visual Art
298260	15	Mātauranga Toi Māori 2: Māori Creative Practices and Cultural Continuity
298360	15	Mātauranga Toi Māori 3: Creative Innovation and Community Leadership
298160	15	Mātauranga Toi Māori 1: Māori Practices as a Māori Creative Practitioner
298330	15	Cosmological Narratives within Māori Creative Expression
298157	15	Toi Atea 1
298263	15	Toi Atea 2
298367	15	Toi Atea 3

Library Impact Statement


Research / Information Literacy Skills 

Current Collections- Books 

Current Collection- Journals 

Current Collection- Journals Article Database 

Future Collecting- Books 

Future Collecting - Journals and Journal Articles 

Future Collecting- Journal Article Databases 

Recommendations 

Massey University Library supports Mātauranga Toi Māori by providing resources, and support for information literacy, learning and research. Two specialist Subject Librarians currently teach Information literacy skills in related CoCA courses; potential information literacy demands align with current practice and are deliverable with existing resourcing. We also endeavour to create an environment that practices whanaungatanga and is mana-enhancing for taurira.

There are no additional collection resources or policy changes required for this specialisation. Ongoing purchasing of new book titles can be met from existing budgets.

Please see UBCMS1JMTMR1 for full Library Statement

Jo-Ann Cowie, Collection Manager, 16 February 2024

General Section

Proposal ID 

03781

Change Scale 

0

1. All Proposals - Complete the sections below for all proposals

Academic Contact and Purpose of the Proposal 

Academic contact

Rongomaiaia Te Whaiti - Kaihautū Toi Māori - Director of Māori Art

Associate Professor Rachael Rakena - Whiti o Rehua School of Art

Associate Professor Faith Kane - Director Academic Toi Rauwhārangī

Proposal Summary

Purpose of the Proposal: Introduction of a major in Mātauranga Toi Māori within the following programmes: Bachelor of Design, Bachelor of Design (Hons), Bachelor of Fine Arts, Bachelor of Fine Arts (Hons), Bachelor of Screen Arts, Bachelor of Screen Arts (Hons), Bachelor of Commercial Music, Honours of Commercial Music.

Each of the listed qualifications requires students to complete a major; Mātauranga Toi Māori will be available as a double major as it is designed to ground taura in mātauranga Māori so that they can integrate it within their chosen specialisations.

Main Proposal: Mātauranga Toi Māori: Major to 8 undergraduate qualifications

Linked Proposals

Bachelor of Design

Bachelor of Design (Hons)

Bachelor of Fine Arts

Bachelor of Fine Arts (Hons)

Bachelor of Screen Arts

Bachelor of Screen Arts (Hons)

Bachelor of Commercial Music

Bachelor of Commercial Music (Hons)

New courses

Mātauranga Toi Māori Major	
298157	Toi Atea 1
298160	Mātauranga Toi Māori 1: Māori Practices as a Māori Creative Practitioner
298260	Mātauranga Toi Māori 2: Māori Creative Practices and Cultural Continuity
298263	Toi Atea 2
298330	Cosmological Narratives
298360	Mātauranga Toi Māori 3: Creative Innovation and Community Leadership
298367	Toi Atea 3
298730	Māori Research Methodologies for Creative Practice
298753	Toi Atea 4

Proposal Summary 

The proposed new specialisation in Mātauranga Toi Māori is part of a coherent package of curriculum transformation across Toi Rauwhārangī, the College of Creative Arts (CoCA), focusing on our bachelor and bachelor with honours degrees on the Pukeahu campus in Wellington. The transformation of qualifications addresses

several strategic aims while also achieving consistency across offerings and improving the financial sustainability of the College. The new specialisation will be introduced alongside amendments made to all our undergraduate programmes (please see linked proposals).

Justification/ Rationale

Create a Mātauranga Toi Māori pathway

Toi Rauwhāangi proposes to centre mātauranga Māori within creative practice for students on the Pukeahu campus. This will be achieved through a suite of existing and new mātauranga Māori courses that will create a new specialisation within each of our undergraduate qualifications. Taken as major or double major, as appropriate, will enable students to attain their qualification with a mātauranga Māori lens. Developed by Māori academics in Toi Rauwhāangi and in consultation with Māori students, the proposed pathway will enable culturally grounded experiences and outcomes for the students.

The Mātauranga Toi Māori pathway aligns with Te Kunenga Ki Pūrehuroa – Massey University Strategy (2022-2027), priority 4, as part of meeting our learning and teaching responsibilities in relation to Te Tiriti o Waitangi. In particular, the proposal will increase “the provision of mātauranga-centred pathways for learning” and nurture “academic success and excellence through Kaupapa Māori models of support” (MU Strategy, p. 12). Mātauranga Toi Māori also aligns with the Tertiary Education Strategy (2020), to “have high aspirations for every learner/ākonga, and support these by partnering with their whānau and communities to design and deliver education that responds to their needs, and sustains their identities, languages and cultures” (TES Objective 1, Priority 2). Specifically, the proposal results from our commitment to “Build relationships with Māori, involve them in decision making, and partner with them to support rangatiratanga, and Māori educational success as Māori” (Full TES Document, 2020, p. 2).

An additional strategic consideration is to strengthen the interface between Toioho ki Āpiti and students on Pukeahu.

Interface with Toioho Ki Āpiti

Massey University, through the College of Creative Arts, houses Toioho Ki Āpiti, Māori Visual Arts. Toioho Ki Āpiti runs unique kaupapa-Māori based Māori Visual Arts programmes at undergraduate and postgraduate levels. The programmes and their graduates are recognised within Aotearoa and internationally, both for their contribution to indigenous-led higher education and their contribution to Māori art.

Where these programmes centre kaupapa Māori in relation to Māori visual art, there is increasing demand within other areas of art, design and music to provide taura Māori with culturally-informed learning, teaching and knowledge. The major in Mātauranga Toi Māori aims to provide students with this alongside their qualification-specific subject learning.

The proposed major leverages some of the strengths and existing courses from Toioho ki Āpiti as well as developing new shared Māori-centric courses. This consolidates and strengthens existing courses and enables greater collaboration and opportunities between Māori teaching staff and students across the programmes which are taught on different campuses. This includes more fluid access to expertise and specialist facilities.

Acceptability

Toi Rauwhāangi, the College of Creative Arts has a longstanding reputation for excellence, both in Māori art and in other areas of art and design. The addition of the Mātauranga Toi Māori major – a major developed by Māori for Māori - recognises the growing influence of Māori-informed art design, music and screen arts in Aotearoa and internationally. The Mātauranga Toi Māori specialisation is in-line with Massey University’s aspiration to be Te Tiriti led.

The Mātauranga Toi Māori is suitable across creative arts programmes and specialisations as toi Māori does not adhere to the western delineations of creative disciplines; it brings together purpose, knowledge, methods and skills from across the creative arts.

Within the qualifications listed in the proposal summary, Toi Rauwhāangi has traditionally delivered elective courses in Māori art and design. However, these options for students have never formed a coherent pathway to complement students’ specialist learning in other areas. The proposed introduction of the Mātauranga Toi Māori major across the creative arts qualifications formalises learning that, to this point, has been piecemeal. Please also see ‘Consultation’ in Section 2.

Year of Implementation and First Year Teaching Plan

Year of implementation: 2025

Offerings:

2025 – 100 and 300 level courses will be offered; and 2374xx Toi Atea 4

2026 – All remaining courses.

A full implementation and communication plan will be developed. This will ensure that students are appropriately informed of the changes being made, how and when it will impact their studies and what their options are. We will work closely with the university’s academic advisors and central teams to ensure that clear and consistent information and advice is given to students.

Proposal Details

The proposal is to add a Mātauranga Toi Māori major to Bachelors and Bachelors with Honours qualifications in Fine Arts, Commercial Music, Screen Arts and Design. Within qualifications where students are required to take a specialisation (Major), Mātauranga Toi Māori will be taken as a double Major. The options for students are illustrated in Chart 1 as well as in the regulations for each of the programmes.

Chart 1: Student options for Mātauranga Toi Māori within Creative Arts Programmes

Qualification area	Regulation # In programme	Current structure	Mātauranga Toi Māori structure

Bachelor of Design	8	Students must take a major specialisation	Mātauranga Toi Māori operates as a double major alongside the students' major specialisation
Bachelor of Design (Hons)	8		
Bachelor of Screen Arts	5		
Bachelor of Screen Arts (Hons)	5		
Bachelor of Commercial Music	6		
Bachelor of Fine Arts	5	These programmes have no specialisations	Mātauranga Toi Māori as a major within the programmes
Bachelor of Fine Arts (Hons)	5		

In Bachelors' qualifications, candidates require 120 credits from the schedule below to achieve a major in Mātauranga Toi Māori alongside a specialisation within the qualification. At honours level, candidates require 150 credits from the schedule below to achieve a major in Mātauranga Toi Māori alongside a specialisation within the qualification.

298157	Toi Atea 1
298160	Mātauranga Toi Māori 1: Māori Practices as a Māori Creative Practitioner
298260	Mātauranga Toi Māori 2: Māori Creative Practices and Cultural Continuity
298263	Toi Atea 2
298330	Cosmological Narratives
298360	Mātauranga Toi Māori 3: Creative Innovation and Community Leadership
298367	Toi Atea 3
298730	Māori Research Methodologies for Creative Practice
298753	Toi Atea 4

Treaty of Waitangi Implications

In 2018 Te Kunenga Ki Pūrehuroa Massey University made the decision to become Te Tiriti o Waitangi-led. Specifically, our Massey University Strategy 2018-2022. This aspiration is further strengthened in the Massey University Strategy 2022-2027, with a number of specific commitments made in this strategy as to how we will honour Te Tiriti at the University.

To progress realisation of these strategy commitments, Massey's Te Tiriti O Waitangi policy was updated. The policy articulates ways in which the priorities defined in the Massey Strategy enable the policy to be practically applied.

Alongside the new policy, in November 2022 the Office of the Deputy Vice-Chancellor Māori launched an extensive new Te Tiriti capability building initiative across the University, the Kaiārahi Tiriti (Te Tiriti mentors) project. The Kaiārahi Tiriti project consists of eight teams of 3-6 staff, located within each area of the University, who have been tasked to develop initiatives that respond to our Te Tiriti support needs and aspirations, each addressing specific Te Tiriti commitments made in the 2022-2027 strategy. The Kaiārahi Tiriti team at Toi Rauwhārangī are working on a number of initiatives to support staff in understanding what it means to be Te Tiriti led and to consider how this informs our learning and teaching practices.

The development of the Mātauranga Toi Māori major by Māori and for Māori, gives effect to tino rangatiratanga within the University.

Currently, several of our undergraduate programmes are structured around a 'Pōwhiri Framework', which was established in 2014 for the purpose of incorporating indigenous perspectives into the content and learning outcomes of all courses. This framework will be evolved as the changes in this proposal are implemented to ensure that all aspects of our curriculum and student experience work alongside Mātauranga Toi Māori to reflect our commitment to be Te Tiriti led and ensure that all of our students become critically self-aware creative practitioners within the wider context of Aotearoa as reflected in our Graduate Profiles.

2. Strategic Impact - Complete for Early Notice, New Specialisations (Internal Audience Only)

Strategic Considerations


Toi Rauwhārangī is well-placed to introduce and deliver this major, which coheres and extends informal pathways already developed within the College and builds upon the longstanding expertise of Toioho ki Apiti (please see the rationale in section 1).

As noted previously in Section 1, Mātauranga Toi Māori aligns with Te Kunenga Ki Pūrehuroa – Massey University Strategy (2022-2027), priority 4 within Te Pou Ako, as part of meeting our learning and teaching responsibilities in relation to Te Tiriti o Waitangi. In particular, the proposal will increase “the provision of mātauranga-centred pathways for learning” and nurture “academic success and excellence through Kaupapa Māori models of support” (MU Strategy, p. 12). Mātauranga Toi Māori also aligns with the Tertiary Education Strategy (2020), to “have high aspirations for every learner/ākonga, and support these by partnering with their whānau and communities to design and deliver education that responds to their needs, and sustains their identities, languages and cultures” (TES Objective 1, Priority 2). Specifically, the proposal results from our commitment to “Build relationships with Māori, involve them in decision making, and partner with them to support rangatiratanga, and Māori educational success as Māori” (Full TES Document, 2020, p. 2).

Mātauranga Toi Māori further aligns with Te Kunenga Ki Pūrehuroa – Massey University Strategy (2022-2027), priority 1, within Te Pou Rangahau, ‘embedding a culture of research excellence in all aspects of the university’s activities, so that all staff and students are part of this core endeavour’. Mātauranga Toi Māori will foster an environment where academics and students work together on research-centred teaching and learning initiatives in a tuakana-teina model. Tuakana-teina describes the relationship between someone that is older and younger not necessarily in age or a system of hierarchical structure, but also acknowledges knowledge, wisdom and experience.

Market Research and Competitor Analysis 

We are not aware of any existing qualifications in Design, Screen Arts or Music that offer Mātauranga Toi Māori as a major (or double major) alongside subject specific specialisations. The following 2 programmes have some similarity. The University of Auckland offers a conjoint degree in Fine Arts and Māori studies. However, this is not embedded within the Fine Arts qualification in the same way that Massey’s Mātauranga Toi Māori qualification will be embedded in our Creative Arts programmes (i.e. the proposed major will encompass creative studio, tikanga and mātauranga).

Accreditation Considerations (if applicable) 

None

Internal and External Consultation 

To support the development of this proposal consultation has begun within the college and externally, with further consultation to be concluded in 2024.

Internal

Internal wānanga and hui with Māori staff and students including, Associate Professor Kura Te Waru-Rewiri (Programme Lead for Toioho ki Āpiti Māori Visual Arts) and Professor Robert Jahnke to determine the most appropriate pathways for grounding creative study through mātauranga Māori. Internal College of Creative Arts consultation occurred across all relevant undergraduate degrees and received a high level of support from all academic and support staff. Broader student consultation has been undertaken with current and former students through hui and survey questionnaire. We asked for feedback from students about all proposed changes to degrees with one section dedicated specifically to explaining and soliciting feedback about the Mātauranga Toi Māori major.

Students’ responses to the survey were positive overall, providing some important insights about the opportunities and challenges posed by the proposed changes. For example, ensuring that: course descriptions are clear; workloads are appropriate; options to move between disciplines is balanced while maintaining subject specificity; that all students can engage safely with Te Tiriti o Waitangi and Mātauranga Māori. The feedback was particularly supportive of Mātauranga Toi Māori and the ability to opt out of the four-year honours degree programme to complete a bachelor degree within 3 years.

The college’s learning and teaching team will work closely with our students as we plan and implement the proposed changes in a student-centred manner.

Consultation has also taken place across the university with individuals including, Deputy Pro Vice Chancellor Professor Meihana Durie, Distinguished Professor Hingangaroa Graham Smith, and Associate Professor Dr. Veronica Tawhai (Pūkenga Tiriti, Office of the DVC Māori) with – thus far – positive feedback about the Mātauranga Toi Māori major.

External

- Additional consultation with external stakeholders in Māori advancement as a priority such as, iwi and hapū leaders and community particularly those within Te Ūpoko-o-te-Ika and Māori within the creative and education sector
- Discussion with relevant tertiary providers including, Elam School of Fine Arts; Art and Design at AUT, Elam School of Fine Arts, School of Design at VUW
- Discussion with industry and community stakeholders, many of whom our staff have identified and have working and reciprocal relationships already including Toi Māori Aotearoa, Creative New Zealand, Toi Mal, Museum of New Zealand Te Papa Tongarewa, Wellington City Art Gallery, Wellington City Council, local secondary school art teachers, curators, independent artists, and alumni

Equity Implications 

The proposed Mātauranga Toi Māori major speaks directly to the National Education and Learning Priorities (NELP) and the Tertiary Education Strategy (TES), Objective 1, priority 2. Specifically, it responds to the the need to have high aspirations for every learner/ākonga, and support these by partnering with their whānau and communities to design and deliver education that responds to their needs, and sustains their identities, languages and cultures (NELP 2020).

Financial Analysis 

Financial Summary

2025 2026 2027 2028 2029 2030

Financial

Income	642,565	986,239	1,262,216	1,507,112	1,605,254	1,773,726
Costs	165,235	229,541	255,430	277,401	293,188	317,797
Surplus/(Deficit)	477,330	756,698	1,006,786	1,229,711	1,312,066	1,455,929

Overall university impact **192,115** **318,592** **445,687** **559,268** **597,415** **665,934**

% of return 29.90% 32.30% 35.31% 37.11% 37.22% 37.54%

Head count and EFTS

Head count	35.00	53.00	67.00	79.00	83.00	91.00
Domestic EFTS	35.00	53.00	67.00	79.00	83.00	91.00
International full fee EFTS	0.00	0.00	0.00	0.00	0.00	0.00
Total EFTS	35.00	53.00	67.00	79.00	83.00	91.00

FTEs

Academic FTEs	1.20	1.60	1.70	1.80	1.85	1.95
Professional Services FTEs	0.10	0.15	0.20	0.20	0.20	0.20
Technical FTEs	0.00	0.00	0.00	0.00	0.00	0.00
Total FTEs	1.30	1.75	1.90	2.00	2.05	2.15

Ratios

EFTS to FTEs	26.92	30.29	35.26	39.50	40.49	42.33
EFTS to Academic FTEs	29.17	33.13	39.41	43.89	44.86	46.67
Academic to Professional FTEs	12.00	10.67	8.50	9.00	9.25	9.75
Income per Academic FTE	0	616,400	742,480	837,284	867,705	909,603

Predicted Student Numbers / EFTS

CoCA has averaged roughly 255 undergraduate students identifying as Māori within the associated programmes each year. We anticipate high uptake of the courses that contribute to the major as well as a smaller but significant number of students within the major itself.


	Headcounts					EFTS				
	Year 1	Year 2	Year 3	Year 4	Total for year	Year 1	Year 2	Year 3	Year 4	Total for year
2025	25	10			35	25	10			35
2026	25	20	8		53	25	20	8		53
2027	25	20	16	6	67	25	20	16	6	67
2028	30	20	16	13	79	30	20	16	13	79
2029	30	24	16	13	83	30	24	16	13	83
2030	35	24	19	13	91	35	24	19	13	91

Minimum student numbers required for ongoing viability of the qualification 

16EFTS

Expected Revenue 

Please see *Financial Analysis*

Expected Cost 

	2025	2026	2027	2028	2029	2030	Assumptions/notes
CPI Rate for Costs			2.00%	2.00%	2.00%	2.00%	2.00%
Income							
SAC-government grant	395,115	604,300	771,566	918,854	975,032		1,069,011
Domestic fees	238,700	368,689	475,400	571,758	612,722		685,215
Domestic discount	0	0	0	0	0		0
International full fees	0	0	0	0	0		0
International full fees discount	0	0	0	0	0		0
Non tuition fees-course related only	8,750	13,250	15,250	16,500	17,500		19,500 \$250 per year1-3 students for Marae visit
PBRF income							
Other income							
Total Income	642,565	986,239	1,262,216	1,507,112	1,605,254		1,773,726

Costs

Staff Related Costs

1001 - Permanent-academic	138,000	189,520	207,406	226,194	239,452		259,967
1002 - Permanent-professional services	7,500	11,588	15,914	16,391	16,883		17,389
1003 - Permanent-technical	0	0	0	0	0		0
1015 - Fixed Term-academic	0	0	0	0	0		0
1016 - Fixed Term professional services	0	0	0	0	0		0
1017 - Fixed Term technical	0	0	0	0	0		0
1011 - Casual-academic	0	0	0	0	0		0
1012 - Casual-professional services	0	0	0	0	0		0
1013 - Casual-technical	0	0	0	0	0		0
1039 - Training and development		0	0	0	0		0
Other staff related costs		0	0	0	0		0

1009 - Annual leave accrued	11,640	16,089	17,866	19,407	20,507	22,189
1038 - Annual leave taken	(11,640)	(16,089)	(17,866)	(19,407)	(20,507)	(22,189)
1020 - A.C.C	1,164	1,609	1,787	1,941	2,051	2,219
1010 - Superannuation	9,821	13,575	15,074	16,375	17,303	18,722
Total staff related costs	156,485	216,291	240,180	260,901	275,688	298,297

Asset Related Costs

1105 - Depreciation	0	0	0	0	0	0
1137 - Repairs & maintenance		0	0	0	0	0
1146 - Minor non capital equipment purchase						
Other asset related costs		0	0	0	0	0
Total asset related costs	0	0	0	0	0	0

Other Direct Costs

1210 - Advertising expenses	0		0	0	0	0
1216 - Catering		0	0	0	0	0
1220 - Computer consumables		0	0	0	0	0
1221 - Consultancy costs		0	0	0	0	0
1222 - Consumables		0	0	0	0	0 Assumption no additional course expenses
1223 - Contracted Services		0	0	0	0	0
1241 - Hospitality		0	0	0	0	0
1253 - Marketing		0	0	0	0	0
1261 - Accommodation and meals		0	0	0	0	0 Assumed no travel required for teaching
Component Fee costs for students	8,750	13,250	15,250	16,500	17,500	19,500 Marae visit costs
Other Direct Costs						
Total other direct costs	8,750	13,250	15,250	16,500	17,500	19,500

Overhead/Administration Recovery

1830 - Internal printing & copying charges		0	0	0	0	0
1832 - Facilities management charges		0	0	0	0	0

1834 - Internal printer Charges	0	0	0	0	0	0
1835 - Internal postage charges	0	0	0	0	0	0
1837 - Internal computing charges	0	0	0	0	0	0
1838 - Internal telecoms charges	0	0	0	0	0	0
1839 - Internal mobile Charges	0	0	0	0	0	0
1840 - Internal computer rental charges			0	0	0	0
	0					
Total overhead/administration recovery	0	0	0	0	0	0
Tax costs						
Currency fluctuation costs						
Total Costs	165,235	229,541	255,430	277,401	293,188	317,797
Surplus/(Deficit)	477,330	756,698	1,006,786	1,229,711	1,312,066	1,455,929
Net impact on other budget centres within the reporting line						
PVC office support costs	0	0	0	0	0	0
Total impact on other budget centres within the reporting line	0	0	0	0	0	0
Net impact on other reporting lines						
Enrolment related fees (income)	(16,791)	(25,426)	(32,143)	(37,899)	(39,818)	(43,656)
College of Creative Arts						
University Central	302,006	463,533	593,242	708,343	754,469	833,651
Net impact on other reporting lines	285,215	438,106	561,099	670,443	714,651	789,995

Overall University Impact 192,115 318,592 445,687 559,268 597,415 665,934

Risk Management

Workload issues for programme and school staff for reviewing and developing existing and new courses within the new pathway	Academic development time will be allocated in the workload for current staff. Development will also take place at a college level in alignment with the other proposed changes to our offerings. This will continue to be supported, as needed, by a college wide working group as well as the College's learning and teaching team.
Attracting sufficient student numbers to remain viable	The courses in the new pathway will be vertically taught, bringing students from across all year levels together. This will enable ensure we can achieve appropriate enrolments and staff to student ratio across the pathway.
Technical support	World-class Specialist facilities across the College will be available to students to undertake the work associated with the courses in this pathway. Students' needs for technical learning and inductions will be considered and aligned with their area of specialisation (Fine Arts or their major within Music, Design or Screen Arts). This will be supported by other proposed changes that make core learning, across our specialisations more accessible. Technical facilities staff will work closely with academic staff to ensure that all students have a positive and supported experience working in technical facilities and this will be considered in admission and balanced with technical staff workloads.

3. Resource Impacts - For New and Significantly Amended Specialisations and for Closure to New Enrolments

Facilities Management

Toi Rauwhārangī is well equipped with specialist spaces for teaching and learning the creative arts and Te Rau Karamu Marae, an acclaimed work of art and design, provides a rich learning and cultural space on the Pukeahu campus.

Students

The introduction of the Mātauranga Toi Māori major will provide Māori students with more opportunities to connect with each other as well as with Māori academic staff from across the College. It also provides students at honours level with the opportunity for co-supervision to ensure that their creative work receives well-rounded direction and feedback.

A full implementation and communication plan will be developed. This will ensure that students are appropriately informed of the changes being made, how and when it will impact their studies and what their options are. We will work closely with the university's academic advisors and central teams to ensure that clear and consistent information and advice is given to students.

Academic Staff

A number of staff across Toi Rauwhārangī have appropriate expertise to contribute to all components of the Mātauranga Toi Māori major, and at all levels of study. The major will bring together expertise from Toioho Ki Apiti in Manawatu and the rest of Toi Rauwhārangī on the Pukeahu campus to deepen support for staff and students. Some of the courses in the schedule (notably 150106 and 150206) are currently delivered from Manawatu to Taurira on Manawatu and Pukeahu campuses.

Contributing staff include:

Te Ranga Tai Kura, Pro Vice Chancellor's Office Toi Rauwhārangī

- Associate Pro Vice Chancellor Māori - Professor Ngataiharuru Taepa (Ngāti Whakaeu, Te Arawa, Te Ātiawa, Ngāti Kahungunu),
- Kaihautū Toi Māori Director of Māori Art - Rongomaiaia Te Whaiti (Ngāti Kahungunu ki Wairarapa, Ngāi Tahu).
- Associate Dean Māori - Kura Puke (Te Ātiawa, Taranaki Whānui)
- Matt Tini (Waikato, Ngaati Tiipa, Ngāti Rakaipaaka, Ngāti Kahungunu), Lecturer

Research, Pro Vice Chancellor's Office Toi Rauwhārangī

- Professor Huhana Smith (PhD.), MNZM, Ngāti Tukorehe, Ngāti Raukawa ki te Tonga

Toioho ki Āpiti Māori Visual Arts, Whiti o Rehua School of Art:

- Professor Robert Jahnke (PhD.), ONZM, FRSNZ (Ngāi Taharora, Te Whānau a Iritekura, Te Whānau a Rākaioa, Ngāti Pōrou)
- Associate Professor Kura Te Waru-Rewiri (Ngāpuhi, Ngāti Kahu, Ngāti Rangī, Ngāti Kauwhata)
- Erena Arapere (Te Ātiawa ki Whakarongotai, Ngāti Toa Rangatira), Senior Lecturer
- Karangawai Marsh (Ngāti Raukawa ki te Tonga, Ngāti Maniapoto), Lecturer

Fine Arts, Whiti o Rehua School of Art:

- Associate Professor Rachael Rakena (Kāi Tahu, Ngāpuhi),
- Associate Professor Hemi MacGregor (Ngāti Rakaipaaka, Ngāti Kahungunu, Ngāi Tūhoe),
- Eugene Hansen (Ngāti Maniapoto), Senior Lecturer
- Shannon Te Ao (Ngāti Tūwharetoa, Ngāti Wairangi, Te Pāpaka-o-Māui), Senior Lecturer

Textiles, Ngā Pae Māhutonga School of Design:

- Angela Kilford, Te Whanau A Kai, (Ngāti Porou, Ngāti Kahungunu), Senior Lecturer

Academics are supported by the college's team of professional staff who provide general and academic administrative support. We do not anticipate that the proposed addition of the Mātauranga Toi Māori major will require any changes to academic staffing.

International

The introduction of the Major will not affect international student enrolments or learning experiences.

Information Technology

The college has a long-established working relationship with ITS in the University for the provision of computing, networking and the related support. We do not anticipate that this proposal will have any additional information technology resourcing requirements.

Student Management System

Changes will need to be made to each of the associated qualifications. This will be managed through Massey's curriculum management system (Akari) in connection with the student management system (SMS). This work will be supported by the college's team of professional staff as well as Massey's student registry.

Teaching and Learning Services

The proposed major was developed by Māori staff and then brought to fruition in consultation with a college working group to ensure that it will provide a positive learning experience within each of the qualifications. The working group included the Kaihautū Toi Māori, a Head of School, a learning developer, the Director of Academic Assurance and the College Director Academic. In addition, the proposal was then put out for consultation with Massey University's Teaching Academy Director and Massey University's Director of Educational Futures.

Student Learning Services

The college works closely with the University's Student Achievement Team and Centre for Learner Success, the Director of which is a member of the college's Learning and Teaching Team.

Limitations on Numbers

There will be no limitations on enrolment volume.

Goals of the Programme

Mātauranga Toi Māori provides Māori students in the creative arts with a grounded cultural foundation to complement their creative disciplines. The major brings together knowledge, purpose, ethics and skills through critical engagement, studio experiences and courses specifically centred on tikanga Māori.

Programme Overview

Mātauranga Toi Māori has three primary components: critical investigation, Māori-centric practice courses and creative studios (Toi Atea courses).

Critical investigation courses introduce and extend students' understanding of Toi Māori. These courses are open to all students in Massey and are co-housed within the Pukeahu and Manawatu campuses. They scaffold mātauranga toi Māori by first (in year 1) examining traditional elementary forms of toi Māori and their relationship to Māori culture; (in year 2) considering the structure of Māori design elements and the process of stylistic change; (in year 3) delving more deeply into cosmological narratives and their expression within toi Māori; and finally providing candidates with a sophisticated examination of the methods and processes that will assist students in their independent research at postgraduate level.

Toi Atea creative studios will operate as vertical studios – housing students of all years together – in order to develop community and facilitate tuakana-teina relational learning. As these courses may potentially hold students from 18 different specialisations across four qualifications, the vertical studio is also designed to provide students access to a wide-range of peers with a shared Te Ao Māori lens.

The suite of Māori-centric practice courses are equivalent to 'professional cultures' courses for other students with the creative arts. The professional cultures courses explicitly orient students to learning, ethics, working for and within communities, collaboration and industry norms and expectations. In addition, they provide students with mentorship through the development of personal and professional development plans that students reflect on with an assigned lecturer. The Māori-centric practice courses explore different tikanga and kawa in relation to the students' identity as Māori creative practitioners.

Proposed Teaching/Delivery Methods

The major will use a variety of teaching and learning deliveries and methods including lecture, tutorial, wānanga, and studio. Mātauranga Toi Māori will foster an environment where academics and students work together on research-centred teaching and learning initiatives in a tuakana-teina model.

Prescriptions for New Courses

The proposed Mātauranga Toi Māori specialisation has three primary components: critical investigation, creative studios (Toi Atea courses) and Māori-centric practice courses. Current courses will be used for the creative studio's and critical investigation components,, with new critical courses added at years three and four as these do not exist yet. The Māori-centric practice courses are an entirely new strand of learning within the curriculum, enabling students explore different tikanga and kawa in relation to the students' identity as Māori creative practitioners.

Mātauranga Toi Māori Major Prescriptions (New Courses)

298157 Toi Atea 1

15 credits An introduction to the development of personal forms of expression through an engagement with the values, concepts, traditions, art/design forms and structures of the whare whakairo.

298263 Toi Atea 2

15 credits The development of individual work that grows out of the investigation of a select range of Māori concepts, art forms, imagery, values and approaches that reflect a Māori world view.

298367 Toi Atea 3

15 credits Developing visual responses to the exploration of issues (social, political, environmental, global) significant to Māori people and their communities.

298753 Toi Atea 4

15 credits An advanced course to focus and refine visual language and personal tikanga through negotiated projects that explore topics of direct reference to Māori people and their

communities.

298160 Mātauranga Toi Māori 1: Māori Practices as a Māori Creative Practitioner

15 credits This introductory course provides students with a foundational understanding of customary practices and values within Te Ao Māori and their relevance in contemporary Māori creative practice. Through a combination of theoretical exploration and practical engagement, students will gain insights into the cultural context shaping Māori creative expression and its significance in fostering personal and communal growth.

298260 Mātauranga Toi Māori 2: Māori Creative Practices and Cultural Continuity

15 credits Building upon the foundational concepts introduced in Māori Practices as a Māori Creative Practitioner, this course delves deeper into the intricate relationship between Māori creative practices and cultural continuity within Te Ao Māori. Through an advanced exploration of theoretical frameworks, hands-on creative projects, and community engagement, students will further refine their understanding of the nuanced role of Tikanga Māori in shaping contemporary Māori creative practice.

298360 Mātauranga Toi Māori 3: Creative Innovation and Community Leadership

15 credits This course propels students into the realm of Māori Arts Innovation and Community Leadership. By synthesizing foundational knowledge with advanced theoretical frameworks, innovative artistic projects, and community leadership principles, students will refine their skills as Māori Arts Practitioners and actively contribute to the evolution of Māori arts practices within a contemporary context.

298330 Cosmological Narratives within Māori Creative Expression

15 credits This advanced-level course delves into the intricate relationship between Māori cosmological narratives and their dynamic manifestation within contemporary Māori creative expression. Through an interdisciplinary exploration that encompasses art, design, music, theatre, and dance, students will analyse the evolving role of cosmological narratives, connecting traditional wisdom to modern artistic innovation.

298730 Māori Research Methodologies for Creative Practice

15 credits Students will consider tikanga and methodologies relevant to their own creative practice, which may incorporate the use of customary and/or new technologies, innovations, and knowledge. This will include developing an understanding of tikanga, ethics and accountabilities around the use of mātauranga toi Māori, mātauranga-ā-iwi, mātauranga-ā-hapū and mātauranga-a-whānau in the development of their own creative outputs. Students will be supported to locate and articulate their own creative practice in a continuum of mātauranga toi Māori.

Assessment and Moderation Procedures

As per the policies of Massey University and the College of Creative Arts, assessment will emphasise learning and student development with the ultimate aim of combining intellectual rigour with technical skill and moral purpose.

The bulk of assessment within the College is through non-formal formative feedback, with the explicit goal of prioritising learning over performance. This is in part to encourage creativity and in part to emphasise creative process.

Students will be assessed on their individual contributions as well as in groups where appropriate. All courses require a minimum 50% grade to pass (or its equivalent C-/pass).

In accordance with the regulations within the College and University, summative assessments will be moderated prior to feedback.

Plans for Monitoring Quality/Programme Review

Massey University quality management processes will determine the formal cyclical evaluations of the qualifications within which the Mātauranga Toi Māori major will operate.

In addition:

- Individual courses are reviewed at the end of each delivery period by course coordinators and teachers
- Changes to programmes of study are approved by relevant undergraduate quality enhancement committees and may also receive advice through CoCA's Ako, Teaching and Learning Team, The College Board and, where appropriate, the Academic Committee and Academic Board.
- Student feedback is sought regularly and used for iterative improvements in delivery.
- All other regulated processes within the University and/or in accordance with Universities New Zealand will be undertaken.

Postgraduate Funding

5. CUAP Section B – For New Specialisations only

Relationship to Strategic Planning Goals

Please see Section 2. Strategic Impact, Strategic Considerations.

Learning Outcomes for New Courses

Mātauranga Toi Māori Major Learning Outcomes (New Courses)**298157 Toi Atea 1**

- 1 Identify the architectural elements, values and concepts associated with the whare whakairo. (Graduate Profile: Understanding and Mātauranga A1)
- 2 Demonstrate knowledge of the basic working processes involved in producing some of the major art forms of the whare whakairo. (kowhaiwhai, tukutuku, raranga, and whakairo). (Graduate Profile: Understanding and Mātauranga A1)
- 3 Understand the major compositional structures of some of the major art forms of the whare whakairo. (Graduate Profile: Understanding and Mātauranga A1, A2)
- 4 Produce contemporary images and forms based on an understanding and respect for the customary art forms of the whare whakairo. (Graduate Profile: Connectedness and Whanaungatanga A3; E2)

298263 Toi Atea 2

- 1 Describe the concepts of whakapapa, whenua and turangawaewae and explain how central they are to an appreciation of Māori identity. (Graduate Profile: Understanding and Mātauranga A1)
- 2 Identify themselves using the appropriate Māori forms of mihimihi and patere. (Graduate Profile: Connectedness and Whanaungatanga A3)
- 3 Produce a range of work in different mediums that express aspects of their own identity. (Graduate Profile: Connectedness and Whanaungatanga A3, E2)

298367 Toi Atea 3

- 1 Discuss the concepts and issues Māori identify as significant in relation to land and cultural identity. (Graduate Profile: Understanding and Mātauranga A1)
- 2 Produce work that explores current issues of concern to Māori people and their communities. (Graduate Profile: Connectedness and Whanaungatanga A3)
- 3 Produce work that identifies a personal position in relation to issues of concern to Māori people and their communities. (Graduate Profile: Autonomy and Mana B2; Connectedness and Whanaungatanga E2)

298753 Toi Atea 4

- 1 Discuss and connect with advanced concepts and issues Māori identify as significant in relation to land and cultural identity. (Graduate Profile: Understanding and Mātauranga A1)
- 2 Produce and critically analyse research that explores issues of concern to Māori people and their communities. (Graduate Profile: Connectedness and Whanaungatanga A3)
- 3 Refine visual language and personal tikanga through producing a project identifying current issues of concern to Māori people and their communities. (Graduate Profile: Autonomy and Mana B2; Connectedness and Whanaungatanga E2)

298160 Mātauranga Toi Māori 1: Māori Practices as a Māori Creative Practitioner

- 1 Articulate and Reflect on the Role of Tikanga Māori within Te Ao Māori (Graduate profile: Understanding and Mātauranga A1; C2)
- 2 Articulate and reflect on the role of Tikanga Māori within creative practice (Graduate profile: Understanding and Mātauranga A2)
- 3 Identify and contribute to the development of personal and creative growth and learning (Graduate profile: Mana and Autonomy B2; Understanding and Mātauranga C2)
- 4 Contribute to the growth of their communities (Connectedness and Whanaungatanga A3; E2)
- 5 Engage in the course learning (Mana and Autonomy E3)
- 6 Participate in and contribute to wānanga (Understanding and Mātauranga C2; Connectedness and Whanaungatanga E2)

298260 Mātauranga Toi Māori 2: Māori Creative Practices and Cultural Continuity

- 1 Articulate and reflect confidently on the role of Tikanga Māori within Te Ao Māori (Graduate profile: Understanding and Mātauranga A1)
- 2 Articulate and reflect confidently on the role of Tikanga Māori within creative practice (Graduate profile: Understanding and Mātauranga A2)

- 3 Develop strategic approaches to personal and creative growth and learning (Graduate profile: Mana and Autonomy B2; Understanding and Mātauranga C2)
- 4 Advance community well-being (Connectedness and Whanaungatanga A3; Connectedness and Whanaungatanga E2)
- 5 Synthesise knowledge to address complex challenges in Māori arts practices (Creativity and Toi C1)
- 6 Demonstrate leadership in wānanga discussions and activities (Understanding and Mātauranga C2; Connectedness and Whanaungatanga E1)

298360 Mātauranga Toi Māori 3: Creative Innovation and Community Leadership

- 1 Demonstrate an innovative understanding of Tikanga Māori, exploring its applications in response to contemporary challenges and opportunities. (Graduate Profile: Understanding and Mātauranga, A1, A3)
- 2 Conduct advanced critical analyses of the incorporation of Tikanga Māori principles in diverse and evolving Māori arts forms. (Graduate Profile: Creativity and Toi, C1)
- 3 Develop and implement strategic plans for personal and creative growth, aligning with Māori artistic traditions and contemporary contexts. (Graduate Profile: Autonomy and Mana, B2)
- 4 Explore and implement advanced strategies for Māori arts practitioners to play pivotal roles in community well-being and cultural revitalization. (Graduate Profile: Connectedness and Whanaungatanga, E2)
- 5 Apply integrated knowledge to an advanced independent project, showcasing high-level analytical and creative thinking. (Graduate Profile: Creativity and Toi, C1)
- 6 Demonstrate visionary leadership in wānanga discussions and in mentoring peers, guiding and inspiring conversations on cutting-edge topics in Māori arts innovation. (Graduate Profile: Connectedness and Whanaungatanga, E2, E3)

298330 Cosmological Narratives within Māori Creative Expression

- 1 Identify and Interpret the Relevance of Cosmological Narratives for Māori Culture (Graduate Profile: Understanding and Mātauranga A1)
- 2 Identify and Interpret the Manifestation of Cosmological Narratives within Māori Creative Expression (Graduate Profile: Understanding and Mātauranga A2; Connectedness and Whanaungatanga A3)
- 3 Undertake Guided Research of Key Values and Concepts within Cosmological Narratives (Graduate Profile: Understanding and Mātauranga A4)
- 4 Demonstrate Critical Understanding through Writing and Wānanga (Graduate Profile: Connectedness and Whanaungatanga E1)

298730 Māori Research Methodologies for Creative Practice

- 1 Demonstrate an advanced understanding of, and critical engagement with, diverse Māori theoretical frameworks and mātauranga toi Māori research methodologies relevant to the exploration of their own creative practice. (Graduate profile: Understanding and Mātauranga, A1, A2)
- 2 Engage in critical reflection on the tikanga, ethics, intentions, contexts and accountabilities of their creative practice research, including the use of mātauranga toi Māori, mātauranga-ā-iwi, mātauranga-ā-hapū, and mātauranga-a-whānau, emphasizing its relevance in te ao Māori and demonstrating an understanding of one's positionality. (Understanding and Mātauranga A1, C2)
- 3 Develop and apply mātauranga toi Māori research methodologies to the use of technologies, innovations, and knowledge in a manner that is critically engaged and aligns with cultural values and ethical considerations. (Graduate profile: Virtuosity and Mōhio, D2; Connectedness and Whanaungatanga, A3)
- 4 Apply intellectual analysis and evaluative skills in effectively communicating, critiquing, and developing ideas and proposals, and their own creative practice within the continuum of mātauranga toi Māori, recognizing the cultural and historical context that shapes their work. (Graduate profile: Virtuosity and Mōhio, D2 and D3)

Student Workload 

The expected student workload for this major is consistent with all undergraduate programmes within Toi Rauwhārangī, the College of Creative Arts. Course commitment is 10 hours per credit, or 150 hours for a standard 15 credit course. Taught time is typically 2-3 hours per credit with the remaining time consisting of guided independent work, guided and independent research, work towards making and assessment. Assessment is primarily formative to prioritise learning over performance.

Teaching and Support Staff

A number of staff across Toi Rauwhārangī have appropriate expertise to contribute to all components of the Mātauranga Toi Māori major, and at all levels of study. The major will bring together expertise from Toioho Ki Apati in Manawatu and the rest of Toi Rauwhārangī on the Pukeahu campus to deepen support for staff and students. Some of the courses in the schedule (notably 150106 and 150206) are currently delivered from Manawatu to Taurira on Manawatu and Pukeahu campuses.

Administrative support staff in Toi Rauwhārangī are assigned to the College rather than specific programmes within it. Mātauranga Toi Māori major will be administratively supported through College administrators.

Teaching Space and Other Facilities

The University has adequate teaching spaces to accommodate the major. Toi Rauwhārangī is well equipped with specialist creative arts spaces and Te Rau Karamu Marae, an acclaimed work of art and design, provides a rich learning and cultural space on the Pukeahu campus.

Library Resources

CoCA Librarians select books from subject profiles that have been developed with major suppliers to reflect the research and teaching needs of the University, and on the recommendation of University staff and students. There is a collection of titles to support all the new specialisation listed in Discover (the Library search tool).

The Library contributes to Tiriti-led teaching by providing access to a range of Te Tiriti and Māori resources in diverse media including DVD, CD, video and print which can be accessed through Discover. The Māori, Music and Creative Arts Subject Guides offer access to relevant databases, including recorded domestic and international television channels via eTV.

Current Collection - Journals

The Library provides online access to a broad spectrum of relevant journals and journal article databases. Multidisciplinary databases include access to relevant journals and databases in the areas of creative practice.

Future Collecting - Books

Current purchasing scopes and policies are sufficient for this qualification.

Future Collecting

Journals Current purchasing scopes and policies are sufficient for this qualification.

Future Collecting - Journals Article Databases

Current purchasing scopes and policies are sufficient for this qualification.

Recommendations

There are no additional collection resources or policy changes required for this qualification. Ongoing purchasing of new book titles can be met from existing budgets.

Timetabling Arrangements

Timetabling will be done in concert with the undergraduate programmes that the major services.

Committee References	AC24/03/17 CCACB2024/02/91c UGQEC2024/01/77c
-----------------------------	--

Status Log















Initial Status	End Status	User	Date	Comment
Academic Committee Approval	Academic Board Approval	LEANNE ROBINSON	28 Mar 2024 13:45 pm	AC24/03/17
College Board Approval	Academic Committee Approval	Jessica Board	20 Feb 2024 15:33 pm	Approved on Behalf of College Board Chair
College Sub Committee Approval	College Board Approval	Jessica Board	20 Feb 2024 15:33 pm	Approved on Behalf of UGQEC Chair
HOD Approval	College Sub Committee Approval	Jessica Board	20 Feb 2024 15:32 pm	Approved on Behalf of Head of School
Draft	HOD Approval	Jessica Board	20 Feb 2024 15:32 pm	Approved on Behalf of Director Academic
	Draft	Jessica Board	25 Jan 2024 14:04 pm	

Mātauranga Toi Māori

UBFNA1JMTMR1 Mātauranga Toi Māori v1.0

ACADEMIC BOARD APPROVAL

[Show Legend](#)

Affiliated Entities 			
Entity Code	Entity Title	Entity Version	Entity Type
UBFNA	Bachelor of Fine Arts	v3.0	Qualification
Year of Implementation 	2025		
Specialisation Code 	UBFNA1JMTMR1		
Specialisation Title 	Mātauranga Toi Māori		
Abbreviated Title 	MātaurangaMāori		
Credit Value 	135		
Specialisation Type 	Major		
No New Enrolment 	No		
MOE Subject 	Art & Design		
Specialisation Lead 	RONGOMAI AIA TE WHAITI		
Collaborating Staff 			
Staff Member			
PHIL BRONN			
CAITLIN LIGO			
GREGORY GILBERT			
FAITH KANE			
Jessica Board			
TERESA HARTLEY			
RONGOMAI AIA TE WHAITI			
RACHAEL RAKENA			
Owning Organisation 	CoCA -Teaching and Learning (MU00314)		
Proposed Review Dates 			
Date Types		Date	
No dates assigned			
Graduate Profile 	<p>The Mātauranga Toi Māori specialisation enables students to ground their creative work and processes within mātauranga Māori. It deepens students' knowledge, practices and processes in mātauranga Māori in relation to toi Māori and complements the creative and intellectual aims of the Commercial Music, Fine Arts, Screen Arts and Design. The graduate profile of Mātauranga Toi Māori aligns with the undergraduate degrees it relates to while also situating knowledge, skills, values and attitudes within a Māori framework.</p> <p>A Knowledge and understanding</p> <p>A1 Display a deep understanding of Te Ao Māori (Understanding and Mātauranga)</p> <p>A2 Demonstrate a broad, critical understanding of the discourse of Māori art, design, music, screen arts and other creative outputs in its multiple contexts (Understanding and Mātauranga)</p> <p>A3 Demonstrate understanding of the relationship between creative work and audiences, clients, markets, users, consumers, participants and communities (Connectedness and Whanaungatanga)</p> <p>A4 a) Undertake advanced independent research to contextualise and further their own creative practice (Creative Arts Bachelor degrees with Honours). (Understanding and Mātauranga)</p> <p>b) Undertake directed research to contextualise and further their own creative practice (Bachelor degrees). (Understanding and Mātauranga)</p> <p>B Values and Attitudes</p> <p>B1 Be intellectually curious and adaptable, willing to embrace new ideas and accommodate risk and uncertainty (Creativity and Toi).</p>		

	<p>B2 Have clear goals for the continuation of intellectual and professional development, community wellbeing and cultural revitalisation (Autonomy and Mana)</p> <p>C Skills (Cognitive and Intellectual)</p> <p>C1 Apply exploratory and transformative thinking to generate ideas, proposals, creative works and arguments in response to project demands (Creativity and Toi).</p> <p>C2 Critically reflect on and evaluate their own work and the work of other practitioners and scholars (Understanding and Mātauranga)</p> <p>C3 a) Initiate and contribute to innovative developments in creative practice and research (Creativity and Toi) [Bachelor degrees with honours]</p> <p>b) Contribute to innovative developments in creative practice (Creativity and Toi) [Bachelor degrees]</p> <p>D Skills (Subject Specific/ Professional)</p> <p>D1 Manipulate materials, media, processes, technologies and environments with virtuosity (Virtuosity and Mōhio)</p> <p>D2 Combine technical excellence with intellectual and conceptual rigour in order to produce high quality creative outputs (Virtuosity and Mōhio)</p> <p>D3 Skilfully utilise analytical, evaluative, synthesising and iterative processes in order to transform ideas into material outcomes (Virtuosity and Mōhio)</p> <p>E Skills (Transferable)</p> <p>E1 Demonstrate strong visual, oral and written communication skills (Connectedness and Whanaungatanga)</p> <p>E2 Interact effectively, ethically and professionally with others, whether through collaboration or dialogue (Connectedness and Whanaungatanga)</p> <p>E3 Think and work independently, making autonomous decisions, managing workload and deadlines (Autonomy and Mana)</p> <p>E4 Source and astutely utilise information in a variety of forms and contexts (Understanding and Mātauranga)</p>
--	---

Schedule

Course selection: 135 credits from

At least 135 credits

Courses

Code	Credits	Title
150106	15	Nga Hanga Whakairo: Traditional Māori Visual Art
150206	15	Ngā Momo Whakairo: Contemporary Māori Visual Art
298260	15	Mātauranga Toi Māori 2: Māori Creative Practices and Cultural Continuity
298360	15	Mātauranga Toi Māori 3: Creative Innovation and Community Leadership
298160	15	Mātauranga Toi Māori 1: Māori Practices as a Māori Creative Practitioner
298330	15	Cosmological Narratives within Māori Creative Expression
298157	15	Toi Atea 1
298263	15	Toi Atea 2
298367	15	Toi Atea 3

Library Impact Statement

Research / Information Literacy Skills 

Current Collections- Books 

Current Collection- Journals 

Current Collection- Journals Article Database 

Future Collecting- Books 

Future Collecting - Journals and Journal Articles 

Future Collecting- Journal Article Databases 

Recommendations 

Massey University Library supports Mātauranga Toi Māori by providing resources, and support for information literacy, learning and research. Two specialist Subject Librarians currently teach Information literacy skills in related CoCA courses; potential information literacy demands align with current practice and are deliverable with existing resourcing. We also endeavour to create an environment that practices whanaungatanga and is mana-enhancing for taurira.

There are no additional collection resources or policy changes required for this specialisation. Ongoing purchasing of new book titles can be met from existing budgets.

Please see UBCMS1JMTMR1 for full Library Statement
Jo-Ann Cowie, Collection Manager, 16 February 2024

General Section

Proposal ID 

03781

Change Scale 

0

1. All Proposals - Complete the sections below for all proposals

Academic Contact and Purpose of the Proposal 

Academic contact

Rongomaiaia Te Whaiti - Kaihautū Toi Māori - Director of Māori Art

Associate Professor Rachael Rakena - Whiti o Rehua School of Art

Associate Professor Faith Kane - Director Academic Toi Rauwhārangī

Proposal Summary

Purpose of the Proposal: Introduction of a major in Mātauranga Toi Māori within the following programmes: Bachelor of Design, Bachelor of Design (Hons), Bachelor of Fine Arts, Bachelor of Fine Arts (Hons), Bachelor of Screen Arts, Bachelor of Screen Arts (Hons), Bachelor of Commercial Music, Honours of Commercial Music.

Each of the listed qualifications requires students to complete a major; Mātauranga Toi Māori will be available as a double major as it is designed to ground taura in mātauranga Māori so that they can integrate it within their chosen specialisations.

Main Proposal: Mātauranga Toi Māori: Major to 8 undergraduate qualifications

Linked Proposals

Bachelor of Design

Bachelor of Design (Hons)

Bachelor of Fine Arts

Bachelor of Fine Arts (Hons)

Bachelor of Screen Arts

Bachelor of Screen Arts (Hons)

Bachelor of Commercial Music

Bachelor of Commercial Music (Hons)

New courses

Mātauranga Toi Māori Major	
298157	Toi Atea 1
298160	Mātauranga Toi Māori 1: Māori Practices as a Māori Creative Practitioner
298260	Mātauranga Toi Māori 2: Māori Creative Practices and Cultural Continuity
298263	Toi Atea 2
298330	Cosmological Narratives
298360	Mātauranga Toi Māori 3: Creative Innovation and Community Leadership
298367	Toi Atea 3
298730	Māori Research Methodologies for Creative Practice
298753	Toi Atea 4

Proposal Summary 

49 of 145

The proposed new specialisation in Mātauranga Toi Māori is part of a coherent package of curriculum transformation across Toi Rauwhārangī, the College of Creative Arts (CoCA), focusing on our bachelor and bachelor with honours degrees on the Pukeahu campus in Wellington. The transformation of qualifications addresses several strategic aims while also achieving consistency across offerings and improving the financial sustainability of the College. The new specialisation will be introduced alongside amendments made to all our undergraduate programmes (please see linked proposals).

Justification/ Rationale

Create a Mātauranga Toi Māori pathway

Toi Rauwhārangī proposes to centre mātauranga Māori within creative practice for students on the Pukeahu campus. This will be achieved through a suite of existing and new mātauranga Māori courses that will create a new specialisation within each of our undergraduate qualifications. Taken as major or double major, as appropriate, will enable students to attain their qualification with a mātauranga Māori lens. Developed by Māori academics in Toi Rauwhārangī and in consultation with Māori students, the proposed pathway will enable culturally grounded experiences and outcomes for the students.

The Mātauranga Toi Māori pathway aligns with Te Kunenga Ki Pūrehuroa – Massey University Strategy (2022-2027), priority 4, as part of meeting our learning and teaching responsibilities in relation to Te Tiriti o Waitangi. In particular, the proposal will increase “the provision of mātauranga-centred pathways for learning” and nurture “academic success and excellence through Kaupapa Māori models of support” (MU Strategy, p. 12). Mātauranga Toi Māori also aligns with the Tertiary Education Strategy (2020), to “have high aspirations for every learner/ākonga, and support these by partnering with their whānau and communities to design and deliver education that responds to their needs, and sustains their identities, languages and cultures” (TES Objective 1, Priority 2). Specifically, the proposal results from our commitment to “Build relationships with Māori, involve them in decision making, and partner with them to support rangatiratanga, and Māori educational success as Māori” (Full TES Document, 2020, p. 2).

An additional strategic consideration is to strengthen the interface between Toioho ki Āpiti and students on Pukeahu.

Interface with Toioho Ki Āpiti

Massey University, through the College of Creative Arts, houses Toioho Ki Āpiti, Māori Visual Arts. Toioho Ki Āpiti runs unique kaupapa-Māori based Māori Visual Arts programmes at undergraduate and postgraduate levels. The programmes and their graduates are recognised within Aotearoa and internationally, both for their contribution to indigenous-led higher education and their contribution to Māori art.

Where these programmes centre kaupapa Māori in relation to Māori visual art, there is increasing demand within other areas of art, design and music to provide tauria Māori with culturally-informed learning, teaching and knowledge. The major in Mātauranga Toi Māori aims to provide students with this alongside their qualification-specific subject learning.

The proposed major leverages some of the strengths and existing courses from Toioho ki Āpiti as well as developing new shared Māori-centric courses. This consolidates and strengthens existing courses and enables greater collaboration and opportunities between Māori teaching staff and students across the programmes which are taught on different campuses. This includes more fluid access to expertise and specialist facilities.

Acceptability

Toi Rauwhārangī, the College of Creative Arts has a longstanding reputation for excellence, both in Māori art and in other areas of art and design. The addition of the Mātauranga Toi Māori major – a major developed by Māori for Māori - recognises the growing influence of Māori-informed art design, music and screen arts in Aotearoa and internationally. The Mātauranga Toi Māori specialisation is in-line with Massey University’s aspiration to be Te Tiriti led.

The Mātauranga Toi Māori is suitable across creative arts programmes and specialisations as toi Māori does not adhere to the western delineations of creative disciplines; it brings together purpose, knowledge, methods and skills from across the creative arts.

Within the qualifications listed in the proposal summary, Toi Rauwhārangī has traditionally delivered elective courses in Māori art and design. However, these options for students have never formed a coherent pathway to complement students’ specialist learning in other areas. The proposed introduction of the Mātauranga Toi Māori major across the creative arts qualifications formalises learning that, to this point, has been piecemeal. Please also see ‘Consultation’ in Section 2.

Year of Implementation and First Year Teaching Plan

Year of implementation: 2025

Offerings:

2025 – 100 and 300 level courses will be offered; and 2374xx Toi Atea 4

2026 – All remaining courses.

A full implementation and communication plan will be developed. This will ensure that students are appropriately informed of the changes being made, how and when it will impact their studies and what their options are. We will work closely with the university’s academic advisors and central teams to ensure that clear and consistent information and advice is given to students.

Proposal Details

The proposal is to add a Mātauranga Toi Māori major to Bachelors and Bachelors with Honours qualifications in Fine Arts, Commercial Music, Screen Arts and Design. Within qualifications where students are required to take a specialisation (Major), Mātauranga Toi Māori will be taken as a double Major. The options for students are illustrated in Chart 1 as well as in the regulations for each of the programmes.

Chart 1: Student options for Mātauranga Toi Māori within Creative Arts Programmes

Qualification area	Regulation #	Current structure	Mātauranga Toi Māori structure

	In programme		
Bachelor of Design	8	Students must take a major specialisation	Mātauranga Toi Māori operates as a double major alongside the students' major specialisation
Bachelor of Design (Hons)	8		
Bachelor of Screen Arts	5		
Bachelor of Screen Arts (Hons)	5		
Bachelor of Commercial Music	6		
Bachelor of Fine Arts	5	These programmes have no specialisations	Mātauranga Toi Māori as a major within the programmes
Bachelor of Fine Arts (Hons)	5		

In Bachelors' qualifications, candidates require 120 credits from the schedule below to achieve a major in Mātauranga Toi Māori alongside a specialisation within the qualification. At honours level, candidates require 150 credits from the schedule below to achieve a major in Mātauranga Toi Māori alongside a specialisation within the qualification.

298157	Toi Atea 1
298160	Mātauranga Toi Māori 1: Māori Practices as a Māori Creative Practitioner
298260	Mātauranga Toi Māori 2: Māori Creative Practices and Cultural Continuity
298263	Toi Atea 2
298330	Cosmological Narratives
298360	Mātauranga Toi Māori 3: Creative Innovation and Community Leadership
298367	Toi Atea 3
298730	Māori Research Methodologies for Creative Practice
298753	Toi Atea 4

Treaty of Waitangi Implications

The proposal is to add a Mātauranga Toi Māori major to Bachelors and Bachelors with Honours qualifications in Fine Arts, Commercial Music, Screen Arts and Design. Within qualifications where students are required to take a specialisation (Major), Mātauranga Toi Māori will be taken as a double Major. The options for students are illustrated in Chart 1 as well as in the regulations for each of the programmes.

Chart 1: Student options for Mātauranga Toi Māori within Creative Arts Programmes

Qualification area	Regulation # In programme	Current structure	Mātauranga Toi Māori structure
Bachelor of Design	8	Students must take a major specialisation	Mātauranga Toi Māori operates as a double major alongside the students' major specialisation
Bachelor of Design (Hons)	8		
Bachelor of Screen Arts	5		
Bachelor of Screen Arts (Hons)	5		

Bachelor of Commercial Music	6		
Bachelor of Fine Arts	5	These programmes have no specialisations	Mātauranga Toi Māori as a major within the programmes
Bachelor of Fine Arts (Hons)	5		

In Bachelors' qualifications, candidates require 120 credits from the schedule below to achieve a major in Mātauranga Toi Māori alongside a specialisation within the qualification. At honours level, candidates require 150 credits from the schedule below to achieve a major in Mātauranga Toi Māori alongside a specialisation within the qualification.

298157	Toi Atea 1
298160	Mātauranga Toi Māori 1: Māori Practices as a Māori Creative Practitioner
298260	Mātauranga Toi Māori 2: Māori Creative Practices and Cultural Continuity
298263	Toi Atea 2
298330	Cosmological Narratives
298360	Mātauranga Toi Māori 3: Creative Innovation and Community Leadership
298367	Toi Atea 3
298730	Māori Research Methodologies for Creative Practice
298753	Toi Atea 4

2. Strategic Impact - Complete for Early Notice, New Specialisations (Internal Audience Only)

Strategic Considerations

Toi Rauwhāangi is well-placed to introduce and deliver this major, which coheres and extends informal pathways already developed within the College and builds upon the longstanding expertise of Toioho ki Apiti (please see the rationale in section 1).

As noted previously in Section 1, Mātauranga Toi Māori aligns with Te Kunenga Ki Pūrehuroa – Massey University Strategy (2022-2027), priority 4 within Te Pou Ako, as part of meeting our learning and teaching responsibilities in relation to Te Tiriti o Waitangi. In particular, the proposal will increase “the provision of mātauranga-centred pathways for learning” and nurture “academic success and excellence through Kaupapa Māori models of support” (MU Strategy, p. 12). Mātauranga Toi Māori also aligns with the Tertiary Education Strategy (2020), to “have high aspirations for every learner/ākonga, and support these by partnering with their whānau and communities to design and deliver education that responds to their needs, and sustains their identities, languages and cultures” (TES Objective 1, Priority 2). Specifically, the proposal results from our commitment to “Build relationships with Māori, involve them in decision making, and partner with them to support rangatiratanga, and Māori educational success as Māori” (Full TES Document, 2020, p. 2).

Mātauranga Toi Māori further aligns with Te Kunenga Ki Pūrehuroa – Massey University Strategy (2022-2027), priority 1, within Te Pou Rangahau, ‘embedding a culture of research excellence in all aspects of the university’s activities, so that all staff and students are part of this core endeavour’. Mātauranga Toi Māori will foster an environment where academics and students work together on research-centred teaching and learning initiatives in a tuakana-teina model. Tuakana-teina describes the relationship between someone that is older and younger not necessarily in age or a system of hierarchical structure, but also acknowledges knowledge, wisdom and experience.

Market Research and Competitor Analysis

We are not aware of any existing qualifications in Design, Screen Arts or Music that offer Mātauranga Toi Māori as a major (or double major) alongside subject specific specialisations. The following 2 programmes have some similarity. The University of Auckland offers a conjoint degree in Fine Arts and Māori studies. However, this is not embedded within the Fine Arts qualification in the same way that Massey’s Mātauranga Toi Māori qualification will be embedded in our Creative Arts programmes (i.e. the proposed major will encompass creative studio, tikanga and mātauranga).

Accreditation Considerations (if applicable)

None

Internal and External Consultation

We are not aware of any existing qualifications in Design, Screen Arts or Music that offer Mātauranga Toi Māori as a major (or double major) alongside subject specific specialisations. The following 2 programmes have some similarity. The University of Auckland offers a conjoint degree in Fine Arts and Māori studies. However, this is not embedded within the Fine Arts qualification in the same way that Massey’s Mātauranga Toi Māori qualification will be embedded in our Creative Arts programmes (i.e. the proposed major will encompass creative studio, tikanga and mātauranga).

Equity Implications

The proposed Mātauranga Toi Māori major speaks directly to the National Education and Learning Priorities (NELP) and the Tertiary Education Strategy (TES), Objective 1, priority 2. Specifically, it responds to the the need to have high aspirations for every learner/ākonga, and support these by partnering with their whānau and communities to design and deliver education that responds to their needs, and sustains their identities, languages and cultures (NELP 2020).

Financial Analysis

Financial Summary

	2025	2026	2027	2028	2029	2030
Financial						
Income	642,565	986,239	1,262,216	1,507,112	1,605,254	1,773,726
Costs	165,235	229,541	255,430	277,401	293,188	317,797
Surplus/(Deficit)	477,330	756,698	1,006,786	1,229,711	1,312,066	1,455,929
Overall university impact						
% of return	29.90%	32.30%	35.31%	37.11%	37.22%	37.54%
Head count and EFTS						
Head count	35.00	53.00	67.00	79.00	83.00	91.00
Domestic EFTS	35.00	53.00	67.00	79.00	83.00	91.00
International full fee EFTS	0.00	0.00	0.00	0.00	0.00	0.00
Total EFTS	35.00	53.00	67.00	79.00	83.00	91.00
FTEs						
Academic FTEs	1.20	1.60	1.70	1.80	1.85	1.95
Professional Services FTEs	0.10	0.15	0.20	0.20	0.20	0.20
Technical FTEs	0.00	0.00	0.00	0.00	0.00	0.00
Total FTEs	1.30	1.75	1.90	2.00	2.05	2.15
Ratios						
EFTS to FTEs	26.92	30.29	35.26	39.50	40.49	42.33
EFTS to Academic FTEs	29.17	33.13	39.41	43.89	44.86	46.67
Academic to Professional FTEs	12.00	10.67	8.50	9.00	9.25	9.75
Income per Academic FTE	0	616,400	742,480	837,284	867,705	909,603

Predicted Student Numbers / EFTS

CoCA has averaged roughly 255 undergraduate students identifying as Māori within the associated programmes each year. We anticipate high uptake of the courses that contribute to the major as well as a smaller but significant number of students within the major itself.

	Headcounts					EFTS				
	Year 1	Year 2	Year 3	Year 4	Total for year	Year 1	Year 2	Year 3	Year 4	Total for year
2025	25	10			35	25	10			35
2026	25	20	8		53	25	20	8		53
2027	25	20	16	6	67	25	20	16	6	67
2028	30	20	16	13	79	30	20	16	13	79
2029	30	24	16	13	83	30	24	16	13	83
2030	35	24	19	13	91	35	24	19	13	91

Minimum student numbers required for ongoing viability of the qualification

16EFTS

Expected Revenue

Please see *Financial Analysis*

Expected Cost

	2025	2026	2027	2028	2029	2030	Assumptions/notes
CPI Rate for Costs			2.00%	2.00%	2.00%	2.00%	2.00%
Income							
SAC-government grant	395,115	604,300	771,566	918,854	975,032		1,069,011
Domestic fees	238,700	368,689	475,400	571,758	612,722		685,215
Domestic discount	0	0	0	0	0		0
International full fees	0	0	0	0	0		0
International full fees discount	0	0	0	0	0		0
Non tuition fees-course related only	8,750	13,250	15,250	16,500	17,500		19,500 \$250 per year1-3 students for Marae visit
PBRF income							
Other income							
Total Income	642,565	986,239	1,262,216	1,507,112	1,605,254		1,773,726

Costs

Staff Related Costs

1001 - Permanent-academic	138,000	189,520	207,406	226,194	239,452		259,967
1002 - Permanent-professional services	7,500	11,588	15,914	16,391	16,883		17,389
1003 - Permanent-technical	0	0	0	0	0		0

1015 - Fixed Term-academic	0	0	0	0	0	0
1016 - Fixed Term professional services	0	0	0	0	0	0
1017 - Fixed Term technical	0	0	0	0	0	0
1011 - Casual-academic	0	0	0	0	0	0
1012 - Casual-professional services	0	0	0	0	0	0
1013 - Casual-technical	0	0	0	0	0	0
1039 - Training and development		0	0	0	0	0
Other staff related costs		0	0	0	0	0
1009 - Annual leave accrued	11,640	16,089	17,866	19,407	20,507	22,189
1038 - Annual leave taken	(11,640)	(16,089)	(17,866)	(19,407)	(20,507)	(22,189)
1020 - A.C.C	1,164	1,609	1,787	1,941	2,051	2,219
1010 - Superannuation	9,821	13,575	15,074	16,375	17,303	18,722
Total staff related costs	156,485	216,291	240,180	260,901	275,688	298,297

Asset Related Costs

1105 - Depreciation	0	0	0	0	0	0
1137 - Repairs & maintenance		0	0	0	0	0
1146 - Minor non capital equipment purchase						
Other asset related costs		0	0	0	0	0
Total asset related costs	0	0	0	0	0	0

Other Direct Costs

1210 - Advertising expenses	0		0	0	0	0
1216 - Catering		0	0	0	0	0
1220 - Computer consumables		0	0	0	0	0
1221 - Consultancy costs		0	0	0	0	0
1222 - Consumables		0	0	0	0	0 Assumption no additional course expenses
1223 - Contracted Services		0	0	0	0	0
1241 - Hospitality		0	0	0	0	0
1253 - Marketing		0	0	0	0	0
1261 - Accommodation and		0	0	0	0	0 Assumed no travel required for teaching

meals

Component Fee costs for students	8,750	13,250	15,250	16,500	17,500	19,500	Marae visit costs
----------------------------------	-------	--------	--------	--------	--------	--------	--------------------------

Other Direct Costs

Total other direct costs	8,750	13,250	15,250	16,500	17,500	19,500	
---------------------------------	--------------	---------------	---------------	---------------	---------------	---------------	--

Overhead/Administration

Recovery

1830 - Internal printing & copying charges		0	0	0	0	0	
--	--	---	---	---	---	---	--

1832 - Facilities management charges		0	0	0	0	0	
--------------------------------------	--	---	---	---	---	---	--

1834 - Internal printer Charges		0	0	0	0	0	
---------------------------------	--	---	---	---	---	---	--

1835 - Internal postage charges		0	0	0	0	0	
---------------------------------	--	---	---	---	---	---	--

1837 - Internal computing charges	0	0	0	0	0	0	
-----------------------------------	---	---	---	---	---	---	--

1838 - Internal telecoms charges		0	0	0	0	0	
----------------------------------	--	---	---	---	---	---	--

1839 - Internal mobile Charges		0	0	0	0	0	
--------------------------------	--	---	---	---	---	---	--

1840 - Internal computer rental charges			0	0	0	0	
---	--	--	---	---	---	---	--

0

Total overhead/administration recovery	0	0	0	0	0	0	0
---	----------	----------	----------	----------	----------	----------	----------

Tax costs

Currency fluctuation costs

Total Costs	165,235	229,541	255,430	277,401	293,188	317,797	
--------------------	----------------	----------------	----------------	----------------	----------------	----------------	--

Surplus/(Deficit)	477,330	756,698	1,006,786	1,229,711	1,312,066	1,455,929	
--------------------------	----------------	----------------	------------------	------------------	------------------	------------------	--

Net impact on other budget centres within the reporting line

PVC office support costs	0	0	0	0	0	0	
--------------------------	---	---	---	---	---	---	--

Total impact on other budget centres within the reporting line	0	0	0	0	0	0	
---	----------	----------	----------	----------	----------	----------	--

Net impact on other reporting lines

Enrolment related fees (income) (16,791) (25,426) (32,143) (37,899) (39,818) (43,656)

College of Creative Arts

University Central 302,006 463,533 593,242 708,343 754,469 833,651

Net impact on other reporting lines 285,215 438,106 561,099 670,443 714,651 789,995

Overall University Impact 192,115 318,592 445,687 559,268 597,415 665,934

Risk Management

Workload issues for programme and school staff for reviewing and developing existing and new courses within the new pathway	Academic development time will be allocated in the workload for current staff. Development will also take place at a college level in alignment with the other proposed changes to our offerings. This will continue to be supported, as needed, by a college wide working group as well as the College's learning and teaching team.
Attracting sufficient student numbers to remain viable	The courses in the new pathway will be vertically taught, bringing students from across all year levels together. This will enable ensure we can achieve appropriate enrolments and staff to student ratio across the pathway.
Technical support	World-class Specialist facilities across the College will be available to students to undertake the work associated with the courses in this pathway. Students' needs for technical learning and inductions will be considered and aligned with their area of specialisation (Fine Arts or their major within Music, Design or Screen Arts). This will be supported by other proposed changes that make core learning, across our specialisations more accessible. Technical facilities staff will work closely with academic staff to ensure that all students have a positive and supported experience working in technical facilities and this will be considered in admission and balanced with technical staff workloads.

3. Resource Impacts - For New and Significantly Amended Specialisations and for Closure to New Enrolments

Facilities Management

Toi Rauwhārangī is well equipped with specialist spaces for teaching and learning the creative arts and Te Rau Karamu Marae, an acclaimed work of art and design, provides a rich learning and cultural space on the Pukeahu campus.

Students

The introduction of the Mātauranga Toi Māori major will provide Māori students with more opportunities to connect with each other as well as with Māori academic staff from across the College. It also provides students at honours level with the opportunity for co-supervision to ensure that their creative work receives well-rounded direction and feedback.

A full implementation and communication plan will be developed. This will ensure that students are appropriately informed of the changes being made, how and when it will impact their studies and what their options are. We will work closely with the university's academic advisors and central teams to ensure that clear and consistent information and advice is given to students.

Academic Staff

A number of staff across Toi Rauwhārangī have appropriate expertise to contribute to all components of the Mātauranga Toi Māori major, and at all levels of study. The major will bring together expertise from Toioho Ki Aipiti in Manawatu and the rest of Toi Rauwhārangī on the Pukeahu campus to deepen support for staff and students. Some of the courses in the schedule (notably 150106 and 150206) are currently delivered from Manawatu to Taurira on Manawatu and Pukeahu campuses.

Contributing staff include:

Te Ranga Tai Kura, Pro Vice Chancellor's Office Toi Rauwhārangī

- Associate Pro Vice Chancellor Māori - Professor Ngataiharuru Taepa (Ngāti Whakauae, Te Arawa, Te Ātiawa, Ngāti Kahungunu),
- Kaihautū Toi Māori Director of Māori Art - Rongomaiaia Te Whaiti (Ngāti Kahungunu ki Wairarapa, Ngāi Tahu).
- Associate Dean Māori - Kura Puke (Te Ātiawa, Taranaki Whānui)
- Matt Tini (Waikato, Ngaati Tiipa, Ngāti Rakaipaaka, Ngāti Kahungunu), Lecturer

Research, Pro Vice Chancellor's Office Toi Rauwhārangī

- Professor Huhana Smith (PhD.), MNZM, Ngāti Tukorehe, Ngāti Raukawa ki te Tonga

Toioho ki Āpiti Māori Visual Arts, Whiti o Rehua School of Art:

- Professor Robert Jahnke (PhD.), ONZM, FRSNZ (Ngāi Taharora, Te Whānau a Iritekura, Te Whānau a Rākairoa, Ngāti Pōrou)
- Associate Professor Kura Te Waru-Rewiri (Ngāpuhi, Ngāti Kahu, Ngāti Rangī, Ngāti Kauwhata)
- Erena Arapere (Te Atiawa ki Whakarangotai, Ngāti Toa Rangatira), Senior Lecturer
- Karangawai Marsh (Ngāti Raukawa ki te Tonga, Ngāti Maniapoto), Lecturer

Fine Arts, Whiti o Rehua School of Art:

- Associate Professor Rachael Rakena (Kāi Tahu, Ngāpuhi),
- Associate Professor Hemi MacGregor (Ngāti Rakaipaaka, Ngāti Kahungunu, Ngāi Tūhoe),
- Eugene Hansen (Ngāti Maniapoto), Senior Lecturer
- Shannon Te Ao (Ngāti Tūwharetoa, Ngāti Wairangi, Te Pāpaka-o-Māui), Senior Lecturer

Textiles, Ngā Pae Māhutonga School of Design:

- Angela Kilford, Te Whanau A Kai, (Ngāti Porou, Ngāti Kahungunu), Senior Lecturer

Academics are supported by the college's team of professional staff who provide general and academic administrative support. We do not anticipate that the proposed addition of the Mātauranga Toi Māori major will require any changes to academic staffing.

International

The introduction of the Major will not affect international student enrolments or learning experiences.

Information Technology

The college has a long-established working relationship with ITS in the University for the provision of computing, networking and the related support. We do not anticipate that this proposal will have any additional information technology resourcing requirements.

Student Management System

Changes will need to be made to each of the associated qualifications. This will be managed through Massey's curriculum management system (Akari) in connection with the student management system (SMS). This work will be supported by the college's team of professional staff as well as Massey's student registry.

Teaching and Learning Services

The proposed major was developed by Māori staff and then brought to fruition in consultation with a college working group to ensure that it will provide a positive learning experience within each of the qualifications. The working group included the Kaihautū Toi Māori, a Head of School, a learning developer, the Director of Academic Assurance and the College Director Academic. In addition, the proposal was then put out for consultation with Massey University's Teaching Academy Director and Massey University's Director of Educational Futures.

Student Learning Services

The college works closely with the University's Student Achievement Team and Centre for Learner Success, the Director of which is a member of the college's Learning and Teaching Team.

Limitations on Numbers

There will be no limitations on enrolment volume.

Goals of the Programme

Mātauranga Toi Māori provides Māori students in the creative arts with a grounded cultural foundation to complement their creative disciplines. The major brings together knowledge, purpose, ethics and skills through critical engagement, studio experiences and courses specifically centred on tikanga Māori.

Programme Overview

Mātauranga Toi Māori has three primary components: critical investigation, Māori-centric practice courses and creative studios (Toi Atea courses).

Critical investigation courses introduce and extend students understanding of Toi Māori. These courses are open to all students in Massey and are co-housed within the Pukeahu and Manawatu campuses. They scaffold mātauranga toi Māori by first (in year 1) examining traditional elementary forms of toi Māori and their relationship to Māori culture; (in year 2) considering the structure of Māori design elements and the process of stylistic change; (in year 3) delving more deeply into cosmological narratives and their expression within toi Māori; and finally providing candidates with a sophisticated examination of the methods and processes that will assist students in their independent research at postgraduate level.

Toi Atea creative studios will operate as vertical studios – housing students of all years together – in order to develop community and facilitate tuakana-teina relational learning. As these courses may potentially hold students from 18 different specialisations across four qualifications, the vertical studio is also designed to provide students access to a wide-range of peers with a shared Te Ao Māori lens.

The suite of Māori-centric practice courses are equivalent to 'professional cultures' courses for other students with the creative arts. The professional cultures courses explicitly orient students to learning, ethics, working for and within communities, collaboration and industry norms and expectations. In addition, they provide students with mentorship through the development of personal and professional development plans that students reflect on with an assigned lecturer. The Māori-centric practice courses explore different tikanga and kawa in relation to the students' identity as Māori creative practitioners.

Proposed Teaching/Delivery Methods

The major will use a variety of teaching and learning deliveries and methods including lecture, tutorial, wānanga, and studio. Mātauranga Toi Māori will foster an environment where academics and students work together on research-centred teaching and learning initiatives in a tuakana-teina model.

Prescriptions for New Courses

The proposed Mātauranga Toi Māori specialisation has three primary components: critical investigation, creative studios (Toi Atea courses) and Māori-centric practice courses. Current courses will be used for the creative studio's and critical investigation components,, with new critical courses added at years three and four as these do not exist yet. The Māori-centric practice courses are an entirely new strand of learning within the curriculum, enabling students explore different tikanga and kawa in relation to the students' identity as Māori creative practitioners.

Mātauranga Toi Māori Major Prescriptions (New Courses)**298157 Toi Atea 1**

15 credits An introduction to the development of personal forms of expression through an engagement with the values, concepts, traditions, art/design forms and structures of the whare whakairo.

298263 Toi Atea 2

15 credits The development of individual work that grows out of the investigation of a select range of Māori concepts, art forms, imagery, values and approaches that reflect a Māori world view.

298367 Toi Atea 3

15 credits Developing visual responses to the exploration of issues (social, political, environmental, global) significant to Māori people and their communities.

298753 Toi Atea 4

15 credits An advanced course to focus and refine visual language and personal tikanga through negotiated projects that explore topics of direct reference to Māori people and their communities.

298160 Mātauranga Toi Māori 1: Māori Practices as a Māori Creative Practitioner

15 credits This introductory course provides students with a foundational understanding of customary practices and values within Te Ao Māori and their relevance in contemporary Māori creative practice. Through a combination of theoretical exploration and practical engagement, students will gain insights into the cultural context shaping Māori creative expression and its significance in fostering personal and communal growth.

298260 Mātauranga Toi Māori 2: Māori Creative Practices and Cultural Continuity

15 credits Building upon the foundational concepts introduced in Māori Practices as a Māori Creative Practitioner, this course delves deeper into the intricate relationship between Māori creative practices and cultural continuity within Te Ao Māori. Through an advanced exploration of theoretical frameworks, hands-on creative projects, and community engagement, students will further refine their understanding of the nuanced role of Tikanga Māori in shaping contemporary Māori creative practice.

298360 Mātauranga Toi Māori 3: Creative Innovation and Community Leadership

15 credits This course propels students into the realm of Māori Arts Innovation and Community Leadership. By synthesizing foundational knowledge with advanced theoretical frameworks, innovative artistic projects, and community leadership principles, students will refine their skills as Māori Arts Practitioners and actively contribute to the evolution of Māori arts practices within a contemporary context.

298330 Cosmological Narratives within Māori Creative Expression

15 credits This advanced-level course delves into the intricate relationship between Māori cosmological narratives and their dynamic manifestation within contemporary Māori creative expression. Through an interdisciplinary exploration that encompasses art, design, music, theatre, and dance, students will analyse the evolving role of cosmological narratives, connecting traditional wisdom to modern artistic innovation.

298730 Māori Research Methodologies for Creative Practice

15 credits Students will consider tikanga and methodologies relevant to their own creative practice, which may incorporate the use of customary and/or new technologies, innovations, and knowledge. This will include developing an understanding of tikanga, ethics and accountabilities around the use of mātauranga toi Māori, mātauranga-ā-iwi, mātauranga-ā-hapū and mātauranga-a-whānau in the development of their own creative outputs. Students will be supported to locate and articulate their own creative practice in a continuum of mātauranga toi Māori.

Assessment and Moderation Procedures

As per the policies of Massey University and the College of Creative Arts, assessment will emphasise learning and student development with the ultimate aim of combining intellectual rigour with technical skill and moral purpose.

The bulk of assessment within the College is through non-formal formative feedback, with the explicit goal of prioritising learning over performance. This is in part to encourage creativity and in part to emphasise creative process.

Students will be assessed on their individual contributions as well as in groups where appropriate. All courses require a minimum 50% grade to pass (or its equivalent C-/pass).

In accordance with the regulations within the College and University, summative assessments will be moderated prior to feedback.

Plans for Monitoring Quality/Programme Review

Massey University quality management processes will determine the formal cyclical evaluations of the qualifications within which the Mātauranga Toi Māori major will operate.

In addition:

- Individual courses are reviewed at the end of each delivery period by course coordinators and teachers
- Changes to programmes of study are approved by relevant undergraduate quality enhancement committees and may also receive advice through CoCA's Ako, Teaching and Learning Team, The College Board and, where appropriate, the Academic Committee and Academic Board.
- Student feedback is sought regularly and used for iterative improvements in delivery.
- All other regulated processes within the University and/or in accordance with Universities New Zealand will be undertaken.

Postgraduate Funding**5. CUAP Section B – For New Specialisations only****Relationship to Strategic Planning Goals**

Please see Section 2. Strategic Impact, Strategic Considerations.

Learning Outcomes for New Courses**Mātauranga Toi Māori Major Learning Outcomes (New Courses)****298157 Toi Atea 1**

- 1 Identify the architectural elements, values and concepts associated with the whare whakairo. (Graduate Profile: Understanding and Mātauranga A1)
- 2 Demonstrate knowledge of the basic working processes involved in producing some of the major art forms of the whare whakairo. (kowhaiwhai, tukutuku, raranga, and whakairo). (Graduate Profile: Understanding and Mātauranga A1)
- 3 Understand the major compositional structures of some of the major art forms of the whare whakairo. (Graduate Profile: Understanding and Mātauranga A1, A2)
- 4 Produce contemporary images and forms based on an understanding and respect for the customary art forms of the whare whakairo. (Graduate Profile: Connectedness and Whanaungatanga A3; E2)

298263 Toi Atea 2

- 1 Describe the concepts of whakapapa, whenua and turangawaewae and explain how central they are to an appreciation of Māori identity. (Graduate Profile: Understanding and Mātauranga A1)
- 2 Identify themselves using the appropriate Māori forms of mihimihi and patere. (Graduate Profile: Connectedness and Whanaungatanga A3)
- 3 Produce a range of work in different mediums that express aspects of their own identity. (Graduate Profile: Connectedness and Whanaungatanga A3, E2)

298367 Toi Atea 3

- 1 Discuss the concepts and issues Māori identify as significant in relation to land and cultural identity. (Graduate Profile: Understanding and Mātauranga A1)
- 2 Produce work that explores current issues of concern to Māori people and their communities. (Graduate Profile: Connectedness and Whanaungatanga A3)
- 3 Produce work that identifies a personal position in relation to issues of concern to Māori people and their communities. (Graduate Profile: Autonomy and Mana B2; Connectedness and Whanaungatanga E2)

298753 Toi Atea 4

- 1 Discuss and connect with advanced concepts and issues Māori identify as significant in relation to land and cultural identity. (Graduate Profile: Understanding and Mātauranga A1)
- 2 Produce and critically analyse research that explores issues of concern to Māori people and their communities. (Graduate Profile: Connectedness and Whanaungatanga A3)
- 3 Refine visual language and personal tikanga through producing a project identifying current issues of concern to Māori people and their communities. (Graduate Profile: Autonomy and Mana B2; Connectedness and Whanaungatanga E2)

298160 Mātauranga Toi Māori 1: Māori Practices as a Māori Creative Practitioner

- 1 Articulate and Reflect on the Role of Tikanga Māori within Te Ao Māori (Graduate profile: Understanding and Mātauranga A1; C2)

- 2 Articulate and reflect on the role of Tikanga Māori within creative practice (Graduate profile: Understanding and Mātauranga A2)
- 3 Identify and contribute to the development of personal and creative growth and learning (Graduate profile: Mana and Autonomy B2; Understanding and Mātauranga C2)
- 4 Contribute to the growth of their communities (Connectedness and Whanaungatanga A3; E2)
- 5 Engage in the course learning (Mana and Autonomy E3)
- 6 Participate in and contribute to wānanga (Understanding and Mātauranga C2; Connectedness and Whanaungatanga E2)

298260 Mātauranga Toi Māori 2: Māori Creative Practices and Cultural Continuity

- 1 Articulate and reflect confidently on the role of Tikanga Māori within Te Ao Māori (Graduate profile: Understanding and Mātauranga A1)
- 2 Articulate and reflect confidently on the role of Tikanga Māori within creative practice (Graduate profile: Understanding and Mātauranga A2)
- 3 Develop strategic approaches to personal and creative growth and learning (Graduate profile: Mana and Autonomy B2; Understanding and Mātauranga C2)
- 4 Advance community well-being (Connectedness and Whanaungatanga A3; Connectedness and Whanaungatanga E2)
- 5 Synthesise knowledge to address complex challenges in Māori arts practices (Creativity and Toi C1)
- 6 Demonstrate leadership in wānanga discussions and activities (Understanding and Mātauranga C2; Connectedness and Whanaungatanga E1)

298360 Mātauranga Toi Māori 3: Creative Innovation and Community Leadership

- 1 Demonstrate an innovative understanding of Tikanga Māori, exploring its applications in response to contemporary challenges and opportunities. (Graduate Profile: Understanding and Mātauranga, A1, A3)
- 2 Conduct advanced critical analyses of the incorporation of Tikanga Māori principles in diverse and evolving Māori arts forms. (Graduate Profile: Creativity and Toi, C1)
- 3 Develop and implement strategic plans for personal and creative growth, aligning with Māori artistic traditions and contemporary contexts. (Graduate Profile: Autonomy and Mana, B2)
- 4 Explore and implement advanced strategies for Māori arts practitioners to play pivotal roles in community well-being and cultural revitalization. (Graduate Profile: Connectedness and Whanaungatanga, E2)
- 5 Apply integrated knowledge to an advanced independent project, showcasing high-level analytical and creative thinking. (Graduate Profile: Creativity and Toi, C1)
- 6 Demonstrate visionary leadership in wānanga discussions and in mentoring peers, guiding and inspiring conversations on cutting-edge topics in Māori arts innovation. (Graduate Profile: Connectedness and Whanaungatanga, E2, E3)

298330 Cosmological Narratives within Māori Creative Expression

- 1 Identify and Interpret the Relevance of Cosmological Narratives for Māori Culture (Graduate Profile: Understanding and Mātauranga A1)
- 2 Identify and Interpret the Manifestation of Cosmological Narratives within Māori Creative Expression (Graduate Profile: Understanding and Mātauranga A2; Connectedness and Whanaungatanga A3)
- 3 Undertake Guided Research of Key Values and Concepts within Cosmological Narratives (Graduate Profile: Understanding and Mātauranga A4)
- 4 Demonstrate Critical Understanding through Writing and Wānanga (Graduate Profile: Connectedness and Whanaungatanga E1)

298730 Māori Research Methodologies for Creative Practice

- 1 Demonstrate an advanced understanding of, and critical engagement with, diverse Māori theoretical frameworks and mātauranga toi Māori research methodologies relevant to the exploration of their own creative practice. (Graduate profile: Understanding and Mātauranga, A1, A2)

- 2 Engage in critical reflection on the tikanga, ethics, intentions, contexts and accountabilities of their creative practice research, including the use of mātauranga toi Māori, mātauranga-ā-iwi, mātauranga-ā-hapū, and mātauranga-a-whānau, emphasizing its relevance in te ao Māori and demonstrating an understanding of one's positionality. (Understanding and Mātauranga A1, C2)
- 3 Develop and apply mātauranga toi Māori research methodologies to the use of technologies, innovations, and knowledge in a manner that is critically engaged and aligns with cultural values and ethical considerations. (Graduate profile: Virtuosity and Mōhio, D2; Connectedness and Whanaungatanga, A3)
- 4 Apply intellectual analysis and evaluative skills in effectively communicating, critiquing, and developing ideas and proposals, and their own creative practice within the continuum of mātauranga toi Māori, recognizing the cultural and historical context that shapes their work. (Graduate profile: Virtuosity and Mōhio, D2 and D3)

Student Workload 

The expected student workload for this major is consistent with all undergraduate programmes within Toi Rauwhāangi, the College of Creative Arts. Course commitment is 10 hours per credit, or 150 hours for a standard 15 credit course. Taught time is typically 2-3 hours per credit with the remaining time consisting of guided independent work, guided and independent research, work towards making and assessment. Assessment is primarily formative to prioritise learning over performance.

Teaching and Support Staff 

A number of staff across Toi Rauwhāangi have appropriate expertise to contribute to all components of the Mātauranga Toi Māori major, and at all levels of study. The major will bring together expertise from Toioho Ki Apati in Manawatu and the rest of Toi Rauwhāangi on the Pukeahu campus to deepen support for staff and students. Some of the courses in the schedule (notably 150106 and 150206) are currently delivered from Manawatu to Taurira on Manawatu and Pukeahu campuses.

Administrative support staff in Toi Rauwhāangi are assigned to the College rather than specific programmes within it. Mātauranga Toi Māori major will be administratively supported through College administrators.

Teaching Space and Other Facilities 

The University has adequate teaching spaces to accommodate the major. Toi Rauwhāangi is well equipped with specialist creative arts spaces and Te Rau Karamu Marae, an acclaimed work of art and design, provides a rich learning and cultural space on the Pukeahu campus.

Library Resources 

CoCA Librarians select books from subject profiles that have been developed with major suppliers to reflect the research and teaching needs of the University, and on the recommendation of University staff and students. There is a collection of titles to support all the new specialisation listed in Discover (the Library search tool).

The Library contributes to Tiriti-led teaching by providing access to a range of Te Tiriti and Māori resources in diverse media including DVD, CD, video and print which can be accessed through Discover. The Māori, Music and Creative Arts Subject Guides offer access to relevant databases, including recorded domestic and international television channels via eTV.

Current Collection - Journals

The Library provides online access to a broad spectrum of relevant journals and journal article databases. Multidisciplinary databases include access to relevant journals and databases in the areas of creative practice.

Future Collecting - Books

Current purchasing scopes and policies are sufficient for this qualification.

Future Collecting

Journals Current purchasing scopes and policies are sufficient for this qualification.

Future Collecting - Journals Article Databases


Current purchasing scopes and policies are sufficient for this qualification.

Recommendations

There are no additional collection resources or policy changes required for this qualification. Ongoing purchasing of new book titles can be met from existing budgets.

Timetabling Arrangements 

Timetabling will be done in concert with the undergraduate programmes that the major services.

Committee References 	AC24/03/17 CCACB2024/02/91d UGQEC2024/01/77d
---	--

Status Log 

Initial Status	End Status	User	Date	Comment
Academic Committee Approval	Academic Board Approval	LEANNE ROBINSON	28 Mar 2024 13:46 pm	AC24/03/17















College Board Approval	Academic Committee Approval	Jessica Board	20 Feb 2024 14:16 pm	Approved on Behalf of College Board Chair
College Sub Committee Approval	College Board Approval	Jessica Board	20 Feb 2024 14:14 pm	Approved on Behalf of UGQEC Chair
HOD Approval	College Sub Committee Approval	Jessica Board	20 Feb 2024 14:13 pm	Approved on Behalf of Head of School
Draft	HOD Approval	Jessica Board	20 Feb 2024 14:10 pm	Approved on Behalf of Director Academic
	Draft	Jessica Board	25 Jan 2024 14:07 pm	

Mātauranga Toi Māori

UHDSG1JMTMR1 Mātauranga Toi Māori v1.0

ACADEMIC BOARD APPROVAL

[Show Legend](#)

Affiliated Entities 			
Entity Code	Entity Title	Entity Version	Entity Type
UHDSG	Bachelor of Design with Honours	v8.0	Qualification
Year of Implementation 			
2025			
Specialisation Code 			
UHDSG1JMTMR1			
Specialisation Title 			
Mātauranga Toi Māori			
Abbreviated Title 			
MātaurangaMāori			
Credit Value 			
165			
Specialisation Type 			
Major			
No New Enrolment 			
No			
MOE Subject 			
Design & Technology			
Specialisation Lead 			
RONGOMAIAlA TE WHAITI			
Collaborating Staff 			
Staff Member			
NJ Jayne			
Julian Sutherland			
JO-ANN COWIE			
TERESA HARTLEY			
RONGOMAIAlA TE WHAITI			
RACHAEL RAKENA			
PHIL BRONN			
CAITLIN LIGO			
GREGORY GILBERT			
FAITH KANE			
Jessica Board			
Owning Organisation 			
CoCA -Teaching and Learning (MU00314)			
Proposed Review Dates 			
Date Types			Date
No dates assigned			
Graduate Profile 			
<p>The Mātauranga Toi Māori specialisation enables students to ground their creative work and processes within mātauranga Māori. It deepens students' knowledge, practices and processes in mātauranga Māori in relation to toi Māori and complements the creative and intellectual aims of the Commercial Music, Fine Arts, Screen Arts and Design. The graduate profile of Mātauranga Toi Māori aligns with the undergraduate degrees it relates to while also situating knowledge, skills, values and attitudes within a Māori framework.</p> <p>A Knowledge and understanding</p> <p>A1 Display a deep understanding of Te Ao Māori (Understanding and Mātauranga)</p> <p>A2 Demonstrate a broad, critical understanding of the discourse of Māori art, design, music, screen arts and other creative outputs in its multiple contexts (Understanding and Mātauranga)</p> <p>A3 Demonstrate understanding of the relationship between creative work and audiences, clients, markets, users, consumers, participants and communities (Connectedness and Whanaungatanga)</p> <p>A4 a) Undertake advanced independent research to contextualise and further their own creative practice (Creative Arts Bachelor degrees with Honours). (Understanding and Mātauranga)</p> <p>b) Undertake directed research to contextualise and further their own creative practice (Bachelor degrees). (Understanding and Mātauranga)</p>			

	<p>B Values and Attitudes</p> <p>B1 Be intellectually curious and adaptable, willing to embrace new ideas and accommodate risk and uncertainty (Creativity and Toi).</p> <p>B2 Have clear goals for the continuation of intellectual and professional development, community wellbeing and cultural revitalisation (Autonomy and Mana)</p> <p>C Skills (Cognitive and Intellectual)</p> <p>C1 Apply exploratory and transformative thinking to generate ideas, proposals, creative works and arguments in response to project demands (Creativity and Toi).</p> <p>C2 Critically reflect on and evaluate their own work and the work of other practitioners and scholars (Understanding and Mātauranga)</p> <p>C3 a) Initiate and contribute to innovative developments in creative practice and research (Creativity and Toi) [Bachelor degrees with honours]</p> <p>b) Contribute to innovative developments in creative practice (Creativity and Toi) [Bachelor degrees]</p> <p>D Skills (Subject Specific/ Professional)</p> <p>D1 Manipulate materials, media, processes, technologies and environments with virtuosity (Virtuosity and Mōhio)</p> <p>D2 Combine technical excellence with intellectual and conceptual rigour in order to produce high quality creative outputs (Virtuosity and Mōhio)</p> <p>D3 Skilfully utilise analytical, evaluative, synthesising and iterative processes in order to transform ideas into material outcomes (Virtuosity and Mōhio)</p> <p>E Skills (Transferable)</p> <p>E1 Demonstrate strong visual, oral and written communication skills (Connectedness and Whanaungatanga)</p> <p>E2 Interact effectively, ethically and professionally with others, whether through collaboration or dialogue (Connectedness and Whanaungatanga)</p> <p>E3 Think and work independently, making autonomous decisions, managing workload and deadlines (Autonomy and Mana)</p> <p>E4 Source and astutely utilise information in a variety of forms and contexts (Understanding and Mātauranga)</p>
--	---

Schedule

Course selection: 165 credits from

At least 165 credits

Courses

Code	Credits	Title
150206	15	Ngā Momo Whakairo: Contemporary Māori Visual Art
298260	15	Mātauranga Toi Māori 2: Māori Creative Practices and Cultural Continuity
298360	15	Mātauranga Toi Māori 3: Creative Innovation and Community Leadership
298160	15	Mātauranga Toi Māori 1: Māori Practices as a Māori Creative Practitioner
298730	15	Māori Research Methodologies for Creative Practice
298330	15	Cosmological Narratives within Māori Creative Expression
298753	15	Toi Atea 4
298157	15	Toi Atea 1
298263	15	Toi Atea 2
298367	15	Toi Atea 3
150106	15	Nga Hanga Whakairo: Traditional Māori Visual Art

Library Impact Statement

Research / Information Literacy Skills

Massey University Library supports Mātauranga Toi Māori by providing resources, and support for information literacy, learning and research. Two specialist Subject Librarians currently teach Information literacy skills in related CoCA courses; potential information literacy demands align with current practice and are deliverable with existing resourcing. We also endeavour to create an environment that practices whanaungatanga and is mana-enhancing for taurira.

Current Collections- Books

The Library currently purchases a comprehensive range of material on both Mātauranga and Toi Māori which will support this specialisation. Currently there are over 2,500 relevant books available in the library, some online (more than 900 added in the last 10 years).

Additional Resources:

The Library provides access to a range of Te Tiriti and Māori resources in diverse media including DVD, CD, video and print which can be accessed through Discover. Relevant Subject Guides also offer access to databases such as eTV, which includes hundreds of Māori television programmes, documentaries, news clips, and feature films.


Current Collection- Journals

The Library provides access to a broad spectrum of journals and journal article databases which contain articles relevant to Mātauranga Toi Māori. Journals in the area of creative arts that are published in Aotearoa often feature interviews, stories, and reviews on Te Ao Māori. Titles include (but are not limited to): AlterNative; ArtZone; Art New Zealand; ArtNews NZ; The ArtPaper; and ATE Journal of Māori Art. We also have indexing tools including Discover and Google Scholar. These multidisciplinary databases include access to relevant additional resources.

Current Collection- Journals Article Database

Future Collecting- Books 

Current purchasing scopes and policies are sufficient for the proposed specialisation.

Future Collecting - Journals and Journal Articles 

Current purchasing scopes and policies are sufficient for the proposed specialisation.

Future Collecting- Journal Article Databases 

Current purchasing scopes and policies are sufficient for the proposed specialisation.

Recommendations 

There are no additional collection resources or policy changes required for this specialisation. Ongoing purchasing of new book titles can be met from existing budgets.

Jo-Ann Cowie, Collection Manager, 16 February 2024

General Section

Proposal ID 

03781

Change Scale 

0

1. All Proposals - Complete the sections below for all proposals

Academic Contact and Purpose of the Proposal 

Academic contact

Rongomaiaia Te Whaiti - Kaihautū Toi Māori - Director of Māori Art

Associate Professor Rachael Rakena - Whiti o Rehua School of Art

Associate Professor Faith Kane - Director Academic Toi Rauwhārangī

Proposal Summary

Purpose of the Proposal: Introduction of a major in Mātauranga Toi Māori within the following programmes: Bachelor of Design, Bachelor of Design (Hons), Bachelor of Fine Arts, Bachelor of Fine Arts (Hons), Bachelor of Screen Arts, Bachelor of Screen Arts (Hons), Bachelor of Commercial Music, Honours of Commercial Music.

Each of the listed qualifications requires students to complete a major; Mātauranga Toi Māori will be available as a double major as it is designed to ground taurira in mātauranga Māori so that they can integrate it within their chosen specialisations.

Main Proposal: Mātauranga Toi Māori: Major to 8 undergraduate qualifications

Linked Proposals

Bachelor of Design

Bachelor of Design (Hons)

Bachelor of Fine Arts

Bachelor of Fine Arts (Hons)

Bachelor of Screen Arts

Bachelor of Screen Arts (Hons)

Bachelor of Commercial Music

Bachelor of Commercial Music (Hons)

New courses

Mātauranga Toi Māori Major	
298157	Toi Atea 1
298160	Mātauranga Toi Māori 1: Māori Practices as a Māori Creative Practitioner
298260	Mātauranga Toi Māori 2: Māori Creative Practices and Cultural Continuity
298263	Toi Atea 2
298330	Cosmological Narratives

298360	Mātauranga Toi Māori 3: Creative Innovation and Community Leadership
298367	Toi Atea 3
298730	Māori Research Methodologies for Creative Practice
298753	Toi Atea 4

Proposal Summary

The proposed new specialisation in Mātauranga Toi Māori is part of a coherent package of curriculum transformation across Toi Rauwhāangi, the College of Creative Arts (CoCA), focusing on our bachelor and bachelor with honours degrees on the Pukeahu campus in Wellington. The transformation of qualifications addresses several strategic aims while also achieving consistency across offerings and improving the financial sustainability of the College. The new specialisation will be introduced alongside amendments made to all our undergraduate programmes (please see linked proposals).

Justification/ Rationale

Create a Mātauranga Toi Māori pathway

Toi Rauwhāangi proposes to centre mātauranga Māori within creative practice for students on the Pukeahu campus. This will be achieved through a suite of existing and new mātauranga Māori courses that will create a new specialisation within each of our undergraduate qualifications. Taken as major or double major, as appropriate, will enable students to attain their qualification with a mātauranga Māori lens. Developed by Māori academics in Toi Rauwhāangi and in consultation with Māori students, the proposed pathway will enable culturally grounded experiences and outcomes for the students.

The Mātauranga Toi Māori pathway aligns with Te Kunenga Ki Pūrehuroa – Massey University Strategy (2022-2027), priority 4, as part of meeting our learning and teaching responsibilities in relation to Te Tiriti o Waitangi. In particular, the proposal will increase “the provision of mātauranga-centred pathways for learning” and nurture “academic success and excellence through Kaupapa Māori models of support” (MU Strategy, p. 12). Mātauranga Toi Māori also aligns with the Tertiary Education Strategy (2020), to “have high aspirations for every learner/ākonga, and support these by partnering with their whānau and communities to design and deliver education that responds to their needs, and sustains their identities, languages and cultures” (TES Objective 1, Priority 2). Specifically, the proposal results from our commitment to “Build relationships with Māori, involve them in decision making, and partner with them to support rangatiratanga, and Māori educational success as Māori” (Full TES Document, 2020, p. 2).

An additional strategic consideration is to strengthen the interface between Toioho ki Āpiti and students on Pukeahu.

Interface with Toioho Ki Āpiti

Massey University, through the College of Creative Arts, houses Toioho Ki Āpiti, Māori Visual Arts. Toioho Ki Āpiti runs unique kaupapa-Māori based Māori Visual Arts programmes at undergraduate and postgraduate levels. The programmes and their graduates are recognised within Aotearoa and internationally, both for their contribution to indigenous-led higher education and their contribution to Māori art.

Where these programmes centre kaupapa Māori in relation to Māori visual art, there is increasing demand within other areas of art, design and music to provide tauria Māori with culturally-informed learning, teaching and knowledge. The major in Mātauranga Toi Māori aims to provide students with this alongside their qualification-specific subject learning.

The proposed major leverages some of the strengths and existing courses from Toioho ki Āpiti as well as developing new shared Māori-centric courses. This consolidates and strengthens existing courses and enables greater collaboration and opportunities between Māori teaching staff and students across the programmes which are taught on different campuses. This includes more fluid access to expertise and specialist facilities.

Acceptability

Toi Rauwhāangi, the College of Creative Arts has a longstanding reputation for excellence, both in Māori art and in other areas of art and design. The addition of the Mātauranga Toi Māori major – a major developed by Māori for Māori – recognises the growing influence of Māori-informed art design, music and screen arts in Aotearoa and internationally. The Mātauranga Toi Māori specialisation is in-line with Massey University’s aspiration to be Te Tiriti led.

The Mātauranga Toi Māori is suitable across creative arts programmes and specialisations as toi Māori does not adhere to the western delineations of creative disciplines; it brings together purpose, knowledge, methods and skills from across the creative arts.

Within the qualifications listed in the proposal summary, Toi Rauwhāangi has traditionally delivered elective courses in Māori art and design. However, these options for students have never formed a coherent pathway to complement students’ specialist learning in other areas. The proposed introduction of the Mātauranga Toi Māori major across the creative arts qualifications formalises learning that, to this point, has been piecemeal. Please also see ‘Consultation’ in Section 2.

Year of Implementation and First Year Teaching Plan

Year of implementation: 2025

Offerings:

2025 – 100 and 300 level courses will be offered; and 2374xx Toi Atea 4

2026 – All remaining courses.

A full implementation and communication plan will be developed. This will ensure that students are appropriately informed of the changes being made, how and when it will impact their studies and what their options are. We will work closely with the university’s academic advisors and central teams to ensure that clear and consistent information and advice is given to students.

Proposal Details

The proposal is to add a Mātauranga Toi Māori major to Bachelors and Bachelors with Honours qualifications in Fine Arts, Commercial Music, Screen Arts and Design. Within qualifications where students are required to take a specialisation (Major), Mātauranga Toi Māori will be taken as a double Major. The options for students are illustrated in Chart 1 as well as in the regulations for each of the programmes.

Chart 1: Student options for Mātauranga Toi Māori within Creative Arts Programmes

Qualification area	Regulation # In programme	Current structure	Mātauranga Toi Māori structure
Bachelor of Design	8	Students must take a major specialisation	Mātauranga Toi Māori operates as a double major alongside the students' major specialisation
Bachelor of Design (Hons)	8		
Bachelor of Screen Arts	5		
Bachelor of Screen Arts (Hons)	5		
Bachelor of Commercial Music	6		
Bachelor of Fine Arts	5	These programmes have no specialisations	Mātauranga Toi Māori as a major within the programmes
Bachelor of Fine Arts (Hons)	5		

In Bachelors' qualifications, candidates require 120 credits from the schedule below to achieve a major in Mātauranga Toi Māori alongside a specialisation within the qualification. At honours level, candidates require 150 credits from the schedule below to achieve a major in Mātauranga Toi Māori alongside a specialisation within the qualification.

298157	Toi Atea 1
298160	Mātauranga Toi Māori 1: Māori Practices as a Māori Creative Practitioner
298260	Mātauranga Toi Māori 2: Māori Creative Practices and Cultural Continuity
298263	Toi Atea 2
298330	Cosmological Narratives
298360	Mātauranga Toi Māori 3: Creative Innovation and Community Leadership
298367	Toi Atea 3
298730	Māori Research Methodologies for Creative Practice
298753	Toi Atea 4

Treaty of Waitangi Implications

In 2018 Te Kūnenga Ki Pūrehuroa Massey University made the decision to become Te Tiriti o Waitangi-led. Specifically, our Massey University Strategy 2018-2022. This aspiration is further strengthened in the Massey University Strategy 2022-2027, with a number of specific commitments made in this strategy as to how we will honour Te Tiriti at the University.

To progress realisation of these strategy commitments, Massey's Te Tiriti O Waitangi policy was updated. The policy articulates ways in which the priorities defined in the Massey Strategy enable the policy to be practically applied.

Alongside the new policy, in November 2022 the Office of the Deputy Vice-Chancellor Māori launched an extensive new Te Tiriti capability building initiative across the University, the Kaiārahi Tiriti (Te Tiriti mentors) project. The Kaiārahi Tiriti project consists of eight teams of 3-6 staff, located within each area of the University, who have been tasked to develop initiatives that respond to our Te Tiriti support needs and aspirations, each addressing specific Te Tiriti commitments made in the 2022-2027 strategy. The Kaiārahi Tiriti team at Toi Rauwhārangī are working on a number of initiatives to support staff in understanding what it means to be Te Tiriti led and to consider how this informs our learning and teaching practices.

The development of the Mātauranga Toi Māori major by Māori and for Māori, gives effect to tino rangatiratanga within the University.

Currently, several of our undergraduate programmes are structured around a 'Pōwhiri Framework', which was established in 2014 for the purpose of incorporating indigenous perspectives into the content and learning outcomes of all courses. This framework will be evolved as the changes in this proposal are implemented to ensure that all aspects of our curriculum and student experience work alongside Mātauranga Toi Māori to reflect our commitment to be Te Tiriti led and ensure that all of our students become critically self-aware creative practitioners within the wider context of Aotearoa as reflected in our Graduate Profiles.

2. Strategic Impact - Complete for Early Notice, New Specialisations (Internal Audience Only)

Strategic Considerations

Toi Rauwhārangī is well-placed to introduce and deliver this major, which coheres and extends informal pathways already developed within the College and builds upon the longstanding expertise of Toioho ki Apati (please see the rationale in section 1).

As noted previously in Section 1, Mātauranga Toi Māori aligns with Te Kunenga Ki Pūrehuroa – Massey University Strategy (2022-2027), priority 4 within Te Pou Ako, as part of meeting our learning and teaching responsibilities in relation to Te Tiriti o Waitangi. In particular, the proposal will increase “the provision of mātauranga-centred pathways for learning” and nurture “academic success and excellence through Kaupapa Māori models of support” (MU Strategy, p. 12). Mātauranga Toi Māori also aligns with the Tertiary Education Strategy (2020), to “have high aspirations for every learner/ākonga, and support these by partnering with their whānau and communities to design and deliver education that responds to their needs, and sustains their identities, languages and cultures” (TES Objective 1, Priority 2). Specifically, the proposal results from our commitment to “Build relationships with Māori, involve them in decision making, and partner with them to support rangatiratanga, and Māori educational success as Māori” (Full TES Document, 2020, p. 2).

Mātauranga Toi Māori further aligns with Te Kunenga Ki Pūrehuroa – Massey University Strategy (2022-2027), priority 1, within Te Pou Rangahau, ‘embedding a culture of research excellence in all aspects of the university’s activities, so that all staff and students are part of this core endeavour’. Mātauranga Toi Māori will foster an environment where academics and students work together on research-centred teaching and learning initiatives in a tuakana-teina model. Tuakana-teina describes the relationship between someone that is older and younger not necessarily in age or a system of hierarchical structure, but also acknowledges knowledge, wisdom and experience.

Market Research and Competitor Analysis

We are not aware of any existing qualifications in Design, Screen Arts or Music that offer Mātauranga Toi Māori as a major (or double major) alongside subject specific specialisations. The following 2 programmes have some similarity. The University of Auckland offers a conjoint degree in Fine Arts and Māori studies. However, this is not embedded within the Fine Arts qualification in the same way that Massey’s Mātauranga Toi Māori qualification will be embedded in our Creative Arts programmes (i.e. the proposed major will encompass creative studio, tikanga and mātauranga).

Accreditation Considerations (if applicable)

None

Internal and External Consultation

To support the development of this proposal consultation has begun within the college and externally, with further consultation to be concluded in 2024.

Internal

Internal wānanga and hui with Māori staff and students including, Associate Professor Kura Te Waru-Rewiri (Programme Lead for Toioho ki Āpiti Māori Visual Arts) and Professor Robert Jahnke to determine the most appropriate pathways for grounding creative study through mātauranga Māori. Internal College of Creative Arts consultation occurred across all relevant undergraduate degrees and received a high level of support from all academic and support staff. Broader student consultation has been undertaken with current and former students through hui and survey questionnaire. We asked for feedback from students about all proposed changes to degrees with one section dedicated specifically to explaining and soliciting feedback about the Mātauranga Toi Māori major.

Students’ responses to the survey were positive overall, providing some important insights about the opportunities and challenges posed by the proposed changes. For example, ensuring that: course descriptions are clear; workloads are appropriate; options to move between disciplines is balanced while maintaining subject specificity; that all students can engage safely with Te Tiriti o Waitangi and Mātauranga Māori. The feedback was particularly supportive of Mātauranga Toi Māori and the ability to opt out of the four-year honours degree programme to complete a bachelor degree within 3 years.

The college’s learning and teaching team will work closely with our students as we plan and implement the proposed changes in a student-centred manner.

Consultation has also taken place across the university with individuals including, Deputy Pro Vice Chancellor Professor Meihana Durie, Distinguished Professor Hingangaroa Graham Smith, and Associate Professor Dr. Veronica Tawhai (Pūkenga Tiriti, Office of the DVC Māori) with – thus far – positive feedback about the Mātauranga Toi Māori major.

External

- Additional consultation with external stakeholders in Māori advancement as a priority such as, iwi and hapū leaders and community particularly those within Te Ūpoko-o-te-Ika and Māori within the creative and education sector
- Discussion with relevant tertiary providers including, Elam School of Fine Arts; Art and Design at AUT, Elam School of Fine Arts, School of Design at VUW
- Discussion with industry and community stakeholders, many of whom our staff have identified and have working and reciprocal relationships already including Toi Māori Aotearoa, Creative New Zealand, Toi Mai, Museum of New Zealand Te Papa Tongarewa, Wellington City Art Gallery, Wellington City Council, local secondary school art teachers, curators, independent artists, and alumni

Equity Implications

The proposed Mātauranga Toi Māori major speaks directly to the National Education and Learning Priorities (NELP) and the Tertiary Education Strategy (TES), Objective 1, priority 2. Specifically, it responds to the the need to have high aspirations for every learner/ākonga, and support these by partnering with their whānau and communities to design and deliver education that responds to their needs, and sustains their identities, languages and cultures (NELP 2020).

Financial Analysis

Financial Summary

	2025	2026	2027	2028	2029	2030
Financial						
Income	642,565	986,239	1,262,216	1,507,112	1,605,254	1,773,726
Costs	165,235	229,541	255,430	277,401	293,188	317,797
Surplus/(Deficit)	477,330	756,698	1,006,786	1,229,711	1,312,066	1,455,929
Overall university impact						
Overall university impact	192,115	318,592	445,687	559,268	597,415	665,934
% of return	29.90%	32.30%	35.31%	37.11%	37.22%	37.54%
Head count and EFTS						
Head count	35.00	53.00	67.00	79.00	83.00	91.00
Domestic EFTS	35.00	53.00	67.00	79.00	83.00	91.00
International full fee EFTS	0.00	0.00	0.00	0.00	0.00	0.00
Total EFTS	35.00	53.00	67.00	79.00	83.00	91.00
FTEs						
Academic FTEs	1.20	1.60	1.70	1.80	1.85	1.95
Professional Services FTEs	0.10	0.15	0.20	0.20	0.20	0.20
Technical FTEs	0.00	0.00	0.00	0.00	0.00	0.00
Total FTEs	1.30	1.75	1.90	2.00	2.05	2.15
Ratios						
EFTS to FTEs	26.92	30.29	35.26	39.50	40.49	42.33
EFTS to Academic FTEs	29.17	33.13	39.41	43.89	44.86	46.67
Academic to Professional FTEs	12.00	10.67	8.50	9.00	9.25	9.75
Income per Academic FTE	0	616,400	742,480	837,284	867,705	909,603

Predicted Student Numbers / EFTS

CoCA has averaged roughly 255 undergraduate students identifying as Māori within the associated programmes each year. We anticipate high uptake of the courses that contribute to the major as well as a smaller but significant number of students within the major itself.

Headcounts

EFTS

	Year 1	Year 2	Year 3	Year 4	Total for year	Year 1	Year 2	Year 3	Year 4	Total for year
2025	25	10			35	25	10			35
2026	25	20	8		53	25	20	8		53
2027	25	20	16	6	67	25	20	16	6	67
2028	30	20	16	13	79	30	20	16	13	79
2029	30	24	16	13	83	30	24	16	13	83
2030	35	24	19	13	91	35	24	19	13	91

Minimum student numbers required for ongoing viability of the qualification

16EFTS

Expected Revenue

Please see *Financial Analysis*

Expected Cost

	2025	2026	2027	2028	2029	2030	Assumptions/notes
CPI Rate for Costs			2.00%	2.00%	2.00%	2.00%	2.00%
Income							
SAC-government grant	395,115	604,300	771,566	918,854	975,032		1,069,011
Domestic fees	238,700	368,689	475,400	571,758	612,722		685,215
Domestic discount	0	0	0	0	0		0
International full fees	0	0	0	0	0		0
International full fees discount	0	0	0	0	0		0
Non tuition fees-course related only	8,750	13,250	15,250	16,500	17,500		19,500 \$250 per year1-3 students for Marae visit
PBRF income							
Other income							
Total Income	642,565	986,239	1,262,216	1,507,112	1,605,254		1,773,726

Costs

Staff Related Costs

1001 - Permanent-academic	138,000	189,520	207,406	226,194	239,452		259,967
1002 - Permanent-professional services	7,500	11,588	15,914	16,391	16,883		17,389
1003 - Permanent-technical	0	0	0	0	0		0
1015 - Fixed Term-academic	0	0	0	0	0		0
1016 - Fixed Term professional services	0	0	0	0	0		0

1017 - Fixed Term technical	0	0	0	0	0	0
1011 - Casual-academic	0	0	0	0	0	0
1012 - Casual-professional services	0	0	0	0	0	0
1013 - Casual-technical	0	0	0	0	0	0
1039 - Training and development		0	0	0	0	0
Other staff related costs		0	0	0	0	0
1009 - Annual leave accrued	11,640	16,089	17,866	19,407	20,507	22,189
1038 - Annual leave taken	(11,640)	(16,089)	(17,866)	(19,407)	(20,507)	(22,189)
1020 - A.C.C	1,164	1,609	1,787	1,941	2,051	2,219
1010 - Superannuation	9,821	13,575	15,074	16,375	17,303	18,722
Total staff related costs	156,485	216,291	240,180	260,901	275,688	298,297

Asset Related Costs

1105 - Depreciation	0	0	0	0	0	0
1137 - Repairs & maintenance		0	0	0	0	0
1146 - Minor non capital equipment purchase						
Other asset related costs		0	0	0	0	0
Total asset related costs	0	0	0	0	0	0

Other Direct Costs

1210 - Advertising expenses	0		0	0	0	0
1216 - Catering		0	0	0	0	0
1220 - Computer consumables		0	0	0	0	0
1221 - Consultancy costs		0	0	0	0	0
1222 - Consumables		0	0	0	0	0 Assumption no additional course expenses
1223 - Contracted Services		0	0	0	0	0
1241 - Hospitality		0	0	0	0	0
1253 - Marketing		0	0	0	0	0
1261 - Accommodation and meals		0	0	0	0	0 Assumed no travel required for teaching
Component Fee costs for students	8,750	13,250	15,250	16,500	17,500	19,500 Marae visit costs

Other Direct Costs

Total other direct costs	8,750	13,250	15,250	16,500	17,500	19,500
---------------------------------	--------------	---------------	---------------	---------------	---------------	---------------

**Overhead/Administration
Recovery**

1830 - Internal printing & copying charges		0	0	0	0	0
--	--	---	---	---	---	---

1832 - Facilities management charges		0	0	0	0	0
--------------------------------------	--	---	---	---	---	---

1834 - Internal printer Charges		0	0	0	0	0
---------------------------------	--	---	---	---	---	---

1835 - Internal postage charges		0	0	0	0	0
---------------------------------	--	---	---	---	---	---

1837 - Internal computing charges	0	0	0	0	0	0
-----------------------------------	---	---	---	---	---	---

1838 - Internal telecoms charges		0	0	0	0	0
----------------------------------	--	---	---	---	---	---

1839 - Internal mobile Charges		0	0	0	0	0
--------------------------------	--	---	---	---	---	---

1840 - Internal computer rental charges			0	0	0	0
---	--	--	---	---	---	---

	0					
--	---	--	--	--	--	--

Total overhead/administration recovery	0	0	0	0	0	0
---	----------	----------	----------	----------	----------	----------

Tax costs**Currency fluctuation costs**

Total Costs	165,235	229,541	255,430	277,401	293,188	317,797
--------------------	----------------	----------------	----------------	----------------	----------------	----------------

Surplus/(Deficit)	477,330	756,698	1,006,786	1,229,711	1,312,066	1,455,929
--------------------------	----------------	----------------	------------------	------------------	------------------	------------------

Net impact on other budget centres within the reporting line

PVC office support costs	0	0	0	0	0	0
--------------------------	---	---	---	---	---	---

Total impact on other budget centres within the reporting line	0	0	0	0	0	0
---	----------	----------	----------	----------	----------	----------

Net impact on other

reporting lines

Enrolment related fees (income) (16,791) (25,426) (32,143) (37,899) (39,818) (43,656)

College of Creative Arts

University Central 302,006 463,533 593,242 708,343 754,469 833,651

Net impact on other reporting lines 285,215 438,106 561,099 670,443 714,651 789,995

Overall University Impact 192,115 318,592 445,687 559,268 597,415 665,934

Risk Management

Workload issues for programme and school staff for reviewing and developing existing and new courses within the new pathway	Academic development time will be allocated in the workload for current staff. Development will also take place at a college level in alignment with the other proposed changes to our offerings. This will continue to be supported, as needed, by a college wide working group as well as the College's learning and teaching team.
Attracting sufficient student numbers to remain viable	The courses in the new pathway will be vertically taught, bringing students from across all year levels together. This will enable ensure we can achieve appropriate enrolments and staff to student ratio across the pathway.
Technical support	World-class Specialist facilities across the College will be available to students to undertake the work associated with the courses in this pathway. Students' needs for technical learning and inductions will be considered and aligned with their area of specialisation (Fine Arts or their major within Music, Design or Screen Arts). This will be supported by other proposed changes that make core learning, across our specialisations more accessible. Technical facilities staff will work closely with academic staff to ensure that all students have a positive and supported experience working in technical facilities and this will be considered in admission and balanced with technical staff workloads.

3. Resource Impacts - For New and Significantly Amended Specialisations and for Closure to New Enrolments

Facilities Management

Toi Rauwhārangī is well equipped with specialist spaces for teaching and learning the creative arts and Te Rau Karamu Marae, an acclaimed work of art and design, provides a rich learning and cultural space on the Pukeahu campus.

Students

The introduction of the Mātauranga Toi Māori major will provide Māori students with more opportunities to connect with each other as well as with Māori academic staff from across the College. It also provides students at honours level with the opportunity for co-supervision to ensure that their creative work receives well-rounded direction and feedback.

A full implementation and communication plan will be developed. This will ensure that students are appropriately informed of the changes being made, how and when it will impact their studies and what their options are. We will work closely with the university's academic advisors and central teams to ensure that clear and consistent information and advice is given to students.

Academic Staff

A number of staff across Toi Rauwhārangī have appropriate expertise to contribute to all components of the Mātauranga Toi Māori major, and at all levels of study. The major will bring together expertise from Toioho Ki Āpiti in Manawatu and the rest of Toi Rauwhārangī on the Pukeahu campus to deepen support for staff and students. Some of the courses in the schedule (notably 150106 and 150206) are currently delivered from Manawatu to Taurira on Manawatu and Pukeahu campuses.

Contributing staff include:

Te Ranga Tai Kura, Pro Vice Chancellor's Office Toi Rauwhārangī

- Associate Pro Vice Chancellor Māori - Professor Ngataiharuru Taepa (Ngāti Whakāue, Te Arawa, Te Ātiawa, Ngāti Kahungunu),
- Kaihautū Toi Māori Director of Māori Art - Rongomaiaia Te Whaiti (Ngāti Kahungunu ki Wairarapa, Ngāi Tahu).
- Associate Dean Māori - Kura Puke (Te Ātiawa, Taranaki Whānui)
- Matt Tini (Waikato, Ngaati Tiipa, Ngāti Rakaipaaka, Ngāti Kahungunu), Lecturer

Research, Pro Vice Chancellor's Office Toi Rauwhārangī

- Professor Huhana Smith (PhD.), MNZM, Ngāti Tukorehe, Ngāti Raukawa ki te Tonga

Toioho ki Āpiti Māori Visual Arts, Whiti o Rehua School of Art:

- Professor Robert Jahnke (PhD.), ONZM, FRSNZ (Ngāi Taharora, Te Whānau a Iritekura, Te Whānau a Rākairoa, Ngāti Pōrou)
- Associate Professor Kura Te Waru-Rewiri (Ngāpuhi, Ngāti Kahu, Ngāti Rangī, Ngāti Kauwhata)
- Erena Arapere (Te Ātiawa ki Whakarongotai, Ngāti Toa Rangatira), Senior Lecturer

- Karangawai Marsh (Ngāti Raukawa ki te Tonga, Ngāti Maniapoto), Lecturer

Fine Arts, Whiti o Rehua School of Art:

- Associate Professor Rachael Rakena (Kāi Tahu, Ngāpuhi),
- Associate Professor Hemi MacGregor (Ngāti Rakaiapaaka, Ngāti Kahungunu, Ngāi Tūhoe),
- Eugene Hansen (Ngāti Maniapoto), Senior Lecturer
- Shannon Te Ao (Ngāti Tūwharetoa, Ngāti Wairangi, Te Pāpaka-o-Māui), Senior Lecturer

Textiles, Ngā Pae Māhutonga School of Design:

- Angela Kilford, Te Whanau A Kai, (Ngāti Porou, Ngāti Kahungunu), Senior Lecturer

Academics are supported by the college's team of professional staff who provide general and academic administrative support. We do not anticipate that the proposed addition of the Mātauranga Toi Māori major will require any changes to academic staffing.

International

The introduction of the Major will not affect international student enrolments or learning experiences.

Information Technology

The college has a long-established working relationship with ITS in the University for the provision of computing, networking and the related support. We do not anticipate that this proposal will have any additional information technology resourcing requirements.

Student Management System

Changes will need to be made to each of the associated qualifications. This will be managed through Massey's curriculum management system (Akari) in connection with the student management system (SMS). This work will be supported by the college's team of professional staff as well as Massey's student registry.

Teaching and Learning Services

The proposed major was developed by Māori staff and then brought to fruition in consultation with a college working group to ensure that it will provide a positive learning experience within each of the qualifications. The working group included the Kaihautū Toi Māori, a Head of School, a learning developer, the Director of Academic Assurance and the College Director Academic. In addition, the proposal was then put out for consultation with Massey University's Teaching Academy Director and Massey University's Director of Educational Futures.

Student Learning Services

The college works closely with the University's Student Achievement Learning and Centre for Learner Success, the Director of which is a member of the college's Learning and Teaching Team.

Limitations on Numbers

There will be no limitations on enrolment volume.

Goals of the Programme

Mātauranga Toi Māori provides Māori students in the creative arts with a grounded cultural foundation to complement their creative disciplines. The major brings together knowledge, purpose, ethics and skills through critical engagement, studio experiences and courses specifically centred on tikanga Māori.

Programme Overview

Mātauranga Toi Māori has three primary components: critical investigation, Māori-centric practice courses and creative studios (Toi Atea courses).

Critical investigation courses introduce and extend students' understanding of Toi Māori. These courses are open to all students in Massey and are co-housed within the Pukeahu and Manawatu campuses. They scaffold mātauranga toi Māori by first (in year 1) examining traditional elementary forms of toi Māori and their relationship to Māori culture; (in year 2) considering the structure of Māori design elements and the process of stylistic change; (in year 3) delving more deeply into cosmological narratives and their expression within toi Māori; and finally providing candidates with a sophisticated examination of the methods and processes that will assist students in their independent research at postgraduate level.

Toi Atea creative studios will operate as vertical studios – housing students of all years together – in order to develop community and facilitate tuakana-teina relational learning. As these courses may potentially hold students from 18 different specialisations across four qualifications, the vertical studio is also designed to provide students access to a wide-range of peers with a shared Te Ao Māori lens.

The suite of Māori-centric practice courses are equivalent to 'professional cultures' courses for other students with the creative arts. The professional cultures courses explicitly orient students to learning, ethics, working for and within communities, collaboration and industry norms and expectations. In addition, they provide students with mentorship through the development of personal and professional development plans that students reflect on with an assigned lecturer. The Māori-centric practice courses explore different tikanga and kawa in relation to the students' identity as Māori creative practitioners.

Proposed Teaching/Delivery Methods

The major will use a variety of teaching and learning deliveries and methods including lecture, tutorial, wānanga, and studio. Mātauranga Toi Māori will foster an environment where academics and students work together on research-centred teaching and learning initiatives in a tuakana-teina model.

Prescriptions for New Courses

The proposed Mātauranga Toi Māori specialisation has three primary components: critical investigation, creative studios (Toi Atea courses) and Māori-centric practice courses. Current courses will be used for the creative studio's and critical investigation components,, with new critical courses added at years three and four as these do not exist yet. The Māori-centric practice courses are an entirely new strand of learning within the curriculum, enabling students explore different tikanga and kawa in relation to the students' identity as Māori creative practitioners.

Mātauranga Toi Māori Major Prescriptions (New Courses)

298157 Toi Atea 1

15 credits An introduction to the development of personal forms of expression through an engagement with the values, concepts, traditions, art/design forms and structures of the whare whakairo.

298263 Toi Atea 2

15 credits The development of individual work that grows out of the investigation of a select range of Māori concepts, art forms, imagery, values and approaches that reflect a Māori world view.

298367 Toi Atea 3

15 credits Developing visual responses to the exploration of issues (social, political, environmental, global) significant to Māori people and their communities.

298753 Toi Atea 4

15 credits An advanced course to focus and refine visual language and personal tikanga through negotiated projects that explore topics of direct reference to Māori people and their communities.

298160 Mātauranga Toi Māori 1: Māori Practices as a Māori Creative Practitioner

15 credits This introductory course provides students with a foundational understanding of customary practices and values within Te Ao Māori and their relevance in contemporary Māori creative practice. Through a combination of theoretical exploration and practical engagement, students will gain insights into the cultural context shaping Māori creative expression and its significance in fostering personal and communal growth.

298260 Mātauranga Toi Māori 2: Māori Creative Practices and Cultural Continuity

15 credits Building upon the foundational concepts introduced in Māori Practices as a Māori Creative Practitioner, this course delves deeper into the intricate relationship between Māori creative practices and cultural continuity within Te Ao Māori. Through an advanced exploration of theoretical frameworks, hands-on creative projects, and community engagement, students will further refine their understanding of the nuanced role of Tikanga Māori in shaping contemporary Māori creative practice.

298360 Mātauranga Toi Māori 3: Creative Innovation and Community Leadership

15 credits This course propels students into the realm of Māori Arts Innovation and Community Leadership. By synthesizing foundational knowledge with advanced theoretical frameworks, innovative artistic projects, and community leadership principles, students will refine their skills as Māori Arts Practitioners and actively contribute to the evolution of Māori arts practices within a contemporary context.

298330 Cosmological Narratives within Māori Creative Expression

15 credits This advanced-level course delves into the intricate relationship between Māori cosmological narratives and their dynamic manifestation within contemporary Māori creative expression. Through an interdisciplinary exploration that encompasses art, design, music, theatre, and dance, students will analyse the evolving role of cosmological narratives, connecting traditional wisdom to modern artistic innovation.

298730 Māori Research Methodologies for Creative Practice

15 credits Students will consider tikanga and methodologies relevant to their own creative practice, which may incorporate the use of customary and/or new technologies, innovations, and knowledge. This will include developing an understanding of tikanga, ethics and accountabilities around the use of mātauranga toi Māori, mātauranga-ā-iwi, mātauranga-ā-hapū and mātauranga-a-whānau in the development of their own creative outputs. Students will be supported to locate and articulate their own creative practice in a continuum of mātauranga toi Māori.

Assessment and Moderation Procedures 

As per the policies of Massey University and the College of Creative Arts, assessment will emphasise learning and student development with the ultimate aim of combining intellectual rigour with technical skill and moral purpose.

The bulk of assessment within the College is through non-formal formative feedback, with the explicit goal of prioritising learning over performance. This is in part to encourage creativity and in part to emphasise creative process.

Students will be assessed on their individual contributions as well as in groups where appropriate. All courses require a minimum 50% grade to pass (or its equivalent C-/pass).

In accordance with the regulations within the College and University, summative assessments will be moderated prior to feedback.

Plans for Monitoring Quality/Programme Review 

Massey University quality management processes will determine the formal cyclical evaluations of the qualifications within which the Mātauranga Toi Māori major will operate.

In addition:

- Individual courses are reviewed at the end of each delivery period by course coordinators and teachers
- Changes to programmes of study are approved by relevant undergraduate quality enhancement committees and may also receive advice through CoCA's Ako, Teaching and Learning Team, The College Board and, where appropriate, the Academic Committee and Academic Board.
- Student feedback is sought regularly and used for iterative improvements in delivery.
- All other regulated processes within the University and/or in accordance with Universities New Zealand will be undertaken.

Postgraduate Funding 

5. CUAP Section B – For New Specialisations only

Relationship to Strategic Planning Goals 

Please see Section 2. Strategic Impact, Strategic Considerations.

Learning Outcomes for New Courses 

Mātauranga Toi Māori Major Learning Outcomes (New Courses)

298157 Toi Atea 1

- 1 Identify the architectural elements, values and concepts associated with the whare whakairo. (Graduate Profile: Understanding and Mātauranga A1)
- 2 Demonstrate knowledge of the basic working processes involved in producing some of the major art forms of the whare whakairo. (kowhaiwhai, tukutuku, raranga, and whakairo). (Graduate Profile: Understanding and Mātauranga A1)
- 3 Understand the major compositional structures of some of the major art forms of the whare whakairo. (Graduate Profile: Understanding and Mātauranga A1, A2)
- 4 Produce contemporary images and forms based on an understanding and respect for the customary art forms of the whare whakairo. (Graduate Profile: Connectedness and Whanaungatanga A3; E2)

298263 Toi Atea 2

- 1 Describe the concepts of whakapapa, whenua and turangawaewae and explain how central they are to an appreciation of Māori identity. (Graduate Profile: Understanding and Mātauranga A1)
- 2 Identify themselves using the appropriate Māori forms of mihimihi and patere. (Graduate Profile: Connectedness and Whanaungatanga A3)
- 3 Produce a range of work in different mediums that express aspects of their own identity. (Graduate Profile: Connectedness and Whanaungatanga A3, E2)

298367 Toi Atea 3

- 1 Discuss the concepts and issues Māori identify as significant in relation to land and cultural identity. (Graduate Profile: Understanding and Mātauranga A1)
- 2 Produce work that explores current issues of concern to Māori people and their communities. (Graduate Profile: Connectedness and Whanaungatanga A3)
- 3 Produce work that identifies a personal position in relation to issues of concern to Māori people and their communities. (Graduate Profile: Autonomy and Mana B2; Connectedness and Whanaungatanga E2)

298753 Toi Atea 4

- 1 Discuss and connect with advanced concepts and issues Māori identify as significant in relation to land and cultural identity. (Graduate Profile: Understanding and Mātauranga A1)
- 2 Produce and critically analyse research that explores issues of concern to Māori people and their communities. (Graduate Profile: Connectedness and Whanaungatanga A3)
- 3 Refine visual language and personal tikanga through producing a project identifying current issues of concern to Māori people and their communities. (Graduate Profile: Autonomy and Mana B2; Connectedness and Whanaungatanga E2)

298160 Mātauranga Toi Māori 1: Māori Practices as a Māori Creative Practitioner

- 1 Articulate and Reflect on the Role of Tikanga Māori within Te Ao Māori (Graduate profile: Understanding and Mātauranga A1; C2)
- 2 Articulate and reflect on the role of Tikanga Māori within creative practice (Graduate profile: Understanding and Mātauranga A2)

- 3 Identify and contribute to the development of personal and creative growth and learning (Graduate profile: Mana and Autonomy B2; Understanding and Mātauranga C2)
- 4 Contribute to the growth of their communities (Connectedness and Whanaungatanga A3; E2)
- 5 Engage in the course learning (Mana and Autonomy E3)
- 6 Participate in and contribute to wānanga (Understanding and Mātauranga C2; Connectedness and Whanaungatanga E2)

298260 Mātauranga Toi Māori 2: Māori Creative Practices and Cultural Continuity

- 1 Articulate and reflect confidently on the role of Tikanga Māori within Te Ao Māori (Graduate profile: Understanding and Mātauranga A1)
- 2 Articulate and reflect confidently on the role of Tikanga Māori within creative practice (Graduate profile: Understanding and Mātauranga A2)
- 3 Develop strategic approaches to personal and creative growth and learning (Graduate profile: Mana and Autonomy B2; Understanding and Mātauranga C2)
- 4 Advance community well-being (Connectedness and Whanaungatanga A3; Connectedness and Whanaungatanga E2)
- 5 Synthesise knowledge to address complex challenges in Māori arts practices (Creativity and Toi C1)
- 6 Demonstrate leadership in wānanga discussions and activities (Understanding and Mātauranga C2; Connectedness and Whanaungatanga E1)

298360 Mātauranga Toi Māori 3: Creative Innovation and Community Leadership

- 1 Demonstrate an innovative understanding of Tikanga Māori, exploring its applications in response to contemporary challenges and opportunities. (Graduate Profile: Understanding and Mātauranga, A1, A3)
- 2 Conduct advanced critical analyses of the incorporation of Tikanga Māori principles in diverse and evolving Māori arts forms. (Graduate Profile: Creativity and Toi, C1)
- 3 Develop and implement strategic plans for personal and creative growth, aligning with Māori artistic traditions and contemporary contexts. (Graduate Profile: Autonomy and Mana, B2)
- 4 Explore and implement advanced strategies for Māori arts practitioners to play pivotal roles in community well-being and cultural revitalization. (Graduate Profile: Connectedness and Whanaungatanga, E2)
- 5 Apply integrated knowledge to an advanced independent project, showcasing high-level analytical and creative thinking. (Graduate Profile: Creativity and Toi, C1)
- 6 Demonstrate visionary leadership in wānanga discussions and in mentoring peers, guiding and inspiring conversations on cutting-edge topics in Māori arts innovation. (Graduate Profile: Connectedness and Whanaungatanga, E2, E3)

298330 Cosmological Narratives within Māori Creative Expression

- 1 Identify and Interpret the Relevance of Cosmological Narratives for Māori Culture (Graduate Profile: Understanding and Mātauranga A1)
- 2 Identify and Interpret the Manifestation of Cosmological Narratives within Māori Creative Expression (Graduate Profile: Understanding and Mātauranga A2; Connectedness and Whanaungatanga A3)
- 3 Undertake Guided Research of Key Values and Concepts within Cosmological Narratives (Graduate Profile: Understanding and Mātauranga A4)
- 4 Demonstrate Critical Understanding through Writing and Wānanga (Graduate Profile: Connectedness and Whanaungatanga E1)

298730 Māori Research Methodologies for Creative Practice

- 1 Demonstrate an advanced understanding of, and critical engagement with, diverse Māori theoretical frameworks and mātauranga toi Māori research methodologies relevant to the exploration of their own creative practice. (Graduate profile: Understanding and Mātauranga, A1, A2)
- 2 Engage in critical reflection on the tikanga, ethics, intentions, contexts and accountabilities of their creative practice research, including the use of mātauranga toi Māori, mātauranga-ā-iwi, mātauranga-ā-hapū, and mātauranga-a-whānau, emphasizing

its relevance in te ao Māori and demonstrating an understanding of one's positionality. (Understanding and Mātauranga A1, C2)

- 3 Develop and apply mātauranga toi Māori research methodologies to the use of technologies, innovations, and knowledge in a manner that is critically engaged and aligns with cultural values and ethical considerations. (Graduate profile: Virtuosity and Mōhio, D2; Connectedness and Whanaungatanga, A3)
- 4 Apply intellectual analysis and evaluative skills in effectively communicating, critiquing, and developing ideas and proposals, and their own creative practice within the continuum of mātauranga toi Māori, recognizing the cultural and historical context that shapes their work. (Graduate profile: Virtuosity and Mōhio, D2 and D3)

Student Workload

The expected student workload for this major is consistent with all undergraduate programmes within Toi Rauwhārangī, the College of Creative Arts. Course commitment is 10 hours per credit, or 150 hours for a standard 15 credit course. Taught time is typically 2-3 hours per credit with the remaining time consisting of guided independent work, guided and independent research, work towards making and assessment. Assessment is primarily formative to prioritise learning over performance.

Teaching and Support Staff

A number of staff across Toi Rauwhārangī have appropriate expertise to contribute to all components of the Mātauranga Toi Māori major, and at all levels of study. The major will bring together expertise from Toihoa Ki Apiti in Manawatu and the rest of Toi Rauwhārangī on the Pukeahu campus to deepen support for staff and students. Some of the courses in the schedule (notably 150106 and 150206) are currently delivered from Manawatu to Taurira on Manawatu and Pukeahu campuses.

Administrative support staff in Toi Rauwhārangī are assigned to the College rather than specific programmes within it. Mātauranga Toi Māori major will be administratively supported through College administrators.

Teaching Space and Other Facilities

The University has adequate teaching spaces to accommodate the major. Toi Rauwhārangī is well equipped with specialist creative arts spaces and Te Rau Karamu Marae, an acclaimed work of art and design, provides a rich learning and cultural space on the Pukeahu campus.

Library Resources

CoCA Librarians select books from subject profiles that have been developed with major suppliers to reflect the research and teaching needs of the University, and on the recommendation of University staff and students. There is a collection of titles to support all the new specialisation listed in Discover (the Library search tool).

The Library contributes to Tiriti-led teaching by providing access to a range of Te Tiriti and Māori resources in diverse media including DVD, CD, video and print which can be accessed through Discover. The Māori, Music and Creative Arts Subject Guides offer access to relevant databases, including recorded domestic and international television channels via eTV.

Current Collection - Journals

The Library provides online access to a broad spectrum of relevant journals and journal article databases. Multidisciplinary databases include access to relevant journals and databases in the areas of creative practice.

Future Collecting - Books

Current purchasing scopes and policies are sufficient for this qualification.

Future Collecting

Journals Current purchasing scopes and policies are sufficient for this qualification.

Future Collecting - Journals Article Databases

Current purchasing scopes and policies are sufficient for this qualification.

Recommendations

There are no additional collection resources or policy changes required for this qualification. Ongoing purchasing of new book titles can be met from existing budgets.

Timetabling Arrangements

Timetabling will be done in concert with the undergraduate programmes that the major services.

Committee References	AC24/03/17 CCACB2024/02/91e UGQEC2024/01/77e
-----------------------------	--

Status Log

Initial Status	End Status	User	Date	Comment
Academic Committee Approval	Academic Board Approval	LEANNE ROBINSON	28 Mar 2024 13:47 pm	AC24/03/17
College Board Approval	Academic Committee Approval	Jessica Board	20 Feb 2024 14:16 pm	Approved on Behalf of College Board Chair
College Sub Committee Approval	College Board Approval	Jessica Board	20 Feb 2024 14:14 pm	Approved on Behalf of UGQEC Chair
HOD Approval	College Sub Committee Approval	Jessica Board	20 Feb 2024 14:13 pm	Approved on Behalf of Head of School















Draft	HOD Approval	Jessica Board	20 Feb 2024 14:09 pm	Approved on Behalf of Director Academic
	Draft	Jessica Board	25 Jan 2024 14:05 pm	

Mātauranga Toi Māori

UHFNA1JMTMR1 Mātauranga Toi Māori v1.0

ACADEMIC BOARD APPROVAL

[Show Legend](#)

Affiliated Entities 			
Entity Code	Entity Title	Entity Version	Entity Type
UHFNA	Bachelor of Fine Arts with Honours	v3.0	Qualification
Year of Implementation 			
2025			
Specialisation Code 			
UHFNA1JMTMR1			
Specialisation Title 			
Mātauranga Toi Māori			
Abbreviated Title 			
MātaurangaMāori			
Credit Value 			
165			
Specialisation Type 			
Major			
No New Enrolment 			
No			
MOE Subject 			
Art & Design			
Specialisation Lead 			
RONGOMAIAlA TE WHAITI			
Collaborating Staff 			
Staff Member			
RONGOMAIAlA TE WHAITI			
RACHAEL RAKENA			
PHIL BRONN			
CAITLIN LIGO			
GREGORY GILBERT			
FAITH KANE			
JO-ANN COWIE			
Julian Sutherland			
NJ Jayne			
TERESA HARTLEY			
Owning Organisation 			
CoCA -Teaching and Learning (MU00314)			
Proposed Review Dates 			
Date Types			Date
No dates assigned			
Graduate Profile 			
<p>The Mātauranga Toi Māori specialisation enables students to ground their creative work and processes within mātauranga Māori. It deepens students' knowledge, practices and processes in mātauranga Māori in relation to toi Māori and complements the creative and intellectual aims of the Commercial Music, Fine Arts, Screen Arts and Design. The graduate profile of Mātauranga Toi Māori aligns with the undergraduate degrees it relates to while also situating knowledge, skills, values and attitudes within a Māori framework.</p> <p>A Knowledge and understanding</p> <p>A1 Display a deep understanding of Te Ao Māori (Understanding and Mātauranga)</p> <p>A2 Demonstrate a broad, critical understanding of the discourse of Māori art, design, music, screen arts and other creative outputs in its multiple contexts (Understanding and Mātauranga)</p> <p>A3 Demonstrate understanding of the relationship between creative work and audiences, clients, markets, users, consumers, participants and communities (Connectedness and Whanaungatanga)</p> <p>A4 a) Undertake advanced independent research to contextualise and further their own creative practice (Creative Arts Bachelor degrees with Honours). (Understanding and Mātauranga)</p> <p>b) Undertake directed research to contextualise and further their own creative practice (Bachelor degrees). (Understanding and Mātauranga)</p> <p>B Values and Attitudes</p>			

	<p>B1 Be intellectually curious and adaptable, willing to embrace new ideas and accommodate risk and uncertainty (Creativity and Toi).</p> <p>B2 Have clear goals for the continuation of intellectual and professional development, community wellbeing and cultural revitalisation (Autonomy and Mana)</p> <p>C Skills (Cognitive and Intellectual)</p> <p>C1 Apply exploratory and transformative thinking to generate ideas, proposals, creative works and arguments in response to project demands (Creativity and Toi).</p> <p>C2 Critically reflect on and evaluate their own work and the work of other practitioners and scholars (Understanding and Mātauranga)</p> <p>C3 a) Initiate and contribute to innovative developments in creative practice and research (Creativity and Toi) [Bachelor degrees with honours]</p> <p>b) Contribute to innovative developments in creative practice (Creativity and Toi) [Bachelor degrees]</p> <p>D Skills (Subject Specific/ Professional)</p> <p>D1 Manipulate materials, media, processes, technologies and environments with virtuosity (Virtuosity and Mōhio)</p> <p>D2 Combine technical excellence with intellectual and conceptual rigour in order to produce high quality creative outputs (Virtuosity and Mōhio)</p> <p>D3 Skilfully utilise analytical, evaluative, synthesising and iterative processes in order to transform ideas into material outcomes (Virtuosity and Mōhio)</p> <p>E Skills (Transferable)</p> <p>E1 Demonstrate strong visual, oral and written communication skills (Connectedness and Whanaungatanga)</p> <p>E2 Interact effectively, ethically and professionally with others, whether through collaboration or dialogue (Connectedness and Whanaungatanga)</p> <p>E3 Think and work independently, making autonomous decisions, managing workload and deadlines (Autonomy and Mana)</p> <p>E4 Source and astutely utilise information in a variety of forms and contexts (Understanding and Mātauranga)</p>
--	--

Schedule

Course selection: 165 credits from

At least 165 credits

Courses

Code	Credits	Title
298157	15	Toi Atea 1
298160	15	Mātauranga Toi Māori 1: Māori Practices as a Māori Creative Practitioner
298260	15	Mātauranga Toi Māori 2: Māori Creative Practices and Cultural Continuity
298263	15	Toi Atea 2
298330	15	Cosmological Narratives within Māori Creative Expression
298360	15	Mātauranga Toi Māori 3: Creative Innovation and Community Leadership
298367	15	Toi Atea 3
298730	15	Māori Research Methodologies for Creative Practice
298753	15	Toi Atea 4
150106	15	Nga Hanga Whakairo: Traditional Māori Visual Art
150206	15	Ngā Momo Whakairo: Contemporary Māori Visual Art

Library Impact Statement

Research / Information Literacy Skills

Massey University Library supports Mātauranga Toi Māori by providing resources, and support for information literacy, learning and research. Two specialist Subject Librarians currently teach Information literacy skills in related CoCA courses; potential information literacy demands align with current practice and are deliverable with existing resourcing. We also endeavour to create an environment that practices whanaungatanga and is mana-enhancing for taurira.

Current Collections- Books

The Library currently purchases a comprehensive range of material on both Mātauranga and Toi Māori which will support this specialisation. Currently there are over 2,500 relevant books available in the library, some online (more than 900 added in the last 10 years).

Additional Resources:

The Library provides access to a range of Te Tiriti and Māori resources in diverse media including DVD, CD, video and print which can be accessed through Discover. Relevant Subject Guides also offer access to databases such as eTV, which includes hundreds of Māori television programmes, documentaries, news clips, and feature films.


Current Collection- Journals

The Library provides access to a broad spectrum of journals and journal article databases which contain articles relevant to Mātauranga Toi Māori. Journals in the area of creative arts that are published in Aotearoa often feature interviews, stories, and reviews on Te Ao Māori. Titles include (but are not limited to): AlterNative; ArtZone; Art New Zealand; ArtNews NZ; The ArtPaper; and ATE Journal of Māori Art. We also have indexing tools including Discover and Google Scholar. These multidisciplinary databases include access to relevant additional resources.

Current Collection- Journals Article Database

Future Collecting- Books

Current purchasing scopes and policies are sufficient for the proposed specialisation.

Future Collecting - Journals and Journal Articles 

Current purchasing scopes and policies are sufficient for the proposed specialisation.

Future Collecting- Journal Article Databases 

Current purchasing scopes and policies are sufficient for the proposed specialisation.

Recommendations 

There are no additional collection resources or policy changes required for this specialisation. Ongoing purchasing of new book titles can be met from existing budgets.

Jo-Ann Cowie, Collection Manager, 16 February 2024

General Section

Proposal ID 

03781

Change Scale 

0

1. All Proposals - Complete the sections below for all proposals

Academic Contact and Purpose of the Proposal 

Academic contact

Rongomaiaia Te Whaiti - Kaihautū Toi Māori - Director of Māori Art

Associate Professor Rachael Rakena - Whiti o Rehua School of Art

Associate Professor Faith Kane - Director Academic Toi Rauwhārangī

Proposal Summary

Purpose of the Proposal: Introduction of a major in Mātauranga Toi Māori within the following programmes: Bachelor of Design, Bachelor of Design (Hons), Bachelor of Fine Arts, Bachelor of Fine Arts (Hons), Bachelor of Screen Arts, Bachelor of Screen Arts (Hons), Bachelor of Commercial Music, Honours of Commercial Music.

Each of the listed qualifications requires students to complete a major; Mātauranga Toi Māori will be available as a double major as it is designed to ground taurira in mātauranga Māori so that they can integrate it within their chosen specialisations.

Main Proposal: Mātauranga Toi Māori: Major to 8 undergraduate qualifications

Linked Proposals

Bachelor of Design

Bachelor of Design (Hons)

Bachelor of Fine Arts

Bachelor of Fine Arts (Hons)

Bachelor of Screen Arts

Bachelor of Screen Arts (Hons)

Bachelor of Commercial Music

Bachelor of Commercial Music (Hons)

New courses

Mātauranga Toi Māori Major	
298157	Toi Atea 1
298160	Mātauranga Toi Māori 1: Māori Practices as a Māori Creative Practitioner
298260	Mātauranga Toi Māori 2: Māori Creative Practices and Cultural Continuity
298263	Toi Atea 2
298330	Cosmological Narratives
298360	Mātauranga Toi Māori 3: Creative Innovation and Community Leadership

298367	Toi Atea 3
298730	Māori Research Methodologies for Creative Practice
298753	Toi Atea 4

Proposal Summary

The proposed new specialisation in Mātauranga Toi Māori is part of a coherent package of curriculum transformation across Toi Rauwhāangi, the College of Creative Arts (CoCA), focusing on our bachelor and bachelor with honours degrees on the Pukeahu campus in Wellington. The transformation of qualifications addresses several strategic aims while also achieving consistency across offerings and improving the financial sustainability of the College. The new specialisation will be introduced alongside amendments made to all our undergraduate programmes (please see linked proposals).

Justification/ Rationale

Create a Mātauranga Toi Māori pathway

Toi Rauwhāangi proposes to centre mātauranga Māori within creative practice for students on the Pukeahu campus. This will be achieved through a suite of existing and new mātauranga Māori courses that will create a new specialisation within each of our undergraduate qualifications. Taken as major or double major, as appropriate, will enable students to attain their qualification with a mātauranga Māori lens. Developed by Māori academics in Toi Rauwhāangi and in consultation with Māori students, the proposed pathway will enable culturally grounded experiences and outcomes for the students.

The Mātauranga Toi Māori pathway aligns with Te Kunenga Ki Pūrehuroa – Massey University Strategy (2022-2027), priority 4, as part of meeting our learning and teaching responsibilities in relation to Te Tiriti o Waitangi. In particular, the proposal will increase “the provision of mātauranga-centred pathways for learning” and nurture “academic success and excellence through Kaupapa Māori models of support” (MU Strategy, p. 12). Mātauranga Toi Māori also aligns with the Tertiary Education Strategy (2020), to “have high aspirations for every learner/ākonga, and support these by partnering with their whānau and communities to design and deliver education that responds to their needs, and sustains their identities, languages and cultures” (TES Objective 1, Priority 2). Specifically, the proposal results from our commitment to “Build relationships with Māori, involve them in decision making, and partner with them to support rangatiratanga, and Māori educational success as Māori” (Full TES Document, 2020, p. 2).

An additional strategic consideration is to strengthen the interface between Toioho ki Āpiti and students on Pukeahu.

Interface with Toioho Ki Āpiti

Massey University, through the College of Creative Arts, houses Toioho Ki Āpiti, Māori Visual Arts. Toioho Ki Āpiti runs unique kaupapa-Māori based Māori Visual Arts programmes at undergraduate and postgraduate levels. The programmes and their graduates are recognised within Aotearoa and internationally, both for their contribution to indigenous-led higher education and their contribution to Māori art.

Where these programmes centre kaupapa Māori in relation to Māori visual art, there is increasing demand within other areas of art, design and music to provide taura Māori with culturally-informed learning, teaching and knowledge. The major in Mātauranga Toi Māori aims to provide students with this alongside their qualification-specific subject learning.

The proposed major leverages some of the strengths and existing courses from Toioho ki Āpiti as well as developing new shared Māori-centric courses. This consolidates and strengthens existing courses and enables greater collaboration and opportunities between Māori teaching staff and students across the programmes which are taught on different campuses. This includes more fluid access to expertise and specialist facilities.

Acceptability

Toi Rauwhāangi, the College of Creative Arts has a longstanding reputation for excellence, both in Māori art and in other areas of art and design. The addition of the Mātauranga Toi Māori major – a major developed by Māori for Māori - recognises the growing influence of Māori-informed art design, music and screen arts in Aotearoa and internationally. The Mātauranga Toi Māori specialisation is in-line with Massey University’s aspiration to be Te Tiriti led.

The Mātauranga Toi Māori is suitable across creative arts programmes and specialisations as toi Māori does not adhere to the western delineations of creative disciplines; it brings together purpose, knowledge, methods and skills from across the creative arts.

Within the qualifications listed in the proposal summary, Toi Rauwhāangi has traditionally delivered elective courses in Māori art and design. However, these options for students have never formed a coherent pathway to complement students’ specialist learning in other areas. The proposed introduction of the Mātauranga Toi Māori major across the creative arts qualifications formalises learning that, to this point, has been piecemeal. Please also see ‘Consultation’ in Section 2.

Year of Implementation and First Year Teaching Plan

Year of implementation: 2025

Offerings:

2025 – 100 and 300 level courses will be offered; and 2374xx Toi Atea 4

2026 – All remaining courses.

A full implementation and communication plan will be developed. This will ensure that students are appropriately informed of the changes being made, how and when it will impact their studies and what their options are. We will work closely with the university’s academic advisors and central teams to ensure that clear and consistent information and advice is given to students.

Proposal Details

The proposal is to add a Mātauranga Toi Māori major to Bachelors and Bachelors with Honours qualifications in Fine Arts, Commercial Music, Screen Arts and Design. Within qualifications where students are required to take a specialisation (Major), Mātauranga Toi Māori will be taken as a double Major. The options for

students are illustrated in Chart 1 as well as in the regulations for each of the programmes.

Chart 1: Student options for Mātauranga Toi Māori within Creative Arts Programmes

Qualification area	Regulation # In programme	Current structure	Mātauranga Toi Māori structure
Bachelor of Design	8	Students must take a major specialisation	Mātauranga Toi Māori operates as a double major alongside the students' major specialisation
Bachelor of Design (Hons)	8		
Bachelor of Screen Arts	5		
Bachelor of Screen Arts (Hons)	5		
Bachelor of Commercial Music	6		
Bachelor of Fine Arts	5	These programmes have no specialisations	Mātauranga Toi Māori as a major within the programmes
Bachelor of Fine Arts (Hons)	5		

In Bachelors' qualifications, candidates require 120 credits from the schedule below to achieve a major in Mātauranga Toi Māori alongside a specialisation within the qualification. At honours level, candidates require 150 credits from the schedule below to achieve a major in Mātauranga Toi Māori alongside a specialisation within the qualification.

298157	Toi Atea 1
298160	Mātauranga Toi Māori 1: Māori Practices as a Māori Creative Practitioner
298260	Mātauranga Toi Māori 2: Māori Creative Practices and Cultural Continuity
298263	Toi Atea 2
298330	Cosmological Narratives
298360	Mātauranga Toi Māori 3: Creative Innovation and Community Leadership
298367	Toi Atea 3
298730	Māori Research Methodologies for Creative Practice
298753	Toi Atea 4

Treaty of Waitangi Implications

In 2018 Te Kunenga Ki Pūrehuroa Massey University made the decision to become Te Tiriti o Waitangi-led. Specifically, our Massey University Strategy 2018-2022. This aspiration is further strengthened in the Massey University Strategy 2022-2027, with a number of specific commitments made in this strategy as to how we will honour Te Tiriti at the University.

To progress realisation of these strategy commitments, Massey's Te Tiriti O Waitangi policy was updated. The policy articulates ways in which the priorities defined in the Massey Strategy enable the policy to be practically applied.

Alongside the new policy, in November 2022 the Office of the Deputy Vice-Chancellor Māori launched an extensive new Te Tiriti capability building initiative across the University, the Kaiārahi Tiriti (Te Tiriti mentors) project. The Kaiārahi Tiriti project consists of eight teams of 3-6 staff, located within each area of the University, who have been tasked to develop initiatives that respond to our Te Tiriti support needs and aspirations, each addressing specific Te Tiriti commitments made in the 2022-2027 strategy. The Kaiārahi Tiriti team at Toi Rauwhārangī are working on a number of initiatives to support staff in understanding what it means to be Te Tiriti led and to consider how this informs our learning and teaching practices.

The development of the Mātauranga Toi Māori major by Māori and for Māori, gives effect to tino rangatiratanga within the University.

Currently, several of our undergraduate programmes are structured around a 'Pōwhiri Framework', which was established in 2014 for the purpose of incorporating indigenous perspectives into the content and learning outcomes of all courses. This framework will be evolved as the changes in this proposal are implemented to

ensure that all aspects of our curriculum and student experience work alongside Mātauranga Toi Māori to reflect our commitment to be Te Tiriti led and ensure that all of our students become critically self-aware creative practitioners within the wider context of Aotearoa as reflected in our Graduate Profiles.

2. Strategic Impact - Complete for Early Notice, New Specialisations (Internal Audience Only)

Strategic Considerations

Toi Rauwhārangī is well-placed to introduce and deliver this major, which coheres and extends informal pathways already developed within the College and builds upon the longstanding expertise of Toiōho ki Apiti (please see the rationale in section 1).

As noted previously in Section 1, Mātauranga Toi Māori aligns with Te Kunenga Ki Pūrehuroa – Massey University Strategy (2022-2027), priority 4 within Te Pou Ako, as part of meeting our learning and teaching responsibilities in relation to Te Tiriti o Waitangi. In particular, the proposal will increase “the provision of mātauranga-centred pathways for learning” and nurture “academic success and excellence through Kaupapa Māori models of support” (MU Strategy, p. 12). Mātauranga Toi Māori also aligns with the Tertiary Education Strategy (2020), to “have high aspirations for every learner/ākonga, and support these by partnering with their whānau and communities to design and deliver education that responds to their needs, and sustains their identities, languages and cultures” (TES Objective 1, Priority 2). Specifically, the proposal results from our commitment to “Build relationships with Māori, involve them in decision making, and partner with them to support rangatiratanga, and Māori educational success as Māori” (Full TES Document, 2020, p. 2).

Mātauranga Toi Māori further aligns with Te Kunenga Ki Pūrehuroa – Massey University Strategy (2022-2027), priority 1, within Te Pou Rangahau, ‘embedding a culture of research excellence in all aspects of the university’s activities, so that all staff and students are part of this core endeavour’. Mātauranga Toi Māori will foster an environment where academics and students work together on research-centred teaching and learning initiatives in a tuakana-teina model. Tuakana-teina describes the relationship between someone that is older and younger not necessarily in age or a system of hierarchical structure, but also acknowledges knowledge, wisdom and experience.

Market Research and Competitor Analysis

We are not aware of any existing qualifications in Design, Screen Arts or Music that offer Mātauranga Toi Māori as a major (or double major) alongside subject specific specialisations. The following 2 programmes have some similarity. The University of Auckland offers a conjoint degree in Fine Arts and Māori studies. However, this is not embedded within the Fine Arts qualification in the same way that Massey’s Mātauranga Toi Māori qualification will be embedded in our Creative Arts programmes (i.e. the proposed major will encompass creative studio, tikanga and mātauranga).

Accreditation Considerations (if applicable)

None

Internal and External Consultation

To support the development of this proposal consultation has begun within the college and externally, with further consultation to be concluded in 2024.

Internal

Internal wānanga and hui with Māori staff and students including, Associate Professor Kura Te Waru-Rewiri (Programme Lead for Toiōho ki Āpiti Māori Visual Arts) and Professor Robert Jahnke to determine the most appropriate pathways for grounding creative study through mātauranga Māori. Internal College of Creative Arts consultation occurred across all relevant undergraduate degrees and received a high level of support from all academic and support staff. Broader student consultation has been undertaken with current and former students through hui and survey questionnaire. We asked for feedback from students about all proposed changes to degrees with one section dedicated specifically to explaining and soliciting feedback about the Mātauranga Toi Māori major.

Students’ responses to the survey were positive overall, providing some important insights about the opportunities and challenges posed by the proposed changes. For example, ensuring that: course descriptions are clear; workloads are appropriate; options to move between disciplines is balanced while maintaining subject specificity; that all students can engage safely with Te Tiriti o Waitangi and Mātauranga Māori. The feedback was particularly supportive of Mātauranga Toi Māori and the ability to opt out of the four-year honours degree programme to complete a bachelor degree within 3 years.

The college’s learning and teaching team will work closely with our students as we plan and implement the proposed changes in a student-centred manner.

Consultation has also taken place across the university with individuals including, Deputy Pro Vice Chancellor Professor Meihana Durie, Distinguished Professor Hingangaroa Graham Smith, and Associate Professor Dr. Veronica Tawhai (Pūkenga Tiriti, Office of the DVC Māori) with – thus far – positive feedback about the Mātauranga Toi Māori major.

External

- Additional consultation with external stakeholders in Māori advancement as a priority such as, iwi and hapū leaders and community particularly those within Te Ūpoko-o-te-Ika and Māori within the creative and education sector
- Discussion with relevant tertiary providers including, Elam School of Fine Arts; Art and Design at AUT, Elam School of Fine Arts, School of Design at VUW
- Discussion with industry and community stakeholders, many of whom our staff have identified and have working and reciprocal relationships already including Toi Māori Aotearoa, Creative New Zealand, Toi Mai, Museum of New Zealand Te Papa Tongarewa, Wellington City Art Gallery, Wellington City Council, local secondary school art teachers, curators, independent artists, and alumni

Equity Implications

The proposed Mātauranga Toi Māori major speaks directly to the National Education and Learning Priorities (NELP) and the Tertiary Education Strategy (TES), Objective 1, priority 2. Specifically, it responds to the need to have high aspirations for every learner/ākonga, and support these by partnering with their whānau and communities to design and deliver education that responds to their needs, and sustains their identities, languages and cultures (NELP 2020).

Financial Analysis

Financial Summary

	2025	2026	2027	2028	2029	2030
Financial						
Income	642,565	986,239	1,262,216	1,507,112	1,605,254	1,773,726
Costs	165,235	229,541	255,430	277,401	293,188	317,797
Surplus/(Deficit)	477,330	756,698	1,006,786	1,229,711	1,312,066	1,455,929

Overall university impact	192,115	318,592	445,687	559,268	597,415	665,934
% of return	29.90%	32.30%	35.31%	37.11%	37.22%	37.54%

Head count and EFTS

Head count	35.00	53.00	67.00	79.00	83.00	91.00
Domestic EFTS	35.00	53.00	67.00	79.00	83.00	91.00
International full fee EFTS	0.00	0.00	0.00	0.00	0.00	0.00
Total EFTS	35.00	53.00	67.00	79.00	83.00	91.00

FTEs

Academic FTEs	1.20	1.60	1.70	1.80	1.85	1.95
Professional Services FTEs	0.10	0.15	0.20	0.20	0.20	0.20
Technical FTEs	0.00	0.00	0.00	0.00	0.00	0.00
Total FTEs	1.30	1.75	1.90	2.00	2.05	2.15

Ratios

EFTS to FTEs	26.92	30.29	35.26	39.50	40.49	42.33
EFTS to Academic FTEs	29.17	33.13	39.41	43.89	44.86	46.67
Academic to Professional FTEs	12.00	10.67	8.50	9.00	9.25	9.75
Income per Academic FTE	0	616,400	742,480	837,284	867,705	909,603

Predicted Student Numbers / EFTS

CoCA has averaged roughly 255 undergraduate students identifying as Māori within the associated programmes each year. We anticipate high uptake of the courses that contribute to the major as well as a smaller but significant number of students within the major itself.

	Headcounts					EFTS				
	Year 1	Year 2	Year 3	Year 4	Total for year	Year 1	Year 2	Year 3	Year 4	Total for year
2025	25	10			35	25	10			35
2026	25	20	8		53	25	20	8		53

2027	25	20	16	6	67	25	20	16	6	67
2028	30	20	16	13	79	30	20	16	13	79
2029	30	24	16	13	83	30	24	16	13	83
2030	35	24	19	13	91	35	24	19	13	91

Minimum student numbers required for ongoing viability of the qualification

16EFTS

Expected RevenuePlease see *Financial Analysis***Expected Cost**

	2025	2026	2027	2028	2029	2030	Assumptions/notes
CPI Rate for Costs			2.00%	2.00%	2.00%	2.00%	2.00%
Income							
SAC-government grant	395,115	604,300	771,566	918,854	975,032		1,069,011
Domestic fees	238,700	368,689	475,400	571,758	612,722		685,215
Domestic discount	0	0	0	0	0		0
International full fees	0	0	0	0	0		0
International full fees discount	0	0	0	0	0		0
Non tuition fees-course related only	8,750	13,250	15,250	16,500	17,500		19,500 \$250 per year1-3 students for Marae visit
PBRF income							
Other income							
Total Income	642,565	986,239	1,262,216	1,507,112	1,605,254		1,773,726
Costs							
Staff Related Costs							
1001 - Permanent-academic	138,000	189,520	207,406	226,194	239,452		259,967
1002 - Permanent-professional services	7,500	11,588	15,914	16,391	16,883		17,389
1003 - Permanent-technical	0	0	0	0	0		0
1015 - Fixed Term-academic	0	0	0	0	0		0
1016 - Fixed Term professional services	0	0	0	0	0		0
1017 - Fixed Term technical	0	0	0	0	0		0
1011 - Casual-academic	0	0	0	0	0		0
1012 - Casual-professional services	0	0	0	0	0		0

1013 - Casual-technical	0	0	0	0	0	0
1039 - Training and development		0	0	0	0	0
Other staff related costs		0	0	0	0	0
1009 - Annual leave accrued	11,640	16,089	17,866	19,407	20,507	22,189
1038 - Annual leave taken	(11,640)	(16,089)	(17,866)	(19,407)	(20,507)	(22,189)
1020 - A.C.C	1,164	1,609	1,787	1,941	2,051	2,219
1010 - Superannuation	9,821	13,575	15,074	16,375	17,303	18,722
Total staff related costs	156,485	216,291	240,180	260,901	275,688	298,297

Asset Related Costs

1105 - Depreciation	0	0	0	0	0	0
1137 - Repairs & maintenance		0	0	0	0	0
1146 - Minor non capital equipment purchase						
Other asset related costs		0	0	0	0	0
Total asset related costs	0	0	0	0	0	0

Other Direct Costs

1210 - Advertising expenses	0		0	0	0	0
1216 - Catering		0	0	0	0	0
1220 - Computer consumables		0	0	0	0	0
1221 - Consultancy costs		0	0	0	0	0
1222 - Consumables		0	0	0	0	0 Assumption no additional course expenses
1223 - Contracted Services		0	0	0	0	0
1241 - Hospitality		0	0	0	0	0
1253 - Marketing		0	0	0	0	0
1261 - Accommodation and meals		0	0	0	0	0 Assumed no travel required for teaching
Component Fee costs for students	8,750	13,250	15,250	16,500	17,500	19,500 Marae visit costs
Other Direct Costs						
Total other direct costs	8,750	13,250	15,250	16,500	17,500	19,500

Overhead/Administration

Recovery

1830 - Internal printing & copying charges	0	0	0	0	0	0
1832 - Facilities management charges	0	0	0	0	0	0
1834 - Internal printer Charges	0	0	0	0	0	0
1835 - Internal postage charges	0	0	0	0	0	0
1837 - Internal computing charges	0	0	0	0	0	0
1838 - Internal telecoms charges	0	0	0	0	0	0
1839 - Internal mobile Charges	0	0	0	0	0	0
1840 - Internal computer rental charges			0	0	0	0
	0					
Total overhead/administration recovery	0	0	0	0	0	0

Tax costs

Currency fluctuation costs

Total Costs	165,235	229,541	255,430	277,401	293,188	317,797
--------------------	----------------	----------------	----------------	----------------	----------------	----------------

Surplus/(Deficit)	477,330	756,698	1,006,786	1,229,711	1,312,066	1,455,929
--------------------------	----------------	----------------	------------------	------------------	------------------	------------------

Net impact on other budget centres within the reporting line

PVC office support costs	0	0	0	0	0	0
--------------------------	---	---	---	---	---	---

Total impact on other budget centres within the reporting line	0	0	0	0	0	0
---	----------	----------	----------	----------	----------	----------

Net impact on other reporting lines

Enrolment related fees (income)	(16,791)	(25,426)	(32,143)	(37,899)	(39,818)	(43,656)
---------------------------------	----------	----------	----------	----------	----------	----------

University Central	302,006	463,533	593,242	708,343	754,469	833,651
Net impact on other reporting lines	285,215	438,106	561,099	670,443	714,651	789,995
Overall University Impact	192,115	318,592	445,687	559,268	597,415	665,934

Risk Management

Workload issues for programme and school staff for reviewing and developing existing and new courses within the new pathway	Academic development time will be allocated in the workload for current staff. Development will also take place at a college level in alignment with the other proposed changes to our offerings. This will continue to be supported, as needed, by a college wide working group as well as the College's learning and teaching team.
Attracting sufficient student numbers to remain viable	The courses in the new pathway will be vertically taught, bringing students from across all year levels together. This will enable ensure we can achieve appropriate enrolments and staff to student ratio across the pathway.
Technical support	World-class Specialist facilities across the College will be available to students to undertake the work associated with the courses in this pathway. Students' needs for technical learning and inductions will be considered and aligned with their area of specialisation (Fine Arts or their major within Music, Design or Screen Arts). This will be supported by other proposed changes that make core learning, across our specialisations more accessible. Technical facilities staff will work closely with academic staff to ensure that all students have a positive and supported experience working in technical facilities and this will be considered in admission and balanced with technical staff workloads.

3. Resource Impacts - For New and Significantly Amended Specialisations and for Closure to New Enrolments**Facilities Management**

Toi Rauwhārangī is well equipped with specialist spaces for teaching and learning the creative arts and Te Rau Karamu Marae, an acclaimed work of art and design, provides a rich learning and cultural space on the Pukeahu campus.

Students

The introduction of the Mātauranga Toi Māori major will provide Māori students with more opportunities to connect with each other as well as with Māori academic staff from across the College. It also provides students at honours level with the opportunity for co-supervision to ensure that their creative work receives well-rounded direction and feedback.

A full implementation and communication plan will be developed. This will ensure that students are appropriately informed of the changes being made, how and when it will impact their studies and what their options are. We will work closely with the university's academic advisors and central teams to ensure that clear and consistent information and advice is given to students.

Academic Staff

A number of staff across Toi Rauwhārangī have appropriate expertise to contribute to all components of the Mātauranga Toi Māori major, and at all levels of study. The major will bring together expertise from Toioho Ki Apati in Manawatu and the rest of Toi Rauwhārangī on the Pukeahu campus to deepen support for staff and students. Some of the courses in the schedule (notably 150106 and 150206) are currently delivered from Manawatu to Taurira on Manawatu and Pukeahu campuses.

Contributing staff include:

Te Ranga Tai Kura, Pro Vice Chancellor's Office Toi Rauwhārangī

- Associate Pro Vice Chancellor Māori - Professor Ngataiharuru Taepa (Ngāti Whakaue, Te Arawa, Te Ātiawa, Ngāti Kahungunu),
- Kaihautū Toi Māori Director of Māori Art - Rongomaiaia Te Whaiti (Ngāti Kahungunu ki Wairarapa, Ngāi Tahu).
- Associate Dean Māori - Kura Puke (Te Ātiawa, Taranaki Whānui)
- Matt Tini (Waikato, Ngaati Tiipa, Ngāti Rakaipaaka, Ngāti Kahungunu), Lecturer

Research, Pro Vice Chancellor's Office Toi Rauwhārangī

- Professor Huhana Smith (PhD.), MNZM, Ngāti Tukorehe, Ngāti Raukawa ki te Tonga

Toioho ki Āpiti Māori Visual Arts, Whiti o Rehua School of Art:

- Professor Robert Jahnke (PhD.), ONZM, FRSNZ (Ngāi Taharora, Te Whānau a Iritekura, Te Whānau a Rākaioa, Ngāti Pōrou)
- Associate Professor Kura Te Waru-Rewiri (Ngāpuhi, Ngāti Kahu, Ngāti Rangī, Ngāti Kauwhata)
- Erena Arapere (Te Ātiawa ki Whakarongotai, Ngāti Toa Rangatira), Senior Lecturer
- Karangawai Marsh (Ngāti Raukawa ki te Tonga, Ngāti Maniapoto), Lecturer

Fine Arts, Whiti o Rehua School of Art:

- Associate Professor Rachael Rakena (Kāi Tahu, Ngāpuhi),
- Associate Professor Hemi MacGregor (Ngāti Rakaipaaka, Ngāti Kahungunu, Ngāi Tūhoe),
- Eugene Hansen (Ngāti Maniapoto), Senior Lecturer
- Shannon Te Ao (Ngāti Tūwharetoa, Ngāti Wairangi, Te Pāpaka-o-Māui), Senior Lecturer

Textiles, Ngā Pae Māhutonga School of Design:

- Angela Kilford, Te Whanau A Kai, (Ngāti Porou, Ngāti Kahungunu), Senior Lecturer

Academics are supported by the college's team of professional staff who provide general and academic administrative support. We do not anticipate that the proposed addition of the Mātauranga Toi Māori major will require any changes to academic staffing.

International

The introduction of the Major will not affect international student enrolments or learning experiences.

Information Technology

The college has a long-established working relationship with ITS in the University for the provision of computing, networking and the related support. We do not anticipate that this proposal will have any additional information technology resourcing requirements.

Student Management System

Changes will need to be made to each of the associated qualifications. This will be managed through Massey's curriculum management system (Akari) in connection with the student management system (SMS). This work will be supported by the college's team of professional staff as well as Massey's student registry.

Teaching and Learning Services

The proposed major was developed by Māori staff and then brought to fruition in consultation with a college working group to ensure that it will provide a positive learning experience within each of the qualifications. The working group included the Kaihautū Toi Māori, a Head of School, a learning developer, the Director of Academic Assurance and the College Director Academic. In addition, the proposal was then put out for consultation with Massey University's Teaching Academy Director and Massey University's Director of Educational Futures.

Student Learning Services

The college works closely with the University's Student Achievement Team and Centre for Learner Success, the Director of which is a member of the college's Learning and Teaching Team.

Limitations on Numbers

There will be no limitations on enrolment volume.

Goals of the Programme

Mātauranga Toi Māori provides Māori students in the creative arts with a grounded cultural foundation to complement their creative disciplines. The major brings together knowledge, purpose, ethics and skills through critical engagement, studio experiences and courses specifically centred on tikanga Māori.

Programme Overview

Mātauranga Toi Māori has three primary components: critical investigation, Māori-centric practice courses and creative studios (Toi Atea courses).

Critical investigation courses introduce and extend students' understanding of Toi Māori. These courses are open to all students in Massey and are co-housed within the Pukeahu and Manawatu campuses. They scaffold mātauranga toi Māori by first (in year 1) examining traditional elementary forms of toi Māori and their relationship to Māori culture; (in year 2) considering the structure of Māori design elements and the process of stylistic change; (in year 3) delving more deeply into cosmological narratives and their expression within toi Māori; and finally providing candidates with a sophisticated examination of the methods and processes that will assist students in their independent research at postgraduate level.

Toi Atea creative studios will operate as vertical studios – housing students of all years together – in order to develop community and facilitate tuakana-teina relational learning. As these courses may potentially hold students from 18 different specialisations across four qualifications, the vertical studio is also designed to provide students access to a wide-range of peers with a shared Te Ao Māori lens.

The suite of Māori-centric practice courses are equivalent to 'professional cultures' courses for other students with the creative arts. The professional cultures courses explicitly orient students to learning, ethics, working for and within communities, collaboration and industry norms and expectations. In addition, they provide students with mentorship through the development of personal and professional development plans that students reflect on with an assigned lecturer. The Māori-centric practice courses explore different tikanga and kawa in relation to the students' identity as Māori creative practitioners.

Proposed Teaching/Delivery Methods

The major will use a variety of teaching and learning deliveries and methods including lecture, tutorial, wānanga, and studio. Mātauranga Toi Māori will foster an environment where academics and students work together on research-centred teaching and learning initiatives in a tuakana-teina model.

Prescriptions for New Courses

Courses for the Mātauranga Toi Māori specialisation

The proposed Mātauranga Toi Māori specialisation has three primary components: critical investigation, creative studios (Toi Atea courses) and Māori-centric practice courses. Current courses will be used for the creative studio's and critical investigation components, with new critical courses added at years three and four. The Māori-centric practice courses are an entirely new strand of learning within the curriculum, enabling students explore different tikanga and kawa in relation to the students' identity as Māori creative practitioners.

Mātauranga Toi Māori Major Prescriptions

298157 Toi Atea 1

15 credits An introduction to the development of personal forms of expression through an engagement with the values, concepts, traditions, art/design forms and structures of the whare whakairo.

298263 Toi Atea 2

15 credits The development of individual work that grows out of the investigation of a select range of Māori concepts, art forms, imagery, values and approaches that reflect a Māori world view.

298367 Toi Atea 3

15 credits Developing visual responses to the exploration of issues (social, political, environmental, global) significant to Māori people and their communities.

298753 Toi Atea 4

15 credits An advanced course to focus and refine visual language and personal tikanga through negotiated projects that explore topics of direct reference to Māori people and their communities.

298160 Mātauranga Toi Māori 1: Māori Practices as a Māori Creative Practitioner

15 credits This introductory course provides students with a foundational understanding of customary practices and values within Te Ao Māori and their relevance in contemporary Māori creative practice. Through a combination of theoretical exploration and practical engagement, students will gain insights into the cultural context shaping Māori creative expression and its significance in fostering personal and communal growth.

298260 Mātauranga Toi Māori 2: Māori Creative Practices and Cultural Continuity

15 credits Building upon the foundational concepts introduced in Māori Practices as a Māori Creative Practitioner, this course delves deeper into the intricate relationship between Māori creative practices and cultural continuity within Te Ao Māori. Through an advanced exploration of theoretical frameworks, hands-on creative projects, and community engagement, students will further refine their understanding of the nuanced role of Tikanga Māori in shaping contemporary Māori creative practice.

298360 Mātauranga Toi Māori 3: Creative Innovation and Community Leadership

15 credits This course propels students into the realm of Māori Arts Innovation and Community Leadership. By synthesizing foundational knowledge with advanced theoretical frameworks, innovative artistic projects, and community leadership principles, students will refine their skills as Māori Arts Practitioners and actively contribute to the evolution of Māori arts practices within a contemporary context.

298330 Cosmological Narratives within Māori Creative Expression

15 credits This advanced-level course delves into the intricate relationship between Māori cosmological narratives and their dynamic manifestation within contemporary Māori creative expression. Through an interdisciplinary exploration that encompasses art, design, music, theatre, and dance, students will analyse the evolving role of cosmological narratives, connecting traditional wisdom to modern artistic innovation.

298730 Māori Research Methodologies for Creative Practice

15 credits Students will consider tikanga and methodologies relevant to their own creative practice, which may incorporate the use of customary and/or new technologies, innovations, and knowledge. This will include developing an understanding of tikanga, ethics and accountabilities around the use of mātauranga toi Māori, mātauranga-ā-iwi, mātauranga-ā-hapū and mātauranga-a-whānau in the development of their own creative outputs. Students will be supported to locate and articulate their own creative practice in a continuum of mātauranga toi Māori.

Assessment and Moderation Procedures

As per the policies of Massey University and the College of Creative Arts, assessment will emphasise learning and student development with the ultimate aim of combining intellectual rigour with technical skill and moral purpose.

The bulk of assessment within the College is through non-formal formative feedback, with the explicit goal of prioritising learning over performance. This is in part to encourage creativity and in part to emphasise creative process.

Students will be assessed on their individual contributions as well as in groups where appropriate. All courses require a minimum 50% grade to pass (or its equivalent C-/pass).

In accordance with the regulations within the College and University, summative assessments will be moderated prior to feedback.

Plans for Monitoring Quality/Programme Review

Massey University quality management processes will determine the formal cyclical evaluations of the qualifications within which the Mātauranga Toi Māori major will operate.

In addition:

- Individual courses are reviewed at the end of each delivery period by course coordinators and teachers
- Changes to programmes of study are approved by relevant undergraduate quality enhancement committees and may also receive advice through CoCA's Ako, Teaching and Learning Team, The College Board and, where appropriate, the Academic Committee and Academic Board.
- Student feedback is sought regularly and used for iterative improvements in delivery.
- All other regulated processes within the University and/or in accordance with Universities New Zealand will be undertaken.

Postgraduate Funding

5. CUAP Section B – For New Specialisations only

Relationship to Strategic Planning Goals

Please see Section 2. Strategic Impact, Strategic Considerations.

Learning Outcomes for New Courses

Mātauranga Toi Māori Major Learning Outcomes (New Courses)

298157 Toi Atea 1

- 1 Identify the architectural elements, values and concepts associated with the whare whakairo. (Graduate Profile: Understanding and Mātauranga A1)
- 2 Demonstrate knowledge of the basic working processes involved in producing some of the major art forms of the whare whakairo. (kowhaiwhai, tukutuku, raranga, and whakairo). (Graduate Profile: Understanding and Mātauranga A1)
- 3 Understand the major compositional structures of some of the major art forms of the whare whakairo. (Graduate Profile: Understanding and Mātauranga A1, A2)
- 4 Produce contemporary images and forms based on an understanding and respect for the customary art forms of the whare whakairo. (Graduate Profile: Connectedness and Whanaungatanga A3; E2)

298263 Toi Atea 2

- 1 Describe the concepts of whakapapa, whenua and turangawaewae and explain how central they are to an appreciation of Māori identity. (Graduate Profile: Understanding and Mātauranga A1)
- 2 Identify themselves using the appropriate Māori forms of mihimihi and patere. (Graduate Profile: Connectedness and Whanaungatanga A3)
- 3 Produce a range of work in different mediums that express aspects of their own identity. (Graduate Profile: Connectedness and Whanaungatanga A3, E2)

298367 Toi Atea 3

- 1 Discuss the concepts and issues Māori identify as significant in relation to land and cultural identity. (Graduate Profile: Understanding and Mātauranga A1)
- 2 Produce work that explores current issues of concern to Māori people and their communities. (Graduate Profile: Connectedness and Whanaungatanga A3)
- 3 Produce work that identifies a personal position in relation to issues of concern to Māori people and their communities. (Graduate Profile: Autonomy and Mana B2; Connectedness and Whanaungatanga E2)

298753 Toi Atea 4

- 1 Discuss and connect with advanced concepts and issues Māori identify as significant in relation to land and cultural identity. (Graduate Profile: Understanding and Mātauranga A1)
- 2 Produce and critically analyse research that explores issues of concern to Māori people and their communities. (Graduate Profile: Connectedness and Whanaungatanga A3)
- 3 Refine visual language and personal tikanga through producing a project identifying current issues of concern to Māori people and their communities. (Graduate Profile: Autonomy and Mana B2; Connectedness and Whanaungatanga E2)

298160 Mātauranga Toi Māori 1: Māori Practices as a Māori Creative Practitioner

- 1 Articulate and Reflect on the Role of Tikanga Māori within Te Ao Māori (Graduate profile: Understanding and Mātauranga A1; C2)
- 2 Articulate and reflect on the role of Tikanga Māori within creative practice (Graduate profile: Understanding and Mātauranga A2)
- 3 Identify and contribute to the development of personal and creative growth and learning (Graduate profile: Mana and Autonomy B2; Understanding and Mātauranga C2)
- 4 Contribute to the growth of their communities (Connectedness and Whanaungatanga A3; E2)
- 5 Engage in the course learning (Mana and Autonomy E3)
- 6 Participate in and contribute to wānanga (Understanding and Mātauranga C2; Connectedness and Whanaungatanga E2)

298260 Mātauranga Toi Māori 2: Māori Creative Practices and Cultural Continuity

- 1 Articulate and reflect confidently on the role of Tikanga Māori within Te Ao Māori (Graduate profile: Understanding and Mātauranga A1)
- 2 Articulate and reflect confidently on the role of Tikanga Māori within creative practice (Graduate profile: Understanding and Mātauranga A2)
- 3 Develop strategic approaches to personal and creative growth and learning (Graduate profile: Mana and Autonomy B2; Understanding and Mātauranga C2)
- 4 Advance community well-being (Connectedness and Whanaungatanga A3; Connectedness and Whanaungatanga E2)
- 5 Synthesise knowledge to address complex challenges in Māori arts practices (Creativity and Toi C1)
- 6 Demonstrate leadership in wānanga discussions and activities (Understanding and Mātauranga C2; Connectedness and Whanaungatanga E1)

298360 Mātauranga Toi Māori 3: Creative Innovation and Community Leadership

- 1 Demonstrate an innovative understanding of Tikanga Māori, exploring its applications in response to contemporary challenges and opportunities. (Graduate Profile: Understanding and Mātauranga, A1, A3)
- 2 Conduct advanced critical analyses of the incorporation of Tikanga Māori principles in diverse and evolving Māori arts forms. (Graduate Profile: Creativity and Toi, C1)
- 3 Develop and implement strategic plans for personal and creative growth, aligning with Māori artistic traditions and contemporary contexts. (Graduate Profile: Autonomy and Mana, B2)
- 4 Explore and implement advanced strategies for Māori arts practitioners to play pivotal roles in community well-being and cultural revitalization. (Graduate Profile: Connectedness and Whanaungatanga, E2)
- 5 Apply integrated knowledge to an advanced independent project, showcasing high-level analytical and creative thinking. (Graduate Profile: Creativity and Toi, C1)
- 6 Demonstrate visionary leadership in wānanga discussions and in mentoring peers, guiding and inspiring conversations on cutting-edge topics in Māori arts innovation. (Graduate Profile: Connectedness and Whanaungatanga, E2, E3)

298330 Cosmological Narratives within Māori Creative Expression

- 1 Identify and Interpret the Relevance of Cosmological Narratives for Māori Culture (Graduate Profile: Understanding and Mātauranga A1)
- 2 Identify and Interpret the Manifestation of Cosmological Narratives within Māori Creative Expression (Graduate Profile: Understanding and Mātauranga A2; Connectedness and Whanaungatanga A3)
- 3 Undertake Guided Research of Key Values and Concepts within Cosmological Narratives (Graduate Profile: Understanding and Mātauranga A4)
- 4 Demonstrate Critical Understanding through Writing and Wānanga (Graduate Profile: Connectedness and Whanaungatanga E1)

298730 Māori Research Methodologies for Creative Practice

- 1 Demonstrate an advanced understanding of, and critical engagement with, diverse Māori theoretical frameworks and mātauranga toi Māori research methodologies relevant to the exploration of their own creative practice. (Graduate profile: Understanding and Mātauranga, A1, A2)
- 2 Engage in critical reflection on the tikanga, ethics, intentions, contexts and accountabilities of their creative practice research, including the use of mātauranga toi Māori, mātauranga-ā-iwi, mātauranga-ā-hapū, and mātauranga-a-whānau, emphasizing its relevance in te ao Māori and demonstrating an understanding of one's positionality. (Understanding and Mātauranga A1, C2)
- 3 Develop and apply mātauranga toi Māori research methodologies to the use of technologies, innovations, and knowledge in a manner that is critically engaged and aligns with cultural values and ethical considerations. (Graduate profile: Virtuosity and Mōhio, D2; Connectedness and Whanaungatanga, A3)
- 4 Apply intellectual analysis and evaluative skills in effectively communicating, critiquing, and developing ideas and proposals, and their own creative practice within the continuum

of mātauranga toi Māori, recognizing the cultural and historical context that shapes their work. (Graduate profile: Virtuosity and Mōhio, D2 and D3)

Student Workload

The expected student workload for this major is consistent with all undergraduate programmes within Toi Rauwhārangī, the College of Creative Arts. Course commitment is 10 hours per credit, or 150 hours for a standard 15 credit course. Taught time is typically 2-3 hours per credit with the remaining time consisting of guided independent work, guided and independent research, work towards making and assessment. Assessment is primarily formative to prioritise learning over performance.

Teaching and Support Staff

A number of staff across Toi Rauwhārangī have appropriate expertise to contribute to all components of the Mātauranga Toi Māori major, and at all levels of study. The major will bring together expertise from Toioho Ki Apati in Manawatu and the rest of Toi Rauwhārangī on the Pukeahu campus to deepen support for staff and students. Some of the courses in the schedule (notably 150106 and 150206) are currently delivered from Manawatu to Taurira on Manawatu and Pukeahu campuses.

Administrative support staff in Toi Rauwhārangī are assigned to the College rather than specific programmes within it. Mātauranga Toi Māori major will be administratively supported through College administrators.

Teaching Space and Other Facilities

The University has adequate teaching spaces to accommodate the major. Toi Rauwhārangī is well equipped with specialist creative arts spaces and Te Rau Karamu Marae, an acclaimed work of art and design, provides a rich learning and cultural space on the Pukeahu campus.

Library Resources

CoCA Librarians select books from subject profiles that have been developed with major suppliers to reflect the research and teaching needs of the University, and on the recommendation of University staff and students. There is a collection of titles to support all the new specialisation listed in Discover (the Library search tool).

The Library contributes to Tiriti-led teaching by providing access to a range of Te Tiriti and Māori resources in diverse media including DVD, CD, video and print which can be accessed through Discover. The Māori, Music and Creative Arts Subject Guides offer access to relevant databases, including recorded domestic and international television channels via eTV.

Current Collection - Journals

The Library provides online access to a broad spectrum of relevant journals and journal article databases. Multidisciplinary databases include access to relevant journals and databases in the areas of creative practice.

Future Collecting - Books

Current purchasing scopes and policies are sufficient for this qualification.

Future Collecting

Journals Current purchasing scopes and policies are sufficient for this qualification.

Future Collecting - Journals Article Databases

Current purchasing scopes and policies are sufficient for this qualification.

Recommendations

There are no additional collection resources or policy changes required for this qualification. Ongoing purchasing of new book titles can be met from existing budgets.

Timetabling Arrangements

Timetabling will be done in concert with the undergraduate programmes that the major services.

Committee References	AC24/03/17 CCACB2024/02/91f UGQEC2024/01/77f
-----------------------------	--

Status Log















Initial Status	End Status	User	Date	Comment
Academic Committee Approval	Academic Board Approval	LEANNE ROBINSON	28 Mar 2024 13:48 pm	AC24/03/17
College Board Approval	Academic Committee Approval	Jessica Board	20 Feb 2024 14:16 pm	Approved on Behalf of College Board Chair
College Sub Committee Approval	College Board Approval	Jessica Board	20 Feb 2024 14:14 pm	Approved on Behalf of UGQEC Chair
HOD Approval	College Sub Committee Approval	Jessica Board	20 Feb 2024 14:13 pm	Approved on Behalf of Head of School
Draft	HOD Approval	Jessica Board	20 Feb 2024 14:05 pm	Approved on Behalf of Director Academic
	Draft	Jessica Board	10 Nov 2023 15:57 pm	A new draft of Specialisation [1] has been created.

Mātauranga Toi Māori

UHSCA1JMTMR1 Mātauranga Toi Māori v1.0

ACADEMIC BOARD APPROVAL

[Show Legend](#)

Affiliated Entities 			
Entity Code	Entity Title	Entity Version	Entity Type
UHSCA	Bachelor of Screen Arts with Honours	v3.0	Qualification
Year of Implementation 		2025	
Specialisation Code 	UHSCA1JMTMR1		
Specialisation Title 	Mātauranga Toi Māori		
Abbreviated Title 	MātaurangaMāori		
Credit Value 	165		
Specialisation Type 	Major		
No New Enrolment 	No		
MOE Subject 	Film & Theatre Studies		
Specialisation Lead 	RONGOMAIAIA TE WHAITI		
Collaborating Staff 			
Staff Member			
Julian Sutherland			
NJ Jayne			
JO-ANN COWIE			
TERESA HARTLEY			
RONGOMAIAIA TE WHAITI			
RACHAEL RAKENA			
PHIL BRONN			
CAITLIN LIGO			
GREGORY GILBERT			
FAITH KANE			
Jessica Board			
Owning Organisation 	CoCA -Teaching and Learning (MU00314)		
Proposed Review Dates 			
Date Types	Date		
No dates assigned			
Graduate Profile 	<p>The Mātauranga Toi Māori specialisation enables students to ground their creative work and processes within mātauranga Māori. It deepens students' knowledge, practices and processes in mātauranga Māori in relation to toi Māori and complements the creative and intellectual aims of the Commercial Music, Fine Arts, Screen Arts and Design. The graduate profile of Mātauranga Toi Māori aligns with the undergraduate degrees it relates to while also situating knowledge, skills, values and attitudes within a Māori framework.</p> <p>A Knowledge and understanding</p> <p>A1 Display a deep understanding of Te Ao Māori (Understanding and Mātauranga)</p> <p>A2 Demonstrate a broad, critical understanding of the discourse of Māori art, design, music, screen arts and other creative outputs in its multiple contexts (Understanding and Mātauranga)</p> <p>A3 Demonstrate understanding of the relationship between creative work and audiences, clients, markets, users, consumers, participants and communities (Connectedness and Whanaungatanga)</p> <p>A4 a) Undertake advanced independent research to contextualise and further their own creative practice (Creative Arts Bachelor degrees with Honours). (Understanding and Mātauranga)</p>		

	<p>b) Undertake directed research to contextualise and further their own creative practice (Bachelor degrees). (Understanding and Mātauranga)</p> <p>B Values and Attitudes</p> <p>B1 Be intellectually curious and adaptable, willing to embrace new ideas and accommodate risk and uncertainty (Creativity and Toi).</p> <p>B2 Have clear goals for the continuation of intellectual and professional development, community wellbeing and cultural revitalisation (Autonomy and Mana)</p> <p>C Skills (Cognitive and Intellectual)</p> <p>C1 Apply exploratory and transformative thinking to generate ideas, proposals, creative works and arguments in response to project demands (Creativity and Toi).</p> <p>C2 Critically reflect on and evaluate their own work and the work of other practitioners and scholars (Understanding and Mātauranga)</p> <p>C3 a) Initiate and contribute to innovative developments in creative practice and research (Creativity and Toi) [Bachelor degrees with honours]</p> <p>b) Contribute to innovative developments in creative practice (Creativity and Toi) [Bachelor degrees]</p> <p>D Skills (Subject Specific/ Professional)</p> <p>D1 Manipulate materials, media, processes, technologies and environments with virtuosity (Virtuosity and Mōhio)</p> <p>D2 Combine technical excellence with intellectual and conceptual rigour in order to produce high quality creative outputs (Virtuosity and Mōhio)</p> <p>D3 Skilfully utilise analytical, evaluative, synthesising and iterative processes in order to transform ideas into material outcomes (Virtuosity and Mōhio)</p> <p>E Skills (Transferable)</p> <p>E1 Demonstrate strong visual, oral and written communication skills (Connectedness and Whanaungatanga)</p> <p>E2 Interact effectively, ethically and professionally with others, whether through collaboration or dialogue (Connectedness and Whanaungatanga)</p> <p>E3 Think and work independently, making autonomous decisions, managing workload and deadlines (Autonomy and Mana)</p> <p>E4 Source and astutely utilise information in a variety of forms and contexts (Understanding and Mātauranga)</p>
--	---

Schedule

Course selection: 165 credits from

At least 165 credits

Courses

Code	Credits	Title
150106	15	Nga Hanga Whakairo: Traditional Māori Visual Art
150206	15	Ngā Momo Whakairo: Contemporary Māori Visual Art
298260	15	Mātauranga Toi Māori 2: Māori Creative Practices and Cultural Continuity
298360	15	Mātauranga Toi Māori 3: Creative Innovation and Community Leadership
298160	15	Mātauranga Toi Māori 1: Māori Practices as a Māori Creative Practitioner
298730	15	Māori Research Methodologies for Creative Practice
298330	15	Cosmological Narratives within Māori Creative Expression
298753	15	Toi Atea 4
298157	15	Toi Atea 1
298263	15	Toi Atea 2
298367	15	Toi Atea 3

Library Impact Statement

Research / Information Literacy Skills

Massey University Library supports Mātauranga Toi Māori by providing resources, and support for information literacy, learning and research. Two specialist Subject Librarians currently teach Information literacy skills in related CoCA courses; potential information literacy demands align with current practice and are deliverable with existing resourcing. We also endeavour to create an environment that practices whanaungatanga and is mana-enhancing for tauria.

Current Collections- Books

The Library currently purchases a comprehensive range of material on both Mātauranga and Toi Māori which will support this specialisation. Currently there are over 2,500 relevant books available in the library, some online (more than 900 added in the last 10 years).

Additional Resources:

The Library provides access to a range of Te Tiriti and Māori resources in diverse media including DVD, CD, video and print which can be accessed through Discover. Relevant Subject Guides also offer access to databases such as eTV, which includes hundreds of Māori television programmes, documentaries, news clips, and feature films.

Current Collection- Journals


The Library provides access to a broad spectrum of journals and journal article databases which contain articles relevant to Mātauranga Toi Māori. Journals in the area of creative arts that are published in Aotearoa often feature interviews, stories, and reviews on Te Ao Māori. Titles include (but are not limited

to): AlterNative; ArtZone; Art New Zealand; ArtNews NZ; The ArtPaper; and ATE Journal of Māori Art. We also have indexing tools including Discover and Google Scholar. These multidisciplinary databases include access to relevant additional resources.

Current Collection- Journals Article Database 

Future Collecting- Books 

Current purchasing scopes and policies are sufficient for the proposed specialisation.

Future Collecting - Journals and Journal Articles 

Current purchasing scopes and policies are sufficient for the proposed specialisation.

Future Collecting- Journal Article Databases 

Current purchasing scopes and policies are sufficient for the proposed specialisation.

Recommendations 

There are no additional collection resources or policy changes required for this specialisation. Ongoing purchasing of new book titles can be met from existing budgets.

Jo-Ann Cowie, Collection Manager, 16 February 2024

General Section

Proposal ID 

03781

Change Scale 

0

1. All Proposals - Complete the sections below for all proposals

Academic Contact and Purpose of the Proposal 

Academic contact

Rongomaiaia Te Whaiti - Kaihautū Toi Māori - Director of Māori Art

Associate Professor Rachael Rakena - Whiti o Rehua School of Art

Associate Professor Faith Kane - Director Academic Toi Rauwhārangī

Proposal Summary

Purpose of the Proposal: Introduction of a major in Mātauranga Toi Māori within the following programmes: Bachelor of Design, Bachelor of Design (Hons), Bachelor of Fine Arts, Bachelor of Fine Arts (Hons), Bachelor of Screen Arts, Bachelor of Screen Arts (Hons), Bachelor of Commercial Music, Honours of Commercial Music.

Each of the listed qualifications requires students to complete a major; Mātauranga Toi Māori will be available as a double major as it is designed to ground taurira in mātauranga Māori so that they can integrate it within their chosen specialisations.

Main Proposal: Mātauranga Toi Māori: Major to 8 undergraduate qualifications

Linked Proposals

Bachelor of Design

Bachelor of Design (Hons)

Bachelor of Fine Arts

Bachelor of Fine Arts (Hons)

Bachelor of Screen Arts

Bachelor of Screen Arts (Hons)

Bachelor of Commercial Music

Bachelor of Commercial Music (Hons)

New courses

Mātauranga Toi Māori Major	
298157	Toi Atea 1
298160	Mātauranga Toi Māori 1: Māori Practices as a Māori Creative Practitioner

298260	Mātauranga Toi Māori 2: Māori Creative Practices and Cultural Continuity
298263	Toi Atea 2
298330	Cosmological Narratives
298360	Mātauranga Toi Māori 3: Creative Innovation and Community Leadership
298367	Toi Atea 3
298730	Māori Research Methodologies for Creative Practice
298753	Toi Atea 4

Proposal Summary

The proposed new specialisation in Mātauranga Toi Māori is part of a coherent package of curriculum transformation across Toi Rauwhāangi, the College of Creative Arts (CoCA), focusing on our bachelor and bachelor with honours degrees on the Pukeahu campus in Wellington. The transformation of qualifications addresses several strategic aims while also achieving consistency across offerings and improving the financial sustainability of the College. The new specialisation will be introduced alongside amendments made to all our undergraduate programmes (please see linked proposals).

Justification/ Rationale

Create a Mātauranga Toi Māori pathway

Toi Rauwhāangi proposes to centre mātauranga Māori within creative practice for students on the Pukeahu campus. This will be achieved through a suite of existing and new mātauranga Māori courses that will create a new specialisation within each of our undergraduate qualifications. Taken as major or double major, as appropriate, will enable students to attain their qualification with a mātauranga Māori lens. Developed by Māori academics in Toi Rauwhāangi and in consultation with Māori students, the proposed pathway will enable culturally grounded experiences and outcomes for the students.

The Mātauranga Toi Māori pathway aligns with Te Kunenga Ki Pūrehuroa – Massey University Strategy (2022-2027), priority 4, as part of meeting our learning and teaching responsibilities in relation to Te Tiriti o Waitangi. In particular, the proposal will increase “the provision of mātauranga-centred pathways for learning” and nurture “academic success and excellence through kaupapa Māori models of support” (MU Strategy, p. 12). Mātauranga Toi Māori also aligns with the Tertiary Education Strategy (2020), to “have high aspirations for every learner/ākonga, and support these by partnering with their whānau and communities to design and deliver education that responds to their needs, and sustains their identities, languages and cultures” (TES Objective 1, Priority 2). Specifically, the proposal results from our commitment to “Build relationships with Māori, involve them in decision making, and partner with them to support rangatiratanga, and Māori educational success as Māori” (Full TES Document, 2020, p. 2).

An additional strategic consideration is to strengthen the interface between Toioho ki Āpiti and students on Pukeahu.

Interface with Toioho Ki Āpiti

Massey University, through the College of Creative Arts, houses Toioho Ki Āpiti, Māori Visual Arts. Toioho Ki Apiti runs unique kaupapa-Māori based Māori Visual Arts programmes at undergraduate and postgraduate levels. The programmes and their graduates are recognised within Aotearoa and internationally, both for their contribution to indigenous-led higher education and their contribution to Māori art.

Where these programmes centre kaupapa Māori in relation to Māori visual art, there is increasing demand within other areas of art, design and music to provide taura Māori with culturally-informed learning, teaching and knowledge. The major in Mātauranga Toi Māori aims to provide students with this alongside their qualification-specific subject learning.

The proposed major leverages some of the strengths and existing courses from Toioho ki Apiti as well as developing new shared Māori-centric courses. This consolidates and strengthens existing courses and enables greater collaboration and opportunities between Māori teaching staff and students across the programmes which are taught on different campuses. This includes more fluid access to expertise and specialist facilities.

Acceptability

Toi Rauwhāangi, the College of Creative Arts has a longstanding reputation for excellence, both in Māori art and in other areas of art and design. The addition of the Mātauranga Toi Māori major – a major developed by Māori for Māori – recognises the growing influence of Māori-informed art design, music and screen arts in Aotearoa and internationally. The Mātauranga Toi Māori specialisation is in-line with Massey University’s aspiration to be Te Tiriti led.

The Mātauranga Toi Māori is suitable across creative arts programmes and specialisations as toi Māori does not adhere to the western delineations of creative disciplines; it brings together purpose, knowledge, methods and skills from across the creative arts.

Within the qualifications listed in the proposal summary, Toi Rauwhāangi has traditionally delivered elective courses in Māori art and design. However, these options for students have never formed a coherent pathway to complement students’ specialist learning in other areas. The proposed introduction of the Mātauranga Toi Māori major across the creative arts qualifications formalises learning that, to this point, has been piecemeal. Please also see ‘Consultation’ in Section 2.

Year of Implementation and First Year Teaching Plan

Year of implementation: 2025

Offerings:

2025 – 100 and 300 level courses will be offered; and 2374xx Toi Atea 4

2026 – All remaining courses.

A full implementation and communication plan will be developed. This will ensure that students are appropriately informed of the changes being made, how and when it will impact their studies and what their options are. We will work closely with the university's academic advisors and central teams to ensure that clear and consistent information and advice is given to students.

Proposal Details

The proposal is to add a Mātauranga Toi Māori major to Bachelors and Bachelors with Honours qualifications in Fine Arts, Commercial Music, Screen Arts and Design. Within qualifications where students are required to take a specialisation (Major), Mātauranga Toi Māori will be taken as a double Major. The options for students are illustrated in Chart 1 as well as in the regulations for each of the programmes.

Chart 1: Student options for Mātauranga Toi Māori within Creative Arts Programmes

Qualification area	Regulation # In programme	Current structure	Mātauranga Toi Māori structure
Bachelor of Design	8	Students must take a major specialisation	Mātauranga Toi Māori operates as a double major alongside the students' major specialisation
Bachelor of Design (Hons)	8		
Bachelor of Screen Arts	5		
Bachelor of Screen Arts (Hons)	5		
Bachelor of Commercial Music	6		
Bachelor of Fine Arts	5	These programmes have no specialisations	Mātauranga Toi Māori as a major within the programmes
Bachelor of Fine Arts (Hons)	5		

In Bachelors' qualifications, candidates require 120 credits from the schedule below to achieve a major in Mātauranga Toi Māori alongside a specialisation within the qualification. At honours level, candidates require 150 credits from the schedule below to achieve a major in Mātauranga Toi Māori alongside a specialisation within the qualification.

298157	Toi Atea 1
298160	Mātauranga Toi Māori 1: Māori Practices as a Māori Creative Practitioner
298260	Mātauranga Toi Māori 2: Māori Creative Practices and Cultural Continuity
298263	Toi Atea 2
298330	Cosmological Narratives
298360	Mātauranga Toi Māori 3: Creative Innovation and Community Leadership
298367	Toi Atea 3
298730	Māori Research Methodologies for Creative Practice
298753	Toi Atea 4

Treaty of Waitangi Implications

In 2018 Te Kūhanga Ki Pūrehuroa Massey University made the decision to become Te Tiriti o Waitangi-led. Specifically, our Massey University Strategy 2018-2022. This aspiration is further strengthened in the Massey University Strategy 2022-2027, with a number of specific commitments made in this

strategy as to how we will honour Te Tiriti at the University.

To progress realisation of these strategy commitments, Massey's Te Tiriti O Waitangi policy was updated. The policy articulates ways in which the priorities defined in the Massey Strategy enable the policy to be practically applied.

Alongside the new policy, in November 2022 the Office of the Deputy Vice-Chancellor Māori launched an extensive new Te Tiriti capability building initiative across the University, the Kaiārahi Tiriti (Te Tiriti mentors) project. The Kaiārahi Tiriti project consists of eight teams of 3-6 staff, located within each area of the University, who have been tasked to develop initiatives that respond to our Te Tiriti support needs and aspirations, each addressing specific Te Tiriti commitments made in the 2022-2027 strategy. The Kaiārahi Tiriti team at Toi Rauwhāangi are working on a number of initiatives to support staff in understanding what it means to be Te Tiriti led and to consider how this informs our learning and teaching practices.

The development of the Mātauranga Toi Māori major by Māori and for Māori, gives effect to tino rangatiratanga within the University.

Currently, several of our undergraduate programmes are structured around a 'Pōwhiri Framework', which was established in 2014 for the purpose of incorporating indigenous perspectives into the content and learning outcomes of all courses. This framework will be evolved as the changes in this proposal are implemented to ensure that all aspects of our curriculum and student experience work alongside Mātauranga Toi Māori to reflect our commitment to be Te Tiriti led and ensure that all of our students become critically self-aware creative practitioners within the wider context of Aotearoa as reflected in our Graduate Profiles.

2. Strategic Impact - Complete for Early Notice, New Specialisations (Internal Audience Only)

Strategic Considerations

Toi Rauwhāangi is well-placed to introduce and deliver this major, which coheres and extends informal pathways already developed within the College and builds upon the longstanding expertise of Toioho ki Apiti (please see the rationale in section 1).

As noted previously in Section 1, Mātauranga Toi Māori aligns with Te Kunenga Ki Pūrehuroa – Massey University Strategy (2022-2027), priority 4 within Te Pou Ako, as part of meeting our learning and teaching responsibilities in relation to Te Tiriti o Waitangi. In particular, the proposal will increase "the provision of mātauranga-centred pathways for learning" and nurture "academic success and excellence through Kaupapa Māori models of support" (MU Strategy, p. 12). Mātauranga Toi Māori also aligns with the Tertiary Education Strategy (2020), to "have high aspirations for every learner/ākonga, and support these by partnering with their whānau and communities to design and deliver education that responds to their needs, and sustains their identities, languages and cultures" (TES Objective 1, Priority 2). Specifically, the proposal results from our commitment to "Build relationships with Māori, involve them in decision making, and partner with them to support rangatiratanga, and Māori educational success as Māori" (Full TES Document, 2020, p. 2).

Mātauranga Toi Māori further aligns with Te Kunenga Ki Pūrehuroa – Massey University Strategy (2022-2027), priority 1, within Te Pou Rangahau, 'embedding a culture of research excellence in all aspects of the university's activities, so that all staff and students are part of this core endeavour'. Mātauranga Toi Māori will foster an environment where academics and students work together on research-centred teaching and learning initiatives in a tuakana-teina model. Tuakana-teina describes the relationship between someone that is older and younger not necessarily in age or a system of hierarchical structure, but also acknowledges knowledge, wisdom and experience.

Market Research and Competitor Analysis

We are not aware of any existing qualifications in Design, Screen Arts or Music that offer Mātauranga Toi Māori as a major (or double major) alongside subject specific specialisations. The following 2 programmes have some similarity. The University of Auckland offers a conjoint degree in Fine Arts and Māori studies. However, this is not embedded within the Fine Arts qualification in the same way that Massey's Mātauranga Toi Māori qualification will be embedded in our Creative Arts programmes (i.e. the proposed major will encompass creative studio, tikanga and mātauranga).

Accreditation Considerations (if applicable)

None

Internal and External Consultation

To support the development of this proposal consultation has begun within the college and externally, with further consultation to be concluded in 2024.

Internal

Internal wānanga and hui with Māori staff and students including, Associate Professor Kura Te Waru-Rewiri (Programme Lead for Toioho ki Apiti Māori Visual Arts) and Professor Robert Jahnke to determine the most appropriate pathways for grounding creative study through mātauranga Māori. Internal College of Creative Arts consultation occurred across all relevant undergraduate degrees and received a high level of support from all academic and support staff. Broader student consultation has been undertaken with current and former students through hui and survey questionnaire. We asked for feedback from students about all proposed changes to degrees with one section dedicated specifically to explaining and soliciting feedback about the Mātauranga Toi Māori major.

Students' responses to the survey were positive overall, providing some important insights about the opportunities and challenges posed by the proposed changes. For example, ensuring that: course descriptions are clear; workloads are appropriate; options to move between disciplines is balanced while maintaining subject specificity; that all students can engage safely with Te Tiriti o Waitangi and Mātauranga Māori. The feedback was particularly supportive of Mātauranga Toi Māori and the ability to opt out of the four-year honours degree programme to complete a bachelor degree within 3 years.

The college's learning and teaching team will work closely with our students as we plan and implement the proposed changes in a student-centred manner.

Consultation has also taken place across the university with individuals including, Deputy Pro Vice Chancellor Professor Meihana Durie, Distinguished Professor Hingangaroa Graham Smith, and Associate Professor Dr. Veronica Tawhai (Pūkenga Tiriti, Office of the DVC Māori) with – thus far – positive feedback about the Mātauranga Toi Māori major.

External

- Additional consultation with external stakeholders in Māori advancement as a priority such as, iwi and hapū leaders and community particularly those within Te Upoko-o-te-Ika and Māori within the creative and education sector
- Discussion with relevant tertiary providers including, Elam School of Fine Arts; Art and Design at AUT, Elam School of Fine Arts, School of Design at VUW
- Discussion with industry and community stakeholders, many of whom our staff have identified and have working and reciprocal relationships already including Toi Māori Aotearoa, Creative New Zealand, Toi Mai, Museum of New Zealand Te Papa Tongarewa, Wellington City Art Gallery, Wellington City Council, local secondary school art teachers, curators, independent artists, and alumni

Equity Implications

The proposed Mātauranga Toi Māori major speaks directly to the National Education and Learning Priorities (NELP) and the Tertiary Education Strategy (TES), Objective 1, priority 2. Specifically, it responds to the the need to have high aspirations for every learner/ākonga, and support these by partnering with their whānau and communities to design and deliver education that responds to their needs, and sustains their identities, languages and cultures (NELP 2020).

Financial Analysis**Financial Summary**

	2025	2026	2027	2028	2029	2030
Financial						
Income	642,565	986,239	1,262,216	1,507,112	1,605,254	1,773,726
Costs	165,235	229,541	255,430	277,401	293,188	317,797
Surplus/(Deficit)	477,330	756,698	1,006,786	1,229,711	1,312,066	1,455,929
Overall university impact	192,115	318,592	445,687	559,268	597,415	665,934
% of return	29.90%	32.30%	35.31%	37.11%	37.22%	37.54%
Head count and EFTS						
Head count	35.00	53.00	67.00	79.00	83.00	91.00
Domestic EFTS	35.00	53.00	67.00	79.00	83.00	91.00
International full fee EFTS	0.00	0.00	0.00	0.00	0.00	0.00
Total EFTS	35.00	53.00	67.00	79.00	83.00	91.00
FTEs						
Academic FTEs	1.20	1.60	1.70	1.80	1.85	1.95
Professional Services FTEs	0.10	0.15	0.20	0.20	0.20	0.20
Technical FTEs	0.00	0.00	0.00	0.00	0.00	0.00
Total FTEs	1.30	1.75	1.90	2.00	2.05	2.15

Ratios

EFTS to FTEs	26.92	30.29	35.26	39.50	40.49	42.33
EFTS to Academic FTEs	29.17	33.13	39.41	43.89	44.86	46.67
Academic to Professional FTEs	12.00	10.67	8.50	9.00	9.25	9.75
Income per Academic FTE	0	616,400	742,480	837,284	867,705	909,603

Predicted Student Numbers / EFTS

CoCA has averaged roughly 255 undergraduate students identifying as Māori within the associated programmes each year. We anticipate high uptake of the courses that contribute to the major as well as a smaller but significant number of students within the major itself.

	Headcounts					EFTS				
	Year 1	Year 2	Year 3	Year 4	Total for year	Year 1	Year 2	Year 3	Year 4	Total for year
2025	25	10			35	25	10			35
2026	25	20	8		53	25	20	8		53
2027	25	20	16	6	67	25	20	16	6	67
2028	30	20	16	13	79	30	20	16	13	79
2029	30	24	16	13	83	30	24	16	13	83
2030	35	24	19	13	91	35	24	19	13	91

Minimum student numbers required for ongoing viability of the qualification

16EFTS

Expected Revenue

Please see *Financial Analysis*

Expected Cost

	2025	2026	2027	2028	2029	2030	Assumptions/notes
CPI Rate for Costs		2.00%	2.00%	2.00%	2.00%	2.00%	
Income							
SAC-government grant	395,115	604,300	771,566	918,854	975,032	1,069,011	
Domestic fees	238,700	368,689	475,400	571,758	612,722	685,215	
Domestic discount	0	0	0	0	0	0	
International full fees	0	0	0	0	0	0	
International full fees discount	0	0	0	0	0	0	
Non tuition fees-course related only	8,750	13,250	15,250	16,500	17,500	19,500	\$250 per year1-3 students for Marae visit
PBRF income							
Other income							
Total Income	642,565	986,239	1,262,216	1,507,112	1,605,254	1,773,726	

Costs

Staff Related Costs

1001 - Permanent-academic	138,000	189,520	207,406	226,194	239,452	259,967
1002 - Permanent-professional services	7,500	11,588	15,914	16,391	16,883	17,389
1003 - Permanent-technical	0	0	0	0	0	0
1015 - Fixed Term-academic	0	0	0	0	0	0
1016 - Fixed Term professional services	0	0	0	0	0	0
1017 - Fixed Term technical	0	0	0	0	0	0
1011 - Casual-academic	0	0	0	0	0	0
1012 - Casual-professional services	0	0	0	0	0	0
1013 - Casual-technical	0	0	0	0	0	0
1039 - Training and development		0	0	0	0	0
Other staff related costs		0	0	0	0	0
1009 - Annual leave accrued	11,640	16,089	17,866	19,407	20,507	22,189
1038 - Annual leave taken	(11,640)	(16,089)	(17,866)	(19,407)	(20,507)	(22,189)
1020 - A.C.C	1,164	1,609	1,787	1,941	2,051	2,219
1010 - Superannuation	9,821	13,575	15,074	16,375	17,303	18,722
Total staff related costs	156,485	216,291	240,180	260,901	275,688	298,297

Asset Related Costs

1105 - Depreciation	0	0	0	0	0	0
1137 - Repairs & maintenance		0	0	0	0	0
1146 - Minor non capital equipment purchase						
Other asset related costs		0	0	0	0	0
Total asset related costs	0	0	0	0	0	0

Other Direct Costs

1210 - Advertising expenses	0		0	0	0	0
1216 - Catering		0	0	0	0	0
1220 - Computer consumables		0	0	0	0	0
1221 - Consultancy costs		0	0	0	0	0
1222 - Consumables		0	0	0	0	0
						0 Assumption no additional course expenses

1223 - Contracted Services	0	0	0	0	0	0	
1241 - Hospitality	0	0	0	0	0	0	
1253 - Marketing	0	0	0	0	0	0	
1261 - Accommodation and meals	0	0	0	0	0	0	Assumed no travel required for teaching
Component Fee costs for students	8,750	13,250	15,250	16,500	17,500	19,500	Marae visit costs
Other Direct Costs							
Total other direct costs	8,750	13,250	15,250	16,500	17,500	19,500	

Overhead/Administration Recovery

1830 - Internal printing & copying charges	0	0	0	0	0	0	
1832 - Facilities management charges	0	0	0	0	0	0	
1834 - Internal printer Charges	0	0	0	0	0	0	
1835 - Internal postage charges	0	0	0	0	0	0	
1837 - Internal computing charges	0	0	0	0	0	0	
1838 - Internal telecoms charges	0	0	0	0	0	0	
1839 - Internal mobile Charges	0	0	0	0	0	0	
1840 - Internal computer rental charges			0	0	0	0	
	0						
Total overhead/administration recovery	0	0	0	0	0	0	0

Tax costs

Currency fluctuation costs

Total Costs	165,235	229,541	255,430	277,401	293,188	317,797	
--------------------	----------------	----------------	----------------	----------------	----------------	----------------	--

Surplus/(Deficit)	477,330	756,698	1,006,786	1,229,711	1,312,066	1,455,929	
--------------------------	----------------	----------------	------------------	------------------	------------------	------------------	--

Net impact on other budget centres within the reporting line

PVC office support costs	0	0	0	0	0	0
--------------------------	---	---	---	---	---	---

Total impact on other budget centres within the reporting line	0	0	0	0	0	0
---	----------	----------	----------	----------	----------	----------

Net impact on other reporting lines

Enrolment related fees (income)	(16,791)	(25,426)	(32,143)	(37,899)	(39,818)	(43,656)
---------------------------------	----------	----------	----------	----------	----------	----------

College of Creative Arts

University Central	302,006	463,533	593,242	708,343	754,469	833,651
--------------------	---------	---------	---------	---------	---------	---------

Net impact on other reporting lines	285,215	438,106	561,099	670,443	714,651	789,995
--	----------------	----------------	----------------	----------------	----------------	----------------

Overall University Impact	192,115	318,592	445,687	559,268	597,415	665,934
----------------------------------	----------------	----------------	----------------	----------------	----------------	----------------

Risk Management 

Workload issues for programme and school staff for reviewing and developing existing and new courses within the new pathway	Academic development time will be allocated in the workload for current staff. Development will also take place at a college level in alignment with the other proposed changes to our offerings. This will continue to be supported, as needed, by a college wide working group as well as the College’s learning and teaching team.
Attracting sufficient student numbers to remain viable	The courses in the new pathway will be vertically taught, bringing students from across all year levels together. This will enable ensure we can achieve appropriate enrolments and staff to student ratio across the pathway.
Technical support	World-class Specialist facilities across the College will be available to students to undertake the work associated with the courses in this pathway. Students’ needs for technical learning and inductions will be considered and aligned with their area of specialisation (Fine Arts or their major within Music, Design or Screen Arts). This will be supported by other proposed changes that make core learning, across our specialisations more accessible. Technical facilities staff will work closely with academic staff to ensure that all students have a positive and supported experience working in technical facilities and this will be considered in admission and balanced with technical staff workloads.

3. Resource Impacts - For New and Significantly Amended Specialisations and for Closure to New Enrolments

Facilities Management 

Toi Rauwhārangī is well equipped with specialist spaces for teaching and learning the creative arts and Te Rau Karamu Marae, an acclaimed work of art and design, provides a rich learning and cultural space on the Pukeahu campus.

Students 

The introduction of the Mātauranga Toi Māori major will provide Māori students with more opportunities to connect with each other as well as with Māori academic staff from across the College. It also provides students at honours level with the opportunity for co-supervision to ensure that their creative work receives well-rounded direction and feedback.

A full implementation and communication plan will be developed. This will ensure that students are appropriately informed of the changes being made, how and when it will impact their studies and what their options are. We will work closely with the university’s academic advisors and central teams to ensure

that clear and consistent information and advice is given to students.

Academic Staff

A number of staff across Toi Rauwhārangī have appropriate expertise to contribute to all components of the Mātauranga Toi Māori major, and at all levels of study. The major will bring together expertise from Toioho Ki Apati in Manawatu and the rest of Toi Rauwhārangī on the Pukeahu campus to deepen support for staff and students. Some of the courses in the schedule (notably 150106 and 150206) are currently delivered from Manawatu to Taurā on Manawatu and Pukeahu campuses.

Contributing staff include:

Te Ranga Tai Kura, Pro Vice Chancellor's Office Toi Rauwhārangī

- Associate Pro Vice Chancellor Māori - Professor Ngataiharuru Taepa (Ngāti Whakāue, Te Arawa, Te Ātiawa, Ngāti Kahungunu),
- Kaihautū Toi Māori Director of Māori Art - Rongomaiaia Te Whaiti (Ngāti Kahungunu ki Wairarapa, Ngāi Tahu).
- Associate Dean Māori - Kura Puke (Te Ātiawa, Taranaki Whānui)
- Matt Tini (Waikato, Ngaati Tiipa, Ngāti Rakaipaaka, Ngāti Kahungunu), Lecturer

Research, Pro Vice Chancellor's Office Toi Rauwhārangī

- Professor Huhana Smith (PhD.), MNZM, Ngāti Tukorehe, Ngāti Raukawa ki te Tonga

Toioho ki Āpiti Māori Visual Arts, Whiti o Rehua School of Art:

- Professor Robert Jahnke (PhD.), ONZM, FRSNZ (Ngāi Taharora, Te Whānau a Iritekura, Te Whānau a Rākairoa, Ngāti Pōrou)
- Associate Professor Kura Te Waru-Rewiri (Ngāpuhi, Ngāti Kahu, Ngāti Rangī, Ngāti Kauwhata)
- Erena Arapere (Te Ātiawa ki Whakarongotai, Ngāti Toa Rangatira), Senior Lecturer
- Karangawai Marsh (Ngāti Raukawa ki te Tonga, Ngāti Maniapoto), Lecturer

Fine Arts, Whiti o Rehua School of Art:

- Associate Professor Rachael Rakena (Kāi Tahu, Ngāpuhi),
- Associate Professor Hemi MacGregor (Ngāti Rakaipaaka, Ngāti Kahungunu, Ngāi Tūhoe),
- Eugene Hansen (Ngāti Maniapoto), Senior Lecturer
- Shannon Te Ao (Ngāti Tūwharetoa, Ngāti Wairangi, Te Pāpaka-o-Māui), Senior Lecturer

Textiles, Ngā Pae Māhutonga School of Design:

- Angela Kilford, Te Whānau A Kai, (Ngāti Porou, Ngāti Kahungunu), Senior Lecturer

Academics are supported by the college's team of professional staff who provide general and academic administrative support. We do not anticipate that the proposed addition of the Mātauranga Toi Māori major will require any changes to academic staffing.

International

The introduction of the Major will not affect international student enrolments or learning experiences.

Information Technology

The college has a long-established working relationship with ITS in the University for the provision of computing, networking and the related support. We do not anticipate that this proposal will have any additional information technology resourcing requirements.

Student Management System

Changes will need to be made to each of the associated qualifications. This will be managed through Massey's curriculum management system (Akari) in connection with the student management system (SMS). This work will be supported by the college's team of professional staff as well as Massey's student registry.

Teaching and Learning Services

The proposed major was developed by Māori staff and then brought to fruition in consultation with a college working group to ensure that it will provide a positive learning experience within each of the qualifications. The working group included the Kaihautū Toi Māori, a Head of School, a learning developer, the Director of Academic Assurance and the College Director Academic. In addition, the proposal was then put out for consultation with Massey University's Teaching Academy Director and Massey University's Director of Educational Futures.

Student Learning Services

The college works closely with the University's Student Achievement Team and Centre for Learner Success, the Director of which is a member of the college's Learning and Teaching Team.

Limitations on Numbers

There will be no limitations on enrolment volume.

Goals of the Programme

Mātauranga Toi Māori provides Māori students in the creative arts with a grounded cultural foundation to complement their creative disciplines. The major brings together knowledge, purpose, ethics and skills through critical engagement, studio experiences and courses specifically centred on tikanga Māori.

Programme Overview

Mātauranga Toi Māori has three primary components: critical investigation, Māori-centric practice courses and creative studios (Toi Atea courses).

Critical investigation courses introduce and extend students understanding of Toi Māori. These courses are open to all students in Massey and are co-housed within the Pukeahu and Manawatu campuses. They scaffold mātauranga toi Māori by first (in year 1) examining traditional elementary forms of toi Māori and their relationship to Māori culture; (in year 2) considering the structure of Māori design elements and the process of stylistic change; (in year 3) delving more deeply into cosmological narratives and their expression within toi Māori; and finally providing candidates with a sophisticated examination of the methods and processes that will assist students in their independent research at postgraduate level.

Toi Atea creative studios will operate as vertical studios – housing students of all years together – in order to develop community and facilitate tuakana-teina relational learning. As these courses may potentially hold students from 18 different specialisations across four qualifications, the vertical studio is

also designed to provide students access to a wide-range of peers with a shared Te Ao Māori lens.

The suite of Māori-centric practice courses are equivalent to 'professional cultures' courses for other students with the creative arts. The professional cultures courses explicitly orient students to learning, ethics, working for and within communities, collaboration and industry norms and expectations. In addition, they provide students with mentorship through the development of personal and professional development plans that students reflect on with an assigned lecturer. The Māori-centric practice courses explore different tikanga and kawa in relation to the students' identity as Māori creative practitioners.

Proposed Teaching/Delivery Methods

The major will use a variety of teaching and learning deliveries and methods including lecture, tutorial, wānanga, and studio. Mātauranga Toi Māori will foster an environment where academics and students work together on research-centred teaching and learning initiatives in a tuakana-teina model.

Prescriptions for New Courses

The proposed Mātauranga Toi Māori specialisation has three primary components: critical investigation, creative studios (Toi Atea courses) and Māori-centric practice courses. Current courses will be used for the creative studio's and critical investigation components,, with new critical courses added at years three and four as these do not exist yet. The Māori-centric practice courses are an entirely new strand of learning within the curriculum, enabling students explore different tikanga and kawa in relation to the students' identity as Māori creative practitioners.

Mātauranga Toi Māori Major Prescriptions (New Courses)

298157 Toi Atea 1

15 credits An introduction to the development of personal forms of expression through an engagement with the values, concepts, traditions, art/design forms and structures of the whare whakairo.

298263 Toi Atea 2

15 credits The development of individual work that grows out of the investigation of a select range of Māori concepts, art forms, imagery, values and approaches that reflect a Māori world view.

298367 Toi Atea 3

15 credits Developing visual responses to the exploration of issues (social, political, environmental, global) significant to Māori people and their communities.

298753 Toi Atea 4

15 credits An advanced course to focus and refine visual language and personal tikanga through negotiated projects that explore topics of direct reference to Māori people and their communities.

298160 Mātauranga Toi Māori 1: Māori Practices as a Māori Creative Practitioner

15 credits This introductory course provides students with a foundational understanding of customary practices and values within Te Ao Māori and their relevance in contemporary Māori creative practice. Through a combination of theoretical exploration and practical engagement, students will gain insights into the cultural context shaping Māori creative expression and its significance in fostering personal and communal growth.

298260 Mātauranga Toi Māori 2: Māori Creative Practices and Cultural Continuity

15 credits Building upon the foundational concepts introduced in Māori Practices as a Māori Creative Practitioner, this course delves deeper into the intricate relationship between Māori creative practices and cultural continuity within Te Ao Māori. Through an advanced exploration of theoretical frameworks, hands-on creative projects, and community engagement, students will further refine their understanding of the nuanced role of Tikanga Māori in shaping contemporary Māori creative practice.

298360 Mātauranga Toi Māori 3: Creative Innovation and Community Leadership

15 credits This course propels students into the realm of Māori Arts Innovation and Community Leadership. By synthesizing foundational knowledge with advanced theoretical frameworks, innovative artistic projects, and community leadership principles, students will refine their skills as Māori Arts Practitioners and actively contribute to the evolution of Māori arts practices within a contemporary context.

298330 Cosmological Narratives within Māori Creative Expression

15 credits This advanced-level course delves into the intricate relationship between Māori cosmological narratives and their dynamic manifestation within contemporary Māori creative expression. Through an interdisciplinary exploration that encompasses art,

design, music, theatre, and dance, students will analyse the evolving role of cosmological narratives, connecting traditional wisdom to modern artistic innovation.

298730 Māori Research Methodologies for Creative Practice

15 credits Students will consider tikanga and methodologies relevant to their own creative practice, which may incorporate the use of customary and/or new technologies, innovations, and knowledge. This will include developing an understanding of tikanga, ethics and accountabilities around the use of mātauranga toi Māori, mātauranga-ā-iwi, mātauranga-ā-hapū and mātauranga-a-whānau in the development of their own creative outputs. Students will be supported to locate and articulate their own creative practice in a continuum of mātauranga toi Māori.

Assessment and Moderation Procedures

As per the policies of Massey University and the College of Creative Arts, assessment will emphasise learning and student development with the ultimate aim of combining intellectual rigour with technical skill and moral purpose.

The bulk of assessment within the College is through non-formal formative feedback, with the explicit goal of prioritising learning over performance. This is in part to encourage creativity and in part to emphasise creative process.

Students will be assessed on their individual contributions as well as in groups where appropriate. All courses require a minimum 50% grade to pass (or its equivalent C-/pass).

In accordance with the regulations within the College and University, summative assessments will be moderated prior to feedback.

Plans for Monitoring Quality/Programme Review

Massey University quality management processes will determine the formal cyclical evaluations of the qualifications within which the Mātauranga Toi Māori major will operate.

In addition:

- Individual courses are reviewed at the end of each delivery period by course coordinators and teachers
- Changes to programmes of study are approved by relevant undergraduate quality enhancement committees and may also receive advice through CoCA's Ako, Teaching and Learning Team, The College Board and, where appropriate, the Academic Committee and Academic Board.
- Student feedback is sought regularly and used for iterative improvements in delivery.
- All other regulated processes within the University and/or in accordance with Universities New Zealand will be undertaken.

Postgraduate Funding

5. CUAP Section B – For New Specialisations only

Relationship to Strategic Planning Goals

Please see Section 2. Strategic Impact, Strategic Considerations.

Learning Outcomes for New Courses

Mātauranga Toi Māori Major Learning Outcomes (New Courses)

298157 Toi Atea 1

- 1 Identify the architectural elements, values and concepts associated with the whare whakairo. (Graduate Profile: Understanding and Mātauranga A1)
- 2 Demonstrate knowledge of the basic working processes involved in producing some of the major art forms of the whare whakairo. (kowhaiwhai, tukutuku, raranga, and whakairo). (Graduate Profile: Understanding and Mātauranga A1)
- 3 Understand the major compositional structures of some of the major art forms of the whare whakairo. (Graduate Profile: Understanding and Mātauranga A1, A2)
- 4 Produce contemporary images and forms based on an understanding and respect for the customary art forms of the whare whakairo. (Graduate Profile: Connectedness and Whanaungatanga A3; E2)

298263 Toi Atea 2

- 1 Describe the concepts of whakapapa, whenua and turangawaewae and explain how central they are to an appreciation of Māori identity. (Graduate Profile: Understanding and Mātauranga A1)
- 2 Identify themselves using the appropriate Māori forms of mihimihi and patere. (Graduate Profile: Connectedness and Whanaungatanga A3)
- 3 Produce a range of work in different mediums that express aspects of their own identity. (Graduate Profile: Connectedness and Whanaungatanga A3, E2)

298367 Toi Atea 3

- 1 Discuss the concepts and issues Māori identify as significant in relation to land and cultural identity. (Graduate Profile: Understanding and Mātauranga A1)
- 2 Produce work that explores current issues of concern to Māori people and their communities. (Graduate Profile: Connectedness and Whanaungatanga A3)
- 3 Produce work that identifies a personal position in relation to issues of concern to Māori people and their communities. (Graduate Profile: Autonomy and Mana B2; Connectedness and Whanaungatanga E2)

298753 Toi Atea 4

- 1 Discuss and connect with advanced concepts and issues Māori identify as significant in relation to land and cultural identity. (Graduate Profile: Understanding and Mātauranga A1)
- 2 Produce and critically analyse research that explores issues of concern to Māori people and their communities. (Graduate Profile: Connectedness and Whanaungatanga A3)
- 3 Refine visual language and personal tikanga through producing a project identifying current issues of concern to Māori people and their communities. (Graduate Profile: Autonomy and Mana B2; Connectedness and Whanaungatanga E2)

298160 Mātauranga Toi Māori 1: Māori Practices as a Māori Creative Practitioner

- 1 Articulate and Reflect on the Role of Tikanga Māori within Te Ao Māori (Graduate profile: Understanding and Mātauranga A1; C2)
- 2 Articulate and reflect on the role of Tikanga Māori within creative practice (Graduate profile: Understanding and Mātauranga A2)
- 3 Identify and contribute to the development of personal and creative growth and learning (Graduate profile: Mana and Autonomy B2; Understanding and Mātauranga C2)
- 4 Contribute to the growth of their communities (Connectedness and Whanaungatanga A3; E2)
- 5 Engage in the course learning (Mana and Autonomy E3)
- 6 Participate in and contribute to wānanga (Understanding and Mātauranga C2; Connectedness and Whanaungatanga E2)

298260 Mātauranga Toi Māori 2: Māori Creative Practices and Cultural Continuity

- 1 Articulate and reflect confidently on the role of Tikanga Māori within Te Ao Māori (Graduate profile: Understanding and Mātauranga A1)
- 2 Articulate and reflect confidently on the role of Tikanga Māori within creative practice (Graduate profile: Understanding and Mātauranga A2)
- 3 Develop strategic approaches to personal and creative growth and learning (Graduate profile: Mana and Autonomy B2; Understanding and Mātauranga C2)
- 4 Advance community well-being (Connectedness and Whanaungatanga A3; Connectedness and Whanaungatanga E2)
- 5 Synthesise knowledge to address complex challenges in Māori arts practices (Creativity and Toi C1)
- 6 Demonstrate leadership in wānanga discussions and activities (Understanding and Mātauranga C2; Connectedness and Whanaungatanga E1)

298360 Mātauranga Toi Māori 3: Creative Innovation and Community Leadership

- 1 Demonstrate an innovative understanding of Tikanga Māori, exploring its applications in response to contemporary challenges and opportunities. (Graduate Profile: Understanding and Mātauranga, A1, A3)
- 2 Conduct advanced critical analyses of the incorporation of Tikanga Māori principles in diverse and evolving Māori arts forms. (Graduate Profile: Creativity and Toi, C1)
- 3 Develop and implement strategic plans for personal and creative growth, aligning with Māori artistic traditions and contemporary contexts. (Graduate Profile: Autonomy and Mana, B2)
- 4 Explore and implement advanced strategies for Māori arts practitioners to play pivotal roles in community well-being and cultural revitalization. (Graduate Profile: Connectedness and Whanaungatanga, E2)

- 5 Apply integrated knowledge to an advanced independent project, showcasing high-level analytical and creative thinking. (Graduate Profile: Creativity and Toi, C1)
- 6 Demonstrate visionary leadership in wānanga discussions and in mentoring peers, guiding and inspiring conversations on cutting-edge topics in Māori arts innovation. (Graduate Profile: Connectedness and Whanaungatanga, E2, E3)

298330 Cosmological Narratives within Māori Creative Expression

- 1 Identify and Interpret the Relevance of Cosmological Narratives for Māori Culture (Graduate Profile: Understanding and Mātauranga A1)
- 2 Identify and Interpret the Manifestation of Cosmological Narratives within Māori Creative Expression (Graduate Profile: Understanding and Mātauranga A2; Connectedness and Whanaungatanga A3)
- 3 Undertake Guided Research of Key Values and Concepts within Cosmological Narratives (Graduate Profile: Understanding and Mātauranga A4)
- 4 Demonstrate Critical Understanding through Writing and Wānanga (Graduate Profile: Connectedness and Whanaungatanga E1)

298730 Māori Research Methodologies for Creative Practice

- 1 Demonstrate an advanced understanding of, and critical engagement with, diverse Māori theoretical frameworks and mātauranga toi Māori research methodologies relevant to the exploration of their own creative practice. (Graduate profile: Understanding and Mātauranga, A1, A2)
- 2 Engage in critical reflection on the tikanga, ethics, intentions, contexts and accountabilities of their creative practice research, including the use of mātauranga toi Māori, mātauranga-ā-iwi, mātauranga-ā-hapū, and mātauranga-a-whānau, emphasizing its relevance in te ao Māori and demonstrating an understanding of one's positionality. (Understanding and Mātauranga A1, C2)
- 3 Develop and apply mātauranga toi Māori research methodologies to the use of technologies, innovations, and knowledge in a manner that is critically engaged and aligns with cultural values and ethical considerations. (Graduate profile: Virtuosity and Mōhio, D2; Connectedness and Whanaungatanga, A3)
- 4 Apply intellectual analysis and evaluative skills in effectively communicating, critiquing, and developing ideas and proposals, and their own creative practice within the continuum of mātauranga toi Māori, recognizing the cultural and historical context that shapes their work. (Graduate profile: Virtuosity and Mōhio, D2 and D3)

Student Workload

The expected student workload for this major is consistent with all undergraduate programmes within Toi Rauwhārangī, the College of Creative Arts. Course commitment is 10 hours per credit, or 150 hours for a standard 15 credit course. Taught time is typically 2-3 hours per credit with the remaining time consisting of guided independent work, guided and independent research, work towards making and assessment. Assessment is primarily formative to prioritise learning over performance.

Teaching and Support Staff

A number of staff across Toi Rauwhārangī have appropriate expertise to contribute to all components of the Mātauranga Toi Māori major, and at all levels of study. The major will bring together expertise from Toioho Ki Apati in Manawatu and the rest of Toi Rauwhārangī on the Pukeahu campus to deepen support for staff and students. Some of the courses in the schedule (notably 150106 and 150206) are currently delivered from Manawatu to Taurā on Manawatu and Pukeahu campuses.

Administrative support staff in Toi Rauwhārangī are assigned to the College rather than specific programmes within it. Mātauranga Toi Māori major will be administratively supported through College administrators.

Teaching Space and Other Facilities

The University has adequate teaching spaces to accommodate the major. Toi Rauwhārangī is well equipped with specialist creative arts spaces and Te Rau Karamu Marae, an acclaimed work of art and design, provides a rich learning and cultural space on the Pukeahu campus.

Library Resources

CoCA Librarians select books from subject profiles that have been developed with major suppliers to reflect the research and teaching needs of the University, and on the recommendation of University staff and students. There is a collection of titles to support all the new specialisation listed in Discover (the Library search tool).

The Library contributes to Tiriti-led teaching by providing access to a range of Te Tiriti and Māori resources in diverse media including DVD, CD, video and print which can be accessed through Discover. The Māori, Music and Creative Arts Subject Guides offer access to relevant databases, including recorded domestic and international television channels via eTV.

Current Collection - Journals

The Library provides online access to a broad spectrum of relevant journals and journal article databases. Multidisciplinary databases include access to relevant journals and databases in the areas of creative practice.

Future Collecting - Books

Current purchasing scopes and policies are sufficient for this qualification.

Future Collecting

Journals Current purchasing scopes and policies are sufficient for this qualification.

Future Collecting - Journals Article Databases

Current purchasing scopes and policies are sufficient for this qualification.

Recommendations

There are no additional collection resources or policy changes required for this qualification. Ongoing purchasing of new book titles can be met from existing budgets.

Timetabling Arrangements

Timetabling will be done in concert with the undergraduate programmes that the major services.

Committee References	AC24/03/17 CCACB2024/02/91g UGQEC2024/01/77g
-----------------------------	--

Status Log

Initial Status	End Status	User	Date	Comment
Academic Committee Approval	Academic Board Approval	LEANNE ROBINSON	28 Mar 2024 13:49 pm	AC24/03/17
College Board Approval	Academic Committee Approval	Jessica Board	20 Feb 2024 14:16 pm	Approved on Behalf of College Board Chair
College Sub Committee Approval	College Board Approval	Jessica Board	20 Feb 2024 14:15 pm	Approved on Behalf of UGQEC Chair
HOD Approval	College Sub Committee Approval	Jessica Board	20 Feb 2024 14:13 pm	Approved on Behalf of Head of School
Draft	HOD Approval	Jessica Board	20 Feb 2024 14:11 pm	Approved on Behalf of Director Academic
	Draft	Jessica Board	25 Jan 2024 14:07 pm	

View Course



298160 Mātauranga Toi Māori 1: Māori Practices as a Māori Creative Practitioner v1.0


ACADEMIC COMMITTEE APPROVAL


[Show Legend](#)


Affiliated Entities 			
Entity Code	Entity Title	Entity Version	Entity Type
UBCMS	Bachelor of Commercial Music	v7.0	Qualification
UBCRM	Bachelor of Screen Arts	v7.0	Qualification
UBDSG	Bachelor of Design	v6.0	Qualification
UBFNA	Bachelor of Fine Arts	v3.0	Qualification
UHDSG	Bachelor of Design with Honours	v8.0	Qualification
UHFNA	Bachelor of Fine Arts with Honours	v3.0	Qualification
UHSCA	Bachelor of Screen Arts with Honours	v3.0	Qualification
UBCMS1JMTMR1	Mātauranga Toi Māori	v1.0	Specialisation
UBCRM1JMTMR1	Mātauranga Toi Māori	v1.0	Specialisation
UBDSG1JMRMT1	Mātauranga Toi Māori	v1.0	Specialisation
UBFNA1JMTMR1	Mātauranga Toi Māori	v1.0	Specialisation
UHDSG1JMTMR1	Mātauranga Toi Māori	v1.0	Specialisation
UHFNA1JMTMR1	Mātauranga Toi Māori	v1.0	Specialisation
UHSCA1JMTMR1	Mātauranga Toi Māori	v1.0	Specialisation


Year of Implementation 	2025
---	------


Course Code 	298160
--	--------


Course Title 	Mātauranga Toi Māori 1: Māori Practices as a Māori Creative Practitioner
---	--


Abbreviated Title 	Māori Prac
--	------------

Course Type 	Taught
--	--------


Credits 	15
--	----


Course Level 	100
---	-----


Prescription 	This introductory course provides students with a foundational understanding of customary practices and values within Te Ao Māori and their relevance in contemporary Māori creative practice. Through a combination of theoretical exploration and practical engagement, students will gain insights into the cultural context shaping Māori creative expression and its significance in fostering personal and communal growth.
---	---

Online Learning Category 	Partially Taught Online
---	-------------------------

Subject Area 	Creative Arts (293P)
---	----------------------

Language of Instruction 	
--	--

Course Initiator History 	GREGORY GILBERT (18 Jan 2024 to ---)
---	--------------------------------------

Collaborating Staff 	
Staff Member	
JO-ANN COWIE	
SHARRYN MIDDLETON	
TERESA HARTLEY	

2/19/24, 8:58 PM

Course Comparison 298160 - Mātauranga Toi Māori 1: Māori Practices as a Māori Creative Practitioner

GREGORY GILBERT
PHIL BRONN
FAITH KANE
JOSHUA FYFE
CAITLIN LIGO
Sydney Lash
Julian Sutherland
NJ Jayne
Jessica Board

Owning Organisation	College of Creative Arts (MU00007)
----------------------------	------------------------------------

Text Book Required	No
---------------------------	----

Recognised Professional Development	
--	--

Pattern of Offering	Not Cyclic
----------------------------	------------

Expected Prior Learning	
--------------------------------	--

Primary Qualification	
------------------------------	--

Course Requirements	No requisites
----------------------------	---------------

Prerequisites	
----------------------	--

Corequisites	
---------------------	--

Restrictions	133180 213170 197190 289150
---------------------	--------------------------------------

Learning Outcomes

On successful completion of this course the learner will be able to:

#	Description
LO1	Articulate and Reflect on the Role of Tikanga Māori within Te Ao Māori (Graduate profile: Understanding and Mātauranga A1; C2)
LO2	Articulate and reflect on the role of Tikanga Māori within creative practice (Graduate profile: Understanding and Mātauranga A2)
LO3	Identify and contribute to the development of personal and creative growth and learning (Graduate profile: Mana and Autonomy B2; Understanding and Mātauranga C2)
LO4	Contribute to the growth of their communities (Connectedness and Whanaungatanga A3; E2)
LO5	Engage in the course learning (Mana and Autonomy E3)
LO6	Participate in and contribute to wānanga (Understanding and Mātauranga C2; Connectedness and Whanaungatanga E2)

Learning Outcomes and Competencies Mapping

Learning Outcomes	Competencies
LO1: Articulate and Reflect on the Role of Tikanga Māori within Te Ao Māori (Graduate profile: Understanding and Mātauranga A1; C2)	
LO2: Articulate and reflect on the role of Tikanga Māori within creative practice (Graduate profile: Understanding and Mātauranga A2)	
LO3: Identify and contribute to the development of personal and creative growth and learning (Graduate profile: Mana and Autonomy B2; Understanding and Mātauranga C2)	
LO4: Contribute to the growth of their communities (Connectedness and Whanaungatanga A3; E2)	
LO5: Engage in the course learning (Mana and Autonomy E3)	
LO6: Participate in and contribute to wānanga (Understanding and Mātauranga C2; Connectedness and Whanaungatanga E2)	

Course Mark Scheme	Course - Mark/Grade
---------------------------	---------------------




















Completion Requirements	
--------------------------------	--

Assessment Pattern

Portfolio

Assessment Type	Portfolio	Assessment Title	Creative Portfolio
Assessment Description	n/a		
Weighting	100	Sequence	1
Pass Mark (%)	0	Pattern	Default
Learning Outcomes	1, 2, 3, 4, 5, 6	Marking Scheme	ASS-MG
Compulsory	Yes		

Workload

This module has no workload.	
Research/Information Literacy Skills 	
Current Collection - Books 	
Current Collection - Journals and Journal Article Databases 	
Future Collecting - Books 	
Future Collecting - Journals and Journal Article Databases 	
Recommendations 	
Approved by College Business Manager 	yes - Sharryn Middleton 8/2/24
Wholly Research 	No
TEC Course Classification 	Fine Arts; Design
TEC Funding Category 	B2 - B2 Undergraduate Degree
Massey Funding Level 	DES Design
NZSCED 	109999 - Creative Arts - nec
PBRF Eligibility 	Not PBRF Eligible
VRF Code 	0 Non-PBRF eligible courses
Additional fees / Compulsory course cost fees 	none
Publication Notes 	
Additional Cost (course publication note) 	
Learning Experience 	
Proposal ID 	03781

2/19/24, 8:58 PM

Course Comparison 298160 - Mātauranga Toi Māori 1: Māori Practices as a Māori Creative Practitioner

Academic Contact and Purpose of the Proposal	Introduced as part of the Mātauranga Toi Māori major, version 1.0, proposal
Rationale	
Accreditation Considerations	
Consultation	
Resource Impacts	
Calendar Amendments	
Proposed additional fees and expected enrolments for all offerings	
Consequential Amendments	
Transition Arrangements	
Committee References	CCACB2024/02/92 UGQEC2023/01/79

Status Log

Initial Status	End Status	User	Date	Comment
College Board Approval	Academic Committee Approval	CAITLIN LIGO	19 Feb 2024 19:57 pm	Approved by CoCA College Board 09/02/2024
College Sub-Committee Approval	College Board Approval	CAITLIN LIGO	19 Feb 2024 19:33 pm	Approved at UGQEC 31/01/2024
HOD Approval	College Sub-Committee Approval	Jessica Board	19 Feb 2024 18:58 pm	Approved on behalf of HoS
Draft	HOD Approval	CAITLIN LIGO	19 Feb 2024 17:46 pm	Yes
	Draft	GREGORY GILBERT	18 Jan 2024 15:27 pm	New Course Created


Workload Competency Mapping				
Workload Item	Workload Description	Competency Framework	Competency	Competency Teaching Method
None				


View Course

298260 Mātauranga Toi Māori 2: Māori Creative Practices and Cultural Continuity v1.0


APPROVED

[Show Legend](#)


Affiliated Entities 			
Entity Code	Entity Title	Entity Version	Entity Type
UBCMS	Bachelor of Commercial Music	v7.0	Qualification
UBCRM	Bachelor of Screen Arts	v7.0	Qualification
UBDSG	Bachelor of Design	v6.0	Qualification
UBFNA	Bachelor of Fine Arts	v3.0	Qualification
UHDSG	Bachelor of Design with Honours	v8.0	Qualification
UHFNA	Bachelor of Fine Arts with Honours	v3.0	Qualification
UHSCA	Bachelor of Screen Arts with Honours	v3.0	Qualification
UBCMS1JMTMR1	Mātauranga Toi Māori	v1.0	Specialisation
UBCRM1JMTMR1	Mātauranga Toi Māori	v1.0	Specialisation
UBDSG1JMRMT1	Mātauranga Toi Māori	v1.0	Specialisation
UBFNA1JMTMR1	Mātauranga Toi Māori	v1.0	Specialisation
UHDSG1JMTMR1	Mātauranga Toi Māori	v1.0	Specialisation
UHFNA1JMTMR1	Mātauranga Toi Māori	v1.0	Specialisation
UHSCA1JMTMR1	Mātauranga Toi Māori	v1.0	Specialisation

Year of Implementation 	2025
---	------

Course Code 	298260
--	--------


Course Title 	Mātauranga Toi Māori 2: Māori Creative Practices and Cultural Continuity
---	--


Abbreviated Title 	Māori Practices
--	-----------------


Course Type 	Taught
--	--------

Credits 	15
--	----

Course Level 	200
---	-----


Prescription 	Building upon the foundational concepts introduced in Māori Practices as a Māori Creative Practitioner, this course delves deeper into the intricate relationship between Māori creative practices and cultural continuity within Te Ao Māori. Through an advanced exploration of theoretical frameworks, hands-on creative projects, and community engagement, students will further refine their understanding of the nuanced role of Tikanga Māori in shaping contemporary Māori creative practice.
---	--

Online Learning Category 	Partially Taught Online
---	-------------------------

Subject Area 	Creative Arts (293P)
---	----------------------

Language of Instruction 	
--	--

Course Initiator History 	CAITLIN LIGO (17 Jan 2024 to ---)
---	-----------------------------------

Collaborating Staff 	
Staff Member	
JO-ANN COWIE	
SHARRYN MIDDLETON	
TERESA HARTLEY	
GREGORY GILBERT	
PHIL BRONN	

118 of 145

4/9/24, 9:00 AM

Course Comparison 298260 - Mātauranga Toi Māori 2: Māori Creative Practices and Cultural Continuity

FAITH KANE	
JOSHUA FYFE	
CAITLIN LIGO	
Sydney Lash	
Julian Sutherland	
NJ Jayne	
Jessica Board	
Owning Organisation	College of Creative Arts (MU00007)
Text Book Required	No
Recognised Professional Development	
Pattern of Offering	Not Cyclic
Expected Prior Learning	
Primary Qualification	
Course Requirements	
No requisites	
Prerequisites	One of: 298160 or 289150 or 197190 or 213170 or 133180
Corequisites	
Restrictions	289250 197290 213270 133280
Learning Outcomes	
On successful completion of this course the learner will be able to:	
#	Description
LO1	Articulate and reflect confidently on the role of Tikanga Māori within Te Ao Māori (Graduate profile: Understanding and Mātauranga A1)
LO2	Articulate and reflect confidently on the role of Tikanga Māori within creative practice (Graduate profile: Understanding and Mātauranga A2)
LO3	Develop strategic approaches to personal and creative growth and learning (Graduate profile: Mana and Autonomy B2; Understanding and Mātauranga C2)
LO4	Advance community well-being (Connectedness and Whanaungatanga A3; Connectedness and Whanaungatanga E2)
LO5	Synthesise knowledge to address complex challenges in Māori arts practices (Creativity and Toi C1)
LO6	Demonstrate leadership in wānanga discussions and activities (Understanding and Mātauranga C2; Connectedness and Whanaungatanga E1)
Learning Outcomes and Competencies Mapping	
Learning Outcomes	Competencies
LO1: Articulate and reflect confidently on the role of Tikanga Māori within Te Ao Māori (Graduate profile: Understanding and Mātauranga A1)	
LO2: Articulate and reflect confidently on the role of Tikanga Māori within creative practice (Graduate profile: Understanding and Mātauranga A2)	
LO3: Develop strategic approaches to personal and creative growth and learning (Graduate profile: Mana and Autonomy B2; Understanding and Mātauranga C2)	
LO4: Advance community well-being (Connectedness and Whanaungatanga A3; Connectedness and Whanaungatanga E2)	
LO5: Synthesise knowledge to address complex challenges in Māori arts practices (Creativity and Toi C1)	

4/9/24, 9:00 AM

Course Comparison 298260 - Mātauranga Toi Māori 2: Māori Creative Practices and Cultural Continuity

LO6: Demonstrate leadership in wānanga discussions and activities (Understanding and Mātauranga C2; Connectedness and Whanaungatanga E1)	
Course Mark Scheme	Course - Pass/Fail
Completion Requirements	

Assessment Pattern

Portfolio

Assessment Type	Portfolio	Assessment Title	Creative Portfolio
Assessment Description	n/a		
Weighting	100	Sequence	1
Pass Mark (%)	100	Pattern	Default
Learning Outcomes	1, 2, 3, 4, 5, 6	Marking Scheme	ASS-PF
Compulsory	Yes		

Workload

This module has no workload.	
Research/Information Literacy Skills	
Current Collection - Books	
Current Collection - Journals and Journal Article Databases	
Future Collecting - Books	
Future Collecting - Journals and Journal Article Databases	
Recommendations	
Approved by College Business Manager	yes - Sharryn Middleton 8/2/24
Wholly Research	No
TEC Course Classification	Fine Arts; Design
TEC Funding Category	B2 - B2 Undergraduate Degree
Massey Funding Level	DES Design
NZSCED	109999 - Creative Arts - nec
PBRF Eligibility	Not PBRF Eligible
VRF Code	0 Non-PBRF eligible courses
Additional fees / Compulsory course cost fees	None
Publication Notes	


4/9/24, 9:00 AM

Course Comparison 298260 - Mātauranga Toi Māori 2: Māori Creative Practices and Cultural Continuity

Additional Cost (course publication note)	
Learning Experience	
Proposal ID	03781
Academic Contact and Purpose of the Proposal	Introduced as part of the Mātauranga Toi Māori major, version 1.0, proposal
Rationale	
Accreditation Considerations	
Consultation	
Resource Impacts	
Calendar Amendments	
Proposed additional fees and expected enrolments for all offerings	
Consequential Amendments	
Transition Arrangements	
Committee References	AC24/03/17 CCACB2024/02/93 UGQEC2024/01/80

Status Log

Initial Status	End Status	User	Date	Comment
Academic Committee Approval	Approved	LEANNE ROBINSON	27 Mar 2024 15:20 pm	AC24/03/17
College Board Approval	Academic Committee Approval	CAITLIN LIGO	19 Feb 2024 19:57 pm	Approved by CoCA College Board 09/02/2024
College Sub-Committee Approval	College Board Approval	CAITLIN LIGO	19 Feb 2024 19:33 pm	Approved at UGQEC 31/01/2024
HOD Approval	College Sub-Committee Approval	Jessica Board	19 Feb 2024 18:58 pm	Approved on behalf of HoS
Draft	HOD Approval	CAITLIN LIGO	19 Feb 2024 17:46 pm	Yes
	Draft	CAITLIN LIGO	17 Jan 2024 19:55 pm	New Course Created

Workload Competency Mapping 				
Workload Item	Workload Description	Competency Framework	Competency	Competency Teaching Method
None				

View Course



298360 Mātauranga Toi Māori 3: Creative Innovation and Community Leadership v1.0

ACADEMIC COMMITTEE APPROVAL

[Show Legend](#)

Affiliated Entities			
Entity Code	Entity Title	Entity Version	Entity Type
UBCMS	Bachelor of Commercial Music	v7.0	Qualification
UBCRM	Bachelor of Screen Arts	v7.0	Qualification
UBDSG	Bachelor of Design	v6.0	Qualification
UBFNA	Bachelor of Fine Arts	v3.0	Qualification
UHDSG	Bachelor of Design with Honours	v8.0	Qualification
UHFNA	Bachelor of Fine Arts with Honours	v3.0	Qualification
UHSCA	Bachelor of Screen Arts with Honours	v3.0	Qualification
UBCMS1JMTMR1	Mātauranga Toi Māori	v1.0	Specialisation
UBCRM1JMTMR1	Mātauranga Toi Māori	v1.0	Specialisation
UBDSG1JMRMT1	Mātauranga Toi Māori	v1.0	Specialisation
UBFNA1JMTMR1	Mātauranga Toi Māori	v1.0	Specialisation
UHDSG1JMTMR1	Mātauranga Toi Māori	v1.0	Specialisation
UHFNA1JMTMR1	Mātauranga Toi Māori	v1.0	Specialisation
UHSCA1JMTMR1	Mātauranga Toi Māori	v1.0	Specialisation

Year of Implementation	2025
-------------------------------	------

Course Code	298360
--------------------	--------

Course Title	Mātauranga Toi Māori 3: Creative Innovation and Community Leadership
---------------------	--

Abbreviated Title	MāorArtLeadship
--------------------------	-----------------

Course Type	Taught
--------------------	--------

Credits	15
----------------	----

Course Level	300
---------------------	-----

Prescription	This course propels students into the realm of Māori Arts Innovation and Community Leadership. By synthesizing foundational knowledge with advanced theoretical frameworks, innovative artistic projects, and community leadership principles, students will refine their skills as Māori Arts Practitioners and actively contribute to the evolution of Māori arts practices within a contemporary context.
---------------------	--

Online Learning Category	Partially Taught Online
---------------------------------	-------------------------

Subject Area	Creative Arts (293P)
---------------------	----------------------

Language of Instruction	
--------------------------------	--

Course Initiator History	CAITLIN LIGO (17 Jan 2024 to ---)
---------------------------------	-----------------------------------

Collaborating Staff	
Staff Member	
	JO-ANN COWIE
	SHARRYN MIDDLETON
	TERESA HARTLEY

2/19/24, 8:59 PM

Course Comparison 298360 - Mātauranga Toi Māori 3: Creative Innovation and Community Leadership

GREGORY GILBERT
PHIL BRONN
FAITH KANE
JOSHUA FYFE
CAITLIN LIGO
Sydney Lash
Julian Sutherland
NJ Jayne
Jessica Board

Owning Organisation	College of Creative Arts (MU00007)
----------------------------	------------------------------------

Text Book Required	No
---------------------------	----

Recognised Professional Development	
--	--

Pattern of Offering	Not Cyclic
----------------------------	------------

Expected Prior Learning	
--------------------------------	--

Primary Qualification	
------------------------------	--

Course Requirements	No requisites
----------------------------	---------------

Prerequisites	one of: 213270 or 298260 or 289250 or 197290 or 133280
----------------------	---

Corequisites	
---------------------	--

Restrictions	289350 133380 197390 213370
---------------------	--------------------------------------

Learning Outcomes

On successful completion of this course the learner will be able to:

#	Description
LO1	Demonstrate an innovative understanding of Tikanga Māori, exploring its applications in response to contemporary challenges and opportunities. (Graduate Profile: Understanding and Mātauranga, A1, A3)
LO2	Conduct advanced critical analyses of the incorporation of Tikanga Māori principles in diverse and evolving Māori arts forms. (Graduate Profile: Creativity and Toi, C1)
LO3	Develop and implement strategic plans for personal and creative growth, aligning with Māori artistic traditions and contemporary contexts. (Graduate Profile: Autonomy and Mana, B2)
LO4	Explore and implement advanced strategies for Māori arts practitioners to play pivotal roles in community well-being and cultural revitalization. (Graduate Profile: Connectedness and Whanaungatanga, E2)
LO5	Apply integrated knowledge to an advanced independent project, showcasing high-level analytical and creative thinking. (Graduate Profile: Creativity and Toi, C1)
LO6	Demonstrate visionary leadership in wānanga discussions and in mentoring peers, guiding and inspiring conversations on cutting-edge topics in Māori arts innovation. (Graduate Profile: Connectedness and Whanaungatanga, E2, E3)

Learning Outcomes and Competencies Mapping

Learning Outcomes	Competencies
LO1: Demonstrate an innovative understanding of Tikanga Māori, exploring its applications in response to contemporary challenges and opportunities. (Graduate Profile: Understanding and Mātauranga, A1, A3)	
LO2: Conduct advanced critical analyses of the incorporation of Tikanga Māori principles in diverse and evolving Māori arts forms. (Graduate Profile: Creativity and Toi, C1)	
LO3: Develop and implement strategic plans for personal and creative growth, aligning with Māori artistic traditions and contemporary contexts. (Graduate Profile: Autonomy and Mana, B2)	
LO4: Explore and implement advanced strategies for Māori arts practitioners to play pivotal roles in community well-being and cultural revitalization. (Graduate Profile: Connectedness and Whanaungatanga, E2)	

2/19/24, 8:59 PM

Course Comparison 298360 - Mātauranga Toi Māori 3: Creative Innovation and Community Leadership

LO5: Apply integrated knowledge to an advanced independent project, showcasing high-level analytical and creative thinking. (Graduate Profile: Creativity and Toi, C1)	
LO6: Demonstrate visionary leadership in wānanga discussions and in mentoring peers, guiding and inspiring conversations on cutting-edge topics in Māori arts innovation. (Graduate Profile: Connectedness and Whanaungatanga, E2, E3)	

Course Mark Scheme	Course - Pass/Fail
---------------------------	--------------------

Completion Requirements	
--------------------------------	--

Assessment Pattern

Portfolio

Assessment Type	Portfolio	Assessment Title	Creative Portfolio
Assessment Description	n/a		
Weighting	100	Sequence	1
Pass Mark (%)	100	Pattern	Default
Learning Outcomes	1, 2, 3, 4, 5, 6	Marking Scheme	ASS-PF
Compulsory	No		

Workload

This module has no workload.

Research/Information Literacy Skills	
---	--

Current Collection - Books	
-----------------------------------	--

Current Collection - Journals and Journal Article Databases	
--	--

Future Collecting - Books	
----------------------------------	--

Future Collecting - Journals and Journal Article Databases	
---	--

Recommendations	
------------------------	--

Approved by College Business Manager	yes - Sharryn Middleton 8/2/24
---	--------------------------------

Wholly Research	No
------------------------	----

TEC Course Classification	Fine Arts; Design
----------------------------------	-------------------

TEC Funding Category	B2 - B2 Undergraduate Degree
-----------------------------	------------------------------

Massey Funding Level	DES Design
-----------------------------	---------------

NZSCED	109999 - Creative Arts - nec
---------------	------------------------------

PBRF Eligibility	Not PBRF Eligible
-------------------------	-------------------

VRF Code	0 Non-PBRF eligible courses
-----------------	-----------------------------

2/19/24, 8:59 PM

Course Comparison 298360 - Mātauranga Toi Māori 3: Creative Innovation and Community Leadership

Additional fees / Compulsory course cost fees	\$250 to cover wānanga at Marae
Publication Notes	
Additional Cost (course publication note)	
Learning Experience	
Proposal ID	03781
Academic Contact and Purpose of the Proposal	Introduced as part of the Mātauranga Toi Māori major, version 1.0, proposal
Rationale	
Accreditation Considerations	
Consultation	
Resource Impacts	
Calendar Amendments	
Proposed additional fees and expected enrolments for all offerings	
Consequential Amendments	
Transition Arrangements	
Committee References	CCACB2024/02/94 UGQEC2024/01/81

Status Log

Initial Status	End Status	User	Date	Comment
College Board Approval	Academic Committee Approval	CAITLIN LIGO	19 Feb 2024 19:57 pm	Approved by CoCA College Board 09/02/2024
College Sub-Committee Approval	College Board Approval	CAITLIN LIGO	19 Feb 2024 19:33 pm	Approved at UGQEC 31/01/2024
HOD Approval	College Sub-Committee Approval	Jessica Board	19 Feb 2024 18:58 pm	Approved on behalf of HoS
Draft	HOD Approval	CAITLIN LIGO	19 Feb 2024 17:46 pm	Yes
	Draft	CAITLIN LIGO	17 Jan 2024 20:04 pm	New Course Created


Workload Competency Mapping				
Workload Item	Workload Description	Competency Framework	Competency	Competency Teaching Method
None				







View Course


298330 Cosmological Narratives within Māori Creative Expression v1.0

APPROVED

[Show Legend](#)

Affiliated Entities 			
Entity Code	Entity Title	Entity Version	Entity Type
UBCMS	Bachelor of Commercial Music	v7.0	Qualification
UBCRM	Bachelor of Screen Arts	v7.0	Qualification
UBDSG	Bachelor of Design	v6.0	Qualification
UBFNA	Bachelor of Fine Arts	v3.0	Qualification
UHDSG	Bachelor of Design with Honours	v8.0	Qualification
UHFNA	Bachelor of Fine Arts with Honours	v3.0	Qualification
UHSCA	Bachelor of Screen Arts with Honours	v3.0	Qualification
UBCMS1JMTMR1	Mātauranga Toi Māori	v1.0	Specialisation
UBCRM1JMTMR1	Mātauranga Toi Māori	v1.0	Specialisation
UBDSG1JMRMT1	Mātauranga Toi Māori	v1.0	Specialisation
UBFNA1JMTMR1	Mātauranga Toi Māori	v1.0	Specialisation
UHDSG1JMTMR1	Mātauranga Toi Māori	v1.0	Specialisation
UHFNA1JMTMR1	Mātauranga Toi Māori	v1.0	Specialisation
UHSCA1JMTMR1	Mātauranga Toi Māori	v1.0	Specialisation

Year of Implementation 	2025
Course Code 	298330
Course Title 	Cosmological Narratives within Māori Creative Expression
Abbreviated Title 	CosmoNarrative
Course Type 	Taught
Credits 	15
Course Level 	300
Prescription 	This advanced-level course delves into the intricate relationship between Māori cosmological narratives and their dynamic manifestation within contemporary Māori creative expression. Through an interdisciplinary exploration that encompasses art, design, music, theatre, and dance, students will analyse the evolving role of cosmological narratives, connecting traditional wisdom to modern artistic innovation.
Online Learning Category 	Partially Taught Online
Subject Area 	Creative Arts (293P)
Language of Instruction 	
Course Initiator History 	GREGORY GILBERT (22 Jan 2024 to ---)

Collaborating Staff 	
Staff Member	
JO-ANN COWIE	
SHARRYN MIDDLETON	
TERESA HARTLEY	
GREGORY GILBERT	
PHIL BRONN	

126 of 145

FAITH KANE	
JOSHUA FYFE	
CAITLIN LIGO	
Sydney Lash	
Julian Sutherland	
NJ Jayne	
Jessica Board	
Owning Organisation	College of Creative Arts (MU00007)
Text Book Required	No
Recognised Professional Development	
Pattern of Offering	Not Cyclic
Expected Prior Learning	150206 is strongly recommended
Primary Qualification	
Course Requirements	
Pre Requisite 150206 Ngā Momo Whakairo: Contemporary Māori Visual Art v3 OR 237230 Creative Cultures & Contexts I v2 OR 237231 Creative Cultures & Contexts II v1 OR 133257 Music and Ethics v3 OR 289200 Perspectives on Creative Practice v1	
Prerequisites	1 of 150206; 237230; 237231; 133257; 289200
Corequisites	
Restrictions	
Learning Outcomes	
On successful completion of this course the learner will be able to:	
#	Description
LO1	Identify and Interpret the Relevance of Cosmological Narratives for Māori Culture (Graduate Profile: Understanding and Mātauranga A1)
LO2	Identify and Interpret the Manifestation of Cosmological Narratives within Māori Creative Expression (Graduate Profile: Understanding and Mātauranga A2; Connectedness and Whanaungatanga A3)
LO3	Undertake Guided Research of Key Values and Concepts within Cosmological Narratives (Graduate Profile: Understanding and Mātauranga A4)
LO4	Demonstrate Critical Understanding through Writing and Wānanga (Graduate Profile: Connectedness and Whanaungatanga E1)
Learning Outcomes and Competencies Mapping	
Learning Outcomes	Competencies
LO1: Identify and Interpret the Relevance of Cosmological Narratives for Māori Culture (Graduate Profile: Understanding and Mātauranga A1)	
LO2: Identify and Interpret the Manifestation of Cosmological Narratives within Māori Creative Expression (Graduate Profile: Understanding and Mātauranga A2; Connectedness and Whanaungatanga A3)	
LO3: Undertake Guided Research of Key Values and Concepts within Cosmological Narratives (Graduate Profile: Understanding and Mātauranga A4)	
LO4: Demonstrate Critical Understanding through Writing and Wānanga (Graduate Profile: Connectedness and Whanaungatanga E1)	
Course Mark Scheme	Course - Pass/Fail
Completion Requirements	

Assessment Pattern

Portfolio























127 of 145

4/9/24, 9:02 AM

Course Comparison 298330 - Cosmological Narratives within Māori Creative Expression

Assessment Type	Portfolio	Assessment Title	Creative Portfolio
Assessment Description	Portfolio that includes creative outputs alongside analytical research and writing.		
Weighting	100	Sequence	1
Pass Mark (%)	100	Pattern	Default
Learning Outcomes	1, 2, 3, 4	Marking Scheme	ASS-PF
Compulsory	Yes		

Workload

This module has no workload.	
Research/Information Literacy Skills 	
Current Collection - Books 	
Current Collection - Journals and Journal Article Databases 	
Future Collecting - Books 	
Future Collecting - Journals and Journal Article Databases 	
Recommendations 	
Approved by College Business Manager 	yes - Sharryn Middleton 8/2/24
Wholly Research 	No
TEC Course Classification 	Fine Arts; Design
TEC Funding Category 	B2 - B2 Undergraduate Degree
Massey Funding Level 	DES Design
NZSCED 	109999 - Creative Arts - nec
PBRF Eligibility 	Not PBRF Eligible
VRF Code 	0 Non-PBRF eligible courses
Additional fees / Compulsory course cost fees 	none
Publication Notes 	
Additional Cost (course publication note) 	
Learning Experience 	
Proposal ID 	03781
Academic Contact and Purpose of the Proposal 	Introduced as part of the Mātauranga Toi Māori major, version 1.0, proposal
Rationale 	
Accreditation Considerations 	

128 of 145

<https://massey.akarisoftware.com/curriculum/index.cfm?action=comparemodules&cuid=clro32yv31slcrfx4ob3e1djg>

3/4

4/9/24, 9:02 AM

Course Comparison 298330 - Cosmological Narratives within Māori Creative Expression

Consultation	
Resource Impacts	
Calendar Amendments	
Proposed additional fees and expected enrolments for all offerings	
Consequential Amendments	
Transition Arrangements	
Committee References	AC24/03/17 CCACB2024/02/95 UGQEC2024/01/82

Status Log

Initial Status	End Status	User	Date	Comment
Academic Committee Approval	Approved	LEANNE ROBINSON	27 Mar 2024 15:22 pm	AC24/03/17
College Board Approval	Academic Committee Approval	CAITLIN LIGO	19 Feb 2024 19:52 pm	Approved by CoCA College Board 09/02/2024
College Sub-Committee Approval	College Board Approval	CAITLIN LIGO	19 Feb 2024 19:10 pm	Approved at UGQEC 31/01/2024
HOD Approval	College Sub-Committee Approval	CAITLIN LIGO	19 Feb 2024 18:54 pm	Approved on Behalf of HoS
Draft	HOD Approval	CAITLIN LIGO	19 Feb 2024 14:35 pm	Yes
	Draft	GREGORY GILBERT	22 Jan 2024 11:42 am	New Course Created

Workload Competency Mapping				
Workload Item	Workload Description	Competency Framework	Competency	Competency Teaching Method
None				

View Course



298157 Toi Atea 1 v1.0

ACADEMIC COMMITTEE APPROVAL


[Show Legend](#)


Affiliated Entities 			
Entity Code	Entity Title	Entity Version	Entity Type
UBCMS	Bachelor of Commercial Music	v7.0	Qualification
UBCRM	Bachelor of Screen Arts	v7.0	Qualification
UBDSG	Bachelor of Design	v6.0	Qualification
UBFNA	Bachelor of Fine Arts	v3.0	Qualification
UHDSG	Bachelor of Design with Honours	v8.0	Qualification
UHFNA	Bachelor of Fine Arts with Honours	v3.0	Qualification
UHSCA	Bachelor of Screen Arts with Honours	v3.0	Qualification
UBCMS1JMTMR1	Mātauranga Toi Māori	v1.0	Specialisation
UBCRM1JMTMR1	Mātauranga Toi Māori	v1.0	Specialisation
UBDSG1JMRMT1	Mātauranga Toi Māori	v1.0	Specialisation
UBFNA1JMTMR1	Mātauranga Toi Māori	v1.0	Specialisation
UHDSG1JMTMR1	Mātauranga Toi Māori	v1.0	Specialisation
UHFNA1JMTMR1	Mātauranga Toi Māori	v1.0	Specialisation
UHSCA1JMTMR1	Mātauranga Toi Māori	v1.0	Specialisation


Year of Implementation 	2025
---	------


Course Code 	298157
--	--------


Course Title 	Toi Atea 1
---	------------


Abbreviated Title 	Toi Atea 1
--	------------


Course Type 	Taught
--	--------


Credits 	15
--	----


Course Level 	100
---	-----

Prescription 	An introduction to the development of personal forms of expression through an engagement with the values, concepts, traditions, art/design forms and structures of the whare whakairo.
---	--

Online Learning Category 	Partially Taught Online
---	-------------------------

Subject Area 	Creative Arts (293P)
---	----------------------

Language of Instruction 	
--	--

Course Initiator History 	CAITLIN LIGO (23 Jan 2024 to ---)
---	-----------------------------------

Collaborating Staff 	
Staff Member	
	JO-ANN COWIE
	SHARRYN MIDDLETON
	TERESA HARTLEY
	GREGORY GILBERT

2/19/24, 9:22 PM

Course Comparison 298157 - Toi Atea 1

PHIL BRONN	
FAITH KANE	
JOSHUA FYFE	
CAITLIN LIGO	
Julian Sutherland	
NJ Jayne	
Jessica Board	
Owning Organisation	College of Creative Arts (MU00007)
Text Book Required	No
Recognised Professional Development	
Pattern of Offering	Not Cyclic
Expected Prior Learning	
Primary Qualification	
Course Requirements	No requisites
Prerequisites	
Corequisites	
Restrictions	
Learning Outcomes	
On successful completion of this course the learner will be able to:	
#	Description
LO1	Identify the architectural elements, values and concepts associated with the whare whakairo. (Graduate Profile: Understanding and Mātauranga A1)
LO2	Demonstrate knowledge of the basic working processes involved in producing some of the major art forms of the whare whakairo. (kowhaiwhai, tukutuku, raranga, and whakairo). (Graduate Profile: Understanding and Mātauranga A1)
LO3	Understand the major compositional structures of some of the major art forms of the whare whakairo. (Graduate Profile: Understanding and Mātauranga A1, A2)
LO4	Produce contemporary images and forms based on an understanding and respect for the customary art forms of the whare whakairo. (Graduate Profile: Connectedness and Whanaungatanga A3; E2)
Learning Outcomes and Competencies Mapping	
Learning Outcomes	Competencies
LO1: Identify the architectural elements, values and concepts associated with the whare whakairo. (Graduate Profile: Understanding and Mātauranga A1)	
LO2: Demonstrate knowledge of the basic working processes involved in producing some of the major art forms of the whare whakairo. (kowhaiwhai, tukutuku, raranga, and whakairo). (Graduate Profile: Understanding and Mātauranga A1)	
LO3: Understand the major compositional structures of some of the major art forms of the whare whakairo. (Graduate Profile: Understanding and Mātauranga A1, A2)	
LO4: Produce contemporary images and forms based on an understanding and respect for the customary art forms of the whare whakairo. (Graduate Profile: Connectedness and Whanaungatanga A3; E2)	
Course Mark Scheme	Course - Mark/Grade
Completion Requirements	

Assessment Pattern






















Creative Compositions

2/19/24, 9:22 PM

Course Comparison 298157 - Toi Atea 1

Assessment Type	Creative Compositions	Assessment Title	Creative Work
Assessment Description	n/a		
Weighting	100	Sequence	1
Pass Mark (%)	0	Pattern	Default
Learning Outcomes	1, 2, 3, 4	Marking Scheme	ASS-MG
Compulsory	Yes		

Workload

This module has no workload.	
Research/Information Literacy Skills 	
Current Collection - Books 	
Current Collection - Journals and Journal Article Databases 	
Future Collecting - Books 	
Future Collecting - Journals and Journal Article Databases 	
Recommendations 	
Approved by College Business Manager 	yes - Sharryn Middleton 8/2/24
Wholly Research 	No
TEC Course Classification 	Fine Arts; Design
TEC Funding Category 	B2 - B2 Undergraduate Degree
Massey Funding Level 	DES Design
NZSCED 	109999 - Creative Arts - nec
PBRF Eligibility 	Not PBRF Eligible
VRF Code 	0 Non-PBRF eligible courses
Additional fees / Compulsory course cost fees 	\$250 to cover wānanga at Marae
Publication Notes 	
Additional Cost (course publication note) 	
Learning Experience 	
Proposal ID 	03781
Academic Contact and Purpose of the Proposal 	Introduced as part of the Mātauranga Toi Māori major, version 1.0, proposal
Rationale 	


2/19/24, 9:22 PM

Course Comparison 298157 - Toi Atea 1

Accreditation Considerations	
Consultation	
Resource Impacts	
Calendar Amendments	
Proposed additional fees and expected enrolments for all offerings	
Consequential Amendments	
Transition Arrangements	
Committee References	CCACB2024/02/96 UGQEC2024/01/84

Status Log

Initial Status	End Status	User	Date	Comment
College Board Approval	Academic Committee Approval	CAITLIN LIGO	19 Feb 2024 20:18 pm	Approved at CoCA College Board 09/02/2024
College Sub-Committee Approval	College Board Approval	CAITLIN LIGO	19 Feb 2024 19:45 pm	Approved at UGQEC 31/01/2024
HOD Approval	College Sub-Committee Approval	Jessica Board	19 Feb 2024 19:04 pm	Approved on behalf of HoS
Draft	HOD Approval	CAITLIN LIGO	19 Feb 2024 18:33 pm	Yes
	Draft	CAITLIN LIGO	23 Jan 2024 16:42 pm	New Course Created

Workload Competency Mapping 				
Workload Item	Workload Description	Competency Framework	Competency	Competency Teaching Method
None				


View Course
















298263 Toi Atea 2 v1.0

ACADEMIC COMMITTEE APPROVAL

[Show Legend](#)

Affiliated Entities 			
Entity Code	Entity Title	Entity Version	Entity Type
UBCMS	Bachelor of Commercial Music	v7.0	Qualification
UBCRM	Bachelor of Screen Arts	v7.0	Qualification
UBFNA	Bachelor of Fine Arts	v3.0	Qualification
UHDSG	Bachelor of Design with Honours	v8.0	Qualification
UHFNA	Bachelor of Fine Arts with Honours	v3.0	Qualification
UHSCA	Bachelor of Screen Arts with Honours	v3.0	Qualification
UBCMS1JMTMR1	Mātauranga Toi Māori	v1.0	Specialisation
UBCRM1JMTMR1	Mātauranga Toi Māori	v1.0	Specialisation
UBDSG1JMRMT1	Mātauranga Toi Māori	v1.0	Specialisation
UBFNA1JMTMR1	Mātauranga Toi Māori	v1.0	Specialisation
UHDSG1JMTMR1	Mātauranga Toi Māori	v1.0	Specialisation
UHFNA1JMTMR1	Mātauranga Toi Māori	v1.0	Specialisation
UHSCA1JMTMR1	Mātauranga Toi Māori	v1.0	Specialisation

Year of Implementation 	2025
Course Code 	298263
Course Title 	Toi Atea 2
Abbreviated Title 	Toi Atea 2
Course Type 	Taught
Credits 	15
Course Level 	200
Prescription 	The development of individual work that grows out of the investigation of a select range of Māori concepts, art forms, imagery, values and approaches that reflect a Māori world view.
Online Learning Category 	Partially Taught Online
Subject Area 	Creative Arts (293P)
Language of Instruction 	
Course Initiator History 	CAITLIN LIGO (23 Jan 2024 to ---)

Collaborating Staff 	
Staff Member	
	JO-ANN COWIE
	SHARRYN MIDDLETON
	TERESA HARTLEY
	GREGORY GILBERT
	PHIL BRONN

FAITH KANE	
JOSHUA FYFE	
CAITLIN LIGO	
Julian Sutherland	
NJ Jayne	
Jessica Board	
Owning Organisation	College of Creative Arts (MU00007)
Text Book Required	No
Recognised Professional Development	
Pattern of Offering	Not Cyclic
Expected Prior Learning	
Primary Qualification	
Course Requirements	No requisites
Prerequisites	298157
Corequisites	
Restrictions	
Learning Outcomes	
On successful completion of this course the learner will be able to:	
#	Description
LO1	Describe the concepts of whakapapa, whenua and turangawaewae and explain how central they are to an appreciation of Maori identity. (Graduate Profile: Understanding and Mātauranga A1)
LO2	Identify themselves using the appropriate Maori forms of mihimihi and patere. (Graduate Profile: Connectedness and Whanaungatanga A3)
LO3	Produce a range of work in different mediums that express aspects of their own identity. (Graduate Profile: Connectedness and Whanaungatanga A3, E2)
Learning Outcomes and Competencies Mapping	
Learning Outcomes	Competencies
LO1: Describe the concepts of whakapapa, whenua and turangawaewae and explain how central they are to an appreciation of Maori identity. (Graduate Profile: Understanding and Mātauranga A1)	
LO2: Identify themselves using the appropriate Maori forms of mihimihi and patere. (Graduate Profile: Connectedness and Whanaungatanga A3)	
LO3: Produce a range of work in different mediums that express aspects of their own identity. (Graduate Profile: Connectedness and Whanaungatanga A3, E2)	
Course Mark Scheme	Course - Mark/Grade
Completion Requirements	

Assessment Pattern

Creative Compositions

























Assessment Type	Creative Compositions	Assessment Title	Creative Work
Assessment Description	n/a		
Weighting	100	Sequence	1
Pass Mark (%)	0	Pattern	Default
Learning Outcomes	1, 2, 3	Marking Scheme	ASS-MG

2/19/24, 9:22 PM

Course Comparison 298263 - Toi Atea 2

Compulsory	Yes
-------------------	-----

Workload

This module has no workload.	
Research/Information Literacy Skills 	
Current Collection - Books 	
Current Collection - Journals and Journal Article Databases 	
Future Collecting - Books 	
Future Collecting - Journals and Journal Article Databases 	
Recommendations 	
Approved by College Business Manager 	yes - Sharryn Middleton 8/2/24
Wholly Research 	
TEC Course Classification 	Fine Arts; Design
TEC Funding Category 	B2 - B2 Undergraduate Degree
Massey Funding Level 	DES Design
NZSCED 	109999 - Creative Arts - nec
PBRF Eligibility 	Not PBRF Eligible
VRF Code 	0 Non-PBRF eligible courses
Additional fees / Compulsory course cost fees 	\$250 to cover wānanga at Marae
Publication Notes 	
Additional Cost (course publication note) 	
Learning Experience 	
Proposal ID 	03781
Academic Contact and Purpose of the Proposal 	Introduced as part of the Mātauranga Toi Māori major, version 1.0, proposal
Rationale 	
Accreditation Considerations 	
Consultation 	
Resource Impacts 	

2/19/24, 9:22 PM

Course Comparison 298263 - Toi Atea 2

Calendar Amendments	
Proposed additional fees and expected enrolments for all offerings	
Consequential Amendments	
Transition Arrangements	
Committee References	CCACB2024/02/97 UGQEC2024/01/85

Status Log

Initial Status	End Status	User	Date	Comment
College Board Approval	Academic Committee Approval	CAITLIN LIGO	19 Feb 2024 20:18 pm	Approved at CoCA College Board 09/02/2024
College Sub-Committee Approval	College Board Approval	CAITLIN LIGO	19 Feb 2024 19:46 pm	Approved at UGQEC 31/01/2024
HOD Approval	College Sub-Committee Approval	Jessica Board	19 Feb 2024 19:04 pm	Approved on behalf of HoS
Draft	HOD Approval	CAITLIN LIGO	19 Feb 2024 18:34 pm	Yes
	Draft	CAITLIN LIGO	23 Jan 2024 16:44 pm	New Course Created

Workload Competency Mapping				
Workload Item	Workload Description	Competency Framework	Competency	Competency Teaching Method
None				


View Course
















298367 Toi Atea 3 v1.0

ACADEMIC COMMITTEE APPROVAL

[Show Legend](#)

Affiliated Entities 			
Entity Code	Entity Title	Entity Version	Entity Type
UBCMS	Bachelor of Commercial Music	v7.0	Qualification
UBCRM	Bachelor of Screen Arts	v7.0	Qualification
UBFNA	Bachelor of Fine Arts	v3.0	Qualification
UHDSG	Bachelor of Design with Honours	v8.0	Qualification
UHFNA	Bachelor of Fine Arts with Honours	v3.0	Qualification
UHSCA	Bachelor of Screen Arts with Honours	v3.0	Qualification
UBCMS1JMTMR1	Mātauranga Toi Māori	v1.0	Specialisation
UBCRM1JMTMR1	Mātauranga Toi Māori	v1.0	Specialisation
UBDSG1JMRMT1	Mātauranga Toi Māori	v1.0	Specialisation
UBFNA1JMTMR1	Mātauranga Toi Māori	v1.0	Specialisation
UHDSG1JMTMR1	Mātauranga Toi Māori	v1.0	Specialisation
UHFNA1JMTMR1	Mātauranga Toi Māori	v1.0	Specialisation
UHSCA1JMTMR1	Mātauranga Toi Māori	v1.0	Specialisation

Year of Implementation 	2025
Course Code 	298367
Course Title 	Toi Atea 3
Abbreviated Title 	Toi Atea 3
Course Type 	Taught
Credits 	15
Course Level 	300
Prescription 	Developing visual responses to the exploration of issues (social, political, environmental, global) significant to Māori people and their communities.
Online Learning Category 	Partially Taught Online
Subject Area 	Creative Arts (293P)
Language of Instruction 	
Course Initiator History 	CAITLIN LIGO (23 Jan 2024 to ---)

Collaborating Staff 	
Staff Member	
JO-ANN COWIE	
SHARRYN MIDDLETON	
TERESA HARTLEY	
GREGORY GILBERT	
PHIL BRONN	

FAITH KANE
JOSHUA FYFE
CAITLIN LIGO
Julian Sutherland
NJ Jayne
Jessica Board

Owning Organisation	College of Creative Arts (MU00007)
----------------------------	------------------------------------

Text Book Required	No
---------------------------	----

Recognised Professional Development	
--	--

Pattern of Offering	Not Cyclic
----------------------------	------------

Expected Prior Learning	
--------------------------------	--

Primary Qualification	
------------------------------	--

Course Requirements	No requisites
----------------------------	---------------

Prerequisites	298263
----------------------	--------

Corequisites	
---------------------	--

Restrictions	
---------------------	--

Learning Outcomes

On successful completion of this course the learner will be able to:

#	Description
LO1	Discuss the concepts and issues Maori identify as significant in relation to land and cultural identity. (Graduate Profile: Understanding and Mātauranga A1)
LO2	Produce work that explores current issues of concern to Maori people and their communities. (Graduate Profile: Connectedness and Whanaungatanga A3)
LO3	Produce work that identifies a personal position in relation to issues of concern to Maori people and their communities. (Graduate Profile: Autonomy and Mana B2; Connectedness and Whanaungatanga E2)

Learning Outcomes and Competencies Mapping

Learning Outcomes	Competencies
LO1: Discuss the concepts and issues Maori identify as significant in relation to land and cultural identity. (Graduate Profile: Understanding and Mātauranga A1)	
LO2: Produce work that explores current issues of concern to Maori people and their communities. (Graduate Profile: Connectedness and Whanaungatanga A3)	
LO3: Produce work that identifies a personal position in relation to issues of concern to Maori people and their communities. (Graduate Profile: Autonomy and Mana B2; Connectedness and Whanaungatanga E2)	

Course Mark Scheme	Course - Mark/Grade
---------------------------	---------------------

Completion Requirements	
--------------------------------	--

Assessment Pattern

Creative Compositions

























Assessment Type	Creative Compositions	Assessment Title	Creative Work
Assessment Description	n/a		
Weighting	100	Sequence	1
Pass Mark (%)	0	Pattern	Default
Learning	1, 2, 3	Marking Scheme	ASS-MG

2/19/24, 9:21 PM

Course Comparison 298367 - Toi Atea 3

Outcomes			
Compulsory	Yes		

Workload

This module has no workload.	
Research/Information Literacy Skills 	
Current Collection - Books 	
Current Collection - Journals and Journal Article Databases 	
Future Collecting - Books 	
Future Collecting - Journals and Journal Article Databases 	
Recommendations 	
Approved by College Business Manager 	yes - Sharryn Middleton 8/2/24
Wholly Research 	No
TEC Course Classification 	Fine Arts; Design
TEC Funding Category 	B2 - B2 Undergraduate Degree
Massey Funding Level 	B201 Design Undergraduate, Variation 1
NZSCED 	109999 - Creative Arts - nec
PBRF Eligibility 	Not PBRF Eligible
VRF Code 	0 Non-PBRF eligible courses
Additional fees / Compulsory course cost fees 	\$250 to cover wānanga at Marae
Publication Notes 	
Additional Cost (course publication note) 	
Learning Experience 	
Proposal ID 	03781
Academic Contact and Purpose of the Proposal 	Introduced as part of the Mātauranga Toi Māori major, version 1.0, proposal
Rationale 	
Accreditation Considerations 	
Consultation 	
Resource Impacts 	

2/19/24, 9:21 PM

Course Comparison 298367 - Toi Atea 3

Calendar Amendments	
Proposed additional fees and expected enrolments for all offerings	
Consequential Amendments	
Transition Arrangements	
Committee References	CCACB2024/02/98 UGQEC2024/01/86

Status Log

Initial Status	End Status	User	Date	Comment
College Board Approval	Academic Committee Approval	CAITLIN LIGO	19 Feb 2024 20:19 pm	Approved at CoCA College Board 09/02/2024
College Sub-Committee Approval	College Board Approval	CAITLIN LIGO	19 Feb 2024 19:46 pm	Approved at UGQEC 31/01/2024
HOD Approval	College Sub-Committee Approval	CAITLIN LIGO	19 Feb 2024 19:13 pm	Approved on Behalf of HoS
Draft	HOD Approval	Jessica Board	19 Feb 2024 19:12 pm	Approved on Behalf of HoS
	Draft	CAITLIN LIGO	23 Jan 2024 16:48 pm	New Course Created

Workload Competency Mapping				
Workload Item	Workload Description	Competency Framework	Competency	Competency Teaching Method
None				















View Course



298753 Toi Atea 4 v1.0

ACADEMIC COMMITTEE APPROVAL

[Show Legend](#)

Affiliated Entities 			
Entity Code	Entity Title	Entity Version	Entity Type
UHDSG	Bachelor of Design with Honours	v8.0	Qualification
UHFNA	Bachelor of Fine Arts with Honours	v3.0	Qualification
UHSCA	Bachelor of Screen Arts with Honours	v3.0	Qualification
UHDSG1JMTMR1	Mātauranga Toi Māori	v1.0	Specialisation
UHFNA1JMTMR1	Mātauranga Toi Māori	v1.0	Specialisation
UHSCA1JMTMR1	Mātauranga Toi Māori	v1.0	Specialisation
Year of Implementation 	2025		
Course Code 	298753		
Course Title 	Toi Atea 4		
Abbreviated Title 	Toi Atea 4		
Course Type 	Research		
Credits 	15		
Course Level 	700		
Prescription 	An advanced course to focus and refine visual language and personal tikanga through negotiated projects that explore topics of direct reference to Māori people and their communities.		
Online Learning Category 	Partially Taught Online		
Subject Area 	Creative Arts (293P)		
Language of Instruction 			
Course Initiator History 	GREGORY GILBERT (22 Jan 2024 to ---)		
Collaborating Staff 			
Staff Member			
JO-ANN COWIE			
SHARRYN MIDDLETON			
TERESA HARTLEY			
GREGORY GILBERT			
PHIL BRONN			
FAITH KANE			
JOSHUA FYFE			
CAITLIN LIGO			
Julian Sutherland			
NJ Jayne			
Jessica Board			

2/19/24, 9:21 PM

Course Comparison 298753 - Toi Atea 4

Owning Organisation	College of Creative Arts (MU00007)
Text Book Required	No
Recognised Professional Development	
Pattern of Offering	Not Cyclic
Expected Prior Learning	
Primary Qualification	
Course Requirements	No requisites
Prerequisites	298367
Corequisites	
Restrictions	
Learning Outcomes	
On successful completion of this course the learner will be able to:	
#	Description
LO1	Discuss and connect with advanced concepts and issues Māori identify as significant in relation to land and cultural identity. (Graduate Profile: Understanding and Mātauranga A1)
LO2	Produce and critically analyse research that explores issues of concern to Māori people and their communities. (Graduate Profile: Connectedness and Whanaungatanga A3)
LO3	Refine visual language and personal tikanga through producing a project identifying current issues of concern to Māori people and their communities. (Graduate Profile: Autonomy and Mana B2; Connectedness and Whanaungatanga E2)
Learning Outcomes and Competencies Mapping	
Learning Outcomes	Competencies
LO1: Discuss and connect with advanced concepts and issues Māori identify as significant in relation to land and cultural identity. (Graduate Profile: Understanding and Mātauranga A1)	
LO2: Produce and critically analyse research that explores issues of concern to Māori people and their communities. (Graduate Profile: Connectedness and Whanaungatanga A3)	
LO3: Refine visual language and personal tikanga through producing a project identifying current issues of concern to Māori people and their communities. (Graduate Profile: Autonomy and Mana B2; Connectedness and Whanaungatanga E2)	
Course Mark Scheme	Course - Mark/Grade
Completion Requirements	

Assessment Pattern

Creative Compositions

Assessment Type	Creative Compositions	Assessment Title	Creative Work
Assessment Description	n/a		
Weighting	100	Sequence	1
Pass Mark (%)	0	Pattern	Default
Learning Outcomes	1, 2, 3	Marking Scheme	ASS-MG
Compulsory	Yes		

Workload

This module has no workload.

143 of 145

<https://massey.akarisoftware.com/curriculum/index.cfm?action=comparemodules&cuid=clro5pdhn1snzrfx47ppax599>

2/4

Research/Information Literacy Skills	
Current Collection - Books	
Current Collection - Journals and Journal Article Databases	
Future Collecting - Books	
Future Collecting - Journals and Journal Article Databases	
Recommendations	
Approved by College Business Manager	Yes - Sharryn Middleton 8/2/24
Wholly Research	
TEC Course Classification	Fine Arts; Design
TEC Funding Category	B3 - B3 Taught Post-graduate
Massey Funding Level	DESP Design Postgraduate
NZSCED	109999 - Creative Arts - nec
PBRF Eligibility	Not PBRF Eligible
VRF Code	0 Non-PBRF eligible courses
Additional fees / Compulsory course cost fees	none
Publication Notes	
Additional Cost (course publication note)	
Learning Experience	
Proposal ID	03781
Academic Contact and Purpose of the Proposal	Introduced as part of the Mātauranga Toi Māori major, version 1.0, proposal
Rationale	
Accreditation Considerations	
Consultation	
Resource Impacts	
Calendar Amendments	
Proposed additional fees and expected enrolments for all offerings	


2/19/24, 9:21 PM

Course Comparison 298753 - Toi Atea 4

Consequential Amendments	
Transition Arrangements	
Committee References	CCACB2024/02/99 UGQEC2024/01/87

Status Log

Initial Status	End Status	User	Date	Comment
College Board Approval	Academic Committee Approval	CAITLIN LIGO	19 Feb 2024 20:19 pm	Approved at CoCA College Board 09/02/2024
College Sub-Committee Approval	College Board Approval	CAITLIN LIGO	19 Feb 2024 19:46 pm	Approved at UGQEC 31/01/2024
HOD Approval	College Sub-Committee Approval	Jessica Board	19 Feb 2024 19:04 pm	Approved on behalf of HoS
Draft	HOD Approval	CAITLIN LIGO	19 Feb 2024 18:35 pm	Yes
	Draft	GREGORY GILBERT	22 Jan 2024 12:55 pm	New Course Created

Workload Competency Mapping 				
Workload Item	Workload Description	Competency Framework	Competency	Competency Teaching Method
None				

Master of Fine Arts

PMFNA Master of Fine Arts Master Fine Arts v3.0 ACADEMIC BOARD APPROVAL

compared to

PMFNA Master of Fine Arts Master Fine Arts v2.2 APPROVED

[Show Legend](#)

Show Changes Expand All Changes

Number of Years	1 Year 6 Months		
Professional Body	No Professional Body Recognition Assigned		
Effective From	Interim Date	Contact Person	Notes
No Professional Body Recognition Assigned			
Year of Implementation	2025		
Qualification Code	PMFNA		
Qualification Title	Master of Fine Arts		
Reporting Title	Master Fine Arts		
Abbreviated Title	MFA		
Credit Value	180		
Language of Instruction	English (EN)		
Qualification Duration	1 Year 6 Months		
Maximum Time to Completion	6		
Qualification Type	Postgraduate		
Qualification Subtype	Postgraduate Master Degree		
No New Enrolment	No		
Without Specialisation?	nosp		
Allows Minors from other Qualifications	No		
Qualification Lead	CAITLIN LIGO (18 Mar 2024 to ---), PAT HICKSON (10 Nov 2023 to 17 Mar 2024)		
Owning Organisation	College of Creative Arts (MU00007)		
Proposed Review Dates	No dates assigned		
Date Types			Date
No dates assigned			

Qualification Graduate Profile

Graduates of the Master of Fine Arts will be able to:

A. Knowledge and understanding

A1 Demonstrate a nuanced understanding of their positionality in relation to working in Aotearoa, and/or international cultural contexts relevant to Fine Arts

(Understanding and Mātauranga)

A2 Conceptualise, analyse, contextualise and synthesise complex issues and situations relevant to contemporary Fine Arts practice. (Understanding and Mātauranga)

A3 Apply an understanding of the potential impact of practices, outcomes and processes on communities, audiences and users, with due consideration of ethical and professional issues, and sustainable practices. (Connectedness and Whanaungatanga)

A4 Undertake advanced independent research to contextualise their own creative practice. (Understanding and Mātauranga)

B. Values and Attitudes

B1 Be intellectually curious and adaptable, willing to embrace new ideas and accommodate risk and uncertainty. (Creativity and Toi)

B2 Have clear goals for the continuation of intellectual and creative development. (Autonomy and Mana)

C. Skills (Cognitive and Intellectual)

C1 Apply exploratory and transformative thinking to generate ideas, proposals, creative works, provocations and arguments in response to project demands. (Creativity and Toi)

C2 Critically reflect on and evaluate their own work and the work of other practitioners and scholars. (Understanding and Mātauranga)

C3 Propose and initiate innovative developments in creative practice and research. (Creativity and Toi)

D. Skills (Subject Specific/ Professional)

D1 Evidence dexterity and expertise in their creative practice through an advanced engagement with materials, processes, technologies and ideas relevant to their research focus. (Virtuosity and Mōhio)

D2 Combine technical skills with intellectual and conceptual rigour in order to produce well-developed outcomes. (Virtuosity and Mōhio)

D3 Skilfully utilise analytical, evaluative, synthesising and discipline specific creative methods in order to transform ideas into completed project outcomes. (Virtuosity and Mōhio)

E. Skills (Transferable)

E1 Demonstrate effective visual, oral and written communication skills. (Understanding and Whanaungatanga)

E2 Interact effectively and ethically with others and respond confidently to multiple viewpoints in professional and community contexts. (Understanding and Whanaungatanga)

E3 Act independently and with agency in the development and implementation of their projects. (Autonomy and Mana)

E4 Source and astutely utilise information in a variety of forms and contexts. (Understanding and Mātauranga)

Qualification Graduate Attributes (QGAs)

On successful completion of this programme the learner will be able to

#	Description	Graduate Profile	Educational Objectives
None			
Graduate Profile			
<ol style="list-style-type: none"> 1. Scholarly 1 - Disciplinary knowledge and skills 2. Scholarly 2 - Creativity and innovation 3. Scholarly 3 - Resilience and adaptability 4. Cultural 1 - Cultural awareness 5. Cultural 2 - Māori knowledge and understanding 6. Social 1 - Social responsibility 7. Social 2 - Communication and collaboration 8. Social 3 - Global engagement 			

Qualification Graduate Attributes and Competencies Mapping

Qualification Graduate Attribute	Competencies
None	

Admission 

1. Admission to the Degree of Master of Fine Arts requires that the candidate will:

(a) have been awarded or qualified for the Bachelor of Fine Arts (Honours) or equivalent with a grade average of at least B in part 4 courses, or equivalent; or

(b) have been awarded or qualified for the Postgraduate Diploma in Fine Arts or equivalent with a grade average of at least B; or

(c) have been awarded or qualified for a relevant Bachelor's degree or equivalent qualification with a grade average of at least B; or

(d) have been granted admission under the Admission with Equivalent Status regulations and demonstrate practical, professional, and scholarly experience at an appropriate level; and

(e) be selected into the programme through an interview and the assessment of a portfolio of relevant work prepared by the applicant.

Qualification Requirements

2. Candidates for the Master of Fine Arts shall follow a parts-based programme of study, which shall consist of courses totalling at least 180 approved credits, and include completion of Part One and Part Two. The requirements for Part One and Part Two are prescribed in the Schedule to the Degree.

3. Notwithstanding Regulation 2, the programme of study for candidates who has been admitted under Regulations 1(a) or 1(b) shall consist of these courses totalling 120 credits, as prescribed in Part Two in the Schedule for the Qualification.

Specialisations

4. The Master of Fine Arts is awarded without specialisation.

Student Progression

5. The Degree of Master of Screen Arts may be awarded with Distinction or Merit. The class of award will be determined by the examiners on the performance of the candidate in the Part 2 courses within the schedule.

6. For progression to Part Two of the Master of Fine Arts, candidates must have maintained a grade of at least B (GPA 5) over the 60 credits undertaken for Part One.

Completion Requirements

7. The timeframes for completion as outlined in the General Regulations for Postgraduate Degrees, Diplomas, and Certificates will apply.

8. Candidates may be graduated when they meet the Qualification requirements within the prescribed timeframes; candidates who do not meet the requirements for graduation may, subject to the approval of Academic Board, be awarded an appropriate exit qualification, should they meet its qualification requirements.

Academic Progress

9. The general Unsatisfactory Academic Progress regulations will apply.

Transitional Provisions

10. Subject to any Maximum Time to Completion and the Abandonment of Studies provisions specified in the Part I regulations for the degree, candidates who have completed 197821 and 197822 may count these towards Part One requirements.

11. This transition expires 31 December 2027.

Schedule to be added to

Part One

60 credits

Specialisations and Courses			
Code	Credits	Title	Show Courses
197821	60	Advanced Studio Praxis I	
197822	60	Advanced Studio Praxis II	

Research Methods

15 credits

Specialisations and Courses		
Code	Credits	Title
293732	15	Creative Practice Research Methods
298730	15	Māori Research Methodologies for Creative Practice
293731	15	Contextualising Creative Enterprise Practice Part 1

Project Development

30 credits

Specialisations and Courses		
Code	Credits	Title
213729	30	Fine Arts Research and Development: Honours

Any 400-level or 700-level elective course from the College of Creative Arts (Prefixes: 133, 197, 198, 212, 213, 221, 222, 223, 224, 237, 296, 289, 298)

15 credits

Specialisations and Courses		
-----------------------------	--	--

Code	Credits	Title	AC24/03/15-edited
None			

Part Two

120 credits

Specialisations and Courses			
Code	Credits	Title	Show Courses
197812	60	Thesis 120 Credit Part 2	
197810	120	Thesis	
197811	60	Thesis 120 Credit Part 1	

Subjects

240 credits

Specialisations and Courses			
Code	Credits	Title	Show Courses
PMFNA1SWOSP1	240	Without Specialisation	
PMFNA1SFNAR1	240	Fine Arts	
PMFNA1SDSGN1	240	Design	

QGA-CLO Mapping

Displaying current status - no comparison done

None

TEC Code	
Code	MY0426

QAC, NZQF and ISCED	11 - Masters
----------------------------	--------------

NZSCED	Fine Arts
---------------	-----------

Workload Limit	Yes
-----------------------	-----

Eligible for StudyLink	Yes
-------------------------------	-----

EFTS Based Funding Request?

No

Student Allowances Request?

No

Student Loans Request?

No

Teacher Registration Approval

N/A

Tuition/Teaching (FTE) Weeks

0

Vacation/Recess Weeks

0

Total Gross weeks

0

Teaching Hrs/wk

0

Work Experience Hrs/Wk

0

Self-Directed Learning Hrs/Wk

0

Total Learning Hrs/Wk:

0

Total Length

0

Full Time / Part Time

4 of 9

Not Set

ISCED Subsequent Destination 

Not Set

Source of Funding 

Not Set

Distance Learning Available 

Not Set

Proposal ID 

03751

Change Scale 

0

Academic Contact and Purpose of the Proposal **Academic Contact:**

Professor Kingsley Baird, Head of Whiti o Rehua School of Art

Professor Heather Galbraith, Director Postgraduate, Toi Rauwhārangī College of Creative Arts

Associate Professor Faith Kane, Director Academic, Toi Rauwhārangī College of Creative Arts

Purpose of the Proposal: To make significant amendments to the Master of Fine Arts in alignment with changes to the Undergraduate and Postgraduate suite of qualifications at Toi Rauwhārangī College of Creative Arts.

Linked Proposals:

Significant Amendments to BFA(Hons) and BFA

New Specialisation Mātauranga Toi Māori

New Qualification Master of Screen Arts

New Qualification Master of Commercial Music

Minor Amendments to Master of Design

Proposal Summary 

The proposed significant amendments to the Master of Fine Arts are part of a coherent package of curriculum transformation across Toi Rauwhārangī, the College of Creative Arts (CoCA), focusing on our bachelor, bachelor with honour's and master's degrees on the Pukeahu campus in Wellington. The transformation of qualifications addresses several strategic aims while also achieving consistency across offerings and improving the financial sustainability of the College.

The curriculum transformation will:

1. Create a Mātauranga Toi Māori pathway available within all bachelor and bachelor with honour's degrees on Pukeahu campus – the pathway can be taken as a major or as independent courses
2. Reduce subject duplication through improved programme integration
3. Facilitate staircasing into postgraduate study
4. Bring qualifications in-line with similar offerings within Aotearoa and Australia

The significant amendments proposed to the MFA pertain to each of these objectives. It is undertaken in alignment with the proposal of two new 180 credit master's qualifications, the Master of Screen Arts and the Master of Commercial Music, and non CUAP adjustments to the Master of Design (currently a 180 credit qualification).

Justification/ Rationale 

This streamlined suite of qualifications will enable smoother transition from undergraduate into postgraduate study for internal students, suited to their needs and aspirations in relation to the options of a third-year exit with a bachelor's degree, a four year bachelor with an honour's degree, or a migration into a master's option which can be completed within four and a half years of continuous study. The suite of 180 master's qualifications also enable specialist media/disciplinary focus at a masters level, and bringing together of honour's and masters cohorts, with aspects of co-delivery and spatial integration. The 180 and 120 credit options also are designed to meet the needs of students who have studied in other undergraduate contexts, within Aotearoa and internationally, including those that have had a continuing journey through tertiary learning and those that may have been working in community and/or industry. The alignment of the master's offerings across all four subject areas within Toi Rauwhārangī will offer a unique environment for cross-disciplinary collaboration throughout all artistic practices further preparing students for future creative careers.

The curriculum development will achieve the following goals.

Create a Mātauranga Toi Māori pathway

Toi Rauwhārangī proposes to centre Mātauranga Toi Māori within creative practice for students on the Pukeahu campus. This will be achieved through a suite of existing and new Mātauranga Toi Māori courses that will create a new specialisation within each of our undergraduate qualifications. Taken as major or double major, as appropriate, will enable students to attain their qualification with a Mātauranga Toi Māori lens. Developed by Māori academics in Toi Rauwhārangī and in consultation with Māori students, the proposed pathway will enable culturally grounded experiences and outcomes for the students. At the honour's and master's level students will be able to build upon their learning through a Mātauranga Toi Māori centric research methods course, as well as offerings in the elective space.

The Mātauranga Toi Māori pathway aligns with Te Kunenga Ki Pūrehuroa – Massey University Strategy (2022-2027), priority 4, as part of meeting our learning and teaching responsibilities in relation to Te Tiriti o Waitangi. In particular, the proposal will increase "the provision of mātauranga-centred

pathways for learning” and nurture “academic success and excellence through Kaupapa Māori models of support” (MU Strategy, p. 12). The Mātauranga Toi Māori pathway also aligns with the Tertiary Education Strategy (2020), to “have high aspirations for every learner/ākonga, and support these by partnering with their whānau and communities to design and deliver education that responds to their needs, and sustains their identities, languages and cultures” (TES Objective 1, Priority 2). Specifically, the proposal results from our commitment to “Build relationships with Māori, involve them in decision making, and partner with them to support rangatiratanga, and Māori educational success as Māori” (Full TES Document, 2020, p. 2).

An additional strategic consideration is to strengthen the interface between Toiho ki Āpiti Māri Visual Art programme on the Manawatu Campus and Māori students on Pukeahu.

The Mātauranga Toi Māori pathway extends into the fourth year of study for continuing Massey University students (with the overlay between the 4th year honour's year and the beginning of the 180 credit masters). Within the 120 credit Thesis component (comprised of the creative practice and a supporting exegetical component), supervision will include appropriate Māori representation.

Facilitate staircasing into postgraduate study

Toi Rauwhārangī proposes amending length of the current BDes from four to three years (see linked proposal, Significant Amendments to BDes(Hons) to allow seamless articulation into postgraduate pathways and reduce current inequities for Massey students in the BDes(Hons), BFA (Hons), BSA (Hons) and BCommMus(Hons) students wishing to enter master's study. The proposed amendments align with TEC Objective 2, Priority 3, reducing barriers to study, specifically reducing financial cost of study. In this case, the reduction is in the overall credits required to achieve a bachelor's (non-honours) and master's degrees (see Figure 2). The aim also aligns with Priorities 2, 3 and 5 of Massey University's Strategy 2022-2027: reducing barriers to postgraduate study and success.

Currently, Massey students in Fine Arts and Design have a longer pathway into and through master's level study than students from other institutions. BFA and BDes students currently complete 480 credits for either a bachelor or a bachelor's with honour's degree. To complete a master's degree, then, they need to have already undertaken 4 complete years of study. Students entering from other institutions can do so after the completion of a 360 credit bachelor's degree. In effect, students from other institutions can complete an MDes at Massey with 540 credits or an MFA with 600 credits of university study. In contrast students in Massey's BFA and BDes undergraduate programme need to complete 600 credits of study for an MDes (the 120 credit option) and 720 credits for an MFA (a 240 credit qualification).

The proposal for new master's qualifications in Screen Arts and Commercial Music further attend to options for existing (and new to Massey University) students to continue their study in these two disciplinary areas. Prior to this there was no dedicated pathway to masters study linked to the undergraduate offerings. There was a Master of Creative Enterprise, which sought to offer master's creative research development with a strong emphasis on taking an idea from concept to market, including viability and market context analysis. Key learnings from this degree will be integrated into courses within the new/revised suite of 180 master's courses, and into aspects of supervisory models within the Thesis component of the degrees.

Reduce subject duplication through improved programme integration

Developing a consistent structure across the suite of master's offerings, allows for both nuanced subject specialism courses (e.g. Honours/Masters Project Development 30 credits), while also offering aspects of common course delivery relevant across Masters study and Honours study (e.g. Methods 15 credits, which would comprise a single course for all masters students – co delivered in parts with subject specialist modules aligned with the Honours programme cohorts). This proposed structure enables improved programme integration while also retaining subject specialist content where appropriate and beneficial for the students. We propose that there would be student electivity around which specialist modules they take up within the broader Methods course. We also note the 'Māori Research Methodologies for Creative Practice' course, which is a part of the Mātauranga Toi Māori pathway, through this 15 credit Methods course.

Bring qualifications in-line with similar offerings within Aotearoa and Australia

The proposed changes to the undergraduate programmes align with similar offerings in Australasia. CoCA's current 4 year structure for the BFA aligns with National Association of Schools of Art and Design (NASAD), the North American accrediting body. In moving to 360 credit degrees in the BFA, CoCA is signalling greater alignment with Australian and New Zealand standards. The College has already signalled that it will not seek renewal of substantial equivalency with NASAD beyond its current term.

In terms of Masters of Fine Art in Aotearoa, there are three primary options offered; a 120 Master of Fine Art (such as that offered by Elam School of Fine Arts subsequent to successful completion of a PGDip Fine Arts or a honour's degree from another provider), a 180 credit MFA (also offered by Elam School of Fine Arts subsequent to a non-Hons undergraduate qualification, or in the case of AUT University, a Master of Visual Arts), and a smaller number of 240 credit MFA qualifications (Otago Polytechnic/Te Pukenga, Whitecliffe (low residency). Massey University's current 240 credit MFA was initiated in 2013 to offer an interdisciplinary, College wide creative practice terminal degree following the American MFA model, and in alignment with other curriculum decisions to enable NASAD substantive equivalency to be attained. As noted elsewhere, we will not be continuing with this alignment.

The creation of a suite of master's qualifications with a consistent structure more closely aligns to our aspirations to encourage students into Postgraduate study, removing barriers to participation, while also ensuring appropriate levels of student achievement in their chosen fields are supported.

Treaty of Waitangi Implications

In 2018 Te Kūhanga Ki Pūrehuroa Massey University made the decision to become Te Tiriti o Waitangi-led. Specifically, our Massey University Strategy 2018-2022. This aspiration is further strengthened in the Massey University Strategy 2022-2027, with a number of specific commitments made in this strategy as to how we will honour Te Tiriti at the University.

To progress realisation of these strategy commitments, Massey's Te Tiriti O Waitangi policy was updated. The policy articulates ways in which the priorities defined in the Massey Strategy enable the policy to be practically applied.

Alongside the new policy in November 2022 the Office of the Deputy Vice-Chancellor Māori launched an extensive new Te Tiriti capability building initiative across the University, the Kaiārahi Tiriti (Te Tiriti mentors) project. The Kaiārahi Tiriti project consists of eight teams of 3-6 staff, located within each area of the University, who have been tasked to develop initiatives to respond to our Te Tiriti support needs and aspirations, each addressing specific Te Tiriti commitments made in the 2022-2027 strategy. The Kaiārahi Tiriti team at Toi Rauwhārangī are working on a number of initiatives to support staff in understanding what it means to be Te Tiriti led and to consider how this informs our learning and teaching practices.

In connection to this proposal we have sought to prioritise Massey University Strategy (2022-2027), priority 4, as part of meeting our learning and teaching responsibilities in relation to Te Tiriti o Waitangi. In particular, to increase “the provision of mātauranga-centred pathways for learning” and nurture “academic success and excellence through Kaupapa Māori models of support” (MU Strategy, p. 12). This is reflected in the proposed new Mātauranga Toi Māori pathway (see linked proposal, New Specialisation Mātauranga Toi Māori Major BDes(Hons)). The Mātauranga Toi Māori pathway also aligns with the Tertiary Education Strategy (2020), to “have high aspirations for every learner/ākonga, and support these by partnering with their whānau and communities to design and deliver education that responds to their needs, and sustains their identities, languages and cultures” (TES Objective 1, Priority 2). Specifically, the proposal results from our commitment to “Build relationships with Māori, involve them in decision making, and partner with them to support rangatiratanga, and Māori educational success as Māori” (Full TES Document, 2020, p. 2).

Acceptability

The College has had experience in delivering the proposed subject areas in fine arts through the delivery since the early 2000s of a Master of Fine Arts (120- credit qualification) and the 240 credit MFA since 2013. Academic staff have excellent national and international profiles and are supported by experienced technical demonstrators who are specialists in fine arts modes of making, technologies and environments. The current Bachelor of Fine Arts degree has proven to be successful with students as demonstrated by steady maintenance and recent growth of numbers across the two decades of the degree.

Industry and community relationships and partnerships are well established and are nourished and extended through involvement within the Masters programme of visiting artists, curators, writers and other knowledge holders. The BFA and the MFA have an excellent reputation for contributing to the creative communities of Te Whanganui-a-Tara and nationally. Our graduates have gone on to be commissioned and curated into esteemed and critically well-received exhibitions and projects, they have established artist-run spaces, and become employed as specialists within the gallery and museum sector, within film and television, as art educators in schools and the GLAM sector, and many other related vocations and pursuits. The College has an existing technical infrastructure of technical workshops, audio visual provision for fine arts production across a very broad range of media and material processes.

Year of Implementation and First Year Teaching Plan

The College plans to implement the amended MFA qualification in 2025.

A full implementation and communication plan will be developed. This will ensure that students are appropriately informed of the changes being made, how and when it will impact their studies and what their options are. We will work closely with the university's academic advisors and central teams to ensure that clear and consistent information and advice is given to students.

Proposal Details

Students will enter into this master's programme at the point where they best meet admission criteria. 180 credit masters students will begin their study with one semester of study comprising three courses, one 30 credit Masters Project Development course, and two 15 credit courses. The 30 credit Masters Project Development course is based within their disciplinary field and will include cohort-based learning through an Honours supervisory model. The emphasis within the broad field of Commercial Music could encompass different foci, including composition, performance, music technology, music production etc. The aim of this course is to support the students as independent creative practice researchers to interrogate and hone the focus and scope of their research project and plan. This includes a clear understanding of their own positionality as creative researchers, an awareness of how their project sits in the relevant field of practice, and how it might meet its audience/market. This course operates through praxis, where conceptual, theoretical and processual factors are considered holistically, and in relation to cultural and contextual factors.

The 15 credit 'Creative Practice Research Methods' or 'Māori Research Methodologies for Creative Practice', supports this creative practice exploration through focussed consideration of different creative practice research methods, and how arriving at clarity in relation to positionality and a relationship to historical precedent and current conditions deepens creative practice.

The other 15 credit elective option, opens space for skill-based learning, either from within the field of study or drawing on another discipline to support the creative practice.

There is a milestone progression point at the completion of these 60 credits, whereby a B average or above needs to be attained to move into the Masters Research Project – Thesis portions, which is 2 x 60 credit courses. These will be delivered through a supervisory model (where 42 hours is allocated across the 120 credits) and may include rōpū supervision. The courses are 2 x 60 credits to enable the Thesis component to be taken across two academic years, but they flow together, leading to one point of summative assessment at the end of the 120 credits.

The assessment process will involve the presentation of a body of creative work, and of an exegetical component. The ways in which the exegetical component is presented will include options for fully-written, oral presentation and edited video, to enable an optimum alignment of presentation mode in response to cultural practices, and neurodivergent learning needs. These options will be clearly articulated within course briefs and assessment guidelines. As is standard practice within the University assessment will be undertaken internally within courses for the first sixty credits of the 180 degree (with appropriate moderation processes), and by two examiners external to the research project for the Thesis, with a minimum of one of those being external to the University.

Students

The primary risk associated with the recalibration of the MFA have been concerns managing student expectations and experience while transitioning the 240 credit MFA. This will have modest. Impact, as for the 240 credit cohort starting their study in 2024, their second year of study will be concurrent with the new 180 credit degree offering commencing. The current MFA second year follows a rōpū model of supervision that will be very similar to the new cohort supervision model (when candidates are in their 120 Thesis part of their degree). They will remain a cohort spatially in proximity to the new cohort, and will be able to share their experiences and progress with this new cohort of 180 (and 120) MFA candidates. For those commencing in 2025, the new degree structure will be in place. Folk enquiring about study in late 2023/early 2024 will be given information about the developed suite of Masters degrees and will be able to elect whether they prefer a 240 credit or 180 credit qualification. If it is the latter, they will be encouraged to apply for entry into the 2025 programmes.

Students commencing study in 2024 will be informed of the spatial positioning of the masters and honours cohorts in 2025, and be supported through having a rōpū alignment that suits their practice and/or concerns/thematics or material processes of their research.

Academic Staff

The MFA has programme leadership drawing from in 2024 academics from across the School of Art, School of Design and the PVCs office. This will be reviewed in 2025 with the revised degree suite.

There is a wealth of fine arts-oriented researchers within the College, situated across all three schools and with particular weighting in Whiti o Rehua School of Art, which has academic faculty across the areas of fine arts, photography and Māori visual arts. Faculty from Whiti o Rehua School of Art who have previously and/or are eligible to supervise MFA students include; Kingsley Baird, Bryce Galloway, Caroline McQuarrie, David Cook, Emma Febvre-Richards, Eugene Hansen, Helen Mitchell, Hemi Macgregor, Jenny Gillam, Jonathan Kay, Marcus Moore, Martin Patrick, Rachael Rakena, Raul Ortega-Ayala, Richard Reddaway, Shannon Te Ao and Simon Morris. Toioho ki Āpiti staff, while predominantly teaching and supervising into the Māori Visual Arts programmes would also be eligible to supervise e.g. Robert Jahnke, Kura Te Waru Rewiri, Erena Arapere, and Karangawai Marsh. PVC office staff who regularly supervise MFA candidates include Heather Galbraith, Anna Brown and Huhana Smith. From Ngā Pae Mahutonga School of Design, the following faculty have previously supervised in the MFA, Julieanna Preston (who currently co-leads the MFA programme) Stuart Foster, Sonya Withers, Lisa Munnelly, Kerry Ann Lee, Catherine Bagnall, Angela Kilford, and from Te Rewa o Puanga School of Music and Screen Arts, Catherine Hoad.

There is a wealth of supervisory expertise across a broad spectrum of fine arts, photography, interdisciplinary and expanded field practices within the College.

The School is supported by a team of six Technical Demonstrators and Technicians across fine arts, photography and audio visual facilities and resources. Specialist technical resources managed through the School of Design and the School of Music and Screen Arts are also available to Postgraduate students (with an appropriate skills base and who have undergone facility-specific induction processes).

The Engine Room gallery and project space (run by the School of Art) is also available as a site for test installations, and is frequently used for MFA examinations. There is currently a shared Programme Co-ordination role (which is held by Professor Julieanna Preston from School of Design and Professor Huhana Smith (PVC Office, previously Head of School of Whiti o Rehua School of Art), with support by Photography Lecturer Jonathan Kay.

Faculty from across the College contribute to guest lectures and studio visits and the Year 2 rōpū supervisory teams are configured according to the needs and interests of the students, taking into account conceptual, theoretical processual, and cultural needs across the rōpū. Noting that with the shift from the MFA from being an interdisciplinary degree (albeit taken by predominantly fine arts oriented students) to a more fine arts focussed 180 programme (which still encourages/enables interdisciplinary focus), there is likely to be a shift towards an even stronger fine arts focus within supervisory configurations, drawn from across the College.

International

This proposal has been discussed with the college’s International Advisor. We do not anticipate that the amendments proposed will impact on the suitability of the MFA for international students or that it will impact upon any existing Memorandum’s of Agreement with international University’s and partners.

Information Technology

The College of Creative Arts has a long-established working relationship with ITS in the University for the provision of computing, networking, storage and rendering. It is not anticipated that the reconfigured MFA will have any additional information technology resourcing implications, beyond consideration of what the basic profile of software provision is within the Studio environment, and where specialist computing access can be enabled within existing resources.

Student Management System

The structure of the revised qualification is consistent with existing and new qualifications in the College of Creative Arts.

Facilities Management

The College works closely with Facilities Management in the ongoing provision of spaces and maintaining building resources. The MFA programme will be relocated and integrated within the SoA from 2025 onwards and interim accommodation is being resolved for 2024 delivery (as the space occupied by the MFA in 2023 was temporary and another solution is being found), and any Facilities Management implications being costed (but this is a precursor to the revised qualification).

Teaching & Learning Services

It is not anticipated that the amendments to existing qualifications and new qualifications, specialisations or courses will have any additional Teaching and Learning Services implications.

Student Learning Services

The proposal has been discussed with the National Centre for Teaching and Learning. Further discussion will ensue as the courses are developed in more detail through 2024. The Centre’s expertise and services has been offered to assist in the development of the revised qualification, in particular with respect to graduate attributes/profiles, learning outcomes and assessment design. In addition, professional development courses/workshops can be tailored to the needs of the staff. The extent to which these services will be drawn on to assist in the development of the courses will be dependent on the expertise of current staff and of any new staff employed to lead and deliver the new aspects of the programme.

Course Funding Classifications

For the 700 level courses in the first 60 credits of the 180 qualification they are classified as B-3 Taught Courses.

For the New 800 level courses proposed in the MFA, the SAC funding classifications have all been individually reviewed by Massey University Finance teams and the majority have been classified as B4 - Research Based Postgraduate.

Limitations on Numbers


No limitations on numbers are anticipated.

<p>Committee References</p> <p>8 of 9</p>	<p>AC24/03/15 CCACB2024/02/09 PGQEC2024/01/06</p>
--	---

Admin edit, 4/2/22, attaching Fine Arts and Design to the schedule	AC24/03/15-edited
Admin edit, 25/1/22: adding WOSP entity to the schedule Sue 7/2/18 Deleted old transition regulations	

Status Log

Initial Status	End Status	User	Date	Comment
Academic Committee Approval	Academic Board Approval	LEANNE ROBINSON	28 Mar 2024 12:05 pm	AC24/03/15
College Board Approval	Academic Committee Approval	Jessica Board	20 Feb 2024 14:52 pm	Approved on behalf of College Board Chair
College Sub-Committee	College Board Approval	Jessica Board	20 Feb 2024 14:51 pm	Approved on behalf of UGQEC Chair
HOD Approval	College Sub-Committee	Jessica Board	20 Feb 2024 14:49 pm	Approved on behalf of Head of School
Draft	HOD Approval	Jessica Board	20 Feb 2024 14:39 pm	Approved on Behalf of Director Academic
	Draft	Jessica Board	10 Nov 2023 16:01 pm	CUAP changes

Collaborating Staff 
Name
FIONA COOTE
PAT HICKSON
TERESA HARTLEY
GREGORY GILBERT
PHIL BRONN
FAITH KANE
CAITLIN LIGO
Jessica Board

Bachelor of Design with Honours

UHDSG Bachelor of Design with Honours Bachelor Design with Honours v8.0 ACADEMIC BOARD APPROVAL

compared to

UHDSG Bachelor of Design with Honours Bachelor Design with Honours v7.3 APPROVED

[Show Legend](#)

Show Changes Expand All Changes

Number of Years	4 Years		
Professional Body			
Effective From	Interim Date	Contact Person	Notes
No Professional Body Recognition Assigned			
Year of Implementation	2025 2024		
Qualification Code	UHDSG		
Qualification Title	Bachelor of Design with Honours		
Reporting Title	Bachelor Design with Honours		
Abbreviated Title	BDes(Hons)		
Credit Value	480		
Language of Instruction	English (EN)		
Qualification Duration	4 Years		
Maximum Time to Completion	8		
Qualification Type	Undergraduate		
Qualification Subtype	Undergraduate Bachelor with Honours		
No New Enrolment	No		
Without Specialisation?			
Allows Minors from other Qualifications	Yes		
Qualification Lead	CAITLIN LIGO (1 Dec 2023 to ---), TERESA HARTLEY (27 Oct 2023 to 30 Nov 2023) TERESA HARTLEY (24 Jul 2023 to ---)		
Owning Organisation	College of Creative Arts (MU00007)		
Proposed Review Dates			
Date Types	Date		
No dates assigned			

Qualification Graduate Profile

The Bachelor of Design (Honours) and Bachelor of Design aim to provide high-level professional education in a wide range of design specialisations that equips graduates to operate as successful designers with these defining attributes: Creativity and Toj; Virtuosity and Mōhio; Understanding and

Mātauranga; Autonomy and Mana; Connectedness and Whanaungatanga.

Through both specialist and transferable knowledge and skills, the degrees enable graduates to make wide-ranging cultural, social and economic contributions to society. Additionally, the Bachelor of Design with Honours provides appropriate education in research methods for design practice, and the application of research to the production of design and art, with a focus on research-driven innovation.

Graduates of the Bachelor of Design with Honours will be able to:

A Knowledge and understanding

A1 Display an awareness of the richness and variety of different world views acknowledging their contribution to the cultural identity of Aotearoa New Zealand (Understanding and Mātauranga)

A2 Demonstrate a broad, critical understanding of the discourse of art and design within its local and global contexts (Understanding and Mātauranga)

A3 Demonstrate understanding of the relationship between creative work and audiences, clients, markets, users, consumers, participants and communities (Connectedness and Whanaungatanga)

A4 Undertake advanced independent research to contextualise and further their own creative practice. (Understanding and Mātauranga)

B Values and Attitudes

B1 Be intellectually curious and adaptable, willing to embrace new ideas and accommodate risk and uncertainty (Creativity and Toi)

B2 Have clear goals for the continuation of intellectual and professional development (Autonomy and Mana)

C Skills (Cognitive and Intellectual)

C1 Apply exploratory and transformative thinking to generate ideas, proposals, creative works and arguments in response to project demands (Creativity and Toi)

C2 Critically reflect on and evaluate their own work and the work of other practitioners and scholars (Understanding and Mātauranga)

C3 Initiate and contribute to innovative developments in creative practice and research (Creativity and Toi)

D Skills (Subject Specific/ Professional)

D1 Manipulate materials, media, processes, technologies and environments with virtuosity (Virtuosity and Mōhio)

D2 Combine technical excellence with intellectual and conceptual rigour in order to produce high quality creative outputs (Virtuosity and Mōhio)

D3 Skilfully utilise analytical, evaluative, synthesising and iterative processes in order to transform ideas into material outcomes (Virtuosity and Mōhio)

E Skills (Transferable)

E1 Demonstrate strong visual, oral and written communication skills (Connectedness and Whanaungatanga)

E2 Interact effectively, ethically and professionally with others, whether through collaboration or dialogue (Connectedness and Whanaungatanga)

E3 Think and work independently, making autonomous decisions, managing workload and deadlines (Autonomy and Mana)

E4 Source and astutely utilise information in a variety of forms and contexts (Understanding and Mātauranga)

~~The Bachelor of Design (Honours) and Bachelor of Design aim to provide high level professional education in a wide range of design specialisations that equips graduates to operate as successful designers with these five defining attributes: Creativity—Toi; Virtuosity—Mōhio; Understanding—Mātauranga; Autonomy—Mana; Connectedness—Whanaungatanga.~~

~~Through both specialist and transferable knowledge and skills, the degrees enable graduates to make wide-ranging cultural, social and economic contributions to society. Additionally, the Bachelor of Design with Honours provides appropriate education in research methods for design practice, and the application of research to the production of design and art, with a focus on research-driven innovation.~~

~~Graduates of the Bachelor of Design Honours and Bachelor of Design will be able to:~~

~~A. Knowledge and understanding~~

~~A1 Display an awareness of the richness and variety of different world views acknowledging their contribution to the cultural identity of Aotearoa New Zealand (Mātauranga)~~

~~A2 Demonstrate a broad, critical understanding of the discourse of art and design and its multiple global contexts (Mātauranga)~~

~~A3 Demonstrate understanding of the relationship between creative work and audiences, clients, markets, users, consumers, participants and citizens (Whanaungatanga)~~

~~B. Values and Attitudes~~

~~B1 Be intellectually curious and adaptable, willing to embrace new ideas and accommodate risk and uncertainty (Toi)~~

~~B2 Have clear goals for the continuation of intellectual and professional development (Mana)~~

~~C. Skills (Cognitive and Intellectual)~~

- C1 Apply exploratory and transformative thinking to generate ideas, proposals, creative works and arguments in response to project demands (Toi)
- C2 Critically reflect on and evaluate their own work and the work of other practitioners and scholars (Matauranga)
- C3 a. Initiate and contribute to innovative developments in creative practice and research (Toi) [Bachelor of Design Honours]
b. Contribute to innovative developments in creative practice (Toi) [Bachelor of Design]
- D. Skills (Subject Specific/ Professional)
 - D1 Manipulate materials, media, processes, technologies and environments with virtuosity (Mohio)
 - D2 Combine technical excellence with intellectual and conceptual rigour in order to produce high quality creative outputs. (Mohio)
 - D3 Skillfully utilise analytical, evaluative and synthesising iterative processes in order to transform ideas into material outcomes (Mohio)
- E. Skills (Transferable)
 - E1 Demonstrate strong visual, oral and written communication skills (Whanaungatanga)
 - E2 Interact effectively, ethically and professionally with others, whether through collaboration or dialogue (Whanaungatanga)
 - E3 Think and work independently, making autonomous decisions, managing workload and deadlines (Mana)
 - E4 Source and astutely utilise information in a variety of forms and contexts (Matauranga)

Qualification Graduate Attributes (QGAs)

On successful completion of this programme the learner will be able to

#	Description	Graduate Profile	Educational Objectives
None			
Graduate Profile			
<ol style="list-style-type: none"> 1. Scholarly 1 - Disciplinary knowledge and skills 2. Scholarly 2 - Creativity and innovation 3. Scholarly 3 - Resilience and adaptability 4. Cultural 1 - Cultural awareness 5. Cultural 2 - Māori knowledge and understanding 6. Social 1 - Social responsibility 7. Social 2 - Communication and collaboration 8. Social 3 - Global engagement 			

Qualification Graduate Attributes and Competencies Mapping

Qualification Graduate Attribute	Competencies
None	

Admission

1. Admission to the Degree of Bachelor of Design (Hons) requires that the candidate will:
 - (a) meet the University admission requirements as specified; and
 - (b) be selected into the Qualification based partially on the assessment of a portfolio of work submitted by the applicant.
2. An applicant who holds the degree of Bachelor of Design shall not be admitted to the Bachelor of Design with Honours.

- ~~1. Admission to the Degree of Bachelor of Design (Honours) requires that the candidate will:

 - (a) meet the University admission requirements as specified; and
 - (b) be selected into the Qualification based partially on the assessment of a portfolio of work submitted by the applicant.~~
- ~~2. An applicant who holds the degree of Bachelor of Design shall not be admitted to the Bachelor of Design with Honours.~~

Qualification Requirements

3. Candidates for the Degree of Bachelor of Design with Honours shall follow a parts-based programme of study, which shall consist of courses totalling at least 480 credits, comprising:
 - (a) Part One, Part Two, Part Three and Part Four as specified in Schedules A and B;
 - (b) Elective courses from Schedule C or other courses from Massey University;
 and including
 - (c) not more than 180 credits at 100 level;
 - (d) at least 195 credits must be at 300 level or above, with at least 105 credits at 400 level or above.
 - (e) completion of at least one major.

4. Notwithstanding Regulation 3 holders of a Massey University Diploma in Fashion Design and Technology may be permitted to credit up to 120 credits at 100 level and include up to 195 credits at 100 level in a Bachelor of Design, fashion design major.

5. Notwithstanding Regulation 3 holders of a Massey University Diploma in Photography may be permitted to credit up to 120 credits at 100 level and up to 120 credits at 200 level to the Bachelor of Design, Photography major.

6. The Academic Board may grant exemptions to the requirements of Regulation 3 based on the subjects studied and prior performance of the student.

~~3. Candidates for the Degree of Bachelor of Design (Honours) shall follow a parts based programme of study, which shall consist of courses totalling at least 480 credits, comprising:~~

~~(a) Part One, Part Two, Part Three, and Part Four as specified in Schedules A and B;~~

~~(b) elective courses from Schedule C or other courses from Massey University;~~

~~and including~~

~~(c) not more than 180 credits at 100 level;~~

~~(d) at least 90 credits at 200 level;~~

~~(e) at least 90 credits at 300 level;~~

~~(f) at least 120 credits at 400 level or above;~~

~~(g) completion of at least one major.~~

~~4. Notwithstanding Regulation 3 holders of a Massey University Diploma in Fashion Design and Technology may be permitted to credit up to 120 credits at 100 level, and include up to 195 credits at 100 level in a Bachelor of Design with Honours, fashion design major.~~

~~5. Notwithstanding Regulation 3 holders of a Massey University Diploma in Photography may be permitted to credit up to 120 credits at 100 level and up to 120 credits at 200 level to the Bachelor of Design with Honours, Photography major.~~

~~6. Candidates, who in the opinion of the Academic Board have passed with sufficient merit subjects for NZQF recognised qualifications at Level 5 or above in creative arts subjects or equivalent, may be granted specified or unspecified credit for part or all of the First and Second Parts. The credit granted will be determined by Academic Board after taking into account the areas of study, the quantum of study and the standard of pass attained, normally 120 credits but in exceptional circumstances, up to a maximum of 240 credits.~~

Specialisations

7. Candidates may complete a single major by passing Parts One, Two, Three, and Four specified for a major selected from: Concept Design, Integrated Design, Fashion Design, Industrial Design, Photography, Spatial Design, Textile Design and Visual Communication Design. The requirements for each major are set out in Schedule B to the Qualification.

8. Candidates may complete a double major in Mātauranga Toi Māori and one other specialisation from Regulation 7 by fulfilling the requirements of the specialisations as set out in Schedule B. Individual courses cannot be counted towards both majors.

9. Candidates may include a minor from any undergraduate degree within the University for which recognised minors are specified, in accordance with the following requirements:

(a) the overall balance of credits as specified in Regulation 3 are maintained;

(b) the minor must be in a different subject area from the major(s);

(c) where the minor is from another undergraduate degree the regulations of that programme for the minor will apply;

(d) no course may be credited to both a major and a minor.

~~7. Candidates may complete a major by passing Parts One, Two, Three, and Four specified for a major selected from: Concept Design, Integrated Design, Fashion Design, Fashion Design and Business, Industrial Design, Photography, Spatial Design, Textile Design and Visual Communication Design. The requirements for each major are set out in Schedule B to the Qualification.~~

~~8. Candidates may include a minor from any undergraduate degree within the University for which recognised minors are specified, in accordance with the following requirements:~~

~~(a) the overall balance of credits as specified in Regulation 3 are maintained;~~

~~(b) the minor must be in a different subject area from the major(s);~~

~~(c) where the minor is from another undergraduate degree the regulations of that programme for the minor will apply;~~

~~(d) no course may be credited to both a major and a minor.~~

Student Progression

10. In order to progress to Part Two the candidate shall have passed a total of 75 credits at 100 level with at least 60 credits from the Part 1 courses including at least 15 credits from one Schedule B course relevant to the major to be taken.

11. For progression to Part Four of the Bachelor of Design with Honours, the candidate must have achieved a weighted grade average of at least a B- across the Part Three Professional Cultures course and the Design Studio 358 course relevant to the major being taken.

12. The Academic Board may grant exemptions to the requirements in Regulation 9 and 10 based on the subjects studied and prior performance of the student.

13. The Degree of Bachelor of Design with Honours may be awarded with First Class Honours or with Second Class Honours Division I or Second Class Honours Division II or with Third Class Honours. The class of Honours awarded shall be determined by the examiners on the performance of the candidate in Part 4 of the programme.

~~9. In order to progress to Part Two the candidate shall have passed a total of 75 credits at 100 level with at least 60 credits from the Part One courses including one of 237.130 or 237.131 and the Schedule B course relevant to the major to be taken.~~

~~10. For progression to Part Four of the Bachelor of Design with Honours, the candidate must have achieved a weighted grade average of at least a B across the Part Three course 237.330 and the Design Studio IIB course relevant to the major being taken.~~

~~11. The Academic Board may grant exemptions to the requirements in Regulations 9 and 10 based on the subjects studied and prior performance of the student.~~

~~12. The Degree of Bachelor of Design with Honours may be awarded with First Class Honours or with Second Class Honours Division I or Second Class Honours Division II or with Third Class Honours. The class of Honours awarded shall be determined by the examiners on the performance of the candidate in Part Four of the programme.~~

Completion Requirements

14. Any timeframes for completion as outlined in the General Regulations for Undergraduate Degrees, Undergraduate Diplomas, and Undergraduate Certificates, and Graduate Diplomas and Graduate Certificates will apply.

15. Candidates may be graduated when they meet the Qualification and Academic requirements within the prescribed timeframes; candidates who do not meet the requirements for graduation may, subject to the approval of Academic Board, be awarded an alternative creative arts qualification should they meet the relevant Qualification requirements.

~~13. The Bachelor of Design with Honours normally must be completed within the following timeframes:~~

~~(a) five consecutive academic years for full-time students;~~

~~(b) eight consecutive academic years for part-time students.~~

~~14. Candidates may be graduated when they meet the Qualification requirements within the prescribed timeframes; candidates who do not meet the requirements for graduation may, subject to the approval of Academic Board, be awarded the Bachelor of Design or an alternative creative arts qualification should they meet the relevant qualification requirements.~~

Academic Progress

16. The general Unsatisfactory Academic Progress regulations will apply.

~~15. The Unsatisfactory Academic Progress regulations will apply.~~

Transitional Provisions

17. Subject to any Maximum Time to Completion and the Abandonment of Studies provisions specified in the Part I regulations for the degree, candidates enrolled in the Bachelor of Design with Honours prior to 1 January 2025 may substitute a course or courses already completed for a course or courses of the same value and at the same or lower level within the Schedule.

18. This transition expires 31 December 2030.

Schedule to be added to

Schedule A: Core courses

Specialisations and Courses			
Code	Credits	Title	Show Courses
None			

Part One

Specialisations and Courses			
Code	Credits	Title	Show Courses
None			

Professional Cultures

~~30 credits from~~

15 credits

30 credits

Specialisations and Courses			
Code	Credits	Title	Show Courses
298160	15	Mātauranga Toi Māori 1: Māori Practices as a Māori Creative Practitioner	
289150	15	Professional Cultures 1	
197190	15	Professional Cultures in Design 1	
213170	15	Professional Cultures in Art 1	
133180	15	Professional Cultures in Commercial Music 1	
237130	15	Communication for Makers	
237131	15	Conversations in Creative Cultures	

Critical Studies

60 credits from

At least 15 credits

60 credits

Specialisations and Courses			
Code	Credits	Title	Show Courses
237131	15	Conversations in Creative Cultures	
289100	15	Introduction to Screen Arts	
133154	15	Music, People, Places	
150106	15	Nga Hanga Whakairo: Traditional Māori Visual Art	
197139	15	Positionality: Discourse in Design	
198157	15	Studio I (Object)	
212157	15	Studio I (Dress)	
213157	15	Studio I (Art Lab)	
213158	15	Studio I (Art Place)	
221157	15	Studio I (Lens)	
222157	15	Studio I (Screen)	
222158	15	Studio I (Type)	
223157	15	Studio I (Material)	
224157	15	Studio I (Space)	
296157	15	Studio I (Imagine)	

Core Studios: 30 credits from

At least 30 credits

Specialisations and Courses			
Code	Credits	Title	Show Courses
198157	15	Studio I (Object)	
212157	15	Studio I (Dress)	
221157	15	Studio I (Lens)	
222157	15	Studio I (Screen)	
222158	15	Studio I (Type)	
223157	15	Studio I (Material)	
224157	15	Studio I (Space)	
198158	15	Product and Industrial Design 1.2: Furniture Design	
221158	15	Photography Studio 1.2: Introduction to the Darkroom	
222159	15	Visual Communication Design 1.3: Introduction to User Experience Design and Interactivity	
223158	15	Textile Design 1.2: Surface Design, Colour and Screen Print	
224158	15	Spatial Design 1.2: Immersive Experiences	
296158	15	Concept Design 1.2: Worldbuilding	
298157	15	Toi Atea 1	
296157	15	Studio I (Imagine)	

Academic Board Meeting - Part I - CUAP PROPOSALS

4/9/24, 10:21 AM

Qualification Comparison - UHDSG - Bachelor of Design with Honours - Bachelor Design with Honours

AC24/03/18-edited

Explorations: 30 credits from
At least 30 credits

Specialisations and Courses		
Code	Credits	Title
293126	15	Explorations in Image and Meaning
198124	15	Modelling and Prototyping for Product Design
197191	15	Art and Design: Special Topic I
293127	15	Explorations in Colour and Context
213155	15	Drawing the Body I
197124	15	Soft Structures
293125	15	Explorations in Narrative
197123	15	Visual Identity Systems

Part Two

Specialisations and Courses			
Code	Credits	Title	Show Courses
Professional Cultures			
Integrated Design major students must take			
15 credits			

Specialisations and Courses			
Code	Credits	Title	Show Courses
298260	15	Mātauranga Toi Māori 2: Māori Creative Practices and Cultural Continuity	
289250	15	Professional Cultures 2	
197290	15	Professional Cultures in Design 2	
213270	15	Professional Cultures in Art 2	
133280	15	Professional Cultures in Commercial Music 2	
197288	15	Creative Collaboration	
Critical Studies			
Part Three			

At least 15 credits

Specialisations and Courses			
Code	Credits	Title	Show Courses
237231	15	Creative Cultures & Contexts II	
289200	15	Perspectives on Creative Practice	
133257	15	Music and Ethics	
150206	15	Ngā Momo Whakairo: Contemporary Māori Visual Art	
197239	15	Pluriverse: Discourse in Design	
	-1		
Integrated Design major students must take 15 credits from			
15 credits from			
15 credits			

Specialisations and Courses			
Code	Credits	Title	Show Courses
298260	15	Mātauranga Toi Māori 2: Māori Creative Practices and Cultural Continuity	
197290	15	Professional Cultures in Design 2	
237330	15	Creative Cultures & Ideas	

Part Three

Specialisations and Courses			
7 of 27			

Academic Board Meeting - Part I - CUAP PROPOSALS

4/9/24, 10:21 AM

Qualification Comparison - UHDSG - Bachelor of Design with Honours - Bachelor Design with Honours

AC24/03/18-edited

Code	Credits	Title	Show Courses
Professional Cultures			
Integrated Design major students must take			

15 credits

Specialisations and Courses			
Code	Credits	Title	Show Courses
298360	15	Mātauranga Toi Māori 3: Creative Innovation and Community Leadership	
289350	15	Professional Cultures 3	
197390	15	Professional Cultures in Design 3	
213370	15	Professional Cultures in Art 3	
133380	15	Professional Cultures in Commercial Music 3	
197388	15	Creative Communities	

Critical Studies

~~Part Four~~

At least 15 credits

Specialisations and Courses			
Code	Credits	Title	Show Courses
237331	15	Creative Cultures & Display	
289300	15	Advanced Critical Practice for Screen	
133355	15	Music, Politics, Economies	
298330	15	Cosmological Narratives within Māori Creative Expression	
197339	15	Transformation: Discourse in Design	
	-1		

Integrated Design major students must take 15 credits from

~~15 credits from~~

15 credits

Specialisations and Courses			
Code	Credits	Title	Show Courses
298360	15	Mātauranga Toi Māori 3: Creative Innovation and Community Leadership	
197390	15	Professional Cultures in Design 3	
197465	15	Creative Leadership	

Part Four

Specialisations and Courses			
Code	Credits	Title	Show Courses
Compulsory Course			
Schedule C: Elective courses			
60 credits			

Specialisations and Courses			
Code	Credits	Title	Show Courses
197830	60	Design Research Project: Honours	
213259	15	Contemporary Art Projects D	
197119	15	Coding for Creative Practice	
197123	15	Visual Identity Systems	

Creative Arts Research Methods

15 credits

Specialisations and Courses			
8 of 27			

Academic Board Meeting - Part I - CUAP PROPOSALS

4/9/24, 10:21 AM

Qualification Comparison - UHDSG - Bachelor of Design with Honours - Bachelor Design with Honours

AC24/03/18-edited

Code	Credits	Title
298730	15	Māori Research Methodologies for Creative Practice
293732	15	Creative Practice Research Methods

Schedule B: Majors

Specialisations and Courses			
Code	Credits	Title	Show Courses
UHDSG1JPHTG1	210	Photography	▼
UHDSG1JSPDS1	210	Spatial Design	▼
UHDSG1JTXDS1	210	Textile Design	▼
UHDSG1JVSCD1	210	Visual Communication Design	▼
UHDSG1JFSDS1	210	Fashion Design	▼
UHDSG1JINDS1	210	Industrial Design	▼
UHDSG1JMTMR1	165	Mātauranga Toi Māori	▼
UHDSG1JINDG1	225	Integrated Design	▼
UHDSG1JCNSD1	210	Concept Design	▼
UHDSG1JFSD1	210	Fashion Design and Business	

Schedule C: Elective courses

Specialisations and Courses			
Code	Credits	Title	Show Courses
197288	15	Creative Collaboration	
197291	15	Art and Design: Special Topic II	
197331	15	Contemporary Design Project 3A	
197332	15	Contemporary Design Project 3B	
197338	15	Interaction and Interface II	
198490	15	Industrial Design Special Topic C	
198495	15	Industrial Design Independent Study	
212100	15	Fashion Pattern Making	
212101	15	Fashion Construction	
212200	15	Garment Block Pattern Drafting and Grading	
212495	15	Fashion Design Independent Study	
213150	15	Painting	
213151	15	Contemporary Sculpture	
213154	15	Contemporary Drawing	
213155	15	Drawing the Body I	
213211	15	Fine Arts Special Topic II	
213254	15	Drawing in Practice	
213255	15	Drawing the Body II	
213256	15	Contemporary Art Projects A	
213257	15	Contemporary Art Projects B	
213258	15	Contemporary Art Projects C	
197124	15	Soft Structures	
224206	15	Visualising Space	
222424	15	Illustration Art Now	
213259	15	Contemporary Art Projects D	
197119	15	Coding for Creative Practice	
197123	15	Visual Identity Systems	
197191	15	Art and Design: Special Topic I	
197228	15	Contemporary Design Project 2A	
197238	15	Interaction and Interface I	
197379	15	Service and Experience Design	

9 of 27

Academic Board Meeting - Part I - CUAP PROPOSALS

4/9/24, 10:21 AM

Qualification Comparison - UHDSG - Bachelor of Design with Honours - Bachelor Design with Honours

			AC24/03/18-edited
197383	15	Internship	
197388	15	Creative Communities	
197434	15	Design Awards and Competitions	
197440	15	Contemporary Design Project 4A	
197441	15	Contemporary Design Project 4B	
197442	15	Contemporary Design Project 4C	
197443	15	Contemporary Design Project 4D	
197470	15	Creative Ecologies	
197471	15	Social Interventions Through Design	
197490	15	Design Special Topic A	
197495	15	Design Independent Study	
197499	30	Design Special Topic	
198213	15	Furniture Design	
198308	15	Industrial Design Special Topic A	
213260	30	Fine Arts Special Topic IIB	
213261	15	Contemporary Art Projects F	
212228	15	Fashion Special Topic A	
212304	15	Drape for Design	
212309	15	Contoured and Knit Apparel	
212321	15	Digital Applications for Fashion Production	
212328	15	Fashion Special Topic B	
212403	15	Apparel Production Research	
213262	15	Contemporary Art Projects G	
213263	15	Contemporary Art Projects H	
213264	15	Contemporary Art Projects I	
213265	15	Contemporary Art Projects J	
213311	15	Fine Arts Special Topic III	
213356	15	Contemporary Art Projects E	
213358	15	Fine Arts Internship	
213359	15	Contemporary Art Projects K	
213360	30	Fine Arts Special Topic IIIB	
213411	15	Fine Arts Special Topic IV	
213464	15	Art in Context	
221100	15	Photography as an Agent of Change	
221220	15	Photography and the Studio	
221221	15	Photography and Digital Practices I	
221222	15	Photography and the Darkroom	
221291	15	Photography Special Topic A	
221320	15	Photography and the Body	
221321	15	Photography and Digital Practices II	
221391	15	Photography Special Topic B	
221456	15	Photography and the Archive	
221457	15	Photography and Visuality	
221495	15	Photography Independent Study	
222104	15	Printmaking	
222208	15	Letterpress	
222215	15	Brand Communication	
222225	15	Narrative Illustration	
222232	15	Illustrated Characters	
222248	15	Typographic Systems	
222326	15	Sequential Art	
222333	15	Concept Design for Imaginary Worlds	
222347	15	Editorial Design	
222348	15	Narrative Information Design	
222390	15	Visual Communication Design Special Topic A	
222409	15	Contemporary Letterpress	
222417	15	Image and Identity	
222449	15	Spatial Type	

10 of 27

Academic Board Meeting - Part I - CUAP PROPOSALS

4/9/24, 10:21 AM

Qualification Comparison - UHDSG - Bachelor of Design with Honours - Bachelor Design with Honours

			AC24/03/18-edited
222490	15	Visual Communication Design Special Topic D	
222491	15	Visual Communication Design Special Topic E	
222496	15	Visual Communication Design Special Topic F	
222499	15	Independent Visual Communication Design Study	
223207	15	Materials Lab	
223211	15	Fashion Textiles	
223301	15	Contemporary Wallcoverings	
223312	15	Textile Print Project	
223328	15	Textile Design Special Topic B	
223411	15	Embroidered Textiles	
223412	15	Sustainable Colouration	
223490	15	Textile Design Special Topic C	
223495	15	Textile Design Independent Study	
224302	15	Spatial Design Special Topic A	
224490	15	Spatial Design Special Topic C	
224495	15	Spatial Design Independent Study	
237117	15	Māori Art and Design Studio I - Toi Atea	
237131	15	Conversations in Creative Cultures	
237217	15	Māori Art and Design Studio IIA - Toi Atea	
237218	15	Māori Art and Design Studio IIB - Toi Atea	
237231	15	Creative Cultures & Contexts II	
237317	15	Māori Art and Design Studio IIIA - Toi Atea	
237318	15	Māori Art and Design Studio IIIB - Toi Atea	
237331	15	Creative Cultures & Display	
237417	30	Māori Art and Design Studio IV - Toi Atea	
197122	15	Digital Fabrication	
197433	15	Designing Science Fiction	
224204	15	Design for Performance	
224205	15	Design for Display	
198315	15	Product Development	
198320	15	Open Design & Digital Fabrication	
198463	15	Industrial Design Digital Representation	
198158	15	Product and Industrial Design 1.2: Furniture Design	
212158	15	Fashion 1.2: Introduction to Making Clothes	
221158	15	Photography Studio 1.2: Introduction to the Darkroom	
222159	15	Visual Communication Design 1.3: Introduction to User Experience Design and Interactivity	
223158	15	Textile Design 1.2: Surface Design, Colour and Screen Print	
296158	15	Concept Design 1.2: Worldbuilding	
298157	15	Toi Atea 1	
198157	15	Studio I (Object)	
212157	15	Studio I (Dress)	
221157	15	Studio I (Lens)	
222157	15	Studio I (Screen)	
222158	15	Studio I (Type)	
223157	15	Studio I (Material)	
224157	15	Studio I (Space)	
296157	15	Studio I (Imagine)	
293125	15	Explorations in Narrative	
293126	15	Explorations in Image and Meaning	
293127	15	Explorations in Colour and Context	
296367	15	Concept Design 3.1 Concepting Film and Animation	
296368	15	Concept Design 3.2: Concepting Game and Location-Based Experience	
296263	15	Concept Design 2.1: Character and Environment	
296264	15	Concept Design 2.2: Prop and Creature	
296265	15	Concept Design 2.3: Visualisation	
296266	15	Concept Design 2.4 Design for Fabrication	
222367	15	Visual Communication Design 3.1: Editorial Design and Production	
222368	15	Visual Communication Design 3.2: Brand Communication Identity and Narrative	

11 of 27

Academic Board Meeting - Part I - CUAP PROPOSALS

4/9/24, 10:21 AM

Qualification Comparison - UHDSG - Bachelor of Design with Honours - Bachelor Design with Honours

			AC24/03/18-edited
222369	15	Visual Communication Design 3.3: User Experience Design: Service, Experience and Interaction	
222263	15	Visual Communication Design 2.1: Graphic Design: Type and Image Systems	
222264	15	Visual Communication Design 2.2: Visualising Information	
222265	15	Visual Communication Design 2.3: User Experience Design in Web and Digital Media	
222266	15	Visual Communication Design 2.4: Brand Communication	
222267	15	Visual Communication Design 2.5: Illustration Practice	
222268	15	Visual Communication Design 2.6: Transmedia and Motion Graphics	
224367	15	Spatial Design 3.1: Regenerative Practices	
224368	15	Spatial Design 3.2: Spatial Agency	
224263	15	Spatial Design 2.1: Place and Community	
224264	15	Spatial Design 2.2: Producing Atmospheres	
224265	15	Spatial Design 2.3: Adaptive Interiors	
224266	15	Spatial Design 2.4: Material Matters	
223367	15	Textile Design 3.1: Advanced Textile Structures	
223368	15	Textile Design 3.2: Advanced Textile Print for Collection and Industry	
223263	15	Textile Design 2.1: Intro to Knit	
223264	15	Textile Design 2.2: Intro to Print, Colouration and Pattern	
223265	15	Textile Design 2.3: Intro to Weave	
223266	15	Textile Design 2.4: Digital Textile Print and Application	
221367	15	Photography Studio 3.1: The Photobook and Narrative	
221368	15	Photography Studio 3.2: Post Photography	
221263	15	Photography Studio 2.1: Attributes of Light	
221264	15	Photography Studio 2.2: Fact and Fantasy	
221265	15	Photography Studio 2.3: The Living Archive	
221266	15	Photography Studio 2.4: Photography, Representation and the Gaze	
212367	15	Fashion Design 3.1: Fashion Industry Processes	
212368	15	Fashion Design 3.2: Tailoring Methods	
212263	15	Fashion Design 2.1: Designing with Stretch Knit Fabrics	
212264	15	Fashion Design 2.2: Making Clothing with Stretch Knit Fabrics	
212265	15	Fashion Design 2.3: Design Development for Woven Fabrics	
212266	15	Fashion Design 2.4: Technical Design for Woven Garment Realisation	
198367	15	Product and Industrial Design 3.1: Context Specific Project	
198368	15	Product and Industrial Design 3.2: Industry Based Project	
198263	15	Product and Industrial Design 2.1: Experiential Design	
198264	15	Product and Industrial Design 2.2: Dynamic Workflows	
198265	15	Product and Industrial Design 2.3: Empathy, Impact and Consequence	
198266	15	Product and Industrial Design 2.4: Manufacturing Realities	
298263	15	Toi Atea 2	
298367	15	Toi Atea 3	
298753	15	Toi Atea 4	
222425	15	Illustration Studio Practice	
222408	15	Experiential Information Design	
197435	15	Design for Festivals and Events	
197436	15	Play, Research and Design	
221322	15	Photography and the Advanced Darkroom	
212226	15	Fashion Communication	
197193	15	Contemporary Design Project 1A	
197194	15	Contemporary Design Project 1B	
197229	15	Contemporary Design Project 2B	
198124	15	Modelling and Prototyping for Product Design	
198212	15	Product Design Visualisation	
237130	15	Communication for Makers	
237230	15	Creative Cultures & Contexts I	
237330	15	Creative Cultures & Ideas	

QGA-CLO Mapping

Displaying current status - no comparison done

12 of 27

<https://massey.akarisoftware.com/curriculum/index.cfm?action=compareprogrammes&cuid=clo7wc58q1j94f8x45l13uzu8>

12/27

None

Research / Information Literacy Skills

Massey University Library supports the Bachelor of Design with Honours by providing resources, and support for information literacy, learning and research. Two specialist Subject Librarians, based at the Wellington Campus, support academic staff and students and currently teach discovery skills in undergraduate courses. Potential information literacy demands align with current practice and are deliverable with existing resourcing.

Current Collections- Books

CoCA Librarians select books from subject profiles that have been developed with major suppliers to reflect the research and teaching needs of the University, and on the recommendation of University staff and students.

Three new college-wide electives (293125 Explorations in Narrative; 293126 Explorations in Image and Meaning; 293127 Explorations in Colour and Context) are offered. These subject areas, along with all other courses in this qualification, are already well-resourced by the library and no additional collection resources or policy changes are required. Ongoing purchasing of new book titles can be met from existing budgets.

Māori resources:
The Library contributes to Tiriti-led teaching by providing access to a range of Te Tiriti and Māori resources in diverse media including DVD, CD, video and print which can be accessed through Discover. The Māori, Music, and Creative Arts Subject Guides offer access to relevant databases, including recorded domestic and international television channels via eTV.

Current Collection- Journals

The Library provides online access to a broad spectrum of relevant journals and journal article databases relating to all aspects of this qualification.

Future Collecting- Books

Current purchasing scopes and policies are sufficient for this qualification.

Future Collecting - Journals

Current purchasing scopes and policies are sufficient for this qualification.

Future Collecting- Journals Article Databases

Current purchasing scopes and policies are sufficient for this qualification.

Recommendations

There are no additional collection resources or policy changes required for this qualification. Ongoing purchasing of new book titles can be met from existing budgets.

Jo-Ann Cowie, Collection Manager, 16 February 2024

TEC Code

Code

MY0025

QAC, NZQF and ISCED

12 - Bachelors with Honours (four year)

NZSCED

Graphic Arts and Design Studies

Workload Limit

Yes

Eligible for StudyLink

Yes

EFTS Based Funding Request?

No

Student Allowances Request?

No

Student Loans Request?

No

Teacher Registration Approval

N/A

Tuition/Teaching (FTE) Weeks

4/9/24, 10:21 AM

Qualification Comparison - UHDSG - Bachelor of Design with Honours - Bachelor Design with Honours
AC24/03/18-edited

0

Vacation/Recess Weeks

0

Total Gross weeks

0

Teaching Hrs/wk

0

Work Experience Hrs/Wk

0

Self-Directed Learning Hrs/Wk

0

Total Learning Hrs/Wk:

0

Total Length

0

Full Time / Part Time

Not Set

ISCED Subsequent Destination

Not Set

Source of Funding

Not Set

Distance Learning Available

Not Set

Proposal ID

03749

~~03322~~

Change Scale

0

Academic Contact and Purpose of the Proposal

Academic Contact

Associate Professor Faith Kane, Director Academic, Toi Rauwhārangī College of Creative Arts

Sven Mehzoud Head of Ngā Pae Mahutonga School of Design

Purpose of the proposal

To make significant amendments to the 480-credit BDes(Hons) in alignment with changes to the Undergraduate and Postgraduate Suite of qualifications at Toi Rauwhārangī College of Creative Arts

Main Proposal

Significant amendments to BDes(Hons) (main proposal)

Linked Proposals

Significant amendments to BDes

New Specialisation Mātauranga Toi Māori Major

New courses

- 197190 Professional Cultures in Design 1
- 197290 Professional Cultures in Design 2
- 197390 Professional Cultures in Design 3
- 198158 Product and Industrial Design 1.2: Furniture Design
- 198263 Product and Industrial Design 2.1: Experiential Design
- 198264 Product and Industrial Design 2.2: Dynamic Workflows
- 198265 Product and Industrial Design 2.3: Empathy, Impact and Consequence
- 198266 Product and Industrial Design 2.4: Manufacturing Realities
- 198367 Product and Industrial Design 3.1: Context Specific Project
- 198368 Product and Industrial Design 3.2: Industry Based Project
- 212158 Fashion 1.2: Introduction to Making Clothes
- 212263 Fashion 2.1: Designing With Stretch Knit Fabrics
- 212264 Fashion 2.2: Making Clothing with Stretch Knit Fabrics
- 212265 Fashion 2.3: Design Development For Woven Fabrics
- 212266 Fashion 2.4: Technical Design for Woven Garment Realisation
- 212367 Fashion 3.1: Fashion Industry Processes
- 212368 Fashion 3.2: Tailoring Methods
- 221158 Photography Studio 1.2: Introduction to the Darkroom
- 221263 Photography Studio 2.1: Attributes of Light

14 of 27

221264	Photography Studio 2.2: Fact and Fantasy
221265	Photography Studio 2.3: The Living Archive
221266	Photography Studio 2.4: Photography, Representation and the Gaze
221367	Photography Studio 3.1: The Photobook and Narrative
221368	Photography Studio 3.2: Post Photography
222159	Visual Communication Design 1.3: Introduction to User Experience Design and Interactivity
222263	Visual Communication Design 2.1: Graphic Design: Type and Image Systems
222264	Visual Communication Design 2.2: Visualising Information
222265	Visual Communication Design 2.3: User Experience Design in Web and Digital Media
222266	Visual Communication Design 2.4: Brand Communication
222267	Visual Communication Design 2.5: Illustration Practice
222268	Visual Communication Design 2.6: Transmedia and Motion Graphics
222367	Visual Communication Design 3.1: Editorial Design and Production
222368	Visual Communication Design 3.2: Brand Communication Identity and Narrative
222369	Visual Communication Design 3.3: User Experience Design: Service, Experience and Interaction
222372	Visual Communication Design 3.4: Creating Visual Narrative Content
223158	Textile Design 1.2: Surface Design, Colour and Screen Print
223263	Textile Design 2.1: Intro to Knit
223264	Textile Design 2.2: Intro to Print, Colouration and Pattern
223265	Textile Design 2.3: Intro to Weave
223266	Textile Design 2.4: Digital Textile Print and Application
223367	Textile Design 3.1: Advanced Textile Structures
223368	Textile Design 3.2: Advanced Textile Print for Collection and Industry
224158	Spatial Design 1.2: Immersive Experiences
224263	Spatial Design 2.1: Place and Community
224264	Spatial Design 2.2: Producing Atmospheres
224265	Spatial Design 2.3: Adaptive Interiors
224266	Spatial Design 2.4: Material Matters
224367	Spatial Design 3.1: Regenerative Practices
224368	Spatial Design 3.2: Spatial Agency
296158	Concept Design 1.2: Worldbuilding
296263	Concept Design 2.1: Character and Environment
296264	Concept Design 2.2: Prop and Creature
296265	Concept Design 2.3: Visualisation
296266	Concept Design 2.4 Design for Fabrication
296367	Concept Design 3.1 Concepting Film and Animation
296368	Concept Design 3.2: Concepting Game and Location-Based Experience
293125	Explorations in Narrative
293126	Explorations in Image and Meaning
293127	Explorations in Colour and Context
237730	Creative Practice Research Methods
197830	Design Research Project: Honours

Admin edit, 24/7/23: three new courses — 197124, 224206 and 222424 — were created to replace special topic courses which had been running for several years. However, these should have been added to the BDesHons elective list.

Admin edit, 8/11/21, remove expired transition

Admin edit, 2 Aug 2021: Consequential amendment as a result of changes to the RPL regulations.

Academic Lead: Professor Brian Lucid

Purpose:

To introduce two new courses (197435 and 197436) and add these to the elective schedules for the Bachelor of Design with Honours, Bachelor of Design, Diploma in Design, and Postgraduate Diploma in Design.

To add two existing courses (222408 and 222425) to the elective schedules of the Bachelor of Design with Honours and Bachelor of Design.

To remove three courses (197465, 213465, 237465) from the elective schedules of the Bachelor of Design with Honours and Bachelor of Design.

Main proposal:

UHDSG Bachelor of Design with Honours, Version 7 — adding two new courses (197435 and 197436) and two existing courses (222408 and 222425) to the elective schedule; removing three courses (197465, 213465, 237465) from the elective schedule

Related proposals:

4/9/24, 10:21 AM

Qualification Comparison - UHDSG - Bachelor of Design with Honours - Bachelor Design with Honours

AC24/03/18-edited

UHDSG Bachelor of Design, Version 5 — adding two new courses (197435 and 197436) and two existing courses (222406 and 222425) to the elective schedule to the elective schedule; removing three courses (197465, 213465, 237465) from the elective schedule

UHDSG Diploma in Design, Version 5 — adding two new courses (197435 and 197436) to the elective schedule; adding BDes(Hons) Concept Design major courses to elective schedule.

PDDSG Postgraduate Diploma in Design v2.0 — adding two new courses (197435 and 197436) to the elective schedule

197435 Festivals and Events, Version 1 — new course

197436 Play, Research and Design, Version 1 — new course

Proposal Summary

The proposed significant amendments to the BDes(Hons) are part of a coherent package of curriculum transformation across Toi Rauwhāangi, the College of Creative Arts (CoCA), focusing on our bachelor, bachelor with honour's and master's degrees on the Pukeahu campus in Wellington. The transformation of qualifications addresses several strategic aims while also achieving consistency across offerings and improving the financial sustainability of the College.

The curriculum transformation will:

1. Create a Mātauranga Toi Māori pathway available within all bachelor and bachelor with honour's degrees on Pukeahu campus – the pathway can be taken as a major or as independent courses
2. Facilitate staircasing into postgraduate study
3. Reduce subject duplication through improved programme integration
4. Bring qualifications in-line with similar offerings within Aotearoa and Australia

The significant amendments proposed to the BDes(Hons) pertain to each of these objectives.

The amendments detailed in this proposal also form the basis for significant amendments proposed to the BDes (see linked proposal Significant Amendments to BDes) as the two qualifications share the same curriculum structure and content and are delivered together for years 1 – 3.

The proposed changes seek to update the schedule to include new and existing courses to be accurate and up to date, as well as remove three courses from the elective schedule that are doubled up (also showing on the compulsory list). These changes serve to maintain a correct schedule for the Bachelor of Design and Bachelor of Design with Honours.

-
-

Justification/ Rationale

Create a Mātauranga Toi Māori pathway

Toi Rauwhāangi proposes to centre Mātauranga Toi Māori within creative practice for students on the Pukeahu campus. This will be achieved through a suite of existing and new Mātauranga Toi Māori courses that will create a new specialisation within each of our undergraduate qualifications. Taken as major or double major, as appropriate, will enable students to attain their qualification with a Mātauranga Toi Māori lens. Developed by Māori academics in Toi Rauwhāangi and in consultation with Māori students, the proposed pathway will enable culturally grounded experiences and outcomes for the students.

The Mātauranga Toi Māori specialisation aligns with Te Kunenga Ki Pūrehuroa – Massey University Strategy (2022-2027), priority 4, as part of meeting our learning and teaching responsibilities in relation to Te Tiriti o Waitangi. In particular, the proposal will increase “the provision of mātauranga-centred pathways for learning” and nurture “academic success and excellence through Kaupapa Māori models of support” (MU Strategy, p. 12). The Mātauranga Toi Māori specialisation also aligns with the Tertiary Education Strategy (2020), to “have high aspirations for every learner/ākonga, and support these by partnering with their whānau and communities to design and deliver education that responds to their needs, and sustains their identities, languages and cultures” (TES Objective 1, Priority 2). Specifically, the proposal results from our commitment to “Build relationships with Māori, involve them in decision making, and partner with them to support rangatiratanga, and Māori educational success as Māori” (Full TES Document, 2020, p. 2).

An additional strategic consideration is to strengthen the interface between Toioho ki Āpiti and Māori students on Pukeahu.

Facilitate staircasing into postgraduate study

Toi Rauwhāangi proposes amending the length of the current BDes from four to three years (see linked proposal, Significant Amendments to BDes) to allow seamless articulation into postgraduate pathways and reduce current inequities for Massey students in the BDes(Hons) students wishing to enter master's study. Students will enrol in a four-year honour's programme but will have the option to complete a bachelor's degree without honour's after three years, which will allow for direct pathways for continuation to master's degrees. It will also enable students who wish to pursue other interests, for example teaching, to do so without first having to complete an honours year.

The proposed amendments align with TES Objective 2, Priority 3, reducing barriers to study, specifically reducing financial cost of study. In this case, the reduction is in the overall credits required to achieve a bachelor (non-honour's) and master's degrees (see Figure 2). The aim also aligns with Priorities 2, 3 and 5 of Massey University's Strategy 2022-2027: reducing barriers to postgraduate study and success.

Currently, Massey students in Fine Arts and Design have a longer pathway into and through master's level study than students from other institutions. BFA and BDes students currently complete 480 credits for either a bachelor or a bachelor with honour's degree. To complete a master's degree, then, they need to have already undertaken 4 complete years of study. Students entering from other institutions can do so after the completion of a 360 credit bachelor degree. In effect, students from other institutions can complete a master's degree at Massey with 540 credits of university study. Students in

Massey's BFA and BDes undergraduate programme need to complete 600 credits of study for the same degree.

Reduce subject duplication through improved programme integration

Toi Rauwhāangi currently offers 4 bachelor degree programmes on the Wellington campus with a total of 18 specialisations between them. Media and technologies overlap in the specialisations but the treatment of these media and technologies differs. The College proposes structural changes to encourage more student understanding of the breadth of creative practice open to them and to facilitate students utilising the expertise from specialisations external to their own. This college wide approach will also support the implementation of the new Mātauranga Toi Māori pathway and will increase the potential for transdisciplinary and interdisciplinary teaching and learning, and to ensure the financial viability of Toi Rauwhāangi. As such, it aligns with Priority 3 of Massey University's Strategy 2022-2027.

Bring qualifications in-line with similar offerings within Aotearoa and Australia

The proposed changes to the BDes(Hons) and BDes (see linked proposal, *Significant Amendments to BDes*), align with similar offerings in Australasia. CoCA's current 4-year structure for the BDes aligns with National Association of Schools of Art and Design (NASAD), the North American accrediting body. In moving to 360 credits in the BDes, CoCA is signalling greater alignment with Australian and New Zealand standards. The College has already signalled that it will not seek renewal of substantial equivalency with NASAD beyond its current term.

Treaty of Waitangi Implications

In 2018 Te Kunenga Ki Pūrehuroa Massey University made the decision to become Te Tiriti o Waitangi-led. Specifically, our *Massey University Strategy 2018-2022*. This aspiration is further strengthened in the *Massey University Strategy 2022-2027*, with a number of specific commitments made in this strategy as to how we will honour Te Tiriti at the University. To progress realisation of these strategy commitments, Massey's Te Tiriti O Waitangi policy was updated. The policy articulates ways in which the priorities defined in the Massey Strategy enable the policy to be practically applied.

Alongside the new policy, in November 2022 the Office of the Deputy Vice-Chancellor Māori launched an extensive new Te Tiriti capability building initiative across the University, the Kaiārahi Tiriti (Te Tiriti mentors) project. The Kaiārahi Tiriti project consists of eight teams of 3-6 staff, located within each area of the University, who have been tasked to develop initiatives that respond to our Te Tiriti support needs and aspirations, each addressing specific Te Tiriti commitments made in the 2022-2027 strategy. The Kaiārahi Tiriti team at Toi Rauwhāangi are working on a number of initiatives to support staff in understanding what it means to be Te Tiriti led and to consider how this informs our learning and teaching practices.

In connection to this proposal we have sought to prioritise Massey University Strategy (2022-2027), priority 4, as part of meeting our learning and teaching responsibilities in relation to Te Tiriti o Waitangi. In particular, to increase "the provision of mātauranga-centred pathways for learning" and nurture "academic success and excellence through Kaupapa Māori models of support" (MU Strategy, p. 12). This is reflected in the proposed new Mātauranga Toi Māori pathway (see linked proposal, *New Specialisation Mātauranga Toi Māori Major BDes(Hons)*), which also aligns with the Tertiary Education Strategy (2020), to "have high aspirations for every learner/ākonga, and support these by partnering with their whānau and communities to design and deliver education that responds to their needs, and sustains their identities, languages and cultures" (TES Objective 1, Priority 2). Specifically, the proposal results from our commitment to "Build relationships with Māori, involve them in decision making, and partner with them to support rangatiratanga, and Māori educational success as Māori" (Full TES Document, 2020, p. 2).

Currently, the BDes(Hons) curriculum is structured around a 'Pōwhiri Framework', which was established in 2014 for the purpose of incorporating indigenous perspectives into the content and learning outcomes of all courses. This framework will be evolved as the changes in this proposal are implemented to ensure that all aspects of the BDes(Hons) curriculum and student experience work alongside the new Mātauranga Toi Māori pathway to reflect our commitment to be Te Tiriti led and ensure that all of our students become critically self-aware creative practitioners within the wider context of Aotearoa, as reflected in the BDes(Hons) Graduate Profile.

There are no Treaty of Waitangi implications as a result of the proposed amendments.

Acceptability

With a history dating back to the establishment of the Wellington School of Design in 1886, the BDes(Hons) currently holds a robust national and international reputation for excellence and impact. The program has maintained its position as top-ranked in Aotearoa for eight consecutive years, according to the QS World University Rankings by Subject: Art & Design. Additionally, it has consistently secured a top 3 ranking in the annual international Red Dot awards for Asia/Pacific over the past nine years.

In the 2018 PBRF assessment, 77% of Ngā Pae Māhutonga's academic staff were considered to have national or international impact or recognition within their fields of creative practice. These academics are supported by an exceptional team of experienced technical staff. Moreover, the program is supported by a comprehensive array of world-class technical facilities, facilitating student engagement in traditional modes of craftsmanship alongside the latest modes of production through advanced digital and virtual technologies.

The BDes(Hons) consistently contributes to the creative industry in Aotearoa and globally, with graduates transitioning directly into a diverse array of roles across various sectors of the industry related to the current areas of specialisation within the programme. These areas include visual communication design, fashion, textiles, industrial design, spatial design, photography and concept design, as well as integrated design, which allows students to forge a unique approach to specialisation through the combination of subject areas.

We anticipate that the proposed changes to the BDes(Hons) will not only preserve the breadth of its existing specializations, a key strength of the programme, but will also centre the opportunity for students to pursue their specialisations through a Mātauranga Toi Māori lens. Additionally, these changes will offer all students greater choice and flexibility to access learning across specialisations within the BDes(Hons) and throughout the college's other programs. The proposed changes will also enable a more direct route to postgraduate study.

The introduction of an exit point at year 3, where students can choose to leave with a BDes, aligns our NZQF level-7 bachelor qualifications with other art and design bachelor degrees in New Zealand and Australia. This will enable students to gain a bachelor degree in Design from Toi Rauwhāangi in the

equivalent time to other providers in the region. Given the adjustments made to year 1 and year 3 of study we do not anticipate any impact on students' ability to gain the amount of time in specialisation required to be industry ready. Consultation so far suggests that this change will make studying Design at bachelor level more accessible given the reduced time and cost required to achieve the qualification.

Consultation

To support the development of this proposal consultation has begun within the college and externally, with further consultation to be concluded in 2024.

Internal consultation

- Wānanga and hui by Māori academics who have put forward the proposed new pathway and have undertaken subsequent consultation with current and recently graduated Māori students
- Fulsome discussion across the college, the provision of feedback opportunities and collaboration with staff that teach into the relevant programmes
- Across the university with relevant colleges and central teams
- Engagement with current and former students, initially via survey, which will be followed up by zoom based focus groups

Through the survey questionnaire we asked for feedback about all proposed changes to degrees students' responses to the survey were positive overall, providing some important insights about the opportunities and challenges posed by the proposed changes. For example, ensuring that: course descriptions are clear; workloads are appropriate; options to move between disciplines is balanced with maintaining subject specificity; that all can students engage safely with Te Tiriti o Waitangi and Mātauranga Māori. The feedback was particularly supportive of the proposed Mātauranga Toi Māori pathway and the ability to opt out of the four year honour's degree programme to complete a bachelor degree within 3 years.

External consultation

- Additional consultation with external stakeholders in Māori advancement as a priority, such as iwi and hāpu leaders and community. Particularly those within Te Ūpoto-o-te-Ika and Māori within the creative and education sectors
- Discussion with relevant tertiary providers including, Elam School of Fine Arts; Art and Design at AUT, , School of Design at VUW
- Discussion with industry and community stakeholders, many of whom our staff have identified and have working and reciprocal relationships already including Toi Mai, Museum of New Zealand Te Papa Tongarewa, Wellington City Art Gallery, Wellington City Council, local secondary school art teachers, curators, independent artists, and alumni, Weta Workshop and several design studios
- Comprehensive benchmarking against similar programmes across Aotearoa New Zealand and highly ranked Australian institutions has been undertaken, as well as conversations with institutions with similar profiles in the UK and Canada.

Year of Implementation and First Year Teaching Plan

The College of Creative Arts plans to implement the proposed changes in 2025.

A full implementation and communication plan will be developed. This will ensure that students are appropriately informed of the changes being made, how and when it will impact their studies and what their options are. We will work closely with the university's academic advisors and central teams to ensure that clear and consistent information and advice is given to students.

2022

Proposal Details

Chart 1, below, shows the proposed significant amendments to the BDes(Hons) relating to curriculum transformation objectives.

Curriculum transformation objective	Amendments to BDes(Hons)	Details and additional rationale
1 Create Mātauranga Toi Māori pathway for students on Pukeahu campus	1.1. Introduction of a common undergraduate structure	This will enable all programmes, including BDes(Hons), to centre Mātauranga Toi Māori . Changes to core studio, critical studies and professional cultures courses across the BDes(Hons) will be required (please see amendments related to objective 3). The Mātaurnaga Toi Māori pathway will be available to students as a double major .
	1.2 Introduction of new courses for Te Puna Toi Ora	The Mātauranga Toi Māori pathway, will be made up of courses that are interchangeable with core courses in each area of the curriculum: studio, critical studies, and professional cultures. These courses will also be available to students as electives and will include courses from our existing offering) as well as the creation of new courses.
2 Staircasing into postgraduate study	2.2 Introduction of year 3 exit point within the BDes(Hons)	This will enable students to exit the BDes(Hons) with a 360 credit BDes, which will allow for direct pathways for continuation to master's degrees. It will also enable students who wish to pursue other interests, for example teaching, to do so without first having to complete an Honours year. Significant changes to year 1 and 3 of study in the BDes(Hons) are needed to allow students to exit at the end of year 3 with a BDes that prepares them for industry (see amendments 2.2 and 2.3). These changes will also enable objective 4.

4/9/24, 10:21 AM

Qualification Comparison - UHDSG - Bachelor of Design with Honours - Bachelor Design with Honours

AC24/03/18-edited

	2.2	Students will begin their specialisation in the year 1 of study to ensure that their specialisation amounts to a substantial proportion of their overall study by the end of year 3. This will be balanced with the opportunity for students to choose the right creative arts degree from the outset by enabling them to explore complementary creative areas across the college (please see 3.2).
	Introduction of specialisation courses in year 1 of study	
	2.3	This will enable students to consolidate their learning and provide a significant body of work towards their creative portfolios to support the transition into industry of students who exit at year 3
	Introduction of capstone project in year 3	
3	3.1	The first semester of all honours degrees and 180 credit masters degrees operate at the same NZQA level. They will be largely co-taught to reduce duplication and to improve the learning experience of new to-Massey postgraduate students. This will require the introduction of a new research methods course , which will enable the graduate attributes of the BDes(Hons) and MDes to be met, as well as reflecting similar offerings at this level across Australasia and globally.
Reduced duplication and improved integration of teaching areas	Common honour's and master's structure	
	3.2	The introduction of an aligned first year model across Fine Arts, Screen Arts, Design and Music will enable students better opportunity to choose the right creative arts degree from the outset by enabling them to explore complementary creative areas across the college whilst gaining foundational skills during their first semester of study. Students will then begin their specialisation in the second semester (see 2.2). This will require a number of new, first year courses, which will form a compulsory selection. This will be offset by a significant reduction in elective courses.
	Aligned year 1 curriculum structure	
	3.3	Alignment between the curriculum structures in years 2 and 3 across Fines Art, Screen Arts Design and Music will allow students to take core specialisations as elective offerings. This will require splitting 30 credit courses (core studios) into 15 credit courses to allow them to be taken as electives. To enable this to occur, 30 credit specialisation-specific courses will be discontinued except where significant projects are undertaken. The 30 credit courses will be replaced with multiple 15 credit courses so that they can operate as electives for students enrolled in other specialisations. Whilst this creates additional courses, it will be offset by a subsequent reduction of courses that operate only as elective offerings.
	Aligned years 2 and 3 structures	
	3.4	Currently, the undergraduate programmes at Toi Rauwhārangī stipulate specific core learning in critical studies and professional cultures (currently called creative citizenship in the BDes(Hons)) within their structures. The development of a college wide approach to this area of the curriculum will give students the potential to choose courses that are most appropriate to their practice, goals and cultural positionality. Within the current BDes(Hons) structure students can choose between these areas after Semester 1 in the second year. The proposed changes mean that students will study both critical studies and professional cultures throughout years 1- 3 of the BDes(Hons). The new professional cultures courses will also provide a greater emphasis on students' professional development and support their navigation through the various learning pathways available to them within and beyond the BDes(Hons).
	Introduction of new core learning options	
4	Connected to amendment 2.2	All bachelor degrees in the college will have the same credit value of 360 credits, in line with equivalent degrees in New Zealand and Australia.
Bring current qualifications in line with similar qualifications within Australasia	Introduction of year 3 exit point within BDes(Hons)	This change also aligns our NZQF level-7 bachelor qualifications with other art and design bachelor degrees in New Zealand and Australia. It requires changing the length of the BDes from 4 years/480 credits to 3 years/360 credits.

19 of 27

The new courses associated with the changes outlined in the suite of proposals relate to the following areas:**Courses for the Mātauranga Toi Māori specialisation**

The proposed Mātauranga Toi Māori specialisation has three primary components: critical investigation, creative studios (Toi Atea courses) and Māori-centric practice courses. Current courses will be used for the creative studio's and critical investigation components,, with new critical courses added at years three and four as these do not exist yet. The Māori-centric practice courses are an entirely new strand of learning within the curriculum, enabling students explore different tikanga and kawa in relation to the students' identity as Māori creative practitioners.

Professional cultures courses

The Professional Cultures courses explicitly orient students to learning, ethics, working for and within communities, collaboration and industry norms and expectations. In addition, they provide students with mentorship through the development of personal and professional development plans that they reflect on with an assigned lecturer. This is a new curriculum component within our Design, Fine Arts and Music programmes, it is already in place within our Screen Arts programmes. The new courses will replace our current 'Creative Citizenship' courses and will work alongside our Critical and Contextual studies courses to enable a college wide college wide approach to this area of the curriculum. Students will have the potential to select courses that are most appropriate to their discipline, practice, cultural positionality and goals. This will also allow students to catch up on required courses without having to run additional offerings for each programme.

New 15 credit core studio courses that replace 30 credit studio courses

The changes proposed are intended to encourage more student understanding of the breadth of creative practice open to them across the College and to facilitate students utilising the expertise from specialisations external to their own. Improved programme integration is also required to enable Mātauranga Māori pathways, as well as to increase multidisciplinary, interdisciplinary and transdisciplinary teaching and learning opportunities. To enable this to occur, 30 credit specialisation-specific courses will be discontinued except where significant projects are undertaken. The 30 credit specialisation-specific courses will be replaced with multiple new 15 credit courses so that they can also operate as electives for students enrolled in other specialisations. This signifies a change in structure of our programmes, rather than content. It will also allow students to benefit from the expertise of other specialisations.

First year courses

The reduction of our 480 credit BDes and BFA qualifications to 360 credits to enable a three year exit option within our four year honour's programmes requires changes to the first year curriculum. This is to ensure that students have time to explore their options, as well as having adequate time in their specialisation. This requires us to create several new 'exploration' courses as well as core studio specialisation courses.

Bachelor of Design with Honours**197190 Professional Cultures in Design 1**

An introduction to the design studio environment, with specific emphasis on ethics, studio culture, learning, and positionality.

197290 Professional Cultures in Design 2

A further orientation to the design studio environment, with specific emphasis on collaboration and working within the context of Te Tiriti O Waitangi.

197390 Professional Cultures in Design 3

Develop skills and knowledge for a future career in design. Students will be supported in developing professionalism within the context of designer-client relationships.

197830 Design Research Project: Honours

In this course, students further develop, research and resolve the project that they proposed in their honours research development. Completed work is to a high level of resolution, making tangible links between theory and practice appropriate to the design specialization and project parameters.

198158 Product and Industrial Design 1.2: Furniture Design

In this studio students will develop three-dimensional design skills in making, prototyping, materiality, ergonomics and user-experience as they design and make furniture. Students will gain an understanding of the theoretical, historical and practical applications of these skills in Product and Industrial Design by exploring the development and production of furniture as products in one-off, batch or mass production contexts.

198263 Product and Industrial Design 2.1: Experiential Design

Successful design development requires the integration of individual features and functions to achieve higher levels of design integrity. In this studio course students will explore and articulate creative responses to design challenges through critical awareness of contextual issues, elevating user-experience and perceived user benefits. Students will develop and apply core techniques, skills and processes in Product and Industrial Design.

198264 Product and Industrial Design 2.2: Dynamic Workflows

Accelerating innovation requires strategy and implementation of a range of design activities. Students will gain knowledge, integrating digital and physical three-dimensional workflows for Product and Industrial Design, used in the visualisation, making and design of tangible products. Skills in CAD modelling, rendering, concept development, output methods and presentation are gained across a range of methods synthesising digital and physical contexts.

198265 Product and Industrial Design 2.3: Empathy, Impact and Consequence

In this studio course students will explore and articulate creative responses to design challenges through critical inquiry and responsible design, to examine contemporary issues relevant to Industrial design in global contexts. Students will develop and apply core design techniques, skills and processes, along with an understanding of consumer research and its consequence, within the design context.

198266 Product and Industrial Design 2.4: Manufacturing Realities

Students will move beyond designing product concepts to realisable manufactured batch production by articulating issues and considerations particular to developing products for manufacture. Considerations include robust design, design for recovery, costing, planning and manufacturing standards. Through a design and build project students explore and apply their individual and collaborative practices as required for developing a product within a user-experience context.

198367 Product and Industrial Design 3.1: Context Specific Project

The landscape of Product and Industrial Design is broad in application and reach. Establishing project scope informs the development of expectations of salient outputs to a design enquiry. Students establish a critical position through individual or collaborative exploration, with opportunities for varied contextual applications. Students consolidate and expand design concepts, techniques, skills and processes in the production of their design.

198368 Product and Industrial Design 3.2: Industry Based Project

In this studio students will negotiate a critical position through individual or collaborative professional practices, with opportunities to apply their specialist skills to a range of contexts. In addition to advancing Product and Industrial design concepts, techniques, skills and processes in the production of design work, students will develop and apply transferable skills relevant to professional and industry facing environments.

212158 Fashion 1.2: Introduction to Making Clothes

This course provides students with introductory patternmaking and garment construction skills, to gain understanding of the garment development process for realising design ideas.

212263 Fashion 2.1: Designing With Stretch Knit Fabrics

Students will utilise the unique qualities of stretch knit fabrics to generate and realise fashion design outcomes. Through critical analysis, design principles, drawing and sampling processes, students will develop creative responses to a brief. We recommend that students wishing to take this course have a foundation in drawing, such as through 213155 Explorations in Drawing.

212264 Fashion 2.2: Making Clothing with Stretch Knit Fabrics

Students will gain an understanding of the use stretch knit fabrics in fashion industry methods of patternmaking and construction. Students will apply this understanding to realise their designs through practice-based research and creative problem solving.

212265 Fashion 2.3: Design Development For Woven Fabrics

In this studio course students will develop critical inquiry and fashion design practise from historical and contemporary topics. This will focus on fashion research, consumer markets, idea generation processes through communication, drawing and sampling using woven fabrics.

212266 Fashion 2.4: Technical Design for Woven Garment Realisation

In this studio course students will develop their technical design skills using pattern making and construction processes, through design refinement and applied fashion industry methods for woven fabrics.

212367 Fashion 3.1: Fashion Industry Processes

Students will design a collection for a proposed brand and a specified consumer market, building on their fashion industry knowledge and production development skills.

212368 Fashion 3.2: Tailoring Methods

Students will build on their structured garment skills through design refinement and tailoring methods to realise tailored garments.

221158 Photography Studio 1.2: Introduction to the Darkroom

How are analogue darkroom technologies employed in contemporary photographic practice? Through experimentation with materials and engagement with the wider world you will develop a practical project. You will be introduced to

selected darkroom and wet-based analogue photographic techniques and consider how you will make them relevant to your practice.

221263 Photography Studio 2.1: Attributes of Light

By engaging with the attributes of light you will become articulate in understanding and influencing photographic meaning. You will develop skills in conventional and experimental photographic lighting technologies, within and beyond the lighting studio. Through photographic or moving image work, you will employ this knowledge in a self-directed project.

221264 Photography Studio 2.2: Fact and Fantasy

You will explore how ongoing developments in digital technologies within wider visual culture affect photography and lens-based practice. Working with Photoshop and related technologies, you will apply research and experimentation to your own and others work. You will consider how an understanding of the discourse around digital photographic technologies and how photography functions as a language will impact your practice.

221265 Photography Studio 2.3: The Living Archive

Engaging with practice-based learning informed by research and experimentation you will explore the photographic archive as a cultural repository. Investigating social, political, personal, and historical uses of photography you will respond to an archive through a creative photographic project. Content includes principles of archival collection and management, film scanning and creative use of archival material.

221266 Photography Studio 2.4: Photography, Representation and the Gaze

How can creative practitioners formulate positions on critical issues associated with photographic representation and agency? You will develop strategic and ethically based explorations for a practical photographic outcome honouring the complexities of your chosen subject. You consider issues specific to making photographs in 21st century Aotearoa, including Te Tiriti, the gendered gaze and representation of people and whenua.

221367 Photography Studio 3.1: The Photobook and Narrative

In this course we investigate the photographic book as a vehicle for exploring visual narrative. You will develop a self-directed theme into a photographic project, experiment with materiality, and construct a photobook. Visual language will be informed by encounters with innovative published work and consideration of audience. The course covers methods and strategies for book design, material considerations and production.

221368 Photography Studio 3.2: Post Photography

Engaging with practice-based learning informed by research and experimentation you will extend photographic technologies and their possibilities. You will creatively engage with a self-selected photographic technology, considering both historical and current photographic approaches. Digital, moving image, lighting studio and analogue technologies can all be used within individual projects. Advanced analogue photography workshops will be delivered.

222159 Visual Communication Design 1.3: Introduction to User Experience Design and Interactivity

In this course students will be introduced to interaction design, and develop understanding of user experience design (UX) through the design of user interfaces (UI) in a web design context. Students will gain knowledge of prototyping and user testing practices through designing a digital interface, learning how information can be effectively communicated in online media. This course will be useful for all students interested in graphic design for interactive environments.

222263 Visual Communication Design 2.1: Graphic Design: Type and Image Systems

In this course students will explore strategies for developing a visual language using type and image. Students will design a printed publication using flexible and cohesive graphic systems for the meaningful, logical and consistent organisation of information on a page. This course develops skills that can be applied to any aesthetic, project or media across print and digital outputs.

222264 Visual Communication Design 2.2: Visualising Information

In this course, students will learn narrative and data visualisation techniques to aid audience interpretation of information in compelling and accessible ways. Students will consider different audiences and produce responses across multiple media. This course provides an opportunity to apply and extend typographic, graphic design and illustration skills, and consider how interactivity and narrative can enhance the communication of complex information.

222265 Visual Communication Design 2.3: User Experience Design in Web and Digital Media

In this course students will deepen their knowledge of web design and digital media concepts. Students will design a comprehensive website through a user-centred design practice, including developing information architecture appropriate to a large-scale website. Students will develop their user interface (UI) and user experience (UX) design skills further, integrating visual communication design principles into the online environment.

222266 Visual Communication Design 2.4: Brand Communication

This course explores a designer's role in creating, developing, positioning and implementing a brand. Students will create a visual identity system applied across print, packaging and promotional touchpoints. Learn about brand positioning, audience profiling and persuasive strategies alongside processes for logo identity design.

222267 Visual Communication Design 2.5: Illustration Practice

In this course students will explore illustration as both art form and as a powerful medium for design communication and storytelling. Students will develop and apply techniques, skills and processes to create illustrations for a range of topics and audiences, which engage, inspire and provoke.

222268 Visual Communication Design 2.6: Transmedia and Motion Graphics

In this course students will explore how visual language can be applied across different media to engage, inform and enable. Students will create a cohesive visual narrative to work across print and digital media. This will appeal to students interested in branding, marketing, transmedia narrative and motion design. It also provides excellent opportunities for innovative application of illustration and typographic design.

222367 Visual Communication Design 3.1: Editorial Design and Production

In this course students will extend skills for managing complex editorial content for a curated reading experiences. Students will find that this course helps them develop their skills in typographic detailing, document structure, grids and hierarchy, alongside hands-on format, print-finishing and binding techniques. This course will be valuable for students interested in book/publication design, and those wanting to advance their typographic skills for any medium.

222368 Visual Communication Design 3.2: Brand Communication Identity and Narrative

In this course, students will extend their understanding of the role of branding in the context of the overall marketing and communication mix. Working with a studio group, students will create a cohesive brand narrative and apply it across a comprehensive range of touchpoints. This will be of particular appeal to students interested in branding, marketing and transmedia narrative, with opportunities for detailed exploration and application of graphic design, typography, motion graphics, photography, illustration and video.

222369 Visual Communication Design 3.3: User Experience Design: Service, Experience and Interaction

In this course students will extend their knowledge of web, service and experience design. Students will apply a robust user centred design process to create a comprehensive digital service through experience design. This course will be valuable to those interested in advancing their graphic design and service and experience design skills through digital media practice.

222372 Visual Communication Design 3.4: Creating Visual Narrative Content

In this course students will expand their content creation practice. Explore professional ways of generating, translating and presenting ideas and narratives into expressive and engaging visual forms for specific audiences. Outputs may include analogue or digital responses, encompassing illustration, moving image, graphic design, and digital interactive interfaces.

223158 Textile Design 1.2: Surface Design, Colour and Screen Print

In this introductory studio course students will gain access to Textile studio through print processes. They will acquire specific techniques, skills, and processes through the investigation of print practice: through mark-making, colour, composition and drawing for the design and making of textiles. They will learn to discuss and evaluate their work and the work of their peers.

223263 Textile Design 2.1: Intro to Knit

In this course students will gain knowledge in knitted textiles and co-creation concepts. Students will develop a range of knitted samples and be introduced to dye techniques for wool yarns. Students interested in constructed materials will find that the course helps them develop understanding of how interlocking loops can be manipulated for multiple applications.

223264 Textile Design 2.2: Intro to Print, Colouration and Pattern

An introduction to Textile surface pattern design and sustainable and commercial screen print processes. Students will find that this course helps them develop and translate ideas by exploring various colouration processes and textile repeat structures.

223265 Textile Design 2.3: Intro to Weave

Students will gain knowledge of fibre and yarn properties and create a range of woven and hand embroidered textiles. Students interested in communicating through cloth will find that the course helps them to translate intangible resonances into textile designs.

223266 Textile Design 2.4: Digital Textile Print and Application

Students interested in digital processes for textile design will be introduced to digital print, digital embroidery processes, advanced repeat systems for textile surface design and an introduction to industry trends, market and collection building.

223367 Textile Design 3.1: Advanced Textile Structures

In this studio course students will extend their competency of textile structures through advanced weaving and knit technology, such as digital technologies and jacquard weaving. Gaining knowledge of warp design and material testing, students will produce collections of knitted and woven textiles to address current and future needs, problems or opportunities.

223368 Textile Design 3.2: Advanced Textile Print for Collection and Industry

Students will gain advanced technical knowledge towards large-format printing and colouration processes while innovating existing knowledge on textile repeat structures. Additional learning will include an introduction to digital visualization using various techniques. This course is a textile collection-based output.

224158 Spatial Design 1.2: Immersive Experiences

In this studio course students will be introduced to performance and inhabitation. They will investigate the relationship between individual and collective rituals and the way they shape the interaction between people, places and objects. In a live-lab environment students will engage with moving image technologies, lighting, sound and material making towards the realisation of an immersive spatial experience.

224263 Spatial Design 2.1: Place and Community

In this studio course students will explore and design spaces for communities. Through an adaptive reuse project students learn about strategies for community engagement and urban experiences to begin to understand the importance of co-design and the shared nature of public places and facilities. Students are introduced to drawing and mapping techniques for spatial design practice including site analysis, architectural drawing conventions and 3D visualisations.

224264 Spatial Design 2.2: Producing Atmospheres

In this studio course students will explore sensory perception in physical and digital space. They will develop an understanding of the production of atmospheres and experiences through investigations of bodies, space and light. In a live-lab environment, students will work between physical and digital modalities and apply immersive technologies to generate spatial installations.

224265 Spatial Design 2.3: Adaptive Interiors

In this studio course students will investigate a range of adaptive reuse and spatial planning strategies through digital and physical modelling. They will develop an understanding of the dynamic relationship between communities, built environments and their spatial requirements to design an interior architectural mixed-use space. Students will gain knowledge of building materials, codes and structures alongside skills in creating architectural drawings.

224266 Spatial Design 2.4: Material Matters

In this studio course students will investigate materials, how they matter and their application in the built environment. They will explore materials and light to develop processes and concepts for the creation of spatial experiences. Students will gain knowledge about material specification and detailing, surface finishes, architectural lighting codes, acoustics and the conventions employed to express and communicate these.

224367 Spatial Design 3.1: Regenerative Practices

In this advanced studio course students will critically engage with spatial ecologies and regenerative practices. Through inquiry-based learning students will explore the interconnected and relational condition of communities, the built environment and landscapes. Students will consolidate and expand spatial design concepts, techniques, skills and processes in the production of their creative work.

224368 Spatial Design 3.2: Spatial Agency

In this advanced studio course students will critically engage with spatial ecologies and the formation of agency. Through inquiry-based learning students will explore the dynamic and relational condition of cultural, social and historical concerns in spatial design practice. Students will consolidate and expand spatial design concepts, techniques, skills and processes in the production of their creative work.

296158 Concept Design 1.2: Worldbuilding

In this studio course, students will experiment with creative and analytical thinking skills, idea generation and visualisation central to concept design as a practice. They will develop specific techniques, skills and processes for investigating and defining worldbuilding techniques through storytelling and the creative practice of iterative digital modelling, prototyping and digital matte painting.

296263 Concept Design 2.1: Character and Environment

In this studio course, students will explore and articulate creative responses to design challenges through critical awareness of character and environment design, and production. Students will develop and apply core 2D and 3D concept design skills, processes and techniques to create original character and environment designs for an entertainment license.

296264 Concept Design 2.2: Prop and Creature

In this studio course, students will explore and articulate creative responses to design challenges through critical awareness of prop and creature design and production. Students will develop and apply core 2D and 3D concept design skills, processes and techniques to create original prop and creature designs for an entertainment license.

296265 Concept Design 2.3: Visualisation

In this studio, students will collaborate to explore and articulate the relationship between narrative and design for an animation or game design context. Students will engage critically through tone, genre and aesthetic studies, applying these through their creative responses using core concept design techniques. The final output will be a curated presentation of these finished ideas with consideration of both audience, client and medium.

296266 Concept Design 2.4 Design for Fabrication

In this studio, students will explore the design process from concept through to fabrication. Students will critically engage with the role of designer and fabricator using core concept design techniques, methods of manufacture, digital and physical fabrication techniques, and production drawings to communicate concept intention and realisation. The design will be resolved in the form of a tangible output.

296367 Concept Design 3.1 Concepting Film and Animation

In this studio course, students will develop a proof of concept design proposal for a given text through the comparative lens of Concept for Film and Animation. Students will establish a critical position through individual and collaborative creative exploration and articulation to expand on concept design concepts, techniques, skills and processes in the production of their creative work.

296368 Concept Design 3.2: Concepting Game and Location-Based Experience

In this studio course, students will develop a proof of concept design proposal for a given text through the comparative lens of Concept for Game and Location-Based Experience design. Students will establish a critical position through individual and collaborative creative exploration and articulation to expand on concept design concepts, techniques, skills and processes in the production of their creative work.

College Wide Electives**293125 Explorations in narrative**

Explorations in Narrative introduces students to the processes of analysing, interpreting, and creating stories with the intent of realising the material through various creative practices. With the option of producing written or visual narratives, students will gain a foundation in storytelling that can be applicable to diverse creative practices.

293126 Explorations in Image and Meaning

Explorations in Image and Meaning explores how creative practitioners capture, construct and manipulate two-dimensional imagery. The course provides students with foundational skills and techniques to construct and analyse two dimensional images.

293127 Explorations in Colour and Context

This course provides students with the foundational knowledge and skills to understand and apply colour in their creative practice. Students will experiment with mixing pigments in analogue and digital environments and consider colour's cultural, communicative, and evocative potential.

College Wide Core Learning**237730 Creative Practice Research Methods**

Students will advance their understanding of approaches to creative practice research, methods and theory in relation to their specific practice orientation.

~~Two new courses have been proposed and are added to the elective schedules for the Bachelor of Design with Honours, Bachelor of Design, Diploma in Design, and Postgraduate Diploma in Design~~

~~197435 Festivals and Events~~

~~197436 Play, Research and Design~~

Students

As noted, student consultation has been undertaken and a full implementation and communication plan will be developed. This will ensure that students are appropriately informed of the changes being made, how and when it will impact their studies and what their options are. We will work closely with the university's academic advisors and central teams to ensure that clear and consistent information and advice is given to students.

We do not foresee any resourcing impacts for students resulting from the proposed changes.

Academic Staff

The School of Design currently has approximately 46 fulltime academic and technical staff covering learning and teaching across subject disciplines. Academics are supported by the college's team of professional staff who provide general and academic administrative support. We do not anticipate that the proposed amendments will require any changes to academic staffing.

International

The BDes(Hons) currently has 39 international students (and an additional 4 in the BDes). This proposal has been discussed with the college's International Advisor. We do not anticipate that the amendments proposed will impact on the suitability of the BDes(Hons) for international students or that it will impact upon any existing Memorandum's of Agreement with international University's and partners.

Information Technology

The college has a long-established working relationship with ITS in the University for the provision of computing, networking and the related support. we do not anticipate that this proposal will have any additional information technology resourcing requirements.

Student Management System

The proposed amendments to the BDes(Hons) will be managed through Massey's curriculum management system (Akari) in connection with the student management system (SMS). This work will be supported by the college's team of professional staff as well as Massey's student registry.

Facilities Management

The college works closely with the University's Facilities Management team in the ongoing provision of spaces and maintaining building resources. It is not anticipated that this proposal will have any impact upon this.

Teaching & Learning Services

The college has an academic team who support learning and teaching across our programmes, including a Director of Learning Development who has helped to guide and supported this proposal. The college also works closely with the University's Centre for Educational Transformation to inform learning and teaching initiatives.

Student Learning Services

The college works closely with the University's Student Achievement team and Centre for Learner success, the Director of which is a member of the colleges learning and teaching team.

Course Funding Classifications

There are no SAC funding changes associated with proposed amendments. For all new courses SAC funding classifications have been reviewed by the college finance team.

Limitations on Numbers

There are no limitations on numbers resulting from the proposed amendments are anticipated.

Committee References	<p>AC24/03/18 CCACB2024/02/19 UGQEC2024/01/04</p> <p>Admin edit, 8/11/21, remove expired transition</p> <p>Admin edit, 2 Aug 2021: Consequential amendment as a result of changes to the RPL regulations.</p> <p>Approved by COCA CB, April 2021. New courses approved AC21/05/143 16/04/2021 CCACB2021/04/47 UGQEC21_03_38</p> <p>12/04/21 Edit: Consequential amendments to undergraduate completion and transition regulations following removal of eight year time to completion from the General Regulations (AC21/03/102).</p> <p>Admin edit, 8/11/21, remove expired transition</p> <p>Admin edit, 2 Aug 2021: Consequential amendment as a result of changes to the RPL regulations.</p> <p>Approved by COCA CB, April 2021. New courses approved AC21/05/143 16/04/2021 CCACB2021/04/47 UGQEC21_03_38</p>
-----------------------------	---

Academic Board Meeting - Part I - CUAP PROPOSALS


4/9/24, 10:21 AM

Qualification Comparison - UHDSG - Bachelor of Design with Honours - Bachelor Design with Honours

~~12/04/21 Edit: Consequential amendments to undergraduate completion and transition regulations of eight year time to completion from the General Regulations (AC21/03/102).~~ AC24/03/18 edited

Status Log

Initial Status	End Status	User	Date	Comment
Academic Committee Approval	Academic Board Approval	LEANNE ROBINSON	28 Mar 2024 13:51 pm	AC24/03/18
College Board Approval	Academic Committee Approval	Jessica Board	20 Feb 2024 14:51 pm	Approved on behalf of College Board Chair
College Sub-Committee	College Board Approval	Jessica Board	20 Feb 2024 14:50 pm	Approved on behalf of UGQEC Chair
HOD Approval	College Sub-Committee	Jessica Board	20 Feb 2024 14:47 pm	Approved on behalf of Head of School
Draft	HOD Approval	Jessica Board	20 Feb 2024 14:37 pm	Approved on Behalf of Director Academic
	Draft	Jessica Board	27 Oct 2023 13:49 pm	CUAP Proposal Changes

Collaborating Staff 
Name
JO-ANN COWIE
FIONA COOTE
TERESA HARTLEY
GREGORY GILBERT
BRIAN LUCID
PHIL BRONN
FAITH KANE
CAITLIN LIGO
Julian Sutherland
NJ Jayne
Jessica Board
PAT HICKSON
JESSICA CHUBB

Bachelor of Design

UBDSG Bachelor of Design Bachelor Design v6.0 ACADEMIC BOARD APPROVAL

compared to

UBDSG Bachelor of Design Bachelor Design v5.1 APPROVED

[Show Legend](#)

Show Changes Expand All Changes

Number of Years	<div style="background-color: #90EE90; padding: 2px;">3 Years</div> <div style="background-color: #FFC0CB; padding: 2px;">4 Years</div>		
Professional Body			
Effective From	Interim Date	Contact Person	Notes
No Professional Body Recognition Assigned			
Year of Implementation	<div style="background-color: #90EE90; padding: 2px;">2025</div> <div style="background-color: #FFC0CB; padding: 2px;">2022</div>		
Qualification Code	UBDSG		
Qualification Title	Bachelor of Design		
Reporting Title	Bachelor Design		
Abbreviated Title	BDes		
Credit Value	<div style="background-color: #90EE90; padding: 2px;">360</div> <div style="background-color: #FFC0CB; padding: 2px;">480</div>		
Language of Instruction	English (EN)		
Qualification Duration	<div style="background-color: #90EE90; padding: 2px;">3 Years</div> <div style="background-color: #FFC0CB; padding: 2px;">4 Years</div>		
Maximum Time to Completion	8		
Qualification Type	Undergraduate		
Qualification Subtype	Undergraduate Bachelor Degree		
No New Enrolment	No		
Without Specialisation?			
Allows Minors from other Qualifications	Yes		
Qualification Lead	<div style="background-color: #90EE90; padding: 2px;">CAITLIN LIGO (1 Dec 2023 to ---), TERESA HARTLEY (10 Nov 2023 to 30 Nov 2023)</div> <div style="background-color: #FFC0CB; padding: 2px;">TERESA HARTLEY (2 Aug 2021 to ---)</div>		
Owning Organisation	College of Creative Arts (MU00007)		
Proposed Review Dates			
Date Types	Date		

No dates assigned

Qualification Graduate Profile

The Bachelor of Design (Honours) and Bachelor of Design aim to provide high-level professional education in a wide range of design specialisations that equips graduates to operate as successful designers with these defining attributes: Creativity and Toi; Virtuosity and Mōhio; Understanding and Mātauranga; Autonomy and Mana; Connectedness and Whanaungatanga.

Through both specialist and transferable knowledge and skills, the degrees enable graduates to make wide-ranging cultural, social and economic contributions to society. Additionally, the Bachelor of Design with Honours provides appropriate education in research methods for design practice, and the application of research to the production of design and art, with a focus on research-driven innovation.

Graduates of the Bachelor of Design will be able to:

A Knowledge and understanding

A1 Display an awareness of the richness and variety of different world views acknowledging their contribution to the cultural identity of Aotearoa New Zealand (Understanding and Mātauranga)

A2 Demonstrate a broad, critical understanding of the discourse of art and design within its local and global contexts (Understanding and Mātauranga)

A3 Demonstrate understanding of the relationship between creative work and audiences, clients, markets, users, consumers, participants and communities (Connectedness and Whanaungatanga)

A4 Undertake directed research to contextualise and further their own creative practice. (Understanding and Mātauranga)

B Values and Attitudes

B1 Be intellectually curious and adaptable, willing to embrace new ideas and accommodate risk and uncertainty (Creativity and Toi)

B2 Have clear goals for the continuation of intellectual and professional development (Autonomy and Mana)

C Skills (Cognitive and Intellectual)

C1 Apply exploratory and transformative thinking to generate ideas, proposals, creative works and arguments in response to project demands (Creativity and Toi)

C2 Critically reflect on and evaluate their own work and the work of other practitioners and scholars (Understanding and Mātauranga)

C3 Contribute to innovative developments in creative practice (Creativity and Toi)

D Skills (Subject Specific/ Professional)

D1 Manipulate materials, media, processes, technologies and environments with virtuosity (Virtuosity and Mōhio)

D2 Combine technical excellence with intellectual and conceptual rigour in order to produce high quality creative outputs (Virtuosity and Mōhio)

D3 Skilfully utilise analytical, evaluative, synthesising and iterative processes in order to transform ideas into material outcomes (Virtuosity and Mōhio)

E Skills (Transferable)

E1 Demonstrate strong visual, oral and written communication skills (Connectedness and Whanaungatanga)

E2 Interact effectively, ethically and professionally with others, whether through collaboration or dialogue (Connectedness and Whanaungatanga)

E3 Think and work independently, making autonomous decisions, managing workload and deadlines (Autonomy and Mana)

E4 Source and astutely utilise information in a variety of forms and contexts (Understanding and Mātauranga)

The Bachelor of Design (Honours) and Bachelor of Design aim to provide high-level professional education in a wide range of design specialisations that equips graduates to operate as successful designers with these five defining attributes: Creativity — Toi; Virtuosity — Mōhio; Understanding — Mātauranga; Autonomy — Mana; Connectedness — Whanaungatanga. Through both specialist and transferable knowledge and skills, the degrees enable graduates to make wide-ranging cultural, social and economic contributions to society. Additionally, the Bachelor of Design with Honours provides appropriate education in research methods for design practice, and the application of research to the production of design and art, with a focus on research-driven innovation.

Graduates of the Bachelor of Design (Honours) and Bachelor of Design will be able to:

A Knowledge and understanding

A1 Display an awareness of the richness and variety of different world views acknowledging their contribution to the cultural identity of Aotearoa New Zealand (Mātauranga)

A2 Demonstrate a broad, critical understanding of the discourse of art and design and its multiple global contexts (Mātauranga)

A3 Demonstrate understanding of the relationship between creative work and audiences, clients, markets, users, consumers, participants and citizens (Whanaungatanga)

- B Values and Attitudes**
- B1 Be intellectually curious and adaptable, willing to embrace new ideas and accommodate risk and uncertainty (Toi)
- B2 Have clear goals for the continuation of intellectual and professional development (Mana)
- C Skills (Cognitive and Intellectual)**
- C1 Apply exploratory and transformative thinking to generate ideas, proposals, creative works and arguments in response to project demands (Toi)
- C2 Critically reflect on and evaluate their own work and the work of other practitioners and scholars (Matauranga)
- C3 a Initiate and contribute to innovative developments in creative practice and research (Toi) [Bachelor of Design Honours] b Contribute to innovative developments in creative practice (Toi) [Bachelor of Design]
- D Skills (Subject Specific/ Professional)**
- D1 Manipulate materials, media, processes, technologies and environments with virtuosity (Mohio)
- D2 Combine technical excellence with intellectual and conceptual rigour in order to produce high quality creative outputs (Mohio)
- D3 Skilfully utilise analytical, evaluative and synthesising iterative processes in order to transform ideas into material outcomes (Mohio)
- E Skills (Transferable)**
- E1 Demonstrate strong visual, oral and written communication skills (Whanaungatanga)
- E2 Interact effectively, ethically and professionally with others, whether through collaboration or dialogue (Whanaungatanga)
- E3 Think and work independently, making autonomous decisions, managing workload and deadlines (Mana)
- E4 Source and astutely utilise information in a variety of forms and contexts (Matauranga)

Qualification Graduate Attributes (QGAs)

On successful completion of this programme the learner will be able to

#	Description	Graduate Profile	Educational Objectives
None			
Graduate Profile			
<ol style="list-style-type: none"> 1. Scholarly 1 - Disciplinary knowledge and skills 2. Scholarly 2 - Creativity and innovation 3. Scholarly 3 - Resilience and adaptability 4. Cultural 1 - Cultural awareness 5. Cultural 2 - Māori knowledge and understanding 6. Social 1 - Social responsibility 7. Social 2 - Communication and collaboration 8. Social 3 - Global engagement 			

Qualification Graduate Attributes and Competencies Mapping

Qualification Graduate Attribute	Competencies
None	

Admission

1. Admission to the Degree of Bachelor of Design requires that the candidate will:
- (a) meet the University admission requirements as specified; and
- (b) be selected into the Qualification based partially on the assessment of a portfolio of work submitted by the applicant.
-
- ~~1. Admission to the Degree of Bachelor of Design requires that the candidate will:~~
- ~~(a) meet the University admission requirements as specified; and~~
- ~~(b) be selected into the Qualification based partially on the assessment of a portfolio of work submitted by the applicant.~~
- ~~2. An applicant with an incomplete Massey University Bachelor of Design with Honours may, at the discretion of Academic Board, transfer into the Bachelor of Design.~~

Qualification Requirements

4/9/24, 10:00 AM

Qualification Comparison - UBDSG - Bachelor of Design - Bachelor Design

2. Candidates for the Degree of Bachelor of Design shall follow a parts-based programme of study, which shall consist of courses totalling at least 360 credits, comprising:

- (a) Part One, Part Two, and Part Three as specified in Schedules A and B;
- (b) Elective courses from Schedule C or other courses from Massey University;

and including

- (c) not more than 180 credits at 100 level;
- (d) at least 90 credits must be at 300 level or above;
- (e) completion of at least one major.

3. Notwithstanding Regulation 3 holders of a Massey University Diploma in Fashion Design and Technology may be permitted to credit up to 120 credits at 100 level and include up to 195 credits at 100 level in a Bachelor of Design, fashion design major.

4. Notwithstanding Regulation 3 holders of a Massey University Diploma in Photography may be permitted to credit up to 120 credits at 100 level and up to 120 credits at 200 level to the Bachelor of Design, Photography major.

5. The Academic Board may grant exemptions to the requirements of Regulation 3 based on the subjects studied and prior performance of the student.

~~3. Candidates for the Degree of Bachelor of Design shall follow a parts-based programme of study, which shall consist of courses totalling at least 480 credits, comprising:~~

- ~~(a) Part One, Part Two, Part Three, and Part Four as specified in Schedules A and B;~~
- ~~(b) Elective courses from Schedule C or other courses from Massey University;~~

~~and including~~

- ~~(c) not more than 180 credits at 100 level;~~
- ~~(d) at least 180 credits must be at 300 level or above, including at least 60 credits at 400 level or above;~~
- ~~(e) completion of at least one major.~~

~~4. Notwithstanding Regulation 3 holders of a Massey University Diploma in Fashion Design and Technology may be permitted to credit up to 120 credits at 100 level and include up to 195 credits at 100 level in a Bachelor of Design, fashion design major.~~

~~5. Notwithstanding Regulation 3 holders of a Massey University Diploma in Photography may be permitted to credit up to 120 credits at 100 level and up to 120 credits at 200 level to the Bachelor of Design, Photography major.~~

~~6. The Academic Board may grant exemptions to the requirements of Regulation 3 based on the subjects studied and prior performance of the student.~~

Specialisations

6. Candidates may complete a single major by passing Parts One, Two, and Three specified for a major selected from: Concept Design, Integrated Design, Fashion Design, Industrial Design, Photography, Spatial Design, Textile Design and Visual Communication Design. The requirements for each major are set out in Schedule B to the Qualification.

7. Candidates may complete a double major in Mātauranga Toi Māori and one other specialisation from Regulation 6 by fulfilling the requirements of the specialisations as set out in Schedule B. Individual courses cannot be counted towards both majors.

8. Candidates may include a minor from any undergraduate degree within the University for which recognised minors are specified, in accordance with the following requirements:

- (a) The overall balance of credits as specified in Regulation 3 are maintained.
- (b) The minor must be in a different subject area from the major(s).
- (c) Where the minor is from another undergraduate degree the regulations of that programme for the minor will apply.
- (d) No course may be credited to both a major and a minor.

~~7. Candidates may complete a major by passing Parts One, Two, Three, and Four specified for a major selected from: Concept Design, Integrated Design, Fashion Design, Fashion Design and Business, Industrial Design, Photography, Spatial Design, Textile Design and Visual Communication Design. The requirements for each major are set out in Schedule B to the Qualification.~~

~~8. Candidates may include a minor from any undergraduate degree within the University for which recognised minors are specified, in accordance with the following requirements:~~

- ~~(a) The overall balance of credits as specified in Regulation 3 are maintained.~~
- ~~(b) The minor must be in a different subject area from the major(s).~~
- ~~(c) Where the minor is from another undergraduate degree the regulations of that programme for the minor will apply.~~
- ~~(d) No course may be credited to both a major and a minor.~~

Student Progression

9. In order to progress to Part Two the candidate shall have passed a total of 75 credits at 100 level with at least 60 credits from the Part I courses including one of the Schedule B courses relevant to the major to be taken.

10. The Academic Board may grant exemptions to the requirements in Regulation 10 based on the subjects studied and prior performance of the student.

~~9. In order to progress to Part Two the candidate shall have passed a total of 75 credits at 100 level with at least 60 credits from the Part I courses including one of 237.130 or 237.131 and the Schedule B course relevant to the major to be taken.~~

~~10. The Academic Board may grant exemptions to the requirements in Regulation 8 based on the subjects studied and prior performance of the student.~~

Completion Requirements

- 11. Any timeframes for completion as outlined in the General Regulations for Undergraduate Degrees, Undergraduate Diplomas, and Undergraduate Certificates, and Graduate Diplomas and Graduate Certificates will apply.
- 12. Candidates may be graduated when they meet the Qualification and Academic requirements within the prescribed timeframes; candidates who do not meet the requirements for graduation may, subject to the approval of Academic Board, be awarded an alternative creative arts qualification should they meet the relevant Qualification requirements.

Academic Progress

- 13. The general Unsatisfactory Academic Progress regulations will apply.

Transitional Provisions

14. Subject to any Maximum Time to Completion and the Abandonment of Studies provisions specified in the Part I regulations for the degree, candidates enrolled in the Bachelor of Design prior to 1 January 2025 may substitute a course or courses already completed for a course or courses of the same value and at the same or lower level within the Schedule.

15. This transition expires 31 December 2029.

Schedule to be added to

Schedule A: Core courses

Specialisations and Courses			
Code	Credits	Title	Show Courses
None			

Part One


Specialisations and Courses			
Code	Credits	Title	Show Courses
None			
Critical Studies			
Compulsory courses			
At least 15 credits			
30 credits			

Specialisations and Courses			
Code	Credits	Title	Show Courses
237131	15	Conversations in Creative Cultures	
289100	15	Introduction to Screen Arts	
133154	15	Music, People, Places	
150106	15	Nga Hanga Whakairo: Traditional Māori Visual Art	
150206	15	Ngā Momo Whakairo: Contemporary Māori Visual Art	
197139	15	Positionality: Discourse in Design	
237130	15	Communication for Makers	
Professional Cultures			
60 credits from			
15 credits			

4/9/24, 10:00 AM

Qualification Comparison - UBDSG - Bachelor of Design - Bachelor Design

60 credits

Specialisations and Courses 			
Code	Credits	Title	Show Courses
298160	15	Mātauranga Toi Māori 1: Māori Practices as a Māori Creative Practitioner	
289150	15	Professional Cultures 1	
197190	15	Professional Cultures in Design 1	
213170	15	Professional Cultures in Art 1	
133180	15	Professional Cultures in Commercial Music 1	
198157	15	Studio I (Object)	
212157	15	Studio I (Dress)	
213157	15	Studio I (Art Lab)	
213158	15	Studio I (Art Place)	
221157	15	Studio I (Lens)	
222157	15	Studio I (Screen)	
222158	15	Studio I (Type)	
223157	15	Studio I (Material)	
224157	15	Studio I (Space)	
296157	15	Studio I (Imagine)	

Core Studios

At least 30 credits

Specialisations and Courses 			
Code	Credits	Title	Show Courses
198157	15	Studio I (Object)	
212157	15	Studio I (Dress)	
221157	15	Studio I (Lens)	
222157	15	Studio I (Screen)	
222158	15	Studio I (Type)	
223157	15	Studio I (Material)	
224157	15	Studio I (Space)	
198158	15	Product and Industrial Design 1.2: Furniture Design	
212158	15	Fashion 1.2: Introduction to Making Clothes	
221158	15	Photography Studio 1.2: Introduction to the Darkroom	
222159	15	Visual Communication Design 1.3: Introduction to User Experience Design and Interactivity	
223158	15	Textile Design 1.2: Surface Design, Colour and Screen Print	
224158	15	Spatial Design 1.2: Immersive Experiences	
296158	15	Concept Design 1.2: Worldbuilding	
298157	15	Toi Atea 1	
296157	15	Studio I (Imagine)	

Explorations: 30 credits from

At least 30 credits

Specialisations and Courses 			
Code	Credits	Title	Show Courses
293126	15	Explorations in Image and Meaning	
198124	15	Modelling and Prototyping for Product Design	
197191	15	Art and Design: Special Topic I	
293127	15	Explorations in Colour and Context	
213155	15	Drawing the Body I	
197124	15	Soft Structures	
293125	15	Explorations in Narrative	
197123	15	Visual Identity Systems	

Part Two

Specialisations and Courses			
Code	Credits	Title	Show Courses
Critical Studies			
Integrated Design students must take			
At least 15 credits			

Specialisations and Courses			
Code	Credits	Title	Show Courses
237231	15	Creative Cultures & Contexts II	
289200	15	Perspectives on Creative Practice	
133257	15	Music and Ethics	
197239	15	Pluriverse: Discourse in Design	
197288	15	Creative Collaboration	
Professional Cultures			
Part Three			

15 credits

Specialisations and Courses			
Code	Credits	Title	Show Courses
298260	15	Mātauranga Toi Māori 2: Māori Creative Practices and Cultural Continuity	
289250	15	Professional Cultures 2	
197290	15	Professional Cultures in Design 2	
213270	15	Professional Cultures in Art 2	
133280	15	Professional Cultures in Commercial Music 2	
	-1		
	-1		
Integrated Design students must take 15 credits from			
Compulsory course			
15 credits			

Specialisations and Courses			
Code	Credits	Title	Show Courses
298260	15	Mātauranga Toi Māori 2: Māori Creative Practices and Cultural Continuity	
197290	15	Professional Cultures in Design 2	
237330	15	Creative Cultures & Ideas	

Part Three

Specialisations and Courses			
Code	Credits	Title	Show Courses
Critical Studies			
Integrated Design major students must take			
At least 15 credits			

Specialisations and Courses			
Code	Credits	Title	Show Courses
237331	15	Creative Cultures & Display	
289300	15	Advanced Critical Practice for Screen	
133355	15	Music, Politics, Economies	
298330	15	Cosmological Narratives within Māori Creative Expression	
197339	15	Transformation: Discourse in Design	
197388	15	Creative Communities	

4/9/24, 10:00 AM

Qualification Comparison - UBDSG - Bachelor of Design - Bachelor Design

Professional Cultures
Part Four

15 credits

Specialisations and Courses			
Code	Credits	Title	Show Courses
298360	15	Mātauranga Toi Māori 3: Creative Innovation and Community Leadership	
289350	15	Professional Cultures 3	
197390	15	Professional Cultures in Design 3	
213370	15	Professional Cultures in Art 3	
133380	15	Professional Cultures in Commercial Music 3	
	-1		
	-1		

Integrated Design students must take 15 credits from

~~15 credits from~~

15 credits

Specialisations and Courses			
Code	Credits	Title	Show Courses
298360	15	Mātauranga Toi Māori 3: Creative Innovation and Community Leadership	
197390	15	Professional Cultures in Design 3	
197465	15	Creative Leadership	

Schedule B: Majors

Specialisations and Courses			
Code	Credits	Title	Show Courses
UBDSG1JFSDS1	180	Fashion Design	▼
UBDSG1JFSDS1	285	Fashion Design and Business	▼
UBDSG1JIINDS1	180	Industrial Design	▼
UBDSG1JPHTG1	180	Photography	▼
UBDSG1JSPDS1	180	Spatial Design	▼
UBDSG1JTXDS1	180	Textile Design	▼
UBDSG1JVSCD1	180	Visual Communication Design	▼
UBDSG1JMRMT1	135	Mātauranga Toi Māori	▼
UBDSG1JCND1	180	Concept Design	▼
UBDSG1JIINDG1	195	Integrated Design	▼

Schedule C: Elective courses

Specialisations and Courses			
Code	Credits	Title	Show Courses
198157	15	Studio I (Object)	
198158	15	Product and Industrial Design 1.2: Furniture Design	
212157	15	Studio I (Dress)	
212158	15	Fashion 1.2: Introduction to Making Clothes	
221157	15	Studio I (Lens)	
221158	15	Photography Studio 1.2: Introduction to the Darkroom	
222157	15	Studio I (Screen)	
222158	15	Studio I (Type)	
222159	15	Visual Communication Design 1.3: Introduction to User Experience Design and Interactivity	
223157	15	Studio I (Material)	

4/9/24, 10:00 AM

Qualification Comparison - UBDSG - Bachelor of Design - Bachelor Design

223158	15	Textile Design 1.2: Surface Design, Colour and Screen Print	
224157	15	Studio I (Space)	
224158	15	Spatial Design 1.2: Immersive Experiences	
296157	15	Studio I (Imagine)	
296158	15	Concept Design 1.2: Worldbuilding	
298157	15	Toi Atea 1	
293125	15	Explorations in Narrative	
293126	15	Explorations in Image and Meaning	
293127	15	Explorations in Colour and Context	
296367	15	Concept Design 3.1 Concepting Film and Animation	
296368	15	Concept Design 3.2: Concepting Game and Location-Based Experience	
296263	15	Concept Design 2.1: Character and Environment	
296264	15	Concept Design 2.2: Prop and Creature	
296265	15	Concept Design 2.3: Visualisation	
296266	15	Concept Design 2.4 Design for Fabrication	
224367	15	Spatial Design 3.1: Regenerative Practices	
224368	15	Spatial Design 3.2: Spatial Agency	
224263	15	Spatial Design 2.1: Place and Community	
224264	15	Spatial Design 2.2: Producing Atmospheres	
224265	15	Spatial Design 2.3: Adaptive Interiors	
224266	15	Spatial Design 2.4: Material Matters	
222367	15	Visual Communication Design 3.1: Editorial Design and Production	
222368	15	Visual Communication Design 3.2: Brand Communication Identity and Narrative	
222369	15	Visual Communication Design 3.3: User Experience Design: Service, Experience and Interaction	
223263	15	Textile Design 2.1: Intro to Knit	
223264	15	Textile Design 2.2: Intro to Print, Colouration and Pattern	
223265	15	Textile Design 2.3: Intro to Weave	
223266	15	Textile Design 2.4: Digital Textile Print and Application	
223367	15	Textile Design 3.1: Advanced Textile Structures	
223368	15	Textile Design 3.2: Advanced Textile Print for Collection and Industry	
221367	15	Photography Studio 3.1: The Photobook and Narrative	
221368	15	Photography Studio 3.2: Post Photography	
221263	15	Photography Studio 2.1: Attributes of Light	
221264	15	Photography Studio 2.2: Fact and Fantasy	
221265	15	Photography Studio 2.3: The Living Archive	
221266	15	Photography Studio 2.4: Photography, Representation and the Gaze	
212367	15	Fashion Design 3.1: Fashion Industry Processes	
212368	15	Fashion Design 3.2: Tailoring Methods	
212263	15	Fashion Design 2.1: Designing with Stretch Knit Fabrics	
212264	15	Fashion Design 2.2: Making Clothing with Stretch Knit Fabrics	
212265	15	Fashion Design 2.3: Design Development for Woven Fabrics	
212266	15	Fashion Design 2.4: Technical Design for Woven Garment Realisation	
198362	15	Industrial Design Visualisation	
198367	15	Product and Industrial Design 3.1: Context Specific Project	
198368	15	Product and Industrial Design 3.2: Industry Based Project	
198263	15	Product and Industrial Design 2.1: Experiential Design	
198264	15	Product and Industrial Design 2.2: Dynamic Workflows	
198265	15	Product and Industrial Design 2.3: Empathy, Impact and Consequence	
198266	15	Product and Industrial Design 2.4: Manufacturing Realities	
197193	15	Contemporary Design Project 1A	
197194	15	Contemporary Design Project 1B	
197229	15	Contemporary Design Project 2B	
212101	15	Fashion Construction	
212100	15	Fashion Pattern Making	
212200	15	Garment Block Pattern Drafting and Grading	
212226	15	Fashion Communication	
213211	15	Fine Arts Special Topic II	
212304	15	Drape for Design	

4/9/24, 10:00 AM

Qualification Comparison - UBDSG - Bachelor of Design - Bachelor Design

212228	15	Fashion Special Topic A	
212328	15	Fashion Special Topic B	
212403	15	Apparel Production Research	
213311	15	Fine Arts Special Topic III	
212309	15	Contoured and Knit Apparel	
212495	15	Fashion Design Independent Study	
213150	15	Painting	
213151	15	Contemporary Sculpture	
213154	15	Contemporary Drawing	
213155	15	Drawing the Body I	
213255	15	Drawing the Body II	
213256	15	Contemporary Art Projects A	
213257	15	Contemporary Art Projects B	
213258	15	Contemporary Art Projects C	
213259	15	Contemporary Art Projects D	
213356	15	Contemporary Art Projects E	
213358	15	Fine Arts Internship	
213260	30	Fine Arts Special Topic IIB	
213360	30	Fine Arts Special Topic IIIB	
213411	15	Fine Arts Special Topic IV	
213261	15	Contemporary Art Projects F	
213262	15	Contemporary Art Projects G	
213263	15	Contemporary Art Projects H	
213264	15	Contemporary Art Projects I	
213265	15	Contemporary Art Projects J	
213359	15	Contemporary Art Projects K	
213464	15	Art in Context	
212321	15	Digital Applications for Fashion Production	
221291	15	Photography Special Topic A	
221391	15	Photography Special Topic B	
222215	15	Brand Communication	
222390	15	Visual Communication Design Special Topic A	
198308	15	Industrial Design Special Topic A	
198213	15	Furniture Design	
198463	15	Industrial Design Digital Representation	
198490	15	Industrial Design Special Topic C	
198495	15	Industrial Design Independent Study	
197490	15	Design Special Topic A	
197495	15	Design Independent Study	
197499	30	Design Special Topic	
198315	15	Product Development	
198320	15	Open Design & Digital Fabrication	
197470	15	Creative Ecologies	
197471	15	Social Interventions Through Design	
197388	15	Creative Communities	
197379	15	Service and Experience Design	
197383	15	Internship	
197433	15	Designing Science Fiction	
197440	15	Contemporary Design Project 4A	
197441	15	Contemporary Design Project 4B	
197442	15	Contemporary Design Project 4C	
197443	15	Contemporary Design Project 4D	
197434	15	Design Awards and Competitions	
197435	15	Design for Festivals and Events	
213254	15	Drawing in Practice	
197436	15	Play, Research and Design	
222425	15	Illustration Studio Practice	
222408	15	Experiential Information Design	

4/9/24, 10:00 AM

Qualification Comparison - UBDSG - Bachelor of Design - Bachelor Design

198124	15	Modelling and Prototyping for Product Design	
198212	15	Product Design Visualisation	
223211	15	Fashion Textiles	
223301	15	Contemporary Wallcoverings	
223328	15	Textile Design Special Topic B	
222326	15	Sequential Art	
222409	15	Contemporary Letterpress	
222490	15	Visual Communication Design Special Topic D	
221456	15	Photography and the Archive	
221457	15	Photography and Visuality	
221495	15	Photography Independent Study	
223490	15	Textile Design Special Topic C	
223495	15	Textile Design Independent Study	
222491	15	Visual Communication Design Special Topic E	
222496	15	Visual Communication Design Special Topic F	
222499	15	Independent Visual Communication Design Study	
221220	15	Photography and the Studio	
221222	15	Photography and the Darkroom	
221100	15	Photography as an Agent of Change	
221320	15	Photography and the Body	
222104	15	Printmaking	
222208	15	Letterpress	
222225	15	Narrative Illustration	
222232	15	Illustrated Characters	
222248	15	Typographic Systems	
222333	15	Concept Design for Imaginary Worlds	
222449	15	Spatial Type	
222347	15	Editorial Design	
222348	15	Narrative Information Design	
223207	15	Materials Lab	
223312	15	Textile Print Project	
222417	15	Image and Identity	
223411	15	Embroidered Textiles	
223412	15	Sustainable Colouration	
221322	15	Photography and the Advanced Darkroom	
224204	15	Design for Performance	
197291	15	Art and Design: Special Topic II	
197288	15	Creative Collaboration	
197338	15	Interaction and Interface II	
197331	15	Contemporary Design Project 3A	
197191	15	Art and Design: Special Topic I	
197119	15	Coding for Creative Practice	
197238	15	Interaction and Interface I	
197122	15	Digital Fabrication	
197332	15	Contemporary Design Project 3B	
224205	15	Design for Display	
224302	15	Spatial Design Special Topic A	
237117	15	Māori Art and Design Studio I - Toi Atea	
237217	15	Māori Art and Design Studio IIA - Toi Atea	
237218	15	Māori Art and Design Studio IIB - Toi Atea	
237317	15	Māori Art and Design Studio IIIA - Toi Atea	
237318	15	Māori Art and Design Studio IIIB - Toi Atea	
237417	30	Māori Art and Design Studio IV - Toi Atea	
224490	15	Spatial Design Special Topic C	
224495	15	Spatial Design Independent Study	
237131	15	Conversations in Creative Cultures	
237231	15	Creative Cultures & Contexts II	
237331	15	Creative Cultures & Display	

4/9/24, 10:00 AM

Qualification Comparison - UBDSG - Bachelor of Design - Bachelor Design

221221	15	Photography and Digital Practices I	
221321	15	Photography and Digital Practices II	
197228	15	Contemporary Design Project 2A	
197123	15	Visual Identity Systems	
237130	15	Communication for Makers	
237230	15	Creative Cultures & Contexts I	
237330	15	Creative Cultures & Ideas	

Part Four

Specialisations and Courses			
Code	Credits	Title	Show Courses
None			

15 credits from

15 credits

Specialisations and Courses			
Code	Credits	Title	Show Courses
197465	15	Creative Leadership	
213465	15	Exhibition	
237465	15	Creative Exposition	

QGA-CLO Mapping

Displaying current status - no comparison done

None

TEC Code	
Code	MY0024

QAC, NZQF and ISCED	20 - Bachelors
----------------------------	----------------

NZSCED	Graphic Arts and Design Studies
---------------	---------------------------------

Workload Limit	Yes
-----------------------	-----

Eligible for StudyLink	Yes
-------------------------------	-----

EFTS Based Funding Request?

No

Student Allowances Request?

No

Student Loans Request?

No

Teacher Registration Approval

N/A

Tuition/Teaching (FTE) Weeks

0

NaN

Vacation/Recess Weeks

0

NaN

Total Gross weeks

0

NaN

Teaching Hrs/wk

4/9/24, 10:00 AM

Qualification Comparison - UBDSG - Bachelor of Design - Bachelor Design

0
NaN
Work Experience Hrs/Wk
0
NaN
Self-Directed Learning Hrs/Wk
0
NaN
Total Learning Hrs/Wk:
0
NaN
Total Length
0
NaN
Full Time / Part Time
Not Set
ISCED Subsequent Destination
Not Set
Source of Funding
Not Set
Distance Learning Available
Not Set
Proposal ID
03750
04979
Change Scale
0
Academic Contact and Purpose of the Proposal
Academic Contact
Associate Professor Faith Kane, Director Academic, Toi Rauwhāangi College of Creative Arts
Sven Mehzoud Head of Ngā Pae Mahutonga School of Design
Proposal Summary
Purpose of the Proposal
To make significant amendments to the 480-credit BDes in alignment with changes to the Undergraduate and Postgraduate Suite of qualifications at Toi Rauwhāangi College of Creative Arts
Main Proposal
Significant amendments to BDes
Linked Proposals
Significant amendments to BDes(Hons)
New Specialisation Mātauranga Toi Māori Major
New courses
Changed qualification specialisations
Admin edit, 2 Aug 2021: Consequential amendment as a result of changes to the RPL regulations.
-
Academic Lead: Professor Brian Lucid
Purpose:
To introduce two new courses (197435 and 197436) and add these to the elective schedules for the Bachelor of Design with Honours, Bachelor of Design, Diploma in Design, and Postgraduate Diploma in Design.

13 of 256

4/9/24, 10:00 AM

Qualification Comparison - UBDSG - Bachelor of Design - Bachelor Design

To add two existing courses (222408 and 222425) to the elective schedules of the Bachelor of Design with Honours and Bachelor of Design.

To remove three courses (197465, 213465, 237465) from the elective schedules of the Bachelor of Design with Honours and Bachelor of Design.

Main proposal:

UBDSG Bachelor of Design with Honours, Version 7—adding two new courses (197435 and 197436) to the elective schedule and two existing courses (222408 and 222425) to the elective schedule

Related proposals:

UBDSG Bachelor of Design, Version 5—adding two new courses (197435 and 197436) and two existing courses (222408 and 222425) to the elective schedule; removing three courses (197465, 213465, 237465) from the elective schedule

UBDSG Diploma in Design, Version 5—adding two new courses (197435 and 197436) to the elective schedule; adding BDes(Hons) Concept Design major courses to elective schedule; removing three courses (197465, 213465, 237465) from the elective schedule

PDDSG Postgraduate Diploma in Design v2.0—adding two new courses (197435 and 197436) to the elective schedule

197435 Festivals and Events, Version 1—new course

197436 Play, Research and Design, Version 1—new course

Proposal Summary

The proposed significant amendments to the BDes are part of a coherent package of curriculum transformation across Toi Rauwhāangi, the College of Creative Arts, focusing on our bachelor, bachelor with honours and master's degrees on the Pukeahu campus in Wellington. The transformation of qualifications addresses several strategic aims while also achieving consistency across offerings and improving the financial sustainability of the College.

Justification/ Rationale

This proposal is closely aligned with the linked proposal Significant amendments to BDes(Hons), which is considered as the main proposal related to the suite of proposals pertaining to Design. The two qualifications share the same curriculum structure and content and are delivered together for years 1 – 3. As such, the aim, objectives and rationale for the significant amendments detailed in this proposal are the same as those outlined in the BDes(Hons) proposal. To avoid repetition, please see the justification and rationale provided in the main proposal (Significant Amendments to BDes(Hons)).

The amendments detailed in this proposal are parallel to those noted in the main proposal, with the most significant amendment to the BDes being the change of degree length from 480 credits and 4 years of study to 360 credits and 3 years of study. And, the introduction of a new specialisation in Mātauranga Toi Māori, which students will be able to take as a double major.

As unpacked further below, this will enable students to exit the BDes(Hons) with a 360 BDes, which will allow for direct pathways for continuation to master's degrees. It will also enable students who wish to pursue other interests, for example teaching, to do so without first having to complete an honour's year. Significant changes to year 1 and 3 of study in the BDes are needed to allow students to exit at the end of year 3 with a BDes that prepares them for industry. In addition, this change will mean that all bachelor degrees in the College will have the same credit value (360 credits). This will allow us to align curriculum structures across the college allowing greater permeability between areas of learning and flexibility for students, enabling them to make the most of what Toi Rauwhāangi has to offer.

Treaty of Waitangi Implications

Please see the main proposal, linked proposal Significant Amendments to BDes(Hons) and linked proposal New Specialisation in Mātauranga Toi Māori.

Acceptability

Please see the main proposal, linked proposal Significant Amendments to BDes(Hons), where the acceptability of the changes put forward in the suite of proposals relating to Design is discussed in full.

Year of Implementation and First Year Teaching Plan

The College of Creative Arts plans to implement the proposed changes in 2025.

A full implementation and communication plan will be developed. This will ensure that students are appropriately informed of the changes being made, how and when it will impact their studies and what their options are. We will work closely with the university's academic advisors and central teams to ensure that clear and consistent information and advice is given to students.

Proposal Details

Chart 1. Shows the proposed significant amendments to the BDes relating to curriculum transformation objectives. The amendments detailed are parallel to the those detailed in the main proposal (linked proposal *Significant Amendments to BDes(Hons)*). The amendments that are most pertinent to the BDes are listed in bold below in the chart (see points 2.1, 2.2 and 2.3).

Chart 1. Proposed amendments to the BDes

Curriculum transformation objective	Amendments to BDes	Details and additional rationale
1 Create mātauranga Māori pathway on Pukeahu campus	1.1. Introduction of a common undergraduate structure	This will enable all programmes, including BDes, to centre Mātauranga Toi Māori. Changes to core studio, critical studies and professional cultures courses across the BDes will be required (see amendments related to objective 3). The Mātauranga Toi Māori pathway will be available to students as a double major.
	1.2 Introduction of new courses for Te Puna Toi Ora	The Mātauranga Toi Māori pathway, will be made up of courses that are interchangeable with core courses in each area of the curriculum: studio, critical studies, and professional cultures. These courses will also be available to students as electives and will include courses from our existing offering as well as the creation of new courses.
2 Staircasing into postgraduate study	2.1 Changing the BDes from 480 credits and 4 years to 360 credits and 3 years	This will enable students to exit the BDes(Hons) with a 360 credit BDes, which will allow for direct pathways for continuation to masters degrees). It will also enable students who wish to pursue other interests, for example teaching, to do so without first having to complete an Honours year. Significant changes to year 1 and 3 of study in the BDes are needed to allow students to exit at the end of year 3 with a BDes that prepares them for industry (see amendments 2.2 and 2.3). These changes will also enable objective 4.
	2.2 Introduction of specialisation courses in year 1 of study	Students will begin their specialisation in year 1 of study to ensure that their specialisation amounts to a substantial proportion of their overall study. This will be balanced with the opportunity for students to choose the right creative arts degree from the outset by enabling them to explore complementary creative areas across the college (please see 3.2).
	2.3 Introduction of capstone project in year 3	This will enable students to consolidate their learning and provide a significant body of work towards their creative portfolios to support the transition into industry of students who exit at year 3.
3 Reduced duplication and improved integration of teaching areas	3.1 Aligned year 1 curriculum structure	The introduction of an aligned first year model across Fine Arts, Screen Arts, Design and Music will enable students better opportunity to choose the right creative arts degree from the outset by enabling them to explore complementary creative areas across the college whilst gaining foundational skills during their first semester of study. Students will then begin their specialisation in the second semester (see 2.2). This will require a number of new first year courses, which will be offset by a significant reduction in elective courses.
	3.2 Aligned years 2 and 3 structures	Alignment between the curriculum structures in years 2 and 3 across Fines Art, Screen Arts Design and Music will allow students to take core specialisations as elective offerings. This will require splitting 30 credit courses (core studios) into 15 credit courses to allow them to be taken as electives. To enable this to occur, 30 credit specialisation-specific courses will be discontinued except where significant projects are undertaken. The 30 credit courses will be replaced with multiple 15 credit courses so that they can operate as electives for students enrolled in other specialisations. Whilst this creates additional courses, it will be offset by a subsequent reduction of courses that operate only as elective offerings.

	<p>3.3 Introduction of new core learning options</p>	<p>Currently, the undergraduate programmes at Toi Rauwhārangī stipulate specific critical studies and professional cultures courses within their structures. The development of a college wide approach to this area of the curriculum will give students the potential to choose courses that are most appropriate to their practice, goals and cultural positionality. Within the current BDes structure students can choose between these areas after Semester 1 in the second year. These changes mean that student's study both critical studies and professional cultures throughout the first three years of the BDes. The new professional cultures courses will also provide a greater emphasis on students' professional development and support their navigation through the various learning pathways available to them within, and beyond, BDes.</p>
<p>4 Bring current qualifications in line with similar qualifications within Australasia</p>	<p>4.1 Connected to amendment 2.1 Changing the BDes from 480 credits and 4 years to 360 credits and 3 years</p>	<p>All bachelor degrees in the College will have the same credit value of 360 credits, in line with equivalent degrees in New Zealand and Australia. This change also aligns our NZQF level-7 bachelor qualifications with other art and design bachelor degrees in New Zealand and Australia. It requires changing the length of the BDes from 4 years/480 credits to 3 years/360 credits.</p>

Students 

Please see the main proposal (linked proposal Significant Amendments to BDes(Hons)).

Academic Staff 


Please see the main proposal (linked proposal Significant Amendments to BDes(Hons)).

International 

Please see the main proposal (linked proposal *Significant Amendments to BDes(Hons)*).

Information Technology 


Please see the main proposal (linked proposal Significant Amendments to BDes(Hons)).

Student Management System 


Please see the main proposal (linked proposal Significant Amendments to BDes(Hons)).

Facilities Management 


Please see the main proposal (linked proposal Significant Amendments to BDes(Hons)).

Teaching & Learning Services 

Please see the main proposal (linked proposal Significant Amendments to BDes(Hons)).

Student Learning Services 

Please see the main proposal (linked proposal Significant Amendments to BDes(Hons)).

Course Funding Classifications 

Please see the main proposal (linked proposal Significant Amendments to BDes(Hons)).

Limitations on Numbers

Please see the main proposal (linked proposal Significant Amendments to BDes(Hons)).

Committee References

AC24/03/19
 CCACB2024/02/20
 UGQEC2024/01/05

Admin edit, 2 Aug 2021: Consequential amendment as a result of changes to the RPL regulations.

New courses approved AC21/05/143
 16/04/21 CCACB2021/04/46
 UGQEC21_03_37

12/04/21 Edit: Consequential amendments to undergraduate completion and transition regulations following removal of eight year time to completion from the General Regulations (AC21/03/102).

~~Admin edit, 2 Aug 2021: Consequential amendment as a result of changes to the RPL regulations.~~

~~New courses approved AC21/05/143
 16/04/21 CCACB2021/04/46
 UGQEC21_03_37~~

~~12/04/21 Edit: Consequential amendments to undergraduate completion and transition regulations following removal of eight year time to completion from the General Regulations (AC21/03/102).~~

Status Log

Initial Status	End Status	User	Date	Comment
Academic Committee Approval	Academic Board Approval	LEANNE ROBINSON	28 Mar 2024 13:53 pm	AC24/03/19
College Board Approval	Academic Committee Approval	Jessica Board	20 Feb 2024 14:51 pm	Approved on behalf of College Board Chair
College Sub-Committee	College Board Approval	Jessica Board	20 Feb 2024 14:50 pm	Approved on behalf of UGQEC Chair
HOD Approval	College Sub-Committee	Jessica Board	20 Feb 2024 14:47 pm	Approved on behalf of Head of School
Draft	HOD Approval	Jessica Board	20 Feb 2024 14:36 pm	Approved on Behalf of Director Academic
	Draft	Jessica Board	10 Nov 2023 15:40 pm	CUAP Changes

Collaborating Staff

Name

FIONA COOTE

PAT HICKSON

TERESA HARTLEY

GREGORY GILBERT

BRIAN LUCID

PHIL BRONN

FAITH KANE

JESSICA CHUBB

CAITLIN LIGO

Jessica Board

View Course



197190 Professional Cultures in Design 1 v1.0

ACADEMIC COMMITTEE APPROVAL

[Show Legend](#)

Affiliated Entities			
Entity Code	Entity Title	Entity Version	Entity Type
UBCMS	Bachelor of Commercial Music	v7.0	Qualification
UBCRM	Bachelor of Screen Arts	v7.0	Qualification
UBDSG	Bachelor of Design	v6.0	Qualification
UBFNA	Bachelor of Fine Arts	v3.0	Qualification
UHDSG	Bachelor of Design with Honours	v8.0	Qualification
UHFNA	Bachelor of Fine Arts with Honours	v3.0	Qualification
UHSCA	Bachelor of Screen Arts with Honours	v3.0	Qualification

Year of Implementation	2025
Course Code	197190
Course Title	Professional Cultures in Design 1
Abbreviated Title	Prof Cult Des 1
Course Type	Taught
Credits	15
Course Level	100
Prescription	An introduction to the design studio environment, with specific emphasis on ethics, studio culture, learning, and positionality.
Online Learning Category	Partially Taught Online
Subject Area	Art and Design Studies (197P)
Language of Instruction	
Course Initiator History	CAITLIN LIGO (14 Jan 2024 to ---)

Collaborating Staff	
Staff Member	
JO-ANN COWIE	
SHARRYN MIDDLETON	
TERESA HARTLEY	
GREGORY GILBERT	
PHIL BRONN	
FAITH KANE	
JOSHUA FYFE	
CAITLIN LIGO	
Sydney Lash	
Julian Sutherland	
NJ Jayne	




















Jessica Board	
Owning Organisation	School of Design (MU00024)
Text Book Required	No
Recognised Professional Development	
Pattern of Offering	Not Cyclic
Expected Prior Learning	
Primary Qualification	
Course Requirements	
<p>Restriction 133180 Professional Cultures in Commercial Music 1 v1</p> <p>Restriction 213170 Professional Cultures in Art 1 v1</p> <p>Restriction 289150 Professional Cultures 1 v1</p>	
Prerequisites	
Corequisites	
Restrictions	298160 289150 133180 213170
Learning Outcomes	
On successful completion of this course the learner will be able to:	
#	Description
LO1	Articulate and reflect on the ethics and professional practice of design practice. (Graduate profile: Understanding and Mātauranga A2; C2)
LO2	Identify and contribute to personal and creative growth and learning. (Graduate profile: Autonomy and Mana B2)
LO3	Participate ethically within diverse groups of students. (Graduate profile: Understanding and Mātauranga C2; Connectedness and Whanaungatanga E2)
LO4	Engage in the course learning. (Graduate profile: Autonomy and Mana E3)
LO5	Reflect and communicate creatively in groups, discussions, critiques and presentations. (Graduate profile: Creativity and Toi B1, Connectedness and Whanaungatanga E2)
Learning Outcomes and Competencies Mapping	
Learning Outcomes	Competencies
LO1: Articulate and reflect on the ethics and professional practice of design practice. (Graduate profile: Understanding and Mātauranga A2; C2)	
LO2: Identify and contribute to personal and creative growth and learning. (Graduate profile: Autonomy and Mana B2)	
LO3: Participate ethically within diverse groups of students. (Graduate profile: Understanding and Mātauranga C2; Connectedness and Whanaungatanga E2)	
LO4: Engage in the course learning. (Graduate profile: Autonomy and Mana E3)	
LO5: Reflect and communicate creatively in groups, discussions, critiques and presentations. (Graduate profile: Creativity and Toi B1, Connectedness and Whanaungatanga E2)	
Course Mark Scheme	Course - Pass/Fail
Completion Requirements	

Assessment Pattern

Portfolio

Assessment Type	Portfolio	Assessment Title	Creative Portfolio
Assessment Description	n/a		
Weighting	100	Sequence	1
Pass Mark (%)	100	Pattern	Default
Learning Outcomes	1, 2, 3, 4, 5	Marking Scheme	ASS-PF
Compulsory	No		

Workload

This module has no workload.	
Research/Information Literacy Skills 	Massey University Library supports Professional Cultures in Design by providing physical, electronic and human resources. We support research skills, critical thinking, academic reflection and referencing skills. Two specialist Subject Librarians currently teach Information literacy skills in related CoCA courses; potential information literacy demands align with current practice and are deliverable with existing resourcing.
Current Collection - Books 	The Library currently purchases a comprehensive range of material for the courses in Design which are relevant and will support this course. Currently there are over 6000 books on design culture (including futures, identities, and development) with more than 2000 added in the last 5 years.
Current Collection - Journals and Journal Article Databases 	The Library provides access to a broad spectrum of journals (including many specific to design) including (but not limited to) key titles such as Detail, Innovation, Domus, Axis, Creative Review. We also have indexing tools including Discover and Google Scholar. These multidisciplinary databases include access to a wide range of additional resources. Māori Resources: The Library provides access to a range of Te Tiriti and Māori resources in diverse media including DVD, CD, video and print which can be accessed through Discover. Relevant Subject Guides also offer access to databases, including recorded domestic and international television channels via eTV.
Future Collecting - Books 	Current purchasing scopes and policies are sufficient for the proposed qualification.
Future Collecting - Journals and Journal Article Databases 	Current purchasing scopes and policies are sufficient for the proposed qualification.
Recommendations 	There are no additional collection resources or policy changes required for this qualification. Ongoing purchasing of new book titles can be met from existing budgets. Jo-Ann Cowie, Collection Manager, 16 February 2024
Approved by College Business Manager 	Yes - Sharryn Middleton (9/2/24) (C2 based on similar course 289.150)
Wholly Research 	No
TEC Course Classification 	Fine Arts; Design
TEC Funding Category 	C2 - C2 Undergraduate Degree
Massey Funding Level 	DES Design
NZSCED 	100501 - Graphic Arts and Design Studies
PBRF Eligibility 	Not PBRF Eligible
VRF Code 	0 Non-PBRF eligible courses
Additional fees / Compulsory course cost fees 	none
Publication Notes 	
Additional Cost (course publication note) 	
Learning Experience 	
Proposal ID 	03749

2/19/24, 9:14 PM

Course Comparison 197190 - Professional Cultures in Design 1

Academic Contact and Purpose of the Proposal	Introduced as part of the Bachelor of Design (Hons), UHDSG version 8.0, proposal
Rationale	
Accreditation Considerations	
Consultation	
Resource Impacts	
Calendar Amendments	
Proposed additional fees and expected enrolments for all offerings	
Consequential Amendments	
Transition Arrangements	
Committee References	CCACB2024/02/21 UGQEC2024/01/06

Status Log

Initial Status	End Status	User	Date	Comment
College Board Approval	Academic Committee Approval	CAITLIN LIGO	19 Feb 2024 20:00 pm	Approved by CoCA College Board 09/02/2024
College Sub-Committee Approval	College Board Approval	CAITLIN LIGO	19 Feb 2024 19:39 pm	Approved at UGQEC 31/01/2024
HOD Approval	College Sub-Committee Approval	CAITLIN LIGO	19 Feb 2024 19:02 pm	Approved on Behalf of HoS
Draft	HOD Approval	CAITLIN LIGO	19 Feb 2024 17:38 pm	Yes
	Draft	CAITLIN LIGO	14 Jan 2024 16:27 pm	New Course Created

Workload Competency Mapping				
Workload Item	Workload Description	Competency Framework	Competency	Competency Teaching Method
None				

View Course



197290 Professional Cultures in Design 2 v1.0

ACADEMIC COMMITTEE APPROVAL

[Show Legend](#)

Affiliated Entities			
Entity Code	Entity Title	Entity Version	Entity Type
UBCMS	Bachelor of Commercial Music	v7.0	Qualification
UBCRM	Bachelor of Screen Arts	v7.0	Qualification
UBDSG	Bachelor of Design	v6.0	Qualification
UBFNA	Bachelor of Fine Arts	v3.0	Qualification
UHDSG	Bachelor of Design with Honours	v8.0	Qualification
UHFNA	Bachelor of Fine Arts with Honours	v3.0	Qualification
UHSCA	Bachelor of Screen Arts with Honours	v3.0	Qualification

Year of Implementation	2025
Course Code	197290
Course Title	Professional Cultures in Design 2
Abbreviated Title	Prof Cult Des 2
Course Type	Taught
Credits	15
Course Level	200
Prescription	A further orientation to the design studio environment, with specific emphasis on collaboration and working within the context of Te Tiriti O Waitangi.
Online Learning Category	Partially Taught Online
Subject Area	Art and Design Studies (197P)
Language of Instruction	
Course Initiator History	CAITLIN LIGO (15 Jan 2024 to ---)

Collaborating Staff	
Staff Member	
JO-ANN COWIE	
SHARRYN MIDDLETON	
TERESA HARTLEY	
GREGORY GILBERT	
PHIL BRONN	
FAITH KANE	
JOSHUA FYFE	
CAITLIN LIGO	
Sydney Lash	
Julian Sutherland	
NJ Jayne	

2/19/24, 9:14 PM

Course Comparison 197290 - Professional Cultures in Design 2






















Jessica Board	
Owning Organisation	School of Design (MU00024)
Text Book Required	No
Recognised Professional Development	
Pattern of Offering	Not Cyclic
Expected Prior Learning	
Primary Qualification	
Course Requirements	
No requisites	
Prerequisites	One of: 298160 289150 197190 213170 133180
Corequisites	
Restrictions	298260 289250 213270 133280
Learning Outcomes	
On successful completion of this course the learner will be able to:	
#	Description
L01	Articulate and reflect confidently on their creative position within the New Zealand context. (Graduate profile: Mātauranga and Understanding A1; Connectedness and Whanaungatanga A3)
L02	Identify and contribute to personal and creative growth and learning. (Graduate profile: Understanding and Mātauranga C2; Autonomy and Mana B2)
L03	Understand their role within groups and participate accordingly. (Graduate profile: Understanding and Mātauranga C2; Connectedness and Whanaungatanga E2)
L04	Engage in and contribute to the course learning. (Graduate profile: Autonomy and Mana E3)
L05	Reflect and communicate creatively in groups, discussions, critiques and presentations. (Graduate profile: (Creativity and Toi C1; Connectedness and Whanaungatanga E1)
Learning Outcomes and Competencies Mapping	
Learning Outcomes	Competencies
L01: Articulate and reflect confidently on their creative position within the New Zealand context. (Graduate profile: Mātauranga and Understanding A1; Connectedness and Whanaungatanga A3)	
L02: Identify and contribute to personal and creative growth and learning. (Graduate profile: Understanding and Mātauranga C2; Autonomy and Mana B2)	
L03: Understand their role within groups and participate accordingly. (Graduate profile: Understanding and Mātauranga C2; Connectedness and Whanaungatanga E2)	
L04: Engage in and contribute to the course learning. (Graduate profile: Autonomy and Mana E3)	
L05: Reflect and communicate creatively in groups, discussions, critiques and presentations. (Graduate profile: (Creativity and Toi C1; Connectedness and Whanaungatanga E1)	
Course Mark Scheme	Course - Pass/Fail
Completion Requirements	

Assessment Pattern

Portfolio

Assessment Type	Portfolio	Assessment Title	Creative Portfolio
Assessment Description	n/a		
Weighting	100	Sequence	1
Pass Mark (%)	100	Pattern	Default
Learning Outcomes	1, 2, 3, 4, 5	Marking Scheme	ASS-PF
Compulsory	No		

Workload

This module has no workload.	
Research/Information Literacy Skills 	
Current Collection - Books 	
Current Collection - Journals and Journal Article Databases 	
Future Collecting - Books 	
Future Collecting - Journals and Journal Article Databases 	
Recommendations 	
Approved by College Business Manager 	yes - Sharryn Middleton 9/2/24 (C2 based on similar paper 289.150)
Wholly Research 	No
TEC Course Classification 	Fine Arts; Design
TEC Funding Category 	C2 - C2 Undergraduate Degree
Massey Funding Level 	DES Design
NZSCED 	100501 - Graphic Arts and Design Studies
PBRF Eligibility 	Not PBRF Eligible
VRF Code 	0.75 An option for Masters
Additional fees / Compulsory course cost fees 	none
Publication Notes 	
Additional Cost (course publication note) 	
Learning Experience 	
Proposal ID 	03749
Academic Contact and Purpose of the Proposal 	Introduced as part of the Bachelor of Design (Hons), UHDSG version 8.0, proposal
Rationale 	

Accreditation Considerations	
Consultation	
Resource Impacts	
Calendar Amendments	
Proposed additional fees and expected enrolments for all offerings	
Consequential Amendments	
Transition Arrangements	
Committee References	CCACB2024/02/22 UGQEC2024/01/17

Status Log

Initial Status	End Status	User	Date	Comment
College Board Approval	Academic Committee Approval	CAITLIN LIGO	19 Feb 2024 20:00 pm	Approved by CoCA College Board 09/02/2024
College Sub-Committee Approval	College Board Approval	CAITLIN LIGO	19 Feb 2024 19:41 pm	Approved at UGQEC 31/01/2024
HOD Approval	College Sub-Committee Approval	CAITLIN LIGO	19 Feb 2024 19:02 pm	Approved on Behalf of HoS
Draft	HOD Approval	CAITLIN LIGO	19 Feb 2024 17:39 pm	Yes
	Draft	CAITLIN LIGO	15 Jan 2024 19:22 pm	New Course Created

Workload Competency Mapping				
Workload Item	Workload Description	Competency Framework	Competency	Competency Teaching Method
None				

View Course



197390 Professional Cultures in Design 3 v1.0

ACADEMIC COMMITTEE APPROVAL

[Show Legend](#)

Affiliated Entities			
Entity Code	Entity Title	Entity Version	Entity Type
UBCMS	Bachelor of Commercial Music	v7.0	Qualification
UBCRM	Bachelor of Screen Arts	v7.0	Qualification
UBDSG	Bachelor of Design	v6.0	Qualification
UBFNA	Bachelor of Fine Arts	v3.0	Qualification
UHDGS	Bachelor of Design with Honours	v8.0	Qualification
UHFNA	Bachelor of Fine Arts with Honours	v3.0	Qualification
UHSCA	Bachelor of Screen Arts with Honours	v3.0	Qualification

Year of Implementation	2025
Course Code	197390
Course Title	Professional Cultures in Design 3
Abbreviated Title	Prof Cult Des 3
Course Type	Taught
Credits	15
Course Level	300
Prescription	Develop skills and knowledge for a future career in design. Students will be supported in developing professionalism within the context of designer-client relationships.
Online Learning Category	Partially Taught Online
Subject Area	Art and Design Studies (197P)
Language of Instruction	
Course Initiator History	CAITLIN LIGO (17 Jan 2024 to ---)

Collaborating Staff	
Staff Member	
JO-ANN COWIE	
SHARRYN MIDDLETON	
TERESA HARTLEY	
GREGORY GILBERT	
PHIL BRONN	
FAITH KANE	
JOSHUA FYFE	
CAITLIN LIGO	
Sydney Lash	
Julian Sutherland	
NJ Jayne	

2/19/24, 9:15 PM

Course Comparison 197390 - Professional Cultures in Design 3

Jessica Board	
Owning Organisation	School of Design (MU00024)
Text Book Required	No
Recognised Professional Development	
Pattern of Offering	Not Cyclic
Expected Prior Learning	
Primary Qualification	
Course Requirements	
No requisites	
Prerequisites	One of: 213270 298260 289250 197290 133280
Corequisites	
Restrictions	289350 298360 133380 213370
Learning Outcomes	
On successful completion of this course the learner will be able to:	
#	Description
L01	Critically articulate and reflect upon industry norms and expectations. (Graduate profile: Mātauranga and Understanding A1; Mātauranga and Understanding A3)
L02	Take ownership of learning and continued professional growth. (Graduate profile: Understanding and Mātauranga B2)
L03	Work productively and professionally, autonomously and within groups. (Connectedness and Whanaungatanga E2)
L04	Contribute to the course learning and demonstrate leadership where appropriate. (Graduate profile: Autonomy and Mana E3)
L05	Communicate professionally and creatively in groups, discussions, critiques and presentations. (Graduate profile: Connectedness and Whanaungatanga E1)
Learning Outcomes and Competencies Mapping	
Learning Outcomes	Competencies
L01: Critically articulate and reflect upon industry norms and expectations. (Graduate profile: Mātauranga and Understanding A1; Mātauranga and Understanding A3)	
L02: Take ownership of learning and continued professional growth. (Graduate profile: Understanding and Mātauranga B2)	
L03: Work productively and professionally, autonomously and within groups. (Connectedness and Whanaungatanga E2)	
L04: Contribute to the course learning and demonstrate leadership where appropriate. (Graduate profile: Autonomy and Mana E3)	
L05: Communicate professionally and creatively in groups, discussions, critiques and presentations. (Graduate profile: Connectedness and Whanaungatanga E1)	
Course Mark Scheme	Course - Pass/Fail
Completion Requirements	

Assessment Pattern

Portfolio























Assessment Type	Portfolio	Assessment Title	Creative Portfolio
Assessment Description	n/a		

2/19/24, 9:15 PM

Course Comparison 197390 - Professional Cultures in Design 3

Weighting	100	Sequence	1
Pass Mark (%)	100	Pattern	Default
Learning Outcomes	1, 2, 3, 4, 5	Marking Scheme	ASS-PF
Compulsory	No		

Workload

This module has no workload.	
Research/Information Literacy Skills 	
Current Collection - Books 	
Current Collection - Journals and Journal Article Databases 	
Future Collecting - Books 	
Future Collecting - Journals and Journal Article Databases 	
Recommendations 	
Approved by College Business Manager 	Yes - Sharryn Middleton 9/2/24 (C2 based on similar paper 289.150)
Wholly Research 	No
TEC Course Classification 	Fine Arts; Design
TEC Funding Category 	C2 - C2 Undergraduate Degree
Massey Funding Level 	DES Design
NZSCED 	100501 - Graphic Arts and Design Studies
PBRF Eligibility 	Not PBRF Eligible
VRF Code 	0 Non-PBRF eligible courses
Additional fees / Compulsory course cost fees 	none
Publication Notes 	
Additional Cost (course publication note) 	
Learning Experience 	
Proposal ID 	03749
Academic Contact and Purpose of the Proposal 	Introduced as part of the Bachelor of Design (Hons), UHDSG version 8.0, proposal
Rationale 	
Accreditation Considerations 	


2/19/24, 9:15 PM

Course Comparison 197390 - Professional Cultures in Design 3

Consultation	
Resource Impacts	
Calendar Amendments	
Proposed additional fees and expected enrolments for all offerings	
Consequential Amendments	
Transition Arrangements	
Committee References	CCACB2024/02/23 UGQEC2024/01/48

Status Log

Initial Status	End Status	User	Date	Comment
College Board Approval	Academic Committee Approval	CAITLIN LIGO	19 Feb 2024 20:00 pm	Approved by CoCA College Board 09/02/2024
College Sub-Committee Approval	College Board Approval	CAITLIN LIGO	19 Feb 2024 19:41 pm	Approved at UGQEC 31/01/2024
HOD Approval	College Sub-Committee Approval	CAITLIN LIGO	19 Feb 2024 19:02 pm	Approved on Behalf of HoS
Draft	HOD Approval	CAITLIN LIGO	19 Feb 2024 17:39 pm	Yes
	Draft	CAITLIN LIGO	17 Jan 2024 16:44 pm	New Course Created

Workload Competency Mapping 				
Workload Item	Workload Description	Competency Framework	Competency	Competency Teaching Method
None				

View Course



197830 Design Research Project: Honours v1.0

ACADEMIC COMMITTEE APPROVAL

[Show Legend](#)

Affiliated Entities			
Entity Code	Entity Title	Entity Version	Entity Type
UHDSG	Bachelor of Design with Honours	v8.0	Qualification
Year of Implementation	2025		
Course Code	197830		
Course Title	Design Research Project: Honours		
Abbreviated Title	Des(hons)resear		
Course Type	Research		
Credits	60		
Course Level	800		
Prescription	<p>In this course, students further develop, research and resolve the project that they proposed in their honours research development. Completed work is to a high level of resolution, making tangible links between theory and practice appropriate to the design specialization and project parameters.</p> <p>The completion of the research project is complemented by supplementary documentation that will position the student as a design practitioner within their specialization.</p>		
Online Learning Category	Partially Taught Online		
Subject Area	Art and Design Studies (197P)		
Language of Instruction			
Course Initiator History	GREGORY GILBERT (23 Jan 2024 to ---)		
Collaborating Staff			
Staff Member			
JO-ANN COWIE			
SHARRYN MIDDLETON			
TERESA HARTLEY			
GREGORY GILBERT			
PHIL BRONN			
FAITH KANE			
JOSHUA FYFE			
CAITLIN LIGO			
Julian Sutherland			
NJ Jayne			
Jessica Board			
Owning Organisation	School of Design (MU00024)		
Text Book Required	No		

Recognised Professional Development	
Pattern of Offering	Not Cyclic
Expected Prior Learning	
Primary Qualification	
Course Requirements	No requisites
Prerequisites	
Corequisites	
Restrictions	
Learning Outcomes	
On successful completion of this course the learner will be able to:	
#	Description
LO1	Shape the relationship between creative work and audiences, clients, markets, users, consumers, participants and/or communities. (Graduate Profile: Connectedness and Whanaungatanga A3)
LO2	Display an awareness of their positionality in relation to their practice and the communities with whom they operate (Graduate Profile: Understanding and Mātauranga A1)
LO3	Undertake advanced independent research to contextualise and further their own creative practice (Graduate Profile: Understanding and Mātauranga A4)
LO4	Innovative in creative practice and/or research (Graduate Profile: Creativity and Toi C3)
LO5	Combine technical excellence with intellectual and conceptual rigour and research in order to produce high quality creative outputs (Graduate Profile: Virtuosity and Mōhio D2)
LO6	Demonstrate strong, persuasive visual and verbal communication skills (Graduate Profile: Connectedness and Whanaungatanga E1)
Learning Outcomes and Competencies Mapping	
Learning Outcomes	Competencies
LO1: Shape the relationship between creative work and audiences, clients, markets, users, consumers, participants and/or communities. (Graduate Profile: Connectedness and Whanaungatanga A3)	
LO2: Display an awareness of their positionality in relation to their practice and the communities with whom they operate (Graduate Profile: Understanding and Mātauranga A1)	
LO3: Undertake advanced independent research to contextualise and further their own creative practice (Graduate Profile: Understanding and Mātauranga A4)	
LO4: Innovative in creative practice and/or research (Graduate Profile: Creativity and Toi C3)	
LO5: Combine technical excellence with intellectual and conceptual rigour and research in order to produce high quality creative outputs (Graduate Profile: Virtuosity and Mōhio D2)	
LO6: Demonstrate strong, persuasive visual and verbal communication skills (Graduate Profile: Connectedness and Whanaungatanga E1)	
Course Mark Scheme	Course - Mark/Grade
Completion Requirements	

Assessment Pattern

Creative Compositions

Assessment Type	Creative Compositions	Assessment Title	Creative Work
Assessment Description	n/a		
Weighting	75	Sequence	1
Pass Mark (%)	0	Pattern	Default
Learning Outcomes	1, 2, 3, 4, 5, 6	Marking Scheme	ASS-MG
Compulsory	Yes		

Portfolio

Assessment Type	Portfolio	Assessment Title	Creative Portfolio
Assessment Description	n/a		
Weighting	25	Sequence	2
Pass Mark (%)	0	Pattern	Default
Learning Outcomes	1, 2, 4, 6	Marking Scheme	ASS-MG
Compulsory	Yes		


Workload

This module has no workload.	
Research/Information Literacy Skills	
Current Collection - Books	
Current Collection - Journals and Journal Article Databases	
Future Collecting - Books	
Future Collecting - Journals and Journal Article Databases	
Recommendations	
Approved by College Business Manager	Yes - Sharryn Middleton 9/2/24
Wholly Research	No
TEC Course Classification	Fine Arts; Design
TEC Funding Category	B3 - B3 Taught Post-graduate
Massey Funding Level	DESP Design Postgraduate
NZSCED	100501 - Graphic Arts and Design Studies
PBRF Eligibility	Not PBRF Eligible
VRF Code	0 Non-PBRF eligible courses
Additional fees / Compulsory course cost fees	none
Publication Notes	
Additional Cost (course publication note)	
Learning Experience	
Proposal ID	03749
Academic Contact and Purpose of the Proposal	Introduced as part of the Bachelor of Design (Hons), UHDSG version 8.0, proposal

Rationale	
Accreditation Considerations	
Consultation	
Resource Impacts	
Calendar Amendments	
Proposed additional fees and expected enrolments for all offerings	
Consequential Amendments	
Transition Arrangements	
Committee References	

Status Log

Initial Status	End Status	User	Date	Comment
College Board Approval	Academic Committee Approval	CAITLIN LIGO	19 Feb 2024 19:52 pm	Approved by CoCA College Board 09/02/2024
College Sub-Committee Approval	College Board Approval	CAITLIN LIGO	19 Feb 2024 19:14 pm	Approved at UGQEC 31/01/2024
HOD Approval	College Sub-Committee Approval	Jessica Board	19 Feb 2024 18:55 pm	Approved on behalf of HoS
Draft	HOD Approval	CAITLIN LIGO	19 Feb 2024 14:36 pm	Yes
	Draft	GREGORY GILBERT	23 Jan 2024 14:21 pm	New Course Created

Workload Competency Mapping 				
Workload Item	Workload Description	Competency Framework	Competency	Competency Teaching Method
None				
















View Course



198158 Product and Industrial Design 1.2: Furniture Design v1.0

ACADEMIC COMMITTEE APPROVAL

[Show Legend](#)

Affiliated Entities 			
Entity Code	Entity Title	Entity Version	Entity Type
UBDSG	Bachelor of Design	v6.0	Qualification
UHDSG	Bachelor of Design with Honours	v8.0	Qualification
Year of Implementation 	2025		
Course Code 	198158		
Course Title 	Product and Industrial Design 1.2: Furniture Design		
Abbreviated Title 	P&I Design 1.2		
Course Type 	Taught		
Credits 	15		
Course Level 	100		
Prescription 	In this studio students will develop three-dimensional design skills in making, prototyping, materiality, ergonomics and user-experience as they design and make furniture. Students will gain an understanding of the theoretical, historical and practical applications of these skills in Product and Industrial Design by exploring the development and production of furniture as products in one-off, batch or mass production contexts.		
Online Learning Category 	Partially Taught Online		
Subject Area 	Industrial Design (198P)		
Language of Instruction 			
Course Initiator History 	GREGORY GILBERT (22 Jan 2024 to ---)		
Collaborating Staff 			
Staff Member			
JO-ANN COWIE			
SHARRYN MIDDLETON			
TERESA HARTLEY			
GREGORY GILBERT			
PHIL BRONN			
FAITH KANE			
JOSHUA FYFE			
CAITLIN LIGO			
Sydney Lash			
Julian Sutherland			
NJ Jayne			
Jessica Board			
Owning Organisation 	School of Design (MU00024)		






















Text Book Required	No
Recognised Professional Development	
Pattern of Offering	Not Cyclic
Expected Prior Learning	
Primary Qualification	
Course Requirements	No requisites
Prerequisites	
Corequisites	
Restrictions	
Learning Outcomes	
On successful completion of this course the learner will be able to:	
#	Description
LO1	Demonstrate an introductory understanding of human-centred design. (Graduate profile: Connectedness and Whanaungatanga A3)
LO2	Iterate creative work in response to feedback and critical reflection (Graduate profile: Virtuosity and Mōhio D3, Understanding and Mātauranga C2)
LO3	Show an introductory understanding of art and design conventions in relation to their own creative work. (Graduate profile: Understanding and Mātauranga A2)
LO4	Engage productively with peers within the studio environment (Graduate profile: Connectedness and Whanaungatanga E2)
LO5	Demonstrate basic competency in techniques, skills and processes that form the basis of Product and Industrial Design. (Graduate profile: Virtuosity and Mōhio D1, D2)
Learning Outcomes and Competencies Mapping	
Learning Outcomes	Competencies
LO1: Demonstrate an introductory understanding of human-centred design. (Graduate profile: Connectedness and Whanaungatanga A3)	
LO2: Iterate creative work in response to feedback and critical reflection (Graduate profile: Virtuosity and Mōhio D3, Understanding and Mātauranga C2)	
LO3: Show an introductory understanding of art and design conventions in relation to their own creative work. (Graduate profile: Understanding and Mātauranga A2)	
LO4: Engage productively with peers within the studio environment (Graduate profile: Connectedness and Whanaungatanga E2)	
LO5: Demonstrate basic competency in techniques, skills and processes that form the basis of Product and Industrial Design. (Graduate profile: Virtuosity and Mōhio D1, D2)	
Course Mark Scheme	Course - Mark/Grade
Completion Requirements	

Assessment Pattern

Creative Compositions

Assessment Type	Creative Compositions	Assessment Title	Creative Work
Assessment Description	n/a		
Weighting	100	Sequence	1
Pass Mark (%)	0	Pattern	Default
Learning Outcomes	1, 2, 3, 4, 5	Marking Scheme	ASS-MG
Compulsory	No		

Workload

This module has no workload.	
Research/Information Literacy Skills 	
Current Collection - Books 	
Current Collection - Journals and Journal Article Databases 	
Future Collecting - Books 	
Future Collecting - Journals and Journal Article Databases 	
Recommendations 	
Approved by College Business Manager 	Yes - Sharryn Middleton
Wholly Research 	No
TEC Course Classification 	Architecture; Quantity Surveying
TEC Funding Category 	C2 - C2 Undergraduate Degree
Massey Funding Level 	ARC Architecture
NZSCED 	040107 - Interior and Environmental Design
PBRF Eligibility 	Not PBRF Eligible
VRF Code 	0 Non-PBRF eligible courses
Additional fees / Compulsory course cost fees 	none
Publication Notes 	
Additional Cost (course publication note) 	
Learning Experience 	
Proposal ID 	03749
Academic Contact and Purpose of the Proposal 	Introduced as part of the Bachelor of Design (Hons), UHDSG version 8.0, proposal
Rationale 	
Accreditation Considerations 	
Consultation 	
Resource Impacts 	
Calendar Amendments 	


2/19/24, 9:04 PM

Course Comparison 198158 - Product and Industrial Design 1.2: Furniture Design

Proposed additional fees and expected enrolments for all offerings	
Consequential Amendments	
Transition Arrangements	
Committee References	CCACB2024/02/25 UGQEC2024/01/07

Status Log

Initial Status	End Status	User	Date	Comment
College Board Approval	Academic Committee Approval	CAITLIN LIGO	19 Feb 2024 19:58 pm	Approved by CoCA College Board 09/02/2024
College Sub-Committee Approval	College Board Approval	CAITLIN LIGO	19 Feb 2024 19:36 pm	Approved at UGQEC 31/01/2024
HOD Approval	College Sub-Committee Approval	Jessica Board	19 Feb 2024 18:59 pm	Approved on behalf of HoS
Draft	HOD Approval	CAITLIN LIGO	19 Feb 2024 15:48 pm	Yes
	Draft	GREGORY GILBERT	22 Jan 2024 13:58 pm	New Course Created

Workload Competency Mapping 				
Workload Item	Workload Description	Competency Framework	Competency	Competency Teaching Method
None				
















View Course



198263 Product and Industrial Design 2.1: Experiential Design v1.0

ACADEMIC COMMITTEE APPROVAL

[Show Legend](#)

Affiliated Entities 			
Entity Code	Entity Title	Entity Version	Entity Type
UBDSG	Bachelor of Design	v6.0	Qualification
UHDSG	Bachelor of Design with Honours	v8.0	Qualification
Year of Implementation 	2025		
Course Code 	198263		
Course Title 	Product and Industrial Design 2.1: Experiential Design		
Abbreviated Title 	P&I Design 2.1		
Course Type 	Taught		
Credits 	15		
Course Level 	200		
Prescription 	Successful design development requires the integration of individual features and functions to achieve higher levels of design integrity. In this studio course students will explore and articulate creative responses to design challenges through critical awareness of contextual issues, elevating user-experience and perceived user benefits. Students will develop and apply core techniques, skills and processes in Product and Industrial Design.		
Online Learning Category 	Partially Taught Online		
Subject Area 	Industrial Design (198P)		
Language of Instruction 			
Course Initiator History 	GREGORY GILBERT (22 Jan 2024 to ---)		
Collaborating Staff 			
Staff Member			
JO-ANN COWIE			
SHARRYN MIDDLETON			
TERESA HARTLEY			
GREGORY GILBERT			
PHIL BRONN			
FAITH KANE			
JOSHUA FYFE			
CAITLIN LIGO			
Sydney Lash			
Julian Sutherland			
NJ Jayne			
Jessica Board			
Owning Organisation 	School of Design (MU00024)		

2/19/24, 9:04 PM

Course Comparison 198263 - Product and Industrial Design 2.1: Experiential Design


























Text Book Required	No
Recognised Professional Development	
Pattern of Offering	Not Cyclic
Expected Prior Learning	
Primary Qualification	
Course Requirements	No requisites
Prerequisites	
Corequisites	
Restrictions	198257
Learning Outcomes	
On successful completion of this course the learner will be able to:	
#	Description
L01	Develop and apply an awareness of a variety of local cultural contexts, and their relationship to the production and reception of creative work, acknowledging the bicultural framework of Aotearoa New Zealand. (Graduate profile: Understanding and Mātauranga A1, Connectedness and Whanaungatanga A3)
L02	Discuss their own work and the work of others using a critical approach. (Graduate profile: Understanding and Mātauranga C2)
L03	Demonstrate competency in techniques, skills and processes for Product and Industrial Design. (Graduate profile: Virtuosity and Mōhio D1, D2)
L04	Utilise analytical, selective and creative processes in order to transform ideas into material outcomes. (Graduate profile: Virtuosity and Mōhio D3)
L05	Apply investigative skills in order to source and use a range of resources/materials supporting the development of their work. (Graduate Profile: Understanding and Mātauranga E4)
Learning Outcomes and Competencies Mapping	
Learning Outcomes	Competencies
L01: Develop and apply an awareness of a variety of local cultural contexts, and their relationship to the production and reception of creative work, acknowledging the bicultural framework of Aotearoa New Zealand. (Graduate profile: Understanding and Mātauranga A1, Connectedness and Whanaungatanga A3)	
L02: Discuss their own work and the work of others using a critical approach. (Graduate profile: Understanding and Mātauranga C2)	
L03: Demonstrate competency in techniques, skills and processes for Product and Industrial Design. (Graduate profile: Virtuosity and Mōhio D1, D2)	
L04: Utilise analytical, selective and creative processes in order to transform ideas into material outcomes. (Graduate profile: Virtuosity and Mōhio D3)	
L05: Apply investigative skills in order to source and use a range of resources/materials supporting the development of their work. (Graduate Profile: Understanding and Mātauranga E4)	
Course Mark Scheme	Course - Mark/Grade
Completion Requirements	

Assessment Pattern

Creative Compositions

Assessment Type	Creative Compositions	Assessment Title	Creative Work
Assessment Description	n/a		
Weighting	100	Sequence	1
Pass Mark (%)	0	Pattern	Default
Learning Outcomes	1, 2, 3, 4, 5	Marking Scheme	ASS-MG
Compulsory	No		

Workload

This module has no workload.	
Research/Information Literacy Skills 	
Current Collection - Books 	
Current Collection - Journals and Journal Article Databases 	
Future Collecting - Books 	
Future Collecting - Journals and Journal Article Databases 	
Recommendations 	
Approved by College Business Manager 	Yes - Sharryn Middleton 9/2/24
Wholly Research 	No
TEC Course Classification 	Architecture; Quantity Surveying
TEC Funding Category 	C2 - C2 Undergraduate Degree
Massey Funding Level 	ARC Architecture
NZSCED 	040107 - Interior and Environmental Design
PBRF Eligibility 	Not PBRF Eligible
VRF Code 	0 Non-PBRF eligible courses
Additional fees / Compulsory course cost fees 	none
Publication Notes 	
Additional Cost (course publication note) 	
Learning Experience 	
Proposal ID 	03749
Academic Contact and Purpose of the Proposal 	Introduced as part of the Bachelor of Design (Hons), UHDSG version 8.0, proposal
Rationale 	
Accreditation Considerations 	
Consultation 	
Resource Impacts 	
Calendar Amendments 	


2/19/24, 9:04 PM

Course Comparison 198263 - Product and Industrial Design 2.1: Experiential Design

Proposed additional fees and expected enrolments for all offerings	
Consequential Amendments	
Transition Arrangements	
Committee References	CCACB2024/02/26 UGQEC2024/01/18

Status Log

Initial Status	End Status	User	Date	Comment
College Board Approval	Academic Committee Approval	CAITLIN LIGO	19 Feb 2024 19:59 pm	Approved by CoCA College Board 09/02/2024
College Sub-Committee Approval	College Board Approval	CAITLIN LIGO	19 Feb 2024 19:36 pm	Approved at UGQEC 31/01/2024
HOD Approval	College Sub-Committee Approval	Jessica Board	19 Feb 2024 18:59 pm	Approved on behalf of HoS
Draft	HOD Approval	CAITLIN LIGO	19 Feb 2024 15:49 pm	Yes
	Draft	GREGORY GILBERT	22 Jan 2024 14:00 pm	New Course Created

Workload Competency Mapping 				
Workload Item	Workload Description	Competency Framework	Competency	Competency Teaching Method
None				
















View Course



198264 Product and Industrial Design 2.2: Dynamic Workflows v1.0

ACADEMIC COMMITTEE APPROVAL

[Show Legend](#)

Affiliated Entities 			
Entity Code	Entity Title	Entity Version	Entity Type
UBDSG	Bachelor of Design	v6.0	Qualification
UHDSG	Bachelor of Design with Honours	v8.0	Qualification
Year of Implementation 	2025		
Course Code 	198264		
Course Title 	Product and Industrial Design 2.2: Dynamic Workflows		
Abbreviated Title 	P&I Design 2.2		
Course Type 	Taught		
Credits 	15		
Course Level 	200		
Prescription 	Accelerating innovation requires strategy and implementation of a range of design activities. Students will gain knowledge, integrating digital and physical three-dimensional workflows for Product and Industrial Design, used in the visualisation, making and design of tangible products. Skills in CAD modelling, rendering, concept development, output methods and presentation are gained across a range of methods synthesising digital and physical contexts.		
Online Learning Category 	Partially Taught Online		
Subject Area 	Industrial Design (198P)		
Language of Instruction 			
Course Initiator History 	GREGORY GILBERT (22 Jan 2024 to ---)		
Collaborating Staff 			
Staff Member			
JO-ANN COWIE			
SHARRYN MIDDLETON			
TERESA HARTLEY			
GREGORY GILBERT			
PHIL BRONN			
FAITH KANE			
JOSHUA FYFE			
CAITLIN LIGO			
Sydney Lash			
Julian Sutherland			
NJ Jayne			
Jessica Board			
Owning Organisation 	School of Design (MU00024)		

2/19/24, 9:05 PM

Course Comparison 198264 - Product and Industrial Design 2.2: Dynamic Workflows

Text Book Required	No
Recognised Professional Development	
Pattern of Offering	Not Cyclic
Expected Prior Learning	
Primary Qualification	
Course Requirements	No requisites
Prerequisites	198157 OR 198158
Corequisites	
Restrictions	198257
Learning Outcomes	
On successful completion of this course the learner will be able to:	
#	Description
LO1	Demonstrate an awareness of art and design discourses within Aotearoa (Graduate profile: Understanding and Mātauranga A2)
LO2	Undertake directed intellectual inquiry to inform their making (Graduate profile: Understanding and Mātauranga A4, Understanding and Mātauranga E4)
LO3	Effectively communicate their work (Graduate profile: Connectedness and Whanaungatanga E1)
LO4	Effectively manage time and meet deadlines (Graduate Profile: Autonomy and Mana E3)
Learning Outcomes and Competencies Mapping	
Learning Outcomes	Competencies
LO1: Demonstrate an awareness of art and design discourses within Aotearoa (Graduate profile: Understanding and Mātauranga A2)	
LO2: Undertake directed intellectual inquiry to inform their making (Graduate profile: Understanding and Mātauranga A4, Understanding and Mātauranga E4)	
LO3: Effectively communicate their work (Graduate profile: Connectedness and Whanaungatanga E1)	
LO4: Effectively manage time and meet deadlines (Graduate Profile: Autonomy and Mana E3)	
Course Mark Scheme	Course - Mark/Grade
Completion Requirements	

Assessment Pattern

Creative Compositions

Assessment Type	Creative Compositions	Assessment Title	Creative Work
Assessment Description	n/a		
Weighting	100	Sequence	1
Pass Mark (%)	0	Pattern	Default
Learning Outcomes	1, 2, 3, 4	Marking Scheme	ASS-MG
Compulsory	No		

Workload

This module has no workload.	
Research/Information Literacy Skills	

48 of 256

Current Collection - Books	
Current Collection - Journals and Journal Article Databases	
Future Collecting - Books	
Future Collecting - Journals and Journal Article Databases	
Recommendations	
Approved by College Business Manager	Yes - Sharryn Middleton 9/2/24
Wholly Research	No
TEC Course Classification	Architecture; Quantity Surveying
TEC Funding Category	C2 - C2 Undergraduate Degree
Massey Funding Level	ARC Architecture
NZSCED	040107 - Interior and Environmental Design
PBRF Eligibility	Not PBRF Eligible
VRF Code	0 Non-PBRF eligible courses
Additional fees / Compulsory course cost fees	none
Publication Notes	
Additional Cost (course publication note)	
Learning Experience	
Proposal ID	03749
Academic Contact and Purpose of the Proposal	Introduced as part of the Bachelor of Design (Hons), UHDSG version 8.0, proposal
Rationale	
Accreditation Considerations	
Consultation	
Resource Impacts	
Calendar Amendments	
Proposed additional fees and expected enrolments for all offerings	
Consequential Amendments	

2/19/24, 9:05 PM

Course Comparison 198264 - Product and Industrial Design 2.2: Dynamic Workflows

Transition Arrangements	
Committee References	CCACB2024/02/27 UGQEC2024/01/19

Status Log

Initial Status	End Status	User	Date	Comment
College Board Approval	Academic Committee Approval	CAITLIN LIGO	19 Feb 2024 19:59 pm	Approved by CoCA College Board 09/02/2024
College Sub-Committee Approval	College Board Approval	CAITLIN LIGO	19 Feb 2024 19:36 pm	Approved at UGQEC 31/01/2024
HOD Approval	College Sub-Committee Approval	Jessica Board	19 Feb 2024 18:59 pm	Approved on behalf of HoS
Draft	HOD Approval	CAITLIN LIGO	19 Feb 2024 15:49 pm	Yes
	Draft	GREGORY GILBERT	22 Jan 2024 14:03 pm	New Course Created

Workload Competency Mapping				
Workload Item	Workload Description	Competency Framework	Competency	Competency Teaching Method
None				

View Course



198265 Product and Industrial Design 2.3: Empathy, Impact and Consequence v1.0

ACADEMIC COMMITTEE APPROVAL

[Show Legend](#)

Affiliated Entities			
Entity Code	Entity Title	Entity Version	Entity Type
UBDSG	Bachelor of Design	v6.0	Qualification
UHDSG	Bachelor of Design with Honours	v8.0	Qualification
Year of Implementation	2025		
Course Code	198265		
Course Title	Product and Industrial Design 2.3: Empathy, Impact and Consequence		
Abbreviated Title	P&I Design 2.3		
Course Type	Taught		
Credits	15		
Course Level	200		
Prescription	In this studio course students will explore and articulate creative responses to design challenges through critical inquiry and responsible design, to examine contemporary issues relevant to Industrial design in global contexts. Students will develop and apply core design techniques, skills and processes, along with an understanding of consumer research and its consequence, within the design context.		
Online Learning Category	Partially Taught Online		
Subject Area	Industrial Design (198P)		
Language of Instruction			
Course Initiator History	GREGORY GILBERT (22 Jan 2024 to ---)		
Collaborating Staff			
Staff Member			
JO-ANN COWIE			
SHARRYN MIDDLETON			
TERESA HARTLEY			
GREGORY GILBERT			
PHIL BRONN			
FAITH KANE			
JOSHUA FYFE			
CAITLIN LIGO			
Sydney Lash			
Julian Sutherland			
NJ Jayne			
Jessica Board			
Owning Organisation	School of Design (MU00024)		

2/19/24, 9:05 PM

Course Comparison 198265 - Product and Industrial Design 2.3: Empathy, Impact and Consequence



















Text Book Required	No
Recognised Professional Development	
Pattern of Offering	Not Cyclic
Expected Prior Learning	Completion of a second year Design course in any specialisation.
Primary Qualification	
Course Requirements	No requisites
Prerequisites	
Corequisites	
Restrictions	198258
Learning Outcomes	
On successful completion of this course the learner will be able to:	
#	Description
LO1	Demonstrate a critical awareness of key aspects of art and design in local and global contexts in relation to their practice. (Graduate profile: Understanding and Mātauranga A2)
LO2	Demonstrate an understanding of the role of risk in creative processes through experimentation and questioning. (Graduate profile: Creativity and Toi B1)
LO3	Apply a range of processes to explore, develop, reflect on and refine ideas. (Graduate profile: Creativity and Toi C1, Understanding and Mātauranga C2)
LO4	Manipulate materials and processes in the ideation and production of creative work. (Graduate profile: Virtuosity and Mōhio D1)
LO5	Demonstrate effective visual, material, written and oral communication skills. (Graduate profile: Connectedness and Whanaungatanga E1)
Learning Outcomes and Competencies Mapping	
Learning Outcomes	Competencies
LO1: Demonstrate a critical awareness of key aspects of art and design in local and global contexts in relation to their practice. (Graduate profile: Understanding and Mātauranga A2)	
LO2: Demonstrate an understanding of the role of risk in creative processes through experimentation and questioning. (Graduate profile: Creativity and Toi B1)	
LO3: Apply a range of processes to explore, develop, reflect on and refine ideas. (Graduate profile: Creativity and Toi C1, Understanding and Mātauranga C2)	
LO4: Manipulate materials and processes in the ideation and production of creative work. (Graduate profile: Virtuosity and Mōhio D1)	
LO5: Demonstrate effective visual, material, written and oral communication skills. (Graduate profile: Connectedness and Whanaungatanga E1)	
Course Mark Scheme	Course - Mark/Grade
Completion Requirements	

Assessment Pattern

Creative Compositions

Assessment Type	Creative Compositions	Assessment Title	Creative Work
Assessment Description	n/a		
Weighting	100	Sequence	1
Pass Mark (%)	0	Pattern	Default
Learning Outcomes	1, 2, 3, 4, 5	Marking Scheme	ASS-MG
Compulsory	No		

Workload

This module has no workload.	
Research/Information Literacy Skills 	
Current Collection - Books 	
Current Collection - Journals and Journal Article Databases 	
Future Collecting - Books 	
Future Collecting - Journals and Journal Article Databases 	
Recommendations 	
Approved by College Business Manager 	Yes - Sharryn Middleton 9/2/24
Wholly Research 	No
TEC Course Classification 	Architecture; Quantity Surveying
TEC Funding Category 	C2 - C2 Undergraduate Degree
Massey Funding Level 	ARC Architecture
NZSCED 	040107 - Interior and Environmental Design
PBRF Eligibility 	Not PBRF Eligible
VRF Code 	0 Non-PBRF eligible courses
Additional fees / Compulsory course cost fees 	None
Publication Notes 	
Additional Cost (course publication note) 	
Learning Experience 	
Proposal ID 	03749
Academic Contact and Purpose of the Proposal 	Introduced as part of the Bachelor of Design (Hons), UHDSG version 8.0, proposal
Rationale 	
Accreditation Considerations 	
Consultation 	
Resource Impacts 	
Calendar Amendments 	


2/19/24, 9:05 PM

Course Comparison 198265 - Product and Industrial Design 2.3: Empathy, Impact and Consequence

Proposed additional fees and expected enrolments for all offerings	
Consequential Amendments	
Transition Arrangements	
Committee References	CCACB2024/02/28 UGQEC2024/01/20

Status Log

Initial Status	End Status	User	Date	Comment
College Board Approval	Academic Committee Approval	CAITLIN LIGO	19 Feb 2024 19:59 pm	Approved by CoCA College Board 09/02/2024
College Sub-Committee Approval	College Board Approval	CAITLIN LIGO	19 Feb 2024 19:36 pm	Approved at UGQEC 31/01/2024
HOD Approval	College Sub-Committee Approval	Jessica Board	19 Feb 2024 18:59 pm	Approved on behalf of HoS
Draft	HOD Approval	CAITLIN LIGO	19 Feb 2024 15:49 pm	Yes
	Draft	GREGORY GILBERT	22 Jan 2024 14:05 pm	New Course Created

Workload Competency Mapping 				
Workload Item	Workload Description	Competency Framework	Competency	Competency Teaching Method
None				
















View Course



198266 Product and Industrial Design 2.4: Manufacturing Realities v1.0

ACADEMIC COMMITTEE APPROVAL

[Show Legend](#)

Affiliated Entities 			
Entity Code	Entity Title	Entity Version	Entity Type
UBDSG	Bachelor of Design	v6.0	Qualification
UHDSG	Bachelor of Design with Honours	v8.0	Qualification
Year of Implementation 	2025		
Course Code 	198266		
Course Title 	Product and Industrial Design 2.4: Manufacturing Realities		
Abbreviated Title 	P&I Design 2.4		
Course Type 	Taught		
Credits 	15		
Course Level 	200		
Prescription 	Students will move beyond designing product concepts to realisable manufactured batch production by articulating issues and considerations particular to developing products for manufacture. Considerations include robust design, design for recovery, costing, planning and manufacturing standards. Through a design and build project students explore and apply their individual and collaborative practices as required for developing a product within a user-experience context.		
Online Learning Category 	Partially Taught Online		
Subject Area 	Industrial Design (198P)		
Language of Instruction 			
Course Initiator History 	GREGORY GILBERT (22 Jan 2024 to ---)		
Collaborating Staff 			
Staff Member			
JO-ANN COWIE			
SHARRYN MIDDLETON			
TERESA HARTLEY			
GREGORY GILBERT			
PHIL BRONN			
FAITH KANE			
JOSHUA FYFE			
CAITLIN LIGO			
Sydney Lash			
Julian Sutherland			
NJ Jayne			
Jessica Board			
Owning Organisation 	School of Design (MU00024)		


























Text Book Required	No
Recognised Professional Development	
Pattern of Offering	Not Cyclic
Expected Prior Learning	
Primary Qualification	
Course Requirements	
Pre Requisite 198157 Studio I (Object) v2 AND 198158 Product and Industrial Design 1.2: Furniture Design v1	
Prerequisites	198157 and 198158
Corequisites	
Restrictions	198258
Learning Outcomes	
On successful completion of this course the learner will be able to:	
#	Description
LO1	Demonstrate an understanding of the impact of their creative work on users, audiences and communities (Graduate profile: Connectedness and Whanaungatanga A3)
LO2	Critically reflect on their work and the work of others to inform creative processes and decisions (Graduate profile: Understanding and Mātauranga C2, Virtuosity and Mōhio D3)
LO3	Combine technique, skills, processes and conceptual understanding of Industrial Design to produce a well-developed body of creative work. (Graduate profile: Virtuosity and Mohio D2)
LO4	Collaborate or engage with others in a professional and ethical manner (Graduate profile: Connectedness and Whanaungatanga E2)
Learning Outcomes and Competencies Mapping	
Learning Outcomes	Competencies
LO1: Demonstrate an understanding of the impact of their creative work on users, audiences and communities (Graduate profile: Connectedness and Whanaungatanga A3)	
LO2: Critically reflect on their work and the work of others to inform creative processes and decisions (Graduate profile: Understanding and Mātauranga C2, Virtuosity and Mōhio D3)	
LO3: Combine technique, skills, processes and conceptual understanding of Industrial Design to produce a well-developed body of creative work. (Graduate profile: Virtuosity and Mohio D2)	
LO4: Collaborate or engage with others in a professional and ethical manner (Graduate profile: Connectedness and Whanaungatanga E2)	
Course Mark Scheme	Course - Mark/Grade
Completion Requirements	

Assessment Pattern

Creative Compositions

Assessment Type	Creative Compositions	Assessment Title	Creative Work
Assessment Description	n/a		
Weighting	100	Sequence	1
Pass Mark (%)	0	Pattern	Default
Learning Outcomes	1, 2, 3, 4	Marking Scheme	ASS-MG
Compulsory	No		

Workload

This module has no workload.	
Research/Information Literacy Skills 	
Current Collection - Books 	
Current Collection - Journals and Journal Article Databases 	
Future Collecting - Books 	
Future Collecting - Journals and Journal Article Databases 	
Recommendations 	
Approved by College Business Manager 	Yes - Sharryn Middleton (9/2/24)
Wholly Research 	No
TEC Course Classification 	Architecture; Quantity Surveying
TEC Funding Category 	C2 - C2 Undergraduate Degree
Massey Funding Level 	ARC Architecture
NZSCED 	040107 - Interior and Environmental Design
PBRF Eligibility 	Not PBRF Eligible
VRF Code 	0 Non-PBRF eligible courses
Additional fees / Compulsory course cost fees 	none
Publication Notes 	
Additional Cost (course publication note) 	
Learning Experience 	
Proposal ID 	03749
Academic Contact and Purpose of the Proposal 	Introduced as part of the Bachelor of Design (Hons), UHDSG version 8.0, proposal
Rationale 	
Accreditation Considerations 	
Consultation 	
Resource Impacts 	
Calendar Amendments 	


2/19/24, 9:06 PM

Course Comparison 198266 - Product and Industrial Design 2.4: Manufacturing Realities

Proposed additional fees and expected enrolments for all offerings	
Consequential Amendments	
Transition Arrangements	
Committee References	CCACB2024/02/29 UGQEC2024/01/21

Status Log

Initial Status	End Status	User	Date	Comment
College Board Approval	Academic Committee Approval	CAITLIN LIGO	19 Feb 2024 19:59 pm	Approved by CoCA College Board 09/02/2024
College Sub-Committee Approval	College Board Approval	CAITLIN LIGO	19 Feb 2024 19:36 pm	Approved at UGQEC 31/01/2024
HOD Approval	College Sub-Committee Approval	Jessica Board	19 Feb 2024 18:59 pm	Approved on behalf of HoS
Draft	HOD Approval	CAITLIN LIGO	19 Feb 2024 15:49 pm	Yes
	Draft	GREGORY GILBERT	22 Jan 2024 14:11 pm	New Course Created

Workload Competency Mapping 				
Workload Item	Workload Description	Competency Framework	Competency	Competency Teaching Method
None				
















View Course



198367 Product and Industrial Design 3.1: Context Specific Project v1.0

ACADEMIC COMMITTEE APPROVAL

[Show Legend](#)

Affiliated Entities 			
Entity Code	Entity Title	Entity Version	Entity Type
UBDSG	Bachelor of Design	v6.0	Qualification
UHDSG	Bachelor of Design with Honours	v8.0	Qualification
Year of Implementation 	2025		
Course Code 	198367		
Course Title 	Product and Industrial Design 3.1: Context Specific Project		
Abbreviated Title 	P&I Design 3.1		
Course Type 	Taught		
Credits 	15		
Course Level 	300		
Prescription 	The landscape of Product and Industrial Design is broad in application and reach. Establishing project scope informs the development of expectations of salient outputs to a design enquiry. Students establish a critical position through individual or collaborative exploration, with opportunities for varied contextual applications. Students consolidate and expand design concepts, techniques, skills and processes in the production of their design.		
Online Learning Category 	Partially Taught Online		
Subject Area 	Industrial Design (198P)		
Language of Instruction 			
Course Initiator History 	GREGORY GILBERT (22 Jan 2024 to ---)		
Collaborating Staff 			
Staff Member			
JO-ANN COWIE			
SHARRYN MIDDLETON			
TERESA HARTLEY			
GREGORY GILBERT			
PHIL BRONN			
FAITH KANE			
JOSHUA FYFE			
CAITLIN LIGO			
Sydney Lash			
Julian Sutherland			
NJ Jayne			
Jessica Board			
Owning Organisation 	School of Design (MU00024)		

Text Book Required	No
Recognised Professional Development	
Pattern of Offering	Not Cyclic
Expected Prior Learning	
Primary Qualification	
Course Requirements	
Pre Requisite 198263 Product and Industrial Design 2.1: Experiential Design v1 OR 198264 Product and Industrial Design 2.2: Dynamic Workflows v1 OR 198265 Product and Industrial Design 2.3: Empathy, Impact and Consequence v1 OR 198266 Product and Industrial Design 2.4: Manufacturing Realities v1	
Prerequisites	198263 or 198264 or 198265 or 198266 or permission course coordinator
Corequisites	
Restrictions	198357
Learning Outcomes	
On successful completion of this course the learner will be able to:	
#	Description
L01	Establish a critically-informed position that contextualises their creative work. (Graduate profile: Understanding and Mātauranga A1, A2)
L02	Articulate a clear strategy that enables the realisation of defined goals. (Graduate profile: Creativity and Toi B2)
L03	Show command of their creative process to address project challenges. (Graduate profile: Creativity and Toi C1)
L04	Integrate technical control of industrial design concepts, techniques, skills and processes with a well-considered and thorough conceptual approach to produce a successfully resolved body of creative work. (Graduate profile: Virtuosity and Mōhio D1, D2)
L05	Manage work competently, whether independently or with others, considering professional and ethical factors. (Graduate profile: Connectedness and Whanaungatanga E2, Autonomy and Mana E3)
Learning Outcomes and Competencies Mapping	
Learning Outcomes	Competencies
L01: Establish a critically-informed position that contextualises their creative work. (Graduate profile: Understanding and Mātauranga A1, A2)	
L02: Articulate a clear strategy that enables the realisation of defined goals. (Graduate profile: Creativity and Toi B2)	
L03: Show command of their creative process to address project challenges. (Graduate profile: Creativity and Toi C1)	
L04: Integrate technical control of industrial design concepts, techniques, skills and processes with a well-considered and thorough conceptual approach to produce a successfully resolved body of creative work. (Graduate profile: Virtuosity and Mōhio D1, D2)	
L05: Manage work competently, whether independently or with others, considering professional and ethical factors. (Graduate profile: Connectedness and Whanaungatanga E2, Autonomy and Mana E3)	
Course Mark Scheme	Course - Mark/Grade
Completion Requirements	

Assessment Pattern

Creative Compositions

























Assessment Type	Creative Compositions	Assessment Title	Creative Work
Assessment Description	n/a		
Weighting	100	Sequence	1
Pass Mark (%)	0	Pattern	Default

2/19/24, 9:07 PM

Course Comparison 198367 - Product and Industrial Design 3.1: Context Specific Project

Learning Outcomes	1, 2, 3, 4, 5	Marking Scheme	ASS-MG
Compulsory	No		

Workload

This module has no workload.	
Research/Information Literacy Skills 	
Current Collection - Books 	
Current Collection - Journals and Journal Article Databases 	
Future Collecting - Books 	
Future Collecting - Journals and Journal Article Databases 	
Recommendations 	
Approved by College Business Manager 	Yes - Sharryn Middleton (9/2/24)
Wholly Research 	No
TEC Course Classification 	Architecture; Quantity Surveying
TEC Funding Category 	C2 - C2 Undergraduate Degree
Massey Funding Level 	ARC Architecture
NZSCED 	040107 - Interior and Environmental Design
PBRF Eligibility 	Not PBRF Eligible
VRF Code 	0 Non-PBRF eligible courses
Additional fees / Compulsory course cost fees 	none
Publication Notes 	
Additional Cost (course publication note) 	
Learning Experience 	
Proposal ID 	03749
Academic Contact and Purpose of the Proposal 	Introduced as part of the Bachelor of Design (Hons), UHDSG version 8.0, proposal
Rationale 	
Accreditation Considerations 	
Consultation 	
Resource Impacts 	

Calendar Amendments	
Proposed additional fees and expected enrolments for all offerings	
Consequential Amendments	
Transition Arrangements	
Committee References	CCACB2024/02/30 UGQEC2024/01/49

Status Log

Initial Status	End Status	User	Date	Comment
College Board Approval	Academic Committee Approval	CAITLIN LIGO	19 Feb 2024 19:59 pm	Approved by CoCA College Board 09/02/2024
College Sub-Committee Approval	College Board Approval	CAITLIN LIGO	19 Feb 2024 19:36 pm	Approved at UGQEC 31/01/2024
HOD Approval	College Sub-Committee Approval	Jessica Board	19 Feb 2024 19:00 pm	Approved on behalf of HoS
Draft	HOD Approval	CAITLIN LIGO	19 Feb 2024 17:35 pm	Yes
	Draft	GREGORY GILBERT	22 Jan 2024 14:15 pm	New Course Created

Workload Competency Mapping				
Workload Item	Workload Description	Competency Framework	Competency	Competency Teaching Method
None				
















View Course



198368 Product and Industrial Design 3.2: Industry Based Project v1.0

ACADEMIC COMMITTEE APPROVAL

[Show Legend](#)

Affiliated Entities 			
Entity Code	Entity Title	Entity Version	Entity Type
UBDSG	Bachelor of Design	v6.0	Qualification
UHDSG	Bachelor of Design with Honours	v8.0	Qualification
Year of Implementation 	2025		
Course Code 	198368		
Course Title 	Product and Industrial Design 3.2: Industry Based Project		
Abbreviated Title 	P&I Design 3.2		
Course Type 	Taught		
Credits 	15		
Course Level 	300		
Prescription 	In this studio students will negotiate a critical position through individual or collaborative professional practices, with opportunities to apply their specialist skills to a range of contexts. In addition to advancing Product and Industrial design concepts, techniques, skills and processes in the production of design work, students will develop and apply transferable skills relevant to professional and industry facing environments.		
Online Learning Category 	Partially Taught Online		
Subject Area 	Industrial Design (198P)		
Language of Instruction 			
Course Initiator History 	GREGORY GILBERT (22 Jan 2024 to ---)		
Collaborating Staff 			
Staff Member			
JO-ANN COWIE			
SHARRYN MIDDLETON			
TERESA HARTLEY			
GREGORY GILBERT			
PHIL BRONN			
FAITH KANE			
JOSHUA FYFE			
CAITLIN LIGO			
Sydney Lash			
Julian Sutherland			
NJ Jayne			
Jessica Board			
Owning Organisation 	School of Design (MU00024)		




















Text Book Required	No
Recognised Professional Development	
Pattern of Offering	Not Cyclic
Expected Prior Learning	
Primary Qualification	
Course Requirements	
<p>Pre Requisite 198263 Product and Industrial Design 2.1: Experiential Design v1 OR 198264 Product and Industrial Design 2.2: Dynamic Workflows v1 OR 198265 Product and Industrial Design 2.3: Empathy, Impact and Consequence v1 OR 198266 Product and Industrial Design 2.4: Manufacturing Realities v1</p>	
Prerequisites	198263 or 198264 or 198265 or 198266 or permission course coordinator
Corequisites	
Restrictions	198357
Learning Outcomes	
On successful completion of this course the learner will be able to:	
#	Description
L01	Demonstrate understanding of the relationship between creative work and audiences, clients, markets, users, consumers, participants, and communities.(Graduate profile: Connectedness and Whanaungatanga A3)
L02	Skilfully apply exploratory and transformative thinking, together with critical reflection, to an individual or collaborative project. (Graduate profile: Creativity and Toi C1, Understanding and Mātauranga C2)
L03	Manipulate materials, media, processes, technologies and environments with visual communication design expertise. (Graduate profile: Virtuosity and Mōhio D1)
L04	Adeptly utilise analytical, evaluative and synthesising iterative processes in order to transform ideas into material outcomes. (Graduate profile: Virtuosity and Mōhio D3)
L05	Communicate and present work proficiently, persuasively and professionally, utilising well-sourced information in a variety of forms and contexts. (Graduate profile: Connectedness and Whanaungatanga E1, Understanding and Mātauranga E4)
L06	Interact effectively, ethically and professionally with others, whether through collaboration or dialogue. (Graduate profile: Connectedness and Whanaungatanga E2)
Learning Outcomes and Competencies Mapping	
Learning Outcomes	Competencies
L01: Demonstrate understanding of the relationship between creative work and audiences, clients, markets, users, consumers, participants, and communities.(Graduate profile: Connectedness and Whanaungatanga A3)	
L02: Skilfully apply exploratory and transformative thinking, together with critical reflection, to an individual or collaborative project. (Graduate profile: Creativity and Toi C1, Understanding and Mātauranga C2)	
L03: Manipulate materials, media, processes, technologies and environments with visual communication design expertise. (Graduate profile: Virtuosity and Mōhio D1)	
L04: Adeptly utilise analytical, evaluative and synthesising iterative processes in order to transform ideas into material outcomes. (Graduate profile: Virtuosity and Mōhio D3)	
L05: Communicate and present work proficiently, persuasively and professionally, utilising well-sourced information in a variety of forms and contexts. (Graduate profile: Connectedness and Whanaungatanga E1, Understanding and Mātauranga E4)	
L06: Interact effectively, ethically and professionally with others, whether through collaboration or dialogue. (Graduate profile: Connectedness and Whanaungatanga E2)	
Course Mark Scheme	Course - Mark/Grade
Completion Requirements	

Assessment Pattern

Creative Compositions

Assessment Type	Creative Compositions	Assessment Title	Creative Work
Assessment Description	n/a		
Weighting	100	Sequence	1
Pass Mark (%)	0	Pattern	Default
Learning Outcomes	1, 2, 3, 4, 5, 6	Marking Scheme	ASS-MG
Compulsory	No		

Workload

This module has no workload.	
Research/Information Literacy Skills 	
Current Collection - Books 	
Current Collection - Journals and Journal Article Databases 	
Future Collecting - Books 	
Future Collecting - Journals and Journal Article Databases 	
Recommendations 	
Approved by College Business Manager 	Yes - Sharryn Middleton 9/2/24
Wholly Research 	No
TEC Course Classification 	Architecture; Quantity Surveying
TEC Funding Category 	C2 - C2 Undergraduate Degree
Massey Funding Level 	ARC Architecture
NZSCED 	040107 - Interior and Environmental Design
PBRF Eligibility 	Not PBRF Eligible
VRF Code 	0 Non-PBRF eligible courses
Additional fees / Compulsory course cost fees 	none
Publication Notes 	
Additional Cost (course publication note) 	
Learning Experience 	
Proposal ID 	03749

Academic Contact and Purpose of the Proposal	Introduced as part of the Bachelor of Design (Hons), UHDSG version 8.0, proposal
Rationale	
Accreditation Considerations	
Consultation	
Resource Impacts	
Calendar Amendments	
Proposed additional fees and expected enrolments for all offerings	
Consequential Amendments	
Transition Arrangements	
Committee References	CCACB2024/02/31 UGQEC2024/01/50

Status Log

Initial Status	End Status	User	Date	Comment
College Board Approval	Academic Committee Approval	CAITLIN LIGO	19 Feb 2024 19:59 pm	Approved by CoCA College Board 09/02/2024
College Sub-Committee Approval	College Board Approval	CAITLIN LIGO	19 Feb 2024 19:36 pm	Approved at UGQEC 31/01/2024
HOD Approval	College Sub-Committee Approval	Jessica Board	19 Feb 2024 18:59 pm	Approved on behalf of HoS
Draft	HOD Approval	CAITLIN LIGO	19 Feb 2024 17:35 pm	Yes
	Draft	GREGORY GILBERT	22 Jan 2024 14:18 pm	New Course Created

Workload Competency Mapping				
Workload Item	Workload Description	Competency Framework	Competency	Competency Teaching Method
None				

View Course



212158 Fashion 1.2: Introduction to Making Clothes v1.0

ACADEMIC COMMITTEE APPROVAL

[Show Legend](#)

Affiliated Entities			
Entity Code	Entity Title	Entity Version	Entity Type
UBDSG	Bachelor of Design	v6.0	Qualification
UHDSG	Bachelor of Design with Honours	v8.0	Qualification
Year of Implementation	2025		
Course Code	212158		
Course Title	Fashion 1.2: Introduction to Making Clothes		
Abbreviated Title	Intro Clothes		
Course Type	Taught		
Credits	15		
Course Level	100		
Prescription	This course provides students with introductory patternmaking and garment construction skills, to gain understanding of the garment development process for realising design ideas.		
Online Learning Category	Partially Taught Online		
Subject Area	Fashion Design (212P)		
Language of Instruction			
Course Initiator History	GREGORY GILBERT (22 Jan 2024 to ---)		
Collaborating Staff			
Staff Member			
JO-ANN COWIE			
SHARRYN MIDDLETON			
TERESA HARTLEY			
GREGORY GILBERT			
PHIL BRONN			
FAITH KANE			
JOSHUA FYFE			
CAITLIN LIGO			
Sydney Lash			
Julian Sutherland			
NJ Jayne			
Jessica Board			
Owning Organisation	School of Design (MU00024)		
Text Book Required	No		

Recognised Professional Development	
Pattern of Offering	Not Cyclic
Expected Prior Learning	
Primary Qualification	
Course Requirements	No requisites
Prerequisites	
Corequisites	
Restrictions	
Learning Outcomes	
On successful completion of this course the learner will be able to:	
#	Description
L01	Demonstrate introductory understanding of pattern making and garment construction skills. (Graduate Profile: Virtuosity and Mōhio D1)
L02	Demonstrate comprehension of the garment development process for realising design ideas (Graduate Profile: Virtuosity and Mōhio D2)
L03	Engage productively with peers within the studio environment (Graduate Profile: Whanaungatanga and Connectedness E2)
L04	Critically reflect on the process and outcomes of the design process (Graduate Profile: Understanding and Mātauranga C2)
Learning Outcomes and Competencies Mapping	
Learning Outcomes	Competencies
L01: Demonstrate introductory understanding of pattern making and garment construction skills. (Graduate Profile: Virtuosity and Mōhio D1)	
L02: Demonstrate comprehension of the garment development process for realising design ideas (Graduate Profile: Virtuosity and Mōhio D2)	
L03: Engage productively with peers within the studio environment (Graduate Profile: Whanaungatanga and Connectedness E2)	
L04: Critically reflect on the process and outcomes of the design process (Graduate Profile: Understanding and Mātauranga C2)	
Course Mark Scheme	Course - Mark/Grade
Completion Requirements	

Assessment Pattern

Creative Compositions

Assessment Type	Creative Compositions	Assessment Title	Creative Work
Assessment Description	n/a		
Weighting	100	Sequence	1
Pass Mark (%)	0	Pattern	Default
Learning Outcomes	1, 2, 3, 4	Marking Scheme	ASS-MG
Compulsory	Yes		

Workload


This module has no workload.	
Research/Information Literacy Skills	
Current Collection - Books	

Current Collection - Journals and Journal Article Databases	
Future Collecting - Books	
Future Collecting - Journals and Journal Article Databases	
Recommendations	
Approved by College Business Manager	Yes - Sharryn Middleton 8/2/24
Wholly Research	
TEC Course Classification	Fine Arts; Design
TEC Funding Category	B2 - B2 Undergraduate Degree
Massey Funding Level	DES Design
NZSCED	100505 - Fashion Design
PBRF Eligibility	Not PBRF Eligible
VRF Code	0 Non-PBRF eligible courses
Additional fees / Compulsory course cost fees	\$26.96 + GST to cover course materials
Publication Notes	
Additional Cost (course publication note)	
Learning Experience	
Proposal ID	03749
Academic Contact and Purpose of the Proposal	Introduced as part of the Bachelor of Design (Hons), UHDSG version 8.0, proposal
Rationale	
Accreditation Considerations	
Consultation	
Resource Impacts	
Calendar Amendments	
Proposed additional fees and expected enrolments for all offerings	
Consequential Amendments	
Transition Arrangements	

Committee References	CCACB2024/02/32 UGQEC2024/01/08
-----------------------------	------------------------------------

Status Log

Initial Status	End Status	User	Date	Comment
College Board Approval	Academic Committee Approval	CAITLIN LIGO	19 Feb 2024 19:53 pm	Approved by CoCA College Board 09/02/2024
College Sub-Committee Approval	College Board Approval	CAITLIN LIGO	19 Feb 2024 19:15 pm	Approved at UGQEC 31/01/2024
HOD Approval	College Sub-Committee Approval	CAITLIN LIGO	19 Feb 2024 18:55 pm	Approved on Behalf of HoS
Draft	HOD Approval	CAITLIN LIGO	19 Feb 2024 15:18 pm	Yes
	Draft	GREGORY GILBERT	22 Jan 2024 13:14 pm	New Course Created

Workload Competency Mapping 				
Workload Item	Workload Description	Competency Framework	Competency	Competency Teaching Method
None				
















View Course



212263 Fashion Design 2.1: Designing with Stretch Knit Fabrics v1.0

ACADEMIC COMMITTEE APPROVAL

[Show Legend](#)

Affiliated Entities 			
Entity Code	Entity Title	Entity Version	Entity Type
UBDSG	Bachelor of Design	v6.0	Qualification
UHDSG	Bachelor of Design with Honours	v8.0	Qualification
Year of Implementation 	2025		
Course Code 	212263		
Course Title 	Fashion Design 2.1: Designing with Stretch Knit Fabrics		
Abbreviated Title 	FashionStretchK		
Course Type 	Taught		
Credits 	15		
Course Level 	200		
Prescription 	Students will utilise the unique qualities of stretch knit fabrics to generate and realise fashion design outcomes. Through critical analysis, design principles, drawing and sampling processes, students will develop creative responses to a brief. We recommend that students wishing to take this course have a foundation in drawing, such as through 213155 Explorations in Drawing.		
Online Learning Category 	Partially Taught Online		
Subject Area 	Fashion Design (212P)		
Language of Instruction 			
Course Initiator History 	GREGORY GILBERT (22 Jan 2024 to ---)		
Collaborating Staff 			
Staff Member			
JO-ANN COWIE			
SHARRYN MIDDLETON			
TERESA HARTLEY			
GREGORY GILBERT			
PHIL BRONN			
FAITH KANE			
JOSHUA FYFE			
CAITLIN LIGO			
Sydney Lash			
Julian Sutherland			
NJ Jayne			
Jessica Board			
Owning Organisation 	School of Design (MU00024)		


























Text Book Required	No
Recognised Professional Development	
Pattern of Offering	Not Cyclic
Expected Prior Learning	213155 is recommended
Primary Qualification	
Course Requirements	
No requisites	
Prerequisites	212157 or 212158
Corequisites	
Restrictions	212257
Learning Outcomes	
On successful completion of this course the learner will be able to:	
#	Description
L01	Develop and apply an awareness of a variety of local cultural contexts, and their relationship to the production and reception of creative work, acknowledging the bicultural framework of Aotearoa New Zealand. (Graduate profile: Understanding and Matauranga A1; Connectedness and Whanaungatanga A3)
L02	Critically discuss their own work and the work of others (Graduate profile: Understanding and Mātauranga C2)
L03	Demonstrate competency in techniques, skills and processes for fashion design (Graduate profile: Virtuosity and Mōhio D1, D2)
L04	Utilise analytical, evaluative and creative processes in order to transform ideas into material outcomes (Graduate profile: Virtuosity and Mōhio D3)
L05	Apply investigative skills in order to source and use a range of resources/materials supporting the development of their work. (Graduate Profile: Understanding and Mātauranga E4)
Learning Outcomes and Competencies Mapping	
Learning Outcomes	Competencies
L01: Develop and apply an awareness of a variety of local cultural contexts, and their relationship to the production and reception of creative work, acknowledging the bicultural framework of Aotearoa New Zealand. (Graduate profile: Understanding and Matauranga A1; Connectedness and Whanaungatanga A3)	
L02: Critically discuss their own work and the work of others (Graduate profile: Understanding and Mātauranga C2)	
L03: Demonstrate competency in techniques, skills and processes for fashion design (Graduate profile: Virtuosity and Mōhio D1, D2)	
L04: Utilise analytical, evaluative and creative processes in order to transform ideas into material outcomes (Graduate profile: Virtuosity and Mōhio D3)	
L05: Apply investigative skills in order to source and use a range of resources/materials supporting the development of their work. (Graduate Profile: Understanding and Mātauranga E4)	
Course Mark Scheme	Course - Mark/Grade
Completion Requirements	

Assessment Pattern

Creative Compositions

Assessment Type	Creative Compositions	Assessment Title	Creative Work
Assessment Description	n/a		
Weighting	100	Sequence	1
Pass Mark (%)	0	Pattern	Default
Learning Outcomes	1, 2, 3, 4, 5	Marking Scheme	ASS-MG
Compulsory	Yes		

Workload

This module has no workload.	
Research/Information Literacy Skills 	
Current Collection - Books 	
Current Collection - Journals and Journal Article Databases 	
Future Collecting - Books 	
Future Collecting - Journals and Journal Article Databases 	
Recommendations 	
Approved by College Business Manager 	Yes - Sharryn Middleton 8/2/24
Wholly Research 	No
TEC Course Classification 	Fine Arts; Design
TEC Funding Category 	B2 - B2 Undergraduate Degree
Massey Funding Level 	DES Design
NZSCED 	100505 - Fashion Design
PBRF Eligibility 	Not PBRF Eligible
VRF Code 	0 Non-PBRF eligible courses
Additional fees / Compulsory course cost fees 	\$15.00 + GST to cover course materials
Publication Notes 	
Additional Cost (course publication note) 	
Learning Experience 	
Proposal ID 	03749
Academic Contact and Purpose of the Proposal 	Introduced as part of the Bachelor of Design (Hons), UHDSG version 8.0, proposal
Rationale 	
Accreditation Considerations 	
Consultation 	
Resource Impacts 	
Calendar Amendments 	


2/19/24, 8:50 PM

Course Comparison 212263 - Fashion Design 2.1: Designing with Stretch Knit Fabrics

Proposed additional fees and expected enrolments for all offerings	
Consequential Amendments	
Transition Arrangements	
Committee References	CCACB2024/02/33 UGQEC2024/01/22

Status Log

Initial Status	End Status	User	Date	Comment
College Board Approval	Academic Committee Approval	CAITLIN LIGO	19 Feb 2024 19:53 pm	Approved by CoCA College Board 09/02/2024
College Sub-Committee Approval	College Board Approval	CAITLIN LIGO	19 Feb 2024 19:15 pm	Approved at UGQEC 31/01/2024
HOD Approval	College Sub-Committee Approval	CAITLIN LIGO	19 Feb 2024 18:57 pm	Approved on Behalf of HoS
Draft	HOD Approval	CAITLIN LIGO	19 Feb 2024 15:43 pm	Yes
	Draft	GREGORY GILBERT	22 Jan 2024 13:23 pm	New Course Created

Workload Competency Mapping 				
Workload Item	Workload Description	Competency Framework	Competency	Competency Teaching Method
None				

















View Course



212264 Fashion Design 2.2: Making Clothing with Stretch Knit Fabrics v1.0

ACADEMIC COMMITTEE APPROVAL

[Show Legend](#)

Affiliated Entities 			
Entity Code	Entity Title	Entity Version	Entity Type
UBDSG	Bachelor of Design	v6.0	Qualification
UHDSG	Bachelor of Design with Honours	v8.0	Qualification
Year of Implementation 	2025		
Course Code 	212264		
Course Title 	Fashion Design 2.2: Making Clothing with Stretch Knit Fabrics		
Abbreviated Title 	Stretch Clothin		
Course Type 	Taught		
Credits 	15		
Course Level 	200		
Prescription 	Students will gain an understanding of the use stretch knit fabrics in fashion industry methods of patternmaking and construction. Students will apply this understanding to realise their designs through practice-based research and creative problem solving.		
Online Learning Category 	Partially Taught Online		
Subject Area 	Fashion Design (212P)		
Language of Instruction 			
Course Initiator History 	GREGORY GILBERT (22 Jan 2024 to ---)		
Collaborating Staff 			
Staff Member			
JO-ANN COWIE			
SHARRYN MIDDLETON			
TERESA HARTLEY			
GREGORY GILBERT			
PHIL BRONN			
FAITH KANE			
JOSHUA FYFE			
CAITLIN LIGO			
Sydney Lash			
Julian Sutherland			
NJ Jayne			
Jessica Board			
Owning Organisation 	School of Design (MU00024)		
Text Book Required 	No		

Recognised Professional Development	
Pattern of Offering	Not Cyclic
Expected Prior Learning	
Primary Qualification	
Course Requirements	No requisites
Prerequisites	212157 or 212158
Corequisites	
Restrictions	212257
Learning Outcomes	
On successful completion of this course the learner will be able to:	
#	Description
L01	Apply a range of processes to explore, and develop ideas (Graduate Profile: Creativity and Toi C1)
L02	Undertake directed intellectual inquiry to inform their making (Graduate Profile: Understanding and Mātauranga A4, D1)
L03	Effectively communicate their work (Graduate Profile: Connectedness and Whanaungatanga E1)
L04	Demonstrate understanding of fashion practice and conventions (Graduate Profile: Understanding and Mātauranga A2)
Learning Outcomes and Competencies Mapping	
Learning Outcomes	Competencies
L01: Apply a range of processes to explore, and develop ideas (Graduate Profile: Creativity and Toi C1)	
L02: Undertake directed intellectual inquiry to inform their making (Graduate Profile: Understanding and Mātauranga A4, D1)	
L03: Effectively communicate their work (Graduate Profile: Connectedness and Whanaungatanga E1)	
L04: Demonstrate understanding of fashion practice and conventions (Graduate Profile: Understanding and Mātauranga A2)	
Course Mark Scheme	Course - Mark/Grade
Completion Requirements	

Assessment Pattern

Creative Compositions

Assessment Type	Creative Compositions	Assessment Title	Creative Work
Assessment Description	n/a		
Weighting	100	Sequence	1
Pass Mark (%)	0	Pattern	Default
Learning Outcomes	1, 2, 3, 4	Marking Scheme	ASS-MG
Compulsory	Yes		

Workload

This module has no workload.	
Research/Information Literacy Skills	
Current Collection - Books	

2/19/24, 8:51 PM


Course Comparison 212264 - Fashion Design 2.2: Making Clothing with Stretch Knit Fabrics

Current Collection - Journals and Journal Article Databases	
Future Collecting - Books	
Future Collecting - Journals and Journal Article Databases	
Recommendations	
Approved by College Business Manager	yes - Sharryn Middleton 8/2/24
Wholly Research	No
TEC Course Classification	Fine Arts; Design
TEC Funding Category	B2 - B2 Undergraduate Degree
Massey Funding Level	DES Design
NZSCED	100505 - Fashion Design
PBRF Eligibility	Not PBRF Eligible
VRF Code	0 Non-PBRF eligible courses
Additional fees / Compulsory course cost fees	\$37.74 + GST to cover course materials
Publication Notes	
Additional Cost (course publication note)	
Learning Experience	
Proposal ID	03749
Academic Contact and Purpose of the Proposal	Introduced as part of the Bachelor of Design (Hons), UHDSG version 8.0, proposal
Rationale	
Accreditation Considerations	
Consultation	
Resource Impacts	
Calendar Amendments	
Proposed additional fees and expected enrolments for all offerings	
Consequential Amendments	
Transition Arrangements	

Committee References	CCACB2024/02/34 UGQEC2024/01/23
-----------------------------	------------------------------------

Status Log

Initial Status	End Status	User	Date	Comment
College Board Approval	Academic Committee Approval	CAITLIN LIGO	19 Feb 2024 19:56 pm	Approved by CoCA College Board 09/02/2024
College Sub-Committee Approval	College Board Approval	CAITLIN LIGO	19 Feb 2024 19:16 pm	Approved at UGQEC 31/01/2024
HOD Approval	College Sub-Committee Approval	Jessica Board	19 Feb 2024 18:55 pm	Approved on behalf of HoS
Draft	HOD Approval	CAITLIN LIGO	19 Feb 2024 15:43 pm	Yes
	Draft	GREGORY GILBERT	22 Jan 2024 13:27 pm	New Course Created

Workload Competency Mapping 				
Workload Item	Workload Description	Competency Framework	Competency	Competency Teaching Method
None				

















View Course



212265 Fashion Design 2.3: Design Development for Woven Fabrics v1.0

ACADEMIC COMMITTEE APPROVAL

[Show Legend](#)

Affiliated Entities 			
Entity Code	Entity Title	Entity Version	Entity Type
UBDSG	Bachelor of Design	v6.0	Qualification
UHDSG	Bachelor of Design with Honours	v8.0	Qualification
Year of Implementation 	2025		
Course Code 	212265		
Course Title 	Fashion Design 2.3: Design Development for Woven Fabrics		
Abbreviated Title 	Fashion Woven		
Course Type 	Taught		
Credits 	15		
Course Level 	200		
Prescription 	In this studio course students will develop critical inquiry and fashion design practise from historical and contemporary topics. This will focus on fashion research, consumer markets, idea generation processes through communication, drawing and sampling using woven fabrics.		
Online Learning Category 	Partially Taught Online		
Subject Area 	Fashion Design (212P)		
Language of Instruction 			
Course Initiator History 	GREGORY GILBERT (22 Jan 2024 to ---)		
Collaborating Staff 			
Staff Member			
JO-ANN COWIE			
SHARRYN MIDDLETON			
TERESA HARTLEY			
GREGORY GILBERT			
PHIL BRONN			
FAITH KANE			
JOSHUA FYFE			
CAITLIN LIGO			
Sydney Lash			
Julian Sutherland			
NJ Jayne			
Jessica Board			
Owning Organisation 	School of Design (MU00024)		
Text Book Required 	No		

2/19/24, 8:52 PM

Course Comparison 212265 - Fashion Design 2.3: Design Development for Woven Fabrics

Recognised Professional Development	
Pattern of Offering	Not Cyclic
Expected Prior Learning	
Primary Qualification	
Course Requirements	No requisites
Prerequisites	212243 or 212244
Corequisites	
Restrictions	212258
Learning Outcomes	
On successful completion of this course the learner will be able to:	
#	Description
LO1	Demonstrate a critical awareness of key aspects of fashion design, in local and/or global contexts in relation to their practice (Graduate profile: Understanding and Mātauranga A2)
LO2	Demonstrate an understanding of the role of risk in creative processes through experimentation and questioning (Graduate Profile: Creativity and Toi B1)
LO3	Apply a range of processes to explore, develop, reflect on and refine ideas. (Graduate profile: Creativity and Toi C1, Understanding and Mātauranga C2)
LO4	Manipulate materials and processes in the ideation and production of creative work (Graduate Profile: Virtuosity and Mōhio D1)
LO5	Collaborate or engage with others in a professional and ethical manner (Graduate Profile: Understanding and Mātauranga C2, Connectedness and Whanaungatanga E2)
Learning Outcomes and Competencies Mapping	
Learning Outcomes	Competencies
LO1: Demonstrate a critical awareness of key aspects of fashion design, in local and/or global contexts in relation to their practice (Graduate profile: Understanding and Mātauranga A2)	
LO2: Demonstrate an understanding of the role of risk in creative processes through experimentation and questioning (Graduate Profile: Creativity and Toi B1)	
LO3: Apply a range of processes to explore, develop, reflect on and refine ideas. (Graduate profile: Creativity and Toi C1, Understanding and Mātauranga C2)	
LO4: Manipulate materials and processes in the ideation and production of creative work (Graduate Profile: Virtuosity and Mōhio D1)	
LO5: Collaborate or engage with others in a professional and ethical manner (Graduate Profile: Understanding and Mātauranga C2, Connectedness and Whanaungatanga E2)	
Course Mark Scheme	Course - Mark/Grade
Completion Requirements	

Assessment Pattern

Creative Compositions

Assessment Type	Creative Compositions	Assessment Title	Creative Work
Assessment Description	n/a		
Weighting	100	Sequence	1
Pass Mark (%)	0	Pattern	Default
Learning Outcomes	1, 2, 3, 4, 5	Marking Scheme	ASS-MG
Compulsory	Yes		

Workload

This module has no workload.	
Research/Information Literacy Skills	
Current Collection - Books	
Current Collection - Journals and Journal Article Databases	
Future Collecting - Books	
Future Collecting - Journals and Journal Article Databases	
Recommendations	
Approved by College Business Manager	Yes - Sharryn Middleton 8/2/24
Wholly Research	No
TEC Course Classification	Fine Arts; Design
TEC Funding Category	B2 - B2 Undergraduate Degree
Massey Funding Level	DES Design
NZSCED	100505 - Fashion Design
PBRF Eligibility	Not PBRF Eligible
VRF Code	0 Non-PBRF eligible courses
Additional fees / Compulsory course cost fees	\$15.00 + GST to cover course materials
Publication Notes	
Additional Cost (course publication note)	
Learning Experience	
Proposal ID	03749
Academic Contact and Purpose of the Proposal	Introduced as part of the Bachelor of Design (Hons), UHDSG version 8.0, proposal
Rationale	
Accreditation Considerations	
Consultation	
Resource Impacts	
Calendar Amendments	
Proposed additional fees and expected enrolments for all offerings	


2/19/24, 8:52 PM

Course Comparison 212265 - Fashion Design 2.3: Design Development for Woven Fabrics

Consequential Amendments	
Transition Arrangements	
Committee References	CCACB2024/02/35 UGQEC2024/01/24

Status Log

Initial Status	End Status	User	Date	Comment
College Board Approval	Academic Committee Approval	CAITLIN LIGO	19 Feb 2024 19:56 pm	Approved by CoCA College Board 09/02/2024
College Sub-Committee Approval	College Board Approval	CAITLIN LIGO	19 Feb 2024 19:16 pm	Approved at UGQEC 31/01/2024
HOD Approval	College Sub-Committee Approval	Jessica Board	19 Feb 2024 18:57 pm	Approved on behalf of HoS
Draft	HOD Approval	CAITLIN LIGO	19 Feb 2024 15:43 pm	Yes
	Draft	GREGORY GILBERT	22 Jan 2024 13:32 pm	New Course Created

Workload Competency Mapping 				
Workload Item	Workload Description	Competency Framework	Competency	Competency Teaching Method
None				

212266 Fashion Design 2.4: Technical Design for Woven Garment Realisation v1.0

ACADEMIC COMMITTEE APPROVAL

[Show Legend](#)

Affiliated Entities			
Entity Code	Entity Title	Entity Version	Entity Type
UBDSG	Bachelor of Design	v6.0	Qualification
UHDSG	Bachelor of Design with Honours	v8.0	Qualification
Year of Implementation	2025		
Course Code	212266		
Course Title	Fashion Design 2.4: Technical Design for Woven Garment Realisation		
Abbreviated Title	Clothing Woven		
Course Type	Taught		
Credits	15		
Course Level	200		
Prescription	In this studio course students will develop their technical design skills using pattern making and construction processes, through design refinement and applied fashion industry methods for woven fabrics.		
Online Learning Category	Partially Taught Online		
Subject Area	Fashion Design (212P)		
Language of Instruction			
Course Initiator History	GREGORY GILBERT (22 Jan 2024 to ---)		
Collaborating Staff			
Staff Member			
JO-ANN COWIE			
SHARRYN MIDDLETON			
TERESA HARTLEY			
GREGORY GILBERT			
PHIL BRONN			
FAITH KANE			
JOSHUA FYFE			
CAITLIN LIGO			
Sydney Lash			
Julian Sutherland			
NJ Jayne			
Jessica Board			
Owning Organisation	School of Design (MU00024)		
Text Book Required	No		

2/19/24, 8:53 PM

Course Comparison 212266 - Fashion Design 2.4: Technical Design for Woven Garment Realisation

Recognised Professional Development	
Pattern of Offering	Not Cyclic
Expected Prior Learning	
Primary Qualification	
Course Requirements	No requisites
Prerequisites	212157 or 212158
Corequisites	
Restrictions	212258
Learning Outcomes	
On successful completion of this course the learner will be able to:	
#	Description
LO1	Demonstrate an understanding of the relationship between their creative work and audience or community (Graduate Profile: Connectedness and Whanaungatanga A3)
LO2	Critically reflect on their work and the work of others to inform creative processes and decisions (Graduate Profile: Creativity and Toi C2; Virtuosity and Mōhio D3)
LO3	Integrate technical competence and intellectual rigour to create a well-developed body of work (Graduate Profile: Virtuosity and Mōhio D2)
LO4	Effectively communicate their work visually, materially and through written or oral presentation. (Graduate profile: Connectedness and Whanaungatanga E1)
Learning Outcomes and Competencies Mapping	
Learning Outcomes	Competencies
LO1: Demonstrate an understanding of the relationship between their creative work and audience or community (Graduate Profile: Connectedness and Whanaungatanga A3)	
LO2: Critically reflect on their work and the work of others to inform creative processes and decisions (Graduate Profile: Creativity and Toi C2; Virtuosity and Mōhio D3)	
LO3: Integrate technical competence and intellectual rigour to create a well-developed body of work (Graduate Profile: Virtuosity and Mōhio D2)	
LO4: Effectively communicate their work visually, materially and through written or oral presentation. (Graduate profile: Connectedness and Whanaungatanga E1)	
Course Mark Scheme	Course - Mark/Grade
Completion Requirements	

Assessment Pattern

Creative Compositions

Assessment Type	Creative Compositions	Assessment Title	Creative Work
Assessment Description	n/a		
Weighting	100	Sequence	1
Pass Mark (%)	0	Pattern	Default
Learning Outcomes	1, 2, 3, 4	Marking Scheme	ASS-MG
Compulsory	Yes		

Workload

This module has no workload.

2/19/24, 8:53 PM

Course Comparison 212266 - Fashion Design 2.4: Technical Design for Woven Garment Realisation

Research/Information Literacy Skills	
Current Collection - Books	
Current Collection - Journals and Journal Article Databases	
Future Collecting - Books	
Future Collecting - Journals and Journal Article Databases	
Recommendations	
Approved by College Business Manager	yes - Sharryn Middleton 8/2/24
Wholly Research	No
TEC Course Classification	Fine Arts; Design
TEC Funding Category	B2 - B2 Undergraduate Degree
Massey Funding Level	DES Design
NZSCED	100505 - Fashion Design
PBRF Eligibility	Not PBRF Eligible
VRF Code	0 Non-PBRF eligible courses
Additional fees / Compulsory course cost fees	\$37.74 + GST to cover course materials
Publication Notes	
Additional Cost (course publication note)	
Learning Experience	
Proposal ID	03749
Academic Contact and Purpose of the Proposal	Introduced as part of the Bachelor of Design (Hons), UHDSG version 8.0, proposal
Rationale	
Accreditation Considerations	
Consultation	
Resource Impacts	
Calendar Amendments	
Proposed additional fees and expected enrolments for all offerings	


2/19/24, 8:53 PM

Course Comparison 212266 - Fashion Design 2.4: Technical Design for Woven Garment Realisation

Consequential Amendments	
Transition Arrangements	
Committee References	CCACB2024/02/36 UGQEC2024/01/25

Status Log

Initial Status	End Status	User	Date	Comment
College Board Approval	Academic Committee Approval	CAITLIN LIGO	19 Feb 2024 19:56 pm	Approved by CoCA College Board 09/02/2024
College Sub-Committee Approval	College Board Approval	CAITLIN LIGO	19 Feb 2024 19:17 pm	Approved at UGQEC 31/01/2024
HOD Approval	College Sub-Committee Approval	Jessica Board	19 Feb 2024 18:55 pm	Approved on behalf of HoS
Draft	HOD Approval	CAITLIN LIGO	19 Feb 2024 15:43 pm	Yes
	Draft	GREGORY GILBERT	22 Jan 2024 13:45 pm	New Course Created

Workload Competency Mapping 				
Workload Item	Workload Description	Competency Framework	Competency	Competency Teaching Method
None				

















View Course



212367 Fashion Design 3.1: Fashion Industry Processes v1.0

ACADEMIC COMMITTEE APPROVAL

[Show Legend](#)

Affiliated Entities 			
Entity Code	Entity Title	Entity Version	Entity Type
UBDSG	Bachelor of Design	v6.0	Qualification
UHDSG	Bachelor of Design with Honours	v8.0	Qualification
Year of Implementation 	2025		
Course Code 	212367		
Course Title 	Fashion Design 3.1: Fashion Industry Processes		
Abbreviated Title 	FashionIndustry		
Course Type 	Taught		
Credits 	15		
Course Level 	300		
Prescription 	Students will design a collection for a proposed brand and a specified consumer market, building on their fashion industry knowledge and production development skills.		
Online Learning Category 	Partially Taught Online		
Subject Area 	Fashion Design (212P)		
Language of Instruction 			
Course Initiator History 	GREGORY GILBERT (22 Jan 2024 to ---)		
Collaborating Staff 			
Staff Member			
JO-ANN COWIE			
SHARRYN MIDDLETON			
TERESA HARTLEY			
GREGORY GILBERT			
PHIL BRONN			
FAITH KANE			
JOSHUA FYFE			
CAITLIN LIGO			
Sydney Lash			
Julian Sutherland			
NJ Jayne			
Jessica Board			
Owning Organisation 	School of Design (MU00024)		
Text Book Required 	No		

Recognised Professional Development	
Pattern of Offering	Not Cyclic
Expected Prior Learning	
Primary Qualification	
Course Requirements	No requisites
Prerequisites	212263
Corequisites	
Restrictions	212357
Learning Outcomes	
On successful completion of this course the learner will be able to:	
#	Description
L01	Demonstrate understanding of the relationship between creative work and audiences, clients, markets, users, consumers, participants, and communities (Graduate profile: Connectedness and Whanaungatanga A3)
L02	Establish a critically-informed position that contextualises their creative work. (Graduate profile: Understanding and Mātauranga A1, A2)
L03	Show command of their creative process to address project challenges (Graduate profile: Creativity and Toi C1)
L04	Integrate fashion industry processes and market research to produce a relevant body of creative work. (Graduate profile: Virtuosity and Mōhio D2; Understanding and Mātauranga E4)
L05	Manage work competently, both independently and in interaction with others, considering professional and ethical factors. (Graduate profile: Connectedness and Whanaungatanga E2; Autonomy and Mana E3)
Learning Outcomes and Competencies Mapping	
Learning Outcomes	Competencies
L01: Demonstrate understanding of the relationship between creative work and audiences, clients, markets, users, consumers, participants, and communities (Graduate profile: Connectedness and Whanaungatanga A3)	
L02: Establish a critically-informed position that contextualises their creative work. (Graduate profile: Understanding and Mātauranga A1, A2)	
L03: Show command of their creative process to address project challenges (Graduate profile: Creativity and Toi C1)	
L04: Integrate fashion industry processes and market research to produce a relevant body of creative work. (Graduate profile: Virtuosity and Mōhio D2; Understanding and Mātauranga E4)	
L05: Manage work competently, both independently and in interaction with others, considering professional and ethical factors. (Graduate profile: Connectedness and Whanaungatanga E2; Autonomy and Mana E3)	
Course Mark Scheme	Course - Mark/Grade
Completion Requirements	

Assessment Pattern

Creative Compositions

Assessment Type	Creative Compositions	Assessment Title	Creative Work
Assessment Description	n/a		
Weighting	100	Sequence	1
Pass Mark (%)	0	Pattern	Default
Learning Outcomes	1, 2, 3, 4, 5	Marking Scheme	ASS-MG
Compulsory	Yes		

Workload

This module has no workload.	
Research/Information Literacy Skills	
Current Collection - Books	
Current Collection - Journals and Journal Article Databases	
Future Collecting - Books	
Future Collecting - Journals and Journal Article Databases	
Recommendations	
Approved by College Business Manager	Yes - Sharryn Middleton 8/2/24
Wholly Research	No
TEC Course Classification	Fine Arts; Design
TEC Funding Category	B2 - B2 Undergraduate Degree
Massey Funding Level	DES Design
NZSCED	100505 - Fashion Design
PBRF Eligibility	Not PBRF Eligible
VRF Code	0 Non-PBRF eligible courses
Additional fees / Compulsory course cost fees	\$15.00 + GST to cover course materials
Publication Notes	
Additional Cost (course publication note)	
Learning Experience	
Proposal ID	03749
Academic Contact and Purpose of the Proposal	Introduced as part of the Bachelor of Design (Hons), UHDSG version 8.0, proposal
Rationale	
Accreditation Considerations	
Consultation	
Resource Impacts	
Calendar Amendments	
Proposed additional fees and expected enrolments for all offerings	


2/19/24, 8:53 PM

Course Comparison 212367 - Fashion Design 3.1: Fashion Industry Processes

Consequential Amendments	
Transition Arrangements	
Committee References	CCACB2024/02/37 UGQEC2024/01/51

Status Log

Initial Status	End Status	User	Date	Comment
College Board Approval	Academic Committee Approval	CAITLIN LIGO	19 Feb 2024 19:56 pm	Approved by CoCA College Board 09/02/2024
College Sub-Committee Approval	College Board Approval	CAITLIN LIGO	19 Feb 2024 19:17 pm	Approved at UGQEC 31/01/2024
HOD Approval	College Sub-Committee Approval	Jessica Board	19 Feb 2024 18:55 pm	Approved on behalf of HoS
Draft	HOD Approval	CAITLIN LIGO	19 Feb 2024 15:44 pm	Yes
	Draft	GREGORY GILBERT	22 Jan 2024 13:48 pm	New Course Created

Workload Competency Mapping 				
Workload Item	Workload Description	Competency Framework	Competency	Competency Teaching Method
None				

















View Course



212368 Fashion Design 3.2: Tailoring Methods v1.0

ACADEMIC COMMITTEE APPROVAL

[Show Legend](#)

Affiliated Entities 			
Entity Code	Entity Title	Entity Version	Entity Type
UBDSG	Bachelor of Design	v6.0	Qualification
UHDSG	Bachelor of Design with Honours	v8.0	Qualification
Year of Implementation 	2025		
Course Code 	212368		
Course Title 	Fashion Design 3.2: Tailoring Methods		
Abbreviated Title 	Tailor Methods		
Course Type 	Taught		
Credits 	15		
Course Level 	300		
Prescription 	Students will build on their structured garment skills through design refinement and tailoring methods to realise tailored garments.		
Online Learning Category 	Partially Taught Online		
Subject Area 	Fashion Design (212P)		
Language of Instruction 			
Course Initiator History 	GREGORY GILBERT (22 Jan 2024 to ---)		
Collaborating Staff 			
Staff Member			
JO-ANN COWIE			
SHARRYN MIDDLETON			
TERESA HARTLEY			
GREGORY GILBERT			
PHIL BRONN			
FAITH KANE			
JOSHUA FYFE			
CAITLIN LIGO			
Sydney Lash			
Julian Sutherland			
NJ Jayne			
Jessica Board			
Owning Organisation 	School of Design (MU00024)		
Text Book Required 	No		

Recognised Professional Development	
Pattern of Offering	Not Cyclic
Expected Prior Learning	
Primary Qualification	
Course Requirements	No requisites
Prerequisites	212264
Corequisites	
Restrictions	212357
Learning Outcomes	
On successful completion of this course the learner will be able to:	
#	Description
LO1	Manipulate materials, media, processes, and technologies to realise project outcomes with expertise. (Graduate Profile: Virtuosity and Mōhio D1)
LO2	Adeptly utilise analytical, evaluative, synthesising and iterative processes in order to transform ideas into material outcomes (Graduate profile: Virtuosity and Mōhio D3)
LO3	Articulate a clear strategy that enables the realisation of defined goals (Graduate profile: Creativity and Toi B2)
LO4	Communicate fashion designs and material outcomes appropriately and to a high standard. (Graduate Profile: Connectedness and Whanaungatanga E1)
Learning Outcomes and Competencies Mapping	
Learning Outcomes	Competencies
LO1: Manipulate materials, media, processes, and technologies to realise project outcomes with expertise. (Graduate Profile: Virtuosity and Mōhio D1)	
LO2: Adeptly utilise analytical, evaluative, synthesising and iterative processes in order to transform ideas into material outcomes (Graduate profile: Virtuosity and Mōhio D3)	
LO3: Articulate a clear strategy that enables the realisation of defined goals (Graduate profile: Creativity and Toi B2)	
LO4: Communicate fashion designs and material outcomes appropriately and to a high standard. (Graduate Profile: Connectedness and Whanaungatanga E1)	
Course Mark Scheme	Course - Mark/Grade
Completion Requirements	

Assessment Pattern

Creative Compositions

Assessment Type	Creative Compositions	Assessment Title	Creative Work
Assessment Description	n/a		
Weighting	100	Sequence	1
Pass Mark (%)	0	Pattern	Default
Learning Outcomes	1, 2, 3, 4	Marking Scheme	ASS-MG
Compulsory	Yes		

Workload

This module has no workload.

Research/Information Literacy Skills	
Current Collection - Books	
Current Collection - Journals and Journal Article Databases	
Future Collecting - Books	
Future Collecting - Journals and Journal Article Databases	
Recommendations	
Approved by College Business Manager	yes - Sharryn Middleton 8/2/24
Wholly Research	No
TEC Course Classification	Fine Arts; Design
TEC Funding Category	B2 - B2 Undergraduate Degree
Massey Funding Level	DES Design
NZSCED	100505 - Fashion Design
PBRF Eligibility	Not PBRF Eligible
VRF Code	0 Non-PBRF eligible courses
Additional fees / Compulsory course cost fees	\$37.74 + GST to cover course materials
Publication Notes	
Additional Cost (course publication note)	
Learning Experience	
Proposal ID	03479
Academic Contact and Purpose of the Proposal	Introduced as part of the Bachelor of Design (Hons), UHDSG version 8.0, proposal
Rationale	
Accreditation Considerations	
Consultation	
Resource Impacts	
Calendar Amendments	
Proposed additional fees and expected enrolments for all offerings	

Consequential Amendments	
Transition Arrangements	
Committee References	CCACB2024/02/38 UGQEC2024/01/52

Status Log

Initial Status	End Status	User	Date	Comment
College Board Approval	Academic Committee Approval	CAITLIN LIGO	19 Feb 2024 19:56 pm	Approved by CoCA College Board 09/02/2024
College Sub-Committee Approval	College Board Approval	Jessica Board	19 Feb 2024 18:56 pm	Approved on behalf of HoS
HOD Approval	College Sub-Committee Approval	CAITLIN LIGO	19 Feb 2024 18:56 pm	Approved on Behalf of HoS
Draft	HOD Approval	CAITLIN LIGO	19 Feb 2024 15:44 pm	Yes
	Draft	GREGORY GILBERT	22 Jan 2024 13:50 pm	New Course Created

Workload Competency Mapping				
Workload Item	Workload Description	Competency Framework	Competency	Competency Teaching Method
None				









View Course



221158 Photography Studio 1.2: Introduction to the Darkroom v1.0

ACADEMIC COMMITTEE APPROVAL

[Show Legend](#)

Affiliated Entities 			
Entity Code	Entity Title	Entity Version	Entity Type
UBDSG	Bachelor of Design	v6.0	Qualification
UHDSG	Bachelor of Design with Honours	v8.0	Qualification
Year of Implementation 	2025		
Course Code 	221158		
Course Title 	Photography Studio 1.2: Introduction to the Darkroom		
Abbreviated Title 	PhotoStudio 1.2		
Course Type 	Taught		
Credits 	15		
Course Level 	100		
Prescription 	How are analogue darkroom technologies employed in contemporary photographic practice? Through experimentation with materials and engagement with the wider world you will develop a practical project. You will be introduced to selected darkroom and wet-based analogue photographic techniques and consider how you will make them relevant to your practice.		
Online Learning Category 	Partially Taught Online		
Subject Area 	Photography (221P)		
Language of Instruction 			
Course Initiator History 	GREGORY GILBERT (22 Jan 2024 to ---)		
Collaborating Staff 			
Staff Member			
JO-ANN COWIE			
SHARRYN MIDDLETON			
TERESA HARTLEY			
GREGORY GILBERT			
PHIL BRONN			
FAITH KANE			
JOSHUA FYFE			
CAITLIN LIGO			
Sydney Lash			
Julian Sutherland			
NJ Jayne			
Jessica Board			
Owning Organisation 	School of Art (MU00027)		

2/19/24, 9:00 PM

Course Comparison 221158 - Photography Studio 1.2: Introduction to the Darkroom

Text Book Required	No
Recognised Professional Development	
Pattern of Offering	Not Cyclic
Expected Prior Learning	
Primary Qualification	
Course Requirements	No requisites
Prerequisites	
Corequisites	
Restrictions	
Learning Outcomes	
On successful completion of this course the learner will be able to:	
#	Description
L01	Demonstrate an introductory understanding of contemporary applications of analogue photography. (Graduate profile: Connectedness and Whanaungatanga A3)
L02	Apply exploratory thinking to generate ideas and creative works in response to project challenges. (Graduate Profile: Creativity and Toi C1)
L03	Competently employ processes to transform ideas into outcomes. (Graduate profile: Virtuosity and Mōhio D3)
L04	Demonstrate basic competency in techniques, skills and processes that form the basis of analogue photographic image making. (Graduate profile: Virtuosity and Mōhio D1, D2)
Learning Outcomes and Competencies Mapping	
Learning Outcomes	Competencies
L01: Demonstrate an introductory understanding of contemporary applications of analogue photography. (Graduate profile: Connectedness and Whanaungatanga A3)	
L02: Apply exploratory thinking to generate ideas and creative works in response to project challenges. (Graduate Profile: Creativity and Toi C1)	
L03: Competently employ processes to transform ideas into outcomes. (Graduate profile: Virtuosity and Mōhio D3)	
L04: Demonstrate basic competency in techniques, skills and processes that form the basis of analogue photographic image making. (Graduate profile: Virtuosity and Mōhio D1, D2)	
Course Mark Scheme	Course - Mark/Grade
Completion Requirements	

Assessment Pattern

Creative Compositions

Assessment Type	Creative Compositions	Assessment Title	Creative Work
Assessment Description	n/a		
Weighting	100	Sequence	1
Pass Mark (%)	0	Pattern	Default
Learning Outcomes	1, 2, 3, 4	Marking Scheme	ASS-MG
Compulsory	No		

Workload

This module has no workload.

2/19/24, 9:00 PM

Course Comparison 221158 - Photography Studio 1.2: Introduction to the Darkroom

Research/Information Literacy Skills	
Current Collection - Books	
Current Collection - Journals and Journal Article Databases	
Future Collecting - Books	
Future Collecting - Journals and Journal Article Databases	
Recommendations	
Approved by College Business Manager	Yes - Sharryn Middleton 8/2/24
Wholly Research	No
TEC Course Classification	Fine Arts; Design
TEC Funding Category	B2 - B2 Undergraduate Degree
Massey Funding Level	DES Design
NZSCED	100303 - Photography
PBRF Eligibility	Not PBRF Eligible
VRF Code	0 Non-PBRF eligible courses
Additional fees / Compulsory course cost fees	none
Publication Notes	
Additional Cost (course publication note)	
Learning Experience	
Proposal ID	03749
Academic Contact and Purpose of the Proposal	Introduced as part of the Bachelor of Design (Hons), UHDSG version 8.0, proposal
Rationale	
Accreditation Considerations	
Consultation	
Resource Impacts	
Calendar Amendments	
Proposed additional fees and expected enrolments for all offerings	

2/19/24, 9:00 PM

Course Comparison 221158 - Photography Studio 1.2: Introduction to the Darkroom

Consequential Amendments	
Transition Arrangements	
Committee References	CCACB2024/02/39 UGQEC2024/01/09

Status Log

Initial Status	End Status	User	Date	Comment
College Board Approval	Academic Committee Approval	CAITLIN LIGO	19 Feb 2024 19:57 pm	Approved by CoCA College Board 09/02/2024
College Sub-Committee Approval	College Board Approval	CAITLIN LIGO	19 Feb 2024 19:33 pm	Approved at UGQEC 31/01/2024
HOD Approval	College Sub-Committee Approval	Jessica Board	19 Feb 2024 18:58 pm	Approved on behalf of HoS
Draft	HOD Approval	CAITLIN LIGO	19 Feb 2024 15:45 pm	Yes
	Draft	GREGORY GILBERT	22 Jan 2024 15:37 pm	New Course Created

Workload Competency Mapping				
Workload Item	Workload Description	Competency Framework	Competency	Competency Teaching Method
None				
















View Course



221263 Photography Studio 2.1: Attributes of Light v1.0

ACADEMIC COMMITTEE APPROVAL

[Show Legend](#)

Affiliated Entities 			
Entity Code	Entity Title	Entity Version	Entity Type
UBDSG	Bachelor of Design	v6.0	Qualification
UHDSG	Bachelor of Design with Honours	v8.0	Qualification
Year of Implementation 	2025		
Course Code 	221263		
Course Title 	Photography Studio 2.1: Attributes of Light		
Abbreviated Title 	PhotoStudio 2.1		
Course Type 	Taught		
Credits 	15		
Course Level 	200		
Prescription 	By engaging with the attributes of light you will become articulate in understanding and influencing photographic meaning. You will develop skills in conventional and experimental photographic lighting technologies, within and beyond the lighting studio. Through photographic or moving image work, you will employ this knowledge in a self-directed project.		
Online Learning Category 	Partially Taught Online		
Subject Area 	Photography (221P)		
Language of Instruction 			
Course Initiator History 	GREGORY GILBERT (22 Jan 2024 to ---)		
Collaborating Staff 			
Staff Member			
JO-ANN COWIE			
SHARRYN MIDDLETON			
TERESA HARTLEY			
GREGORY GILBERT			
PHIL BRONN			
FAITH KANE			
JOSHUA FYFE			
CAITLIN LIGO			
Sydney Lash			
Julian Sutherland			
NJ Jayne			
Jessica Board			
Owning Organisation 	School of Art (MU00027)		

2/19/24, 9:01 PM

Course Comparison 221263 - Photography Studio 2.1: Attributes of Light


























Text Book Required	No
Recognised Professional Development	
Pattern of Offering	Not Cyclic
Expected Prior Learning	
Primary Qualification	
Course Requirements	
Pre Requisite 221157 Studio I (Lens) v2 OR 221158 Photography Studio 1.2: Introduction to the Darkroom v1	
Prerequisites	221157 or 22158
Corequisites	
Restrictions	221257
Learning Outcomes	
On successful completion of this course the learner will be able to:	
#	Description
L01	Apply investigative skills in order to source and use a range of resources/materials supporting the development of their work. (Graduate profile: Understanding and Mātauranga E4)
L02	Discuss their own work and the work of others using a critical approach. (Graduate profile: Understanding and Mātauranga C2)
L03	Demonstrate competency in photographic lighting techniques, skills and processes. (Graduate profile: Virtuosity and Mōhio D1, D2)
L04	Utilise analytical, selective and creative processes in order to transform ideas into material outcomes. (Graduate profile: Virtuosity - Mohio D3)
L05	Competently employ processes to transform ideas into resolved outcomes. (Graduate profile: Virtuosity and Mōhio D3)
Learning Outcomes and Competencies Mapping	
Learning Outcomes	Competencies
L01: Apply investigative skills in order to source and use a range of resources/materials supporting the development of their work. (Graduate profile: Understanding and Mātauranga E4)	
L02: Discuss their own work and the work of others using a critical approach. (Graduate profile: Understanding and Mātauranga C2)	
L03: Demonstrate competency in photographic lighting techniques, skills and processes. (Graduate profile: Virtuosity and Mōhio D1, D2)	
L04: Utilise analytical, selective and creative processes in order to transform ideas into material outcomes. (Graduate profile: Virtuosity - Mohio D3)	
L05: Competently employ processes to transform ideas into resolved outcomes. (Graduate profile: Virtuosity and Mōhio D3)	
Course Mark Scheme	Course - Mark/Grade
Completion Requirements	

Assessment Pattern

Creative Compositions

Assessment Type	Creative Compositions	Assessment Title	Creative Work
Assessment Description	n/a		
Weighting	100	Sequence	1
Pass Mark (%)	0	Pattern	Default
Learning Outcomes	1, 2, 3, 4, 5	Marking Scheme	ASS-MG
Compulsory	No		

Workload

This module has no workload.	
Research/Information Literacy Skills 	
Current Collection - Books 	
Current Collection - Journals and Journal Article Databases 	
Future Collecting - Books 	
Future Collecting - Journals and Journal Article Databases 	
Recommendations 	
Approved by College Business Manager 	Yes - Sharryn Middleton 8/2/24
Wholly Research 	No
TEC Course Classification 	Fine Arts; Design
TEC Funding Category 	B2 - B2 Undergraduate Degree
Massey Funding Level 	DES Design
NZSCED 	100303 - Photography
PBRF Eligibility 	Not PBRF Eligible
VRF Code 	0 Non-PBRF eligible courses
Additional fees / Compulsory course cost fees 	none
Publication Notes 	
Additional Cost (course publication note) 	
Learning Experience 	
Proposal ID 	03749
Academic Contact and Purpose of the Proposal 	Introduced as part of the Bachelor of Design (Hons), UHDSG version 8.0, proposal
Rationale 	
Accreditation Considerations 	
Consultation 	
Resource Impacts 	
Calendar Amendments 	


2/19/24, 9:01 PM

Course Comparison 221263 - Photography Studio 2.1: Attributes of Light

Proposed additional fees and expected enrolments for all offerings	
Consequential Amendments	
Transition Arrangements	
Committee References	CCACB2024/02/40 UGQEC2024/01/26

Status Log

Initial Status	End Status	User	Date	Comment
College Board Approval	Academic Committee Approval	CAITLIN LIGO	19 Feb 2024 19:57 pm	Approved by CoCA College Board 09/02/2024
College Sub-Committee Approval	College Board Approval	CAITLIN LIGO	19 Feb 2024 19:33 pm	Approved at UGQEC 31/01/2024
HOD Approval	College Sub-Committee Approval	Jessica Board	19 Feb 2024 18:58 pm	Approved on behalf of HoS
Draft	HOD Approval	CAITLIN LIGO	19 Feb 2024 15:46 pm	Yes
	Draft	GREGORY GILBERT	22 Jan 2024 15:39 pm	New Course Created

Workload Competency Mapping 				
Workload Item	Workload Description	Competency Framework	Competency	Competency Teaching Method
None				















View Course



221264 Photography Studio 2.2: Fact and Fantasy v1.0

ACADEMIC COMMITTEE APPROVAL

[Show Legend](#)

Affiliated Entities 			
Entity Code	Entity Title	Entity Version	Entity Type
UBDSG	Bachelor of Design	v6.0	Qualification
UHDSG	Bachelor of Design with Honours	v8.0	Qualification
Year of Implementation 	2025		
Course Code 	221264		
Course Title 	Photography Studio 2.2: Fact and Fantasy		
Abbreviated Title 	PhotoStudio2.2		
Course Type 	Taught		
Credits 	15		
Course Level 	200		
Prescription 	You will explore how ongoing developments in digital technologies within wider visual culture affect photography and lens-based practice. Working with Photoshop and related technologies, you will apply research and experimentation to your own and others work. You will consider how an understanding of the discourse around digital photographic technologies and how photography functions as a language will impact your practice.		
Online Learning Category 	Partially Taught Online		
Subject Area 	Photography (221P)		
Language of Instruction 			
Course Initiator History 	GREGORY GILBERT (22 Jan 2024 to ---)		
Collaborating Staff 			
Staff Member			
JO-ANN COWIE			
SHARRYN MIDDLETON			
TERESA HARTLEY			
GREGORY GILBERT			
PHIL BRONN			
FAITH KANE			
JOSHUA FYFE			
CAITLIN LIGO			
Sydney Lash			
Julian Sutherland			
NJ Jayne			
Jessica Board			
Owning Organisation 	School of Art (MU00027)		


























Text Book Required	No
Recognised Professional Development	
Pattern of Offering	Not Cyclic
Expected Prior Learning	
Primary Qualification	
Course Requirements	
Pre Requisite 221157 Studio I (Lens) v2	
Prerequisites	221157
Corequisites	
Restrictions	221257
Learning Outcomes	
On successful completion of this course the learner will be able to:	
#	Description
LO1	Develop an understanding of the making and consumption of digital photographs globally and locally. (Graduate profile: Understanding and Mātauranga A2)
LO2	Apply a range of processes to explore and develop ideas which respond to contemporary issues. (Graduate profile: Creativity and Toi C1)
LO3	Demonstrate competency utilising contemporary photographic technologies. (Graduate profile: Understanding and Mātauranga A4, Virtuosity and Mōhio D3)
LO4	Competently employ processes to transform ideas into resolved outcomes. (Graduate Profile: Virtuosity and Mōhio D3)
LO5	Engage productively within the studio environment and contribute to critical conversation (Graduate profile: Autonomy and Mana E3)
Learning Outcomes and Competencies Mapping	
Learning Outcomes	Competencies
LO1: Develop an understanding of the making and consumption of digital photographs globally and locally. (Graduate profile: Understanding and Mātauranga A2)	
LO2: Apply a range of processes to explore and develop ideas which respond to contemporary issues. (Graduate profile: Creativity and Toi C1)	
LO3: Demonstrate competency utilising contemporary photographic technologies. (Graduate profile: Understanding and Mātauranga A4, Virtuosity and Mōhio D3)	
LO4: Competently employ processes to transform ideas into resolved outcomes. (Graduate Profile: Virtuosity and Mōhio D3)	
LO5: Engage productively within the studio environment and contribute to critical conversation (Graduate profile: Autonomy and Mana E3)	
Course Mark Scheme	Course - Mark/Grade
Completion Requirements	

Assessment Pattern

Creative Compositions

Assessment Type	Creative Compositions	Assessment Title	Creative Work
Assessment Description	n/a		
Weighting	100	Sequence	1
Pass Mark (%)	0	Pattern	Default
Learning Outcomes	1, 2, 3, 4, 5	Marking Scheme	ASS-MG
Compulsory	No		

Workload

This module has no workload.	
Research/Information Literacy Skills 	
Current Collection - Books 	
Current Collection - Journals and Journal Article Databases 	
Future Collecting - Books 	
Future Collecting - Journals and Journal Article Databases 	
Recommendations 	
Approved by College Business Manager 	yes - Sharryn Middleton 8/2/24
Wholly Research 	No
TEC Course Classification 	Fine Arts; Design
TEC Funding Category 	B2 - B2 Undergraduate Degree
Massey Funding Level 	DES Design
NZSCED 	100303 - Photography
PBRF Eligibility 	Not PBRF Eligible
VRF Code 	0 Non-PBRF eligible courses
Additional fees / Compulsory course cost fees 	none
Publication Notes 	
Additional Cost (course publication note) 	
Learning Experience 	
Proposal ID 	03749
Academic Contact and Purpose of the Proposal 	Introduced as part of the Bachelor of Design (Hons), UHDSG version 8.0, proposal
Rationale 	
Accreditation Considerations 	
Consultation 	
Resource Impacts 	
Calendar Amendments 	


2/19/24, 9:02 PM

Course Comparison 221264 - Photography Studio 2.2: Fact and Fantasy

Proposed additional fees and expected enrolments for all offerings	
Consequential Amendments	
Transition Arrangements	
Committee References	CCACB2024/02/41 UGQEC2024/01/27

Status Log

Initial Status	End Status	User	Date	Comment
College Board Approval	Academic Committee Approval	CAITLIN LIGO	19 Feb 2024 19:57 pm	Approved by CoCA College Board 09/02/2024
College Sub-Committee Approval	College Board Approval	CAITLIN LIGO	19 Feb 2024 19:34 pm	Approved at UGQEC 31/01/2024
HOD Approval	College Sub-Committee Approval	Jessica Board	19 Feb 2024 18:59 pm	Approved on behalf of HoS
Draft	HOD Approval	CAITLIN LIGO	19 Feb 2024 15:47 pm	Yes
	Draft	GREGORY GILBERT	22 Jan 2024 15:42 pm	New Course Created

Workload Competency Mapping 				
Workload Item	Workload Description	Competency Framework	Competency	Competency Teaching Method
None				
















View Course



221265 Photography Studio 2.3: The Living Archive v1.0

ACADEMIC COMMITTEE APPROVAL

[Show Legend](#)

Affiliated Entities 			
Entity Code	Entity Title	Entity Version	Entity Type
UBDSG	Bachelor of Design	v6.0	Qualification
UHDSG	Bachelor of Design with Honours	v8.0	Qualification
Year of Implementation 	2025		
Course Code 	221265		
Course Title 	Photography Studio 2.3: The Living Archive		
Abbreviated Title 	PhotoStudio2.3		
Course Type 	Taught		
Credits 	15		
Course Level 	200		
Prescription 	Engaging with practice-based learning informed by research and experimentation you will explore the photographic archive as a cultural repository. Investigating social, political, personal, and historical uses of photography you will respond to an archive through a creative photographic project. Content includes principles of archival collection and management, film scanning and creative use of archival material.		
Online Learning Category 	Partially Taught Online		
Subject Area 	Photography (221P)		
Language of Instruction 			
Course Initiator History 	GREGORY GILBERT (22 Jan 2024 to ---)		
Collaborating Staff 			
Staff Member			
JO-ANN COWIE			
SHARRYN MIDDLETON			
TERESA HARTLEY			
GREGORY GILBERT			
PHIL BRONN			
FAITH KANE			
JOSHUA FYFE			
CAITLIN LIGO			
Sydney Lash			
Julian Sutherland			
NJ Jayne			
Jessica Board			
Owning Organisation 	School of Art (MU00027)		


























Text Book Required	No
Recognised Professional Development	
Pattern of Offering	Not Cyclic
Expected Prior Learning	
Primary Qualification	
Course Requirements	
No requisites	
Prerequisites	
Corequisites	
Restrictions	221258
Learning Outcomes	
On successful completion of this course the learner will be able to:	
#	Description
LO1	Demonstrate engagement with and show understanding of the discourses around archives and their use in creative practice (Graduate profile: Understanding and Mātauranga A2)
LO2	Competently employ processes to transform ideas into outcomes which are resolved technically and conceptually. (Graduate profile: Virtuosity and Mōhio D3)
LO3	Apply a range of processes to explore, develop, reflect on and refine ideas. (Graduate profile: Creativity and Toi C1, Understanding and Mātauranga C2)
LO4	Demonstrate consideration of audiences and communities in the re-presentation or interpretation of the archive. (Graduate profile: Connectedness and Whanaungatanga A3)
LO5	Engage productively in workshops and class and contribute to critical conversation (Graduate Profile: Mana and Autonomy E3)
Learning Outcomes and Competencies Mapping	
Learning Outcomes	Competencies
LO1: Demonstrate engagement with and show understanding of the discourses around archives and their use in creative practice (Graduate profile: Understanding and Mātauranga A2)	
LO2: Competently employ processes to transform ideas into outcomes which are resolved technically and conceptually. (Graduate profile: Virtuosity and Mōhio D3)	
LO3: Apply a range of processes to explore, develop, reflect on and refine ideas. (Graduate profile: Creativity and Toi C1, Understanding and Mātauranga C2)	
LO4: Demonstrate consideration of audiences and communities in the re-presentation or interpretation of the archive. (Graduate profile: Connectedness and Whanaungatanga A3)	
LO5: Engage productively in workshops and class and contribute to critical conversation (Graduate Profile: Mana and Autonomy E3)	
Course Mark Scheme	Course - Mark/Grade
Completion Requirements	

Assessment Pattern

Creative Compositions

Assessment Type	Creative Compositions	Assessment Title	Creative Work
Assessment Description	n/a		
Weighting	100	Sequence	1
Pass Mark (%)	0	Pattern	Default
Learning Outcomes	1, 2, 3, 4, 5	Marking Scheme	ASS-MG
Compulsory	No		

Workload

This module has no workload.	
Research/Information Literacy Skills 	
Current Collection - Books 	
Current Collection - Journals and Journal Article Databases 	
Future Collecting - Books 	
Future Collecting - Journals and Journal Article Databases 	
Recommendations 	
Approved by College Business Manager 	yes - Sharryn Middleton 8/2/24
Wholly Research 	No
TEC Course Classification 	Fine Arts; Design
TEC Funding Category 	B2 - B2 Undergraduate Degree
Massey Funding Level 	DES Design
NZSCED 	100303 - Photography
PBRF Eligibility 	Not PBRF Eligible
VRF Code 	0 Non-PBRF eligible courses
Additional fees / Compulsory course cost fees 	none
Publication Notes 	
Additional Cost (course publication note) 	
Learning Experience 	
Proposal ID 	03749
Academic Contact and Purpose of the Proposal 	Introduced as part of the Bachelor of Design (Hons), UHDSG version 8.0, proposal
Rationale 	
Accreditation Considerations 	
Consultation 	
Resource Impacts 	
Calendar Amendments 	


2/19/24, 9:02 PM

Course Comparison 221265 - Photography Studio 2.3: The Living Archive

Proposed additional fees and expected enrolments for all offerings	
Consequential Amendments	
Transition Arrangements	
Committee References	CCACB2024/02/42 UGQEC2024/01/28

Status Log

Initial Status	End Status	User	Date	Comment
College Board Approval	Academic Committee Approval	CAITLIN LIGO	19 Feb 2024 19:58 pm	Approved by CoCA College Board 09/02/2024
College Sub-Committee Approval	College Board Approval	CAITLIN LIGO	19 Feb 2024 19:34 pm	Approved at UGQEC 31/01/2024
HOD Approval	College Sub-Committee Approval	Jessica Board	19 Feb 2024 18:59 pm	Approved on behalf of HoS
Draft	HOD Approval	CAITLIN LIGO	19 Feb 2024 15:47 pm	Yes
	Draft	GREGORY GILBERT	22 Jan 2024 15:44 pm	New Course Created

Workload Competency Mapping 				
Workload Item	Workload Description	Competency Framework	Competency	Competency Teaching Method
None				















View Course



221266 Photography Studio 2.4: Photography, Representation and the Gaze v1.0

ACADEMIC COMMITTEE APPROVAL

[Show Legend](#)

Affiliated Entities 			
Entity Code	Entity Title	Entity Version	Entity Type
UBDSG	Bachelor of Design	v6.0	Qualification
UHDSG	Bachelor of Design with Honours	v8.0	Qualification
Year of Implementation 	2025		
Course Code 	221266		
Course Title 	Photography Studio 2.4: Photography, Representation and the Gaze		
Abbreviated Title 	PhotoStudio2.4		
Course Type 	Taught		
Credits 	15		
Course Level 	200		
Prescription 	How can creative practitioners formulate positions on critical issues associated with photographic representation and agency? You will develop strategic and ethically based explorations for a practical photographic outcome honouring the complexities of your chosen subject. You consider issues specific to making photographs in 21st century Aotearoa, including Te Tiriti, the gendered gaze and representation of people and whenua.		
Online Learning Category 	Partially Taught Online		
Subject Area 	Photography (221P)		
Language of Instruction 			
Course Initiator History 	GREGORY GILBERT (22 Jan 2024 to ---)		
Collaborating Staff 			
Staff Member			
JO-ANN COWIE			
SHARRYN MIDDLETON			
TERESA HARTLEY			
GREGORY GILBERT			
PHIL BRONN			
FAITH KANE			
JOSHUA FYFE			
CAITLIN LIGO			
Sydney Lash			
Julian Sutherland			
NJ Jayne			
Jessica Board			
Owning Organisation 	School of Art (MU00027)		

2/19/24, 9:03 PM

Course Comparison 221266 - Photography Studio 2.4: Photography, Representation and the Gaze


























Text Book Required	No
Recognised Professional Development	
Pattern of Offering	Not Cyclic
Expected Prior Learning	Prior experience in photography.
Primary Qualification	
Course Requirements	No requisites
Prerequisites	
Corequisites	
Restrictions	221258
Learning Outcomes	
On successful completion of this course the learner will be able to:	
#	Description
L01	Demonstrate engagement with and show understanding of the discourses around representation and agency. (Graduate profile: Understanding and Mātauranga A2)
L02	Competently employ processes to transform ideas into outcomes which are resolved technically and conceptually. ((Graduate profile: Virtuosity and Mōhio D3)
L03	Apply a range of processes to explore, develop, reflect on and refine ideas. (Graduate profile: Creativity and Toi C1, Understanding and Mātauranga C2)
L04	Demonstrate an understanding of the impact of your creative work on audiences and communities (Graduate profile: Connectedness and Whanaungatanga A3)
L05	Engage productively in workshops and class and contribute to critical conversation (Graduate profile: Autonomy and Mana E3)
Learning Outcomes and Competencies Mapping	
Learning Outcomes	Competencies
L01: Demonstrate engagement with and show understanding of the discourses around representation and agency. (Graduate profile: Understanding and Mātauranga A2)	
L02: Competently employ processes to transform ideas into outcomes which are resolved technically and conceptually. ((Graduate profile: Virtuosity and Mōhio D3)	
L03: Apply a range of processes to explore, develop, reflect on and refine ideas. (Graduate profile: Creativity and Toi C1, Understanding and Mātauranga C2)	
L04: Demonstrate an understanding of the impact of your creative work on audiences and communities (Graduate profile: Connectedness and Whanaungatanga A3)	
L05: Engage productively in workshops and class and contribute to critical conversation (Graduate profile: Autonomy and Mana E3)	
Course Mark Scheme	Course - Mark/Grade
Completion Requirements	

Assessment Pattern

Creative Compositions

Assessment Type	Creative Compositions	Assessment Title	Creative Work
Assessment Description	n/a		
Weighting	100	Sequence	1
Pass Mark (%)	0	Pattern	Default
Learning Outcomes	1, 2, 3, 4, 5	Marking Scheme	ASS-MG
Compulsory	No		

Workload

This module has no workload.	
Research/Information Literacy Skills 	
Current Collection - Books 	
Current Collection - Journals and Journal Article Databases 	
Future Collecting - Books 	
Future Collecting - Journals and Journal Article Databases 	
Recommendations 	
Approved by College Business Manager 	yes - Sharryn Middleton 8/2/24
Wholly Research 	No
TEC Course Classification 	Fine Arts; Design
TEC Funding Category 	B2 - B2 Undergraduate Degree
Massey Funding Level 	DES Design
NZSCED 	100303 - Photography
PBRF Eligibility 	Not PBRF Eligible
VRF Code 	0 Non-PBRF eligible courses
Additional fees / Compulsory course cost fees 	none
Publication Notes 	
Additional Cost (course publication note) 	
Learning Experience 	
Proposal ID 	03749
Academic Contact and Purpose of the Proposal 	Introduced as part of the Bachelor of Design (Hons), UHDSG version 8.0, proposal
Rationale 	
Accreditation Considerations 	
Consultation 	
Resource Impacts 	
Calendar Amendments 	


2/19/24, 9:03 PM

Course Comparison 221266 - Photography Studio 2.4: Photography, Representation and the Gaze

Proposed additional fees and expected enrolments for all offerings	
Consequential Amendments	
Transition Arrangements	
Committee References	CCACB2024/02/43 UGQEC2024/01/29

Status Log

Initial Status	End Status	User	Date	Comment
College Board Approval	Academic Committee Approval	CAITLIN LIGO	19 Feb 2024 19:58 pm	Approved by CoCA College Board 09/02/2024
College Sub-Committee Approval	College Board Approval	CAITLIN LIGO	19 Feb 2024 19:34 pm	Approved at UGQEC 31/01/2024
HOD Approval	College Sub-Committee Approval	CAITLIN LIGO	19 Feb 2024 18:59 pm	Approved on Behalf of HoS
Draft	HOD Approval	CAITLIN LIGO	19 Feb 2024 15:48 pm	Yes
	Draft	GREGORY GILBERT	22 Jan 2024 15:47 pm	New Course Created

Workload Competency Mapping 				
Workload Item	Workload Description	Competency Framework	Competency	Competency Teaching Method
None				











View Course



221367 Photography Studio 3.1: The Photobook and Narrative v1.0

ACADEMIC COMMITTEE APPROVAL

[Show Legend](#)

Affiliated Entities 			
Entity Code	Entity Title	Entity Version	Entity Type
UBDSG	Bachelor of Design	v6.0	Qualification
UHDSG	Bachelor of Design with Honours	v8.0	Qualification
Year of Implementation 	2025		
Course Code 	221367		
Course Title 	Photography Studio 3.1: The Photobook and Narrative		
Abbreviated Title 	PhotoStudio3.1		
Course Type 	Taught		
Credits 	15		
Course Level 	300		
Prescription 	In this course we investigate the photographic book as a vehicle for exploring visual narrative. You will develop a self-directed theme into a photographic project, experiment with materiality, and construct a photobook. Visual language will be informed by encounters with innovative published work and consideration of audience. The course covers methods and strategies for book design, material considerations and production.		
Online Learning Category 	Partially Taught Online		
Subject Area 	Photography (221P)		
Language of Instruction 			
Course Initiator History 	GREGORY GILBERT (22 Jan 2024 to ---)		
Collaborating Staff 			
Staff Member			
JO-ANN COWIE			
SHARRYN MIDDLETON			
TERESA HARTLEY			
GREGORY GILBERT			
PHIL BRONN			
FAITH KANE			
JOSHUA FYFE			
CAITLIN LIGO			
Sydney Lash			
Julian Sutherland			
NJ Jayne			
Jessica Board			
Owning Organisation 	School of Art (MU00027)		

Text Book Required	No
Recognised Professional Development	
Pattern of Offering	Not Cyclic
Expected Prior Learning	
Primary Qualification	
Course Requirements	
<p>Pre Requisite 221157 Studio I (Lens) v2 OR 221158 Photography Studio 1.2: Introduction to the Darkroom v1 OR 221263 Photography Studio 2.1: Attributes of Light v1 OR 221264 Photography Studio 2.2: Fact and Fantasy v1 OR 221265 Photography Studio 2.3: The Living Archive v1 OR 221266 Photography Studio 2.4: Photography, Representation and the Gaze v1</p>	
Prerequisites	221157 or 221158 or 221263 or 221264 or 221265 or 221266
Corequisites	
Restrictions	221357
Learning Outcomes	
On successful completion of this course the learner will be able to:	
#	Description
L01	Extend understanding of and critically engage with discourses around photographic narrative. (Graduate profile: Understanding and Mātauranga A2)
L02	Confidently employ processes to transform ideas into outcomes which are resolved technically and conceptually. (Graduate profile: Virtuosity and Mōhio D3)
L03	Assess and apply appropriate processes to explore, develop, reflect on and refine ideas. (Graduate profile: Creativity and Toi C1, Understanding and Mātauranga C2)
L04	Develop an understanding of the impact of their creative work on audiences and communities (Graduate profile: Connectedness and Whanaungatanga A3)
L05	Engage proactively in workshops and class and contribute to critical conversation (Graduate profile: Autonomy and Mana E3)
Learning Outcomes and Competencies Mapping	
Learning Outcomes	Competencies
L01: Extend understanding of and critically engage with discourses around photographic narrative. (Graduate profile: Understanding and Mātauranga A2)	
L02: Confidently employ processes to transform ideas into outcomes which are resolved technically and conceptually. (Graduate profile: Virtuosity and Mōhio D3)	
L03: Assess and apply appropriate processes to explore, develop, reflect on and refine ideas. (Graduate profile: Creativity and Toi C1, Understanding and Mātauranga C2)	
L04: Develop an understanding of the impact of their creative work on audiences and communities (Graduate profile: Connectedness and Whanaungatanga A3)	
L05: Engage proactively in workshops and class and contribute to critical conversation (Graduate profile: Autonomy and Mana E3)	
Course Mark Scheme	Course - Mark/Grade
Completion Requirements	

Assessment Pattern






















Creative Compositions

2/19/24, 9:03 PM

Course Comparison 221367 - Photography Studio 3.1: The Photobook and Narrative

Assessment Type	Creative Compositions	Assessment Title	Creative Work
Assessment Description	n/a		
Weighting	100	Sequence	1
Pass Mark (%)	0	Pattern	Default
Learning Outcomes	1, 2, 3, 4, 5	Marking Scheme	ASS-MG
Compulsory	No		

Workload

This module has no workload.	
Research/Information Literacy Skills 	
Current Collection - Books 	
Current Collection - Journals and Journal Article Databases 	
Future Collecting - Books 	
Future Collecting - Journals and Journal Article Databases 	
Recommendations 	
Approved by College Business Manager 	yes - Sharryn Middleton 8/2/24
Wholly Research 	No
TEC Course Classification 	Fine Arts; Design
TEC Funding Category 	B2 - B2 Undergraduate Degree
Massey Funding Level 	DES Design
NZSCED 	100303 - Photography
PBRF Eligibility 	Not PBRF Eligible
VRF Code 	0 Non-PBRF eligible courses
Additional fees / Compulsory course cost fees 	none
Publication Notes 	
Additional Cost (course publication note) 	
Learning Experience 	
Proposal ID 	03749
Academic Contact and Purpose of the Proposal 	Introduced as part of the Bachelor of Design (Hons), UHDSG version 8.0, proposal
Rationale 	

Accreditation Considerations	
Consultation	
Resource Impacts	
Calendar Amendments	
Proposed additional fees and expected enrolments for all offerings	
Consequential Amendments	
Transition Arrangements	
Committee References	CCACB2024/02/44 UGQEC2024/01/53

Status Log

Initial Status	End Status	User	Date	Comment
College Board Approval	Academic Committee Approval	CAITLIN LIGO	19 Feb 2024 19:58 pm	Approved by CoCA College Board 09/02/2024
College Sub-Committee Approval	College Board Approval	CAITLIN LIGO	19 Feb 2024 19:34 pm	Approved at UGQEC 31/01/2024
HOD Approval	College Sub-Committee Approval	Jessica Board	19 Feb 2024 18:59 pm	Approved on behalf of HoS
Draft	HOD Approval	CAITLIN LIGO	19 Feb 2024 15:48 pm	Yes
	Draft	GREGORY GILBERT	22 Jan 2024 15:49 pm	New Course Created

Workload Competency Mapping				
Workload Item	Workload Description	Competency Framework	Competency	Competency Teaching Method
None				






View Course



221368 Photography Studio 3.2: Post Photography v1.0

ACADEMIC COMMITTEE APPROVAL

[Show Legend](#)

Affiliated Entities 			
Entity Code	Entity Title	Entity Version	Entity Type
UBDSG	Bachelor of Design	v6.0	Qualification
UHDSG	Bachelor of Design with Honours	v8.0	Qualification
Year of Implementation 	2025		
Course Code 	221368		
Course Title 	Photography Studio 3.2: Post Photography		
Abbreviated Title 	PhotoStudio3.2		
Course Type 	Taught		
Credits 	15		
Course Level 	300		
Prescription 	Engaging with practice-based learning informed by research and experimentation you will extend photographic technologies and their possibilities. You will creatively engage with a self-selected photographic technology, considering both historical and current photographic approaches. Digital, moving image, lighting studio and analogue technologies can all be used within individual projects. Advanced analogue photography workshops will be delivered.		
Online Learning Category 	Partially Taught Online		
Subject Area 	Photography (221P)		
Language of Instruction 			
Course Initiator History 	GREGORY GILBERT (22 Jan 2024 to ---)		
Collaborating Staff 			
Staff Member			
JO-ANN COWIE			
SHARRYN MIDDLETON			
TERESA HARTLEY			
GREGORY GILBERT			
PHIL BRONN			
FAITH KANE			
JOSHUA FYFE			
CAITLIN LIGO			
Sydney Lash			
Julian Sutherland			
NJ Jayne			
Jessica Board			
Owning Organisation 	School of Art (MU00027)		

2/19/24, 9:03 PM

Course Comparison 221368 - Photography Studio 3.2: Post Photography

Text Book Required	No
Recognised Professional Development	
Pattern of Offering	Not Cyclic
Expected Prior Learning	
Primary Qualification	
Course Requirements	
Pre Requisite 221157 Studio I (Lens) v2 OR 221158 Photography Studio 1.2: Introduction to the Darkroom v1 OR 221263 Photography Studio 2.1: Attributes of Light v1 OR 221264 Photography Studio 2.2: Fact and Fantasy v1	
Prerequisites	221157 or 221158 or 221263 or 221264
Corequisites	
Restrictions	221357
Learning Outcomes	
On successful completion of this course the learner will be able to:	
#	Description
LO1	Research, identify and analyse the potential of photographic methods and their applications. (Graduate profile: Understanding and Mātauranga A4)
LO2	Manipulate materials, technologies and processes in the creation of a self-directed photographic project. (Graduate profile: Virtuosity and Mōhio D1)
LO3	Position personal work within a wider professional context, including within Aotearoa New Zealand. (Graduate profile: Understanding and Mātauranga A2)
LO4	Communicate through your work proficiently, persuasively and professionally. (Graduate profile: Connectedness and Whanaungatanga E1)
LO5	Engage in the studio environment and critical conversation within classes and workshops. (Graduate profile: Connectedness and Whanaungatanga E2; Understanding and Mātauranga C2)
Learning Outcomes and Competencies Mapping	
Learning Outcomes	Competencies
LO1: Research, identify and analyse the potential of photographic methods and their applications. (Graduate profile: Understanding and Mātauranga A4)	
LO2: Manipulate materials, technologies and processes in the creation of a self-directed photographic project. (Graduate profile: Virtuosity and Mōhio D1)	
LO3: Position personal work within a wider professional context, including within Aotearoa New Zealand. (Graduate profile: Understanding and Mātauranga A2)	
LO4: Communicate through your work proficiently, persuasively and professionally. (Graduate profile: Connectedness and Whanaungatanga E1)	
LO5: Engage in the studio environment and critical conversation within classes and workshops. (Graduate profile: Connectedness and Whanaungatanga E2; Understanding and Mātauranga C2)	
Course Mark Scheme	Course - Mark/Grade
Completion Requirements	

Assessment Pattern























Creative Compositions

Assessment Type	Creative Compositions	Assessment Title	Creative Work
Assessment	n/a		

198 of 256

Description			
Weighting	100	Sequence	1
Pass Mark (%)	0	Pattern	Default
Learning Outcomes	1, 2, 3, 4, 5	Marking Scheme	ASS-MG
Compulsory	No		

Workload

This module has no workload.	
Research/Information Literacy Skills 	
Current Collection - Books 	
Current Collection - Journals and Journal Article Databases 	
Future Collecting - Books 	
Future Collecting - Journals and Journal Article Databases 	
Recommendations 	
Approved by College Business Manager 	yes - Sharryn Middleton 8/2/24
Wholly Research 	No
TEC Course Classification 	Fine Arts; Design
TEC Funding Category 	B2 - B2 Undergraduate Degree
Massey Funding Level 	DES Design
NZSCED 	100303 - Photography
PBRF Eligibility 	Not PBRF Eligible
VRF Code 	0 Non-PBRF eligible courses
Additional fees / Compulsory course cost fees 	none
Publication Notes 	
Additional Cost (course publication note) 	
Learning Experience 	
Proposal ID 	03749
Academic Contact and Purpose of the Proposal 	Introduced as part of the Bachelor of Design (Hons), UHDSG version 8.0, proposal
Rationale 	
Accreditation Considerations 	

Consultation	
Resource Impacts	
Calendar Amendments	
Proposed additional fees and expected enrolments for all offerings	
Consequential Amendments	
Transition Arrangements	
Committee References	CCACB2024/02/45 UGQEC2024/01/54

Status Log

Initial Status	End Status	User	Date	Comment
College Board Approval	Academic Committee Approval	CAITLIN LIGO	19 Feb 2024 19:58 pm	Approved by CoCA College Board 09/02/2024
College Sub-Committee Approval	College Board Approval	CAITLIN LIGO	19 Feb 2024 19:34 pm	Approved at UGQEC 31/01/2024
HOD Approval	College Sub-Committee Approval	Jessica Board	19 Feb 2024 18:59 pm	Approved on behalf of HoS
Draft	HOD Approval	CAITLIN LIGO	19 Feb 2024 15:48 pm	Yes
	Draft	GREGORY GILBERT	22 Jan 2024 15:51 pm	New Course Created

Workload Competency Mapping				
Workload Item	Workload Description	Competency Framework	Competency	Competency Teaching Method
None				

View Course



222159 Visual Communication Design 1.3: Introduction to User Experience Design and Interactivity v1.0

ACADEMIC COMMITTEE APPROVAL

[Show Legend](#)

Affiliated Entities			
Entity Code	Entity Title	Entity Version	Entity Type
UBDSG	Bachelor of Design	v6.0	Qualification
UHDSG	Bachelor of Design with Honours	v8.0	Qualification
Year of Implementation	2025		
Course Code	222159		
Course Title	Visual Communication Design 1.3: Introduction to User Experience Design and Interactivity		
Abbreviated Title	VisCommDes1.3		
Course Type	Taught		
Credits	15		
Course Level	100		
Prescription	In this course students will be introduced to interaction design, and develop understanding of user experience design (UX) through the design of user interfaces (UI) in a web design context. Students will gain knowledge of prototyping and user testing practices through designing a digital interface, learning how information can be effectively communicated in online media. This course will be useful for all students interested in graphic design for interactive environments.		
Online Learning Category	Partially Taught Online		
Subject Area	Visual Communication Design (222P)		
Language of Instruction			
Course Initiator History	GREGORY GILBERT (22 Jan 2024 to ---)		
Collaborating Staff			
Staff Member			
JO-ANN COWIE			
SHARRYN MIDDLETON			
TERESA HARTLEY			
GREGORY GILBERT			
PHIL BRONN			
FAITH KANE			
JOSHUA FYFE			
CAITLIN LIGO			
Sydney Lash			
Julian Sutherland			
NJ Jayne			
Jessica Board			
Owning Organisation	School of Design (MU00024)		

2/19/24, 9:20 PM

Course Comparison 222159 - Visual Communication Design 1.3: Introduction to User Experience Design and Interactivity


























Text Book Required	No
Recognised Professional Development	
Pattern of Offering	Not Cyclic
Expected Prior Learning	
Primary Qualification	
Course Requirements	No requisites
Prerequisites	
Corequisites	
Restrictions	
Learning Outcomes	
On successful completion of this course the learner will be able to:	
#	Description
L01	Demonstrate an introductory understanding of user experience and interaction design (Graduate profile: Connectedness and Whanaungatanga A3)
L02	Iterate creative work in response to feedback and critical reflection (Graduate profile: Virtuosity and Mōhio D3, Understanding and Mātauranga C2)
L03	Show an introductory understanding of art and design conventions in relation to their own creative work. (Graduate profile: Understanding and Mātauranga A2)
L04	Engage productively with peers within the studio environment (Graduate profile: Connectedness and Whanaungatanga E2)
L05	Demonstrate basic competency in techniques, skills and processes that form the basis of specialisation. (Graduate profile: Virtuosity and Mōhio D1, D2)
Learning Outcomes and Competencies Mapping	
Learning Outcomes	Competencies
L01: Demonstrate an introductory understanding of user experience and interaction design (Graduate profile: Connectedness and Whanaungatanga A3)	
L02: Iterate creative work in response to feedback and critical reflection (Graduate profile: Virtuosity and Mōhio D3, Understanding and Mātauranga C2)	
L03: Show an introductory understanding of art and design conventions in relation to their own creative work. (Graduate profile: Understanding and Mātauranga A2)	
L04: Engage productively with peers within the studio environment (Graduate profile: Connectedness and Whanaungatanga E2)	
L05: Demonstrate basic competency in techniques, skills and processes that form the basis of specialisation. (Graduate profile: Virtuosity and Mōhio D1, D2)	
Course Mark Scheme	Course - Mark/Grade
Completion Requirements	

Assessment Pattern

Creative Compositions

Assessment Type	Creative Compositions	Assessment Title	Creative Work
Assessment Description	n/a		
Weighting	100	Sequence	1
Pass Mark (%)	0	Pattern	Default
Learning Outcomes	1, 2, 3, 4, 5	Marking Scheme	ASS-MG
Compulsory	No		


Workload

This module has no workload.	
Research/Information Literacy Skills 	
Current Collection - Books 	
Current Collection - Journals and Journal Article Databases 	
Future Collecting - Books 	
Future Collecting - Journals and Journal Article Databases 	
Recommendations 	
Approved by College Business Manager 	Yes - Sharryn Middleton 9/2/24
Wholly Research 	No
TEC Course Classification 	Fine Arts; Design
TEC Funding Category 	B2 - B2 Undergraduate Degree
Massey Funding Level 	DES Design
NZSCED 	100501 - Graphic Arts and Design Studies
PBRF Eligibility 	Not PBRF Eligible
VRF Code 	0 Non-PBRF eligible courses
Additional fees / Compulsory course cost fees 	None
Publication Notes 	
Additional Cost (course publication note) 	
Learning Experience 	
Proposal ID 	03749
Academic Contact and Purpose of the Proposal 	Introduced as part of the Bachelor of Design (Hons), UHDSG version 8.0, proposal
Rationale 	
Accreditation Considerations 	
Consultation 	
Resource Impacts 	
Calendar Amendments 	

Proposed additional fees and expected enrolments for all offerings	
Consequential Amendments	
Transition Arrangements	
Committee References	CCACB2024/02/46 UGQEC2024/01/10

Status Log

Initial Status	End Status	User	Date	Comment
College Board Approval	Academic Committee Approval	CAITLIN LIGO	19 Feb 2024 20:19 pm	Approved at CoCA College Board 09/02/2024
College Sub-Committee Approval	College Board Approval	CAITLIN LIGO	19 Feb 2024 19:46 pm	Approved at UGQEC 31/01/2024
HOD Approval	College Sub-Committee Approval	Jessica Board	19 Feb 2024 19:04 pm	Approved on behalf of HoS
Draft	HOD Approval	CAITLIN LIGO	19 Feb 2024 18:36 pm	Yes
	Draft	GREGORY GILBERT	22 Jan 2024 16:20 pm	New Course Created

Workload Competency Mapping 

Workload Item	Workload Description	Competency Framework	Competency	Competency Teaching Method
None				

View Course



222263 Visual Communication Design 2.1: Graphic Design: Type and Image Systems v1.0

ACADEMIC COMMITTEE APPROVAL

[Show Legend](#)

Affiliated Entities			
Entity Code	Entity Title	Entity Version	Entity Type
UHDSG	Bachelor of Design with Honours	v8.0	Qualification
Year of Implementation	2025		
Course Code	222263		
Course Title	Visual Communication Design 2.1: Graphic Design: Type and Image Systems		
Abbreviated Title	VCD2.1Graphic		
Course Type	Taught		
Credits	15		
Course Level	200		
Prescription	In this course students will explore strategies for developing a visual language using type and image. Students will design a printed publication using flexible and cohesive graphic systems for the meaningful, logical and consistent organisation of information on a page. This course develops skills that can be applied to any aesthetic, project or media across print and digital outputs.		
Online Learning Category	Partially Taught Online		
Subject Area	Visual Communication Design (222P)		
Language of Instruction			
Course Initiator History	GREGORY GILBERT (22 Jan 2024 to ---)		
Collaborating Staff			
Staff Member			
JO-ANN COWIE			
SHARRYN MIDDLETON			
TERESA HARTLEY			
GREGORY GILBERT			
PHIL BRONN			
FAITH KANE			
JOSHUA FYFE			
CAITLIN LIGO			
Sydney Lash			
Julian Sutherland			
NJ Jayne			
Jessica Board			
Owning Organisation	School of Design (MU00024)		
Text Book Required	No		

Recognised Professional Development	
Pattern of Offering	Not Cyclic
Expected Prior Learning	
Primary Qualification	
Course Requirements	
Pre Requisite 222157 Studio I (Screen) v2 OR 222158 Studio I (Type) v2 OR 222159 Visual Communication Design 1.3: Introduction to User Experience Design and Interactivity v1	
Prerequisites	221157 or 222158 or 222159
Corequisites	
Restrictions	222257
Learning Outcomes	
On successful completion of this course the learner will be able to:	
#	Description
LO1	Demonstrate an understanding of the impact of their creative work on audiences and communities (Graduate profile: Connectedness and Whanaungatanga A3)
LO2	Discuss their own work and the work of others using a critical approach. (Graduate profile: Understanding and Mātauranga C2)
LO3	Demonstrate competency in techniques, skills and processes for visual communication design. (Graduate profile: Virtuosity and Mōhio D1, D2)
LO4	Utilise analytical, selective and creative processes in order to transform ideas into material outcomes. (Graduate profile: Virtuosity and Mōhio D3)
LO5	Think and work independently and collaboratively, making autonomous decisions, managing workload and deadlines. (Graduate Profile: Mana and Autonomy E3)
Learning Outcomes and Competencies Mapping	
Learning Outcomes	Competencies
LO1: Demonstrate an understanding of the impact of their creative work on audiences and communities (Graduate profile: Connectedness and Whanaungatanga A3)	
LO2: Discuss their own work and the work of others using a critical approach. (Graduate profile: Understanding and Mātauranga C2)	
LO3: Demonstrate competency in techniques, skills and processes for visual communication design. (Graduate profile: Virtuosity and Mōhio D1, D2)	
LO4: Utilise analytical, selective and creative processes in order to transform ideas into material outcomes. (Graduate profile: Virtuosity and Mōhio D3)	
LO5: Think and work independently and collaboratively, making autonomous decisions, managing workload and deadlines. (Graduate Profile: Mana and Autonomy E3)	
Course Mark Scheme	Course - Mark/Grade
Completion Requirements	

Assessment Pattern

Creative Compositions

























Assessment Type	Creative Compositions	Assessment Title	Creative Work
Assessment Description	n/a		
Weighting	100	Sequence	1
Pass Mark (%)	0	Pattern	Default
Learning Outcomes	1, 2, 3, 4, 5	Marking Scheme	ASS-MG

2/19/24, 9:20 PM

Course Comparison 222263 - Visual Communication Design 2.1: Graphic Design: Type and Image Systems

Compulsory	No
-------------------	----

Workload

This module has no workload.	
Research/Information Literacy Skills 	
Current Collection - Books 	
Current Collection - Journals and Journal Article Databases 	
Future Collecting - Books 	
Future Collecting - Journals and Journal Article Databases 	
Recommendations 	
Approved by College Business Manager 	Yes - Sharryn Middleton (9/2/24)
Wholly Research 	No
TEC Course Classification 	Fine Arts; Design
TEC Funding Category 	B2 - B2 Undergraduate Degree
Massey Funding Level 	DES Design
NZSCED 	100501 - Graphic Arts and Design Studies
PBRF Eligibility 	Not PBRF Eligible
VRF Code 	0 Non-PBRF eligible courses
Additional fees / Compulsory course cost fees 	None
Publication Notes 	
Additional Cost (course publication note) 	
Learning Experience 	
Proposal ID 	03749
Academic Contact and Purpose of the Proposal 	Introduced as part of the Bachelor of Design (Hons), UHDSG version 8.0, proposal
Rationale 	
Accreditation Considerations 	
Consultation 	
Resource Impacts 	

Calendar Amendments	
Proposed additional fees and expected enrolments for all offerings	
Consequential Amendments	
Transition Arrangements	
Committee References	CCACB2024/02/47 UGQEC2024/01/30

Status Log

Initial Status	End Status	User	Date	Comment
College Board Approval	Academic Committee Approval	CAITLIN LIGO	19 Feb 2024 20:19 pm	Approved at CoCA College Board 09/02/2024
College Sub-Committee Approval	College Board Approval	CAITLIN LIGO	19 Feb 2024 19:46 pm	Approved at UGQEC 31/01/2024
HOD Approval	College Sub-Committee Approval	Jessica Board	19 Feb 2024 19:05 pm	Approved on behalf of HoS
Draft	HOD Approval	CAITLIN LIGO	19 Feb 2024 18:37 pm	Yes
	Draft	GREGORY GILBERT	22 Jan 2024 16:22 pm	New Course Created

Workload Competency Mapping				
Workload Item	Workload Description	Competency Framework	Competency	Competency Teaching Method
None				

















View Course



222264 Visual Communication Design 2.2: Visualising Information v1.0

ACADEMIC COMMITTEE APPROVAL

[Show Legend](#)

Affiliated Entities 			
Entity Code	Entity Title	Entity Version	Entity Type
UHDSG	Bachelor of Design with Honours	v8.0	Qualification
Year of Implementation  2025			
Course Code  222264			
Course Title  Visual Communication Design 2.2: Visualising Information			
Abbreviated Title  VCD2.2:Info			
Course Type  Taught			
Credits  15			
Course Level  200			
Prescription  In this course, students will learn narrative and data visualisation techniques to aid audience interpretation of information in compelling and accessible ways. Students will consider different audiences and produce responses across multiple media. This course provides an opportunity to apply and extend typographic, graphic design and illustration skills, and consider how interactivity and narrative can enhance the communication of complex information.			
Online Learning Category  Partially Taught Online			
Subject Area  Visual Communication Design (222P)			
Language of Instruction 			
Course Initiator History  GREGORY GILBERT (22 Jan 2024 to ---)			
Collaborating Staff 			
Staff Member			
JO-ANN COWIE			
SHARRYN MIDDLETON			
TERESA HARTLEY			
GREGORY GILBERT			
PHIL BRONN			
FAITH KANE			
JOSHUA FYFE			
CAITLIN LIGO			
Sydney Lash			
Julian Sutherland			
NJ Jayne			
Jessica Board			
Owning Organisation  School of Design (MU00024)			
Text Book Required  No			

Recognised Professional Development	
Pattern of Offering	Not Cyclic
Expected Prior Learning	
Primary Qualification	
Course Requirements	
Pre Requisite 222157 Studio I (Screen) v2 OR 222158 Studio I (Type) v2 OR 222159 Visual Communication Design 1.3: Introduction to User Experience Design and Interactivity v1	
Prerequisites	222157 or 222158 or 222159
Corequisites	
Restrictions	222257
Learning Outcomes	
On successful completion of this course the learner will be able to:	
#	Description
LO1	Show understanding of the relationship between creative work and how it is perceived. (Graduate profile: Connectedness and Whanaungatanga A3)
LO2	Apply a range of processes to explore, and develop ideas. (Graduate profile: Creativity and Toi C1)
LO3	Utilise analytical, selective and creative processes in order to transform ideas into material outcomes. (Graduate profile: Virtuosity and Mōhio D3)
LO4	Effectively communicate their work (Graduate profile: Connectedness and Whanaungatanga E1)
LO5	Think and work independently and collaboratively, making autonomous decisions, managing workload and deadlines. (Graduate Profile: Mana and Autonomy E3)
Learning Outcomes and Competencies Mapping	
Learning Outcomes	Competencies
LO1: Show understanding of the relationship between creative work and how it is perceived. (Graduate profile: Connectedness and Whanaungatanga A3)	
LO2: Apply a range of processes to explore, and develop ideas. (Graduate profile: Creativity and Toi C1)	
LO3: Utilise analytical, selective and creative processes in order to transform ideas into material outcomes. (Graduate profile: Virtuosity and Mōhio D3)	
LO4: Effectively communicate their work (Graduate profile: Connectedness and Whanaungatanga E1)	
LO5: Think and work independently and collaboratively, making autonomous decisions, managing workload and deadlines. (Graduate Profile: Mana and Autonomy E3)	
Course Mark Scheme	Course - Mark/Grade
Completion Requirements	

Assessment Pattern

Creative Compositions

























Assessment Type	Creative Compositions	Assessment Title	Creative Work
Assessment Description	n/a		
Weighting	100	Sequence	1
Pass Mark (%)	0	Pattern	Default
Learning Outcomes	1, 2, 3, 4, 5	Marking Scheme	ASS-MG

2/19/24, 9:19 PM

Course Comparison 222264 - Visual Communication Design 2.2: Visualising Information

Compulsory	No
-------------------	----

Workload

This module has no workload.	
Research/Information Literacy Skills 	
Current Collection - Books 	
Current Collection - Journals and Journal Article Databases 	
Future Collecting - Books 	
Future Collecting - Journals and Journal Article Databases 	
Recommendations 	
Approved by College Business Manager 	Yes - Sharryn Middleton (9/2/24)
Wholly Research 	No
TEC Course Classification 	Fine Arts; Design
TEC Funding Category 	B2 - B2 Undergraduate Degree
Massey Funding Level 	DES Design
NZSCED 	100501 - Graphic Arts and Design Studies
PBRF Eligibility 	Not PBRF Eligible
VRF Code 	0 Non-PBRF eligible courses
Additional fees / Compulsory course cost fees 	None
Publication Notes 	
Additional Cost (course publication note) 	
Learning Experience 	
Proposal ID 	03749
Academic Contact and Purpose of the Proposal 	Introduced as part of the Bachelor of Design (Hons), UHDSG version 8.0, proposal
Rationale 	
Accreditation Considerations 	
Consultation 	
Resource Impacts 	

Calendar Amendments	
Proposed additional fees and expected enrolments for all offerings	
Consequential Amendments	
Transition Arrangements	
Committee References	CCACB2024/02/48 UGQEC2024/01/31

Status Log

Initial Status	End Status	User	Date	Comment
College Board Approval	Academic Committee Approval	CAITLIN LIGO	19 Feb 2024 20:19 pm	Approved at CoCA College Board 09/02/2024
College Sub-Committee Approval	College Board Approval	CAITLIN LIGO	19 Feb 2024 19:46 pm	Approved at UGQEC 31/01/2024
HOD Approval	College Sub-Committee Approval	CAITLIN LIGO	19 Feb 2024 19:05 pm	Approved on Behalf of HoS
Draft	HOD Approval	CAITLIN LIGO	19 Feb 2024 18:38 pm	Yes
	Draft	GREGORY GILBERT	22 Jan 2024 16:24 pm	New Course Created

Workload Competency Mapping				
Workload Item	Workload Description	Competency Framework	Competency	Competency Teaching Method
None				

View Course



222265 Visual Communication Design 2.3: User Experience Design in Web and Digital Media v1.0

ACADEMIC COMMITTEE APPROVAL

[Show Legend](#)

Affiliated Entities			
Entity Code	Entity Title	Entity Version	Entity Type
UHDSG	Bachelor of Design with Honours	v8.0	Qualification
Year of Implementation	2025		
Course Code	222265		
Course Title	Visual Communication Design 2.3: User Experience Design in Web and Digital Media		
Abbreviated Title	VCD2.3UX		
Course Type	Taught		
Credits	15		
Course Level	200		
Prescription	In this course students will deepen their knowledge of web design and digital media concepts. Students will design a comprehensive website through a user-centred design practice, including developing information architecture appropriate to a large-scale website. Students will develop their user interface (UI) and user experience (UX) design skills further, integrating visual communication design principles into the online environment.		
Online Learning Category	Partially Taught Online		
Subject Area	Visual Communication Design (222P)		
Language of Instruction			
Course Initiator History	GREGORY GILBERT (22 Jan 2024 to ---)		
Collaborating Staff			
Staff Member			
JO-ANN COWIE			
SHARRYN MIDDLETON			
TERESA HARTLEY			
GREGORY GILBERT			
PHIL BRONN			
FAITH KANE			
JOSHUA FYFE			
CAITLIN LIGO			
Sydney Lash			
Julian Sutherland			
NJ Jayne			
Jessica Board			
Owning Organisation	School of Design (MU00024)		
Text Book Required	No		





















Recognised Professional Development	
Pattern of Offering	Not Cyclic
Expected Prior Learning	
Primary Qualification	
Course Requirements	
Pre Requisite 222157 Studio I (Screen) v2 OR 222158 Studio I (Type) v2 OR 222159 Visual Communication Design 1.3: Introduction to User Experience Design and Interactivity v1	
Prerequisites	222157 or 222158 or 222159
Corequisites	
Restrictions	222257
Learning Outcomes	
On successful completion of this course the learner will be able to:	
#	Description
LO1	Demonstrate an understanding of the impact of their creative work on audiences and communities (Graduate profile: Connectedness and Whanaungatanga A3)
LO2	Demonstrate understanding and competency with user experience and interaction design methods (Graduate profile: Understanding and Mātauranga A2)
LO3	Demonstrate competency in techniques, skills and processes of user experience and interaction design. (Graduate profile: Virtuosity and Mōhio D1, D2)
LO4	Utilise analytical, selective and creative processes in order to transform ideas into material outcomes. (Graduate profile: Virtuosity and Mōhio D3)
LO5	Effectively communicate their work (Graduate profile: Connectedness and Whanaungatanga E1)
LO6	Iterate creative work in response to feedback and critical reflection (Graduate profile: Virtuosity and Mōhio D3, Understanding and Mātauranga C2)
LO7	Think and work independently and collaboratively, making autonomous decisions, managing workload and deadlines. (Graduate profile: Mana and Autonomy E3)
Learning Outcomes and Competencies Mapping	
Learning Outcomes	Competencies
LO1: Demonstrate an understanding of the impact of their creative work on audiences and communities (Graduate profile: Connectedness and Whanaungatanga A3)	
LO2: Demonstrate understanding and competency with user experience and interaction design methods (Graduate profile: Understanding and Mātauranga A2)	
LO3: Demonstrate competency in techniques, skills and processes of user experience and interaction design. (Graduate profile: Virtuosity and Mōhio D1, D2)	
LO4: Utilise analytical, selective and creative processes in order to transform ideas into material outcomes. (Graduate profile: Virtuosity and Mōhio D3)	
LO5: Effectively communicate their work (Graduate profile: Connectedness and Whanaungatanga E1)	
LO6: Iterate creative work in response to feedback and critical reflection (Graduate profile: Virtuosity and Mōhio D3, Understanding and Mātauranga C2)	
LO7: Think and work independently and collaboratively, making autonomous decisions, managing workload and deadlines. (Graduate profile: Mana and Autonomy E3)	
Course Mark Scheme	Course - Mark/Grade
Completion Requirements	

Assessment Pattern

Creative Compositions

Assessment Type	Creative Compositions	Assessment Title	Creative Work
Assessment Description	n/a		
Weighting	100	Sequence	1
Pass Mark (%)	0	Pattern	Default
Learning Outcomes	1, 2, 3, 4, 5, 6, 7	Marking Scheme	ASS-MG
Compulsory	No		

Workload

This module has no workload.	
Research/Information Literacy Skills 	
Current Collection - Books 	
Current Collection - Journals and Journal Article Databases 	
Future Collecting - Books 	
Future Collecting - Journals and Journal Article Databases 	
Recommendations 	
Approved by College Business Manager 	Yes - Sharryn Middleton (9/2/24)
Wholly Research 	
TEC Course Classification 	Fine Arts; Design
TEC Funding Category 	B2 - B2 Undergraduate Degree
Massey Funding Level 	DES Design
NZSCED 	100501 - Graphic Arts and Design Studies
PBRF Eligibility 	Not PBRF Eligible
VRF Code 	0 Non-PBRF eligible courses
Additional fees / Compulsory course cost fees 	none
Publication Notes 	
Additional Cost (course publication note) 	
Learning Experience 	
Proposal ID 	03749
Academic Contact and Purpose of the Proposal 	Introduced as part of the Bachelor of Design (Hons), UHDSG version 8.0, proposal


2/19/24, 9:19 PM

Course Comparison 222265 - Visual Communication Design 2.3: User Experience Design in Web and Digital Media

Rationale	
Accreditation Considerations	
Consultation	
Resource Impacts	
Calendar Amendments	
Proposed additional fees and expected enrolments for all offerings	
Consequential Amendments	
Transition Arrangements	
Committee References	CCACB2024/02/49 UGQEC2024/01/32

Status Log

Initial Status	End Status	User	Date	Comment
College Board Approval	Academic Committee Approval	CAITLIN LIGO	19 Feb 2024 20:23 pm	Approved at CoCA College Board 09/02/2024
College Sub-Committee Approval	College Board Approval	CAITLIN LIGO	19 Feb 2024 19:46 pm	Approved at UGQEC 31/01/2024
HOD Approval	College Sub-Committee Approval	Jessica Board	19 Feb 2024 19:05 pm	Approved on behalf of HoS
Draft	HOD Approval	CAITLIN LIGO	19 Feb 2024 18:38 pm	Yes
	Draft	GREGORY GILBERT	22 Jan 2024 16:27 pm	New Course Created

Workload Competency Mapping 				
Workload Item	Workload Description	Competency Framework	Competency	Competency Teaching Method
None				

View Course



222266 Visual Communication Design 2.4: Brand Communication v1.0

ACADEMIC COMMITTEE APPROVAL

[Show Legend](#)

Affiliated Entities			
Entity Code	Entity Title	Entity Version	Entity Type
UHDSG	Bachelor of Design with Honours	v8.0	Qualification
Year of Implementation	2025		
Course Code	222266		
Course Title	Visual Communication Design 2.4: Brand Communication		
Abbreviated Title	VCD2.4 Brand		
Course Type	Taught		
Credits	15		
Course Level	200		
Prescription	This course explores a designer's role in creating, developing, positioning and implementing a brand. Students will create a visual identity system applied across print, packaging and promotional touchpoints. Learn about brand positioning, audience profiling and persuasive strategies alongside processes for logo identity design.		
Online Learning Category	Partially Taught Online		
Subject Area	Visual Communication Design (222P)		
Language of Instruction			
Course Initiator History	GREGORY GILBERT (22 Jan 2024 to ---)		
Collaborating Staff			
Staff Member			
JO-ANN COWIE			
SHARRYN MIDDLETON			
TERESA HARTLEY			
GREGORY GILBERT			
PHIL BRONN			
FAITH KANE			
JOSHUA FYFE			
CAITLIN LIGO			
Sydney Lash			
Julian Sutherland			
NJ Jayne			
Jessica Board			
Owning Organisation	School of Design (MU00024)		
Text Book Required	No		

Recognised Professional Development	
Pattern of Offering	Not Cyclic
Expected Prior Learning	
Primary Qualification	
Course Requirements	
Pre Requisite 222157 Studio I (Screen) v2 OR 222158 Studio I (Type) v2 OR 222159 Visual Communication Design 1.3: Introduction to User Experience Design and Interactivity v1	
Prerequisites	222157 or 222158 or 222159
Corequisites	
Restrictions	222258
Learning Outcomes	
On successful completion of this course the learner will be able to:	
#	Description
LO1	Demonstrate a critical awareness of key aspects of art and design in local and global contexts in relation to their practice. (Graduate profile: Understanding and Mātauranga A2)
LO2	Demonstrate an understanding of the role of risk in creative processes through experimentation and questioning. (Graduate profile: Creativity and Toi B1)
LO3	Apply a range of processes to explore, develop, reflect on and refine ideas. (Graduate profile: Creativity and Toi C1, Understanding and Mātauranga C2)
LO4	Manipulate materials and processes in the ideation and production of creative work. (Graduate profile: Virtuosity and Mōhio D1)
LO5	Demonstrate effective visual, material, written and oral communication skills. (Graduate profile: Connectedness and Whanaungatanga E1)
LO6	Think and work independently and collaboratively, making autonomous decisions, managing workload and deadlines. (Mana and Autonomy, E3)
Learning Outcomes and Competencies Mapping	
Learning Outcomes	Competencies
LO1: Demonstrate a critical awareness of key aspects of art and design in local and global contexts in relation to their practice. (Graduate profile: Understanding and Mātauranga A2)	
LO2: Demonstrate an understanding of the role of risk in creative processes through experimentation and questioning. (Graduate profile: Creativity and Toi B1)	
LO3: Apply a range of processes to explore, develop, reflect on and refine ideas. (Graduate profile: Creativity and Toi C1, Understanding and Mātauranga C2)	
LO4: Manipulate materials and processes in the ideation and production of creative work. (Graduate profile: Virtuosity and Mōhio D1)	
LO5: Demonstrate effective visual, material, written and oral communication skills. (Graduate profile: Connectedness and Whanaungatanga E1)	
LO6: Think and work independently and collaboratively, making autonomous decisions, managing workload and deadlines. (Mana and Autonomy, E3)	
Course Mark Scheme	Course - Mark/Grade
Completion Requirements	

Assessment Pattern

Creative Compositions























Assessment Type	Creative Compositions	Assessment Title	Creative Work
Assessment Description	n/a		

2/19/24, 9:19 PM

Course Comparison 222266 - Visual Communication Design 2.4: Brand Communication

Weighting	100	Sequence	1
Pass Mark (%)	0	Pattern	Default
Learning Outcomes	1, 2, 3, 4, 5, 6	Marking Scheme	ASS-MG
Compulsory	No		

Workload

This module has no workload.	
Research/Information Literacy Skills 	
Current Collection - Books 	
Current Collection - Journals and Journal Article Databases 	
Future Collecting - Books 	
Future Collecting - Journals and Journal Article Databases 	
Recommendations 	
Approved by College Business Manager 	yes - Sharryn Middleton 12/2/24
Wholly Research 	No
TEC Course Classification 	Fine Arts; Design
TEC Funding Category 	B2 - B2 Undergraduate Degree
Massey Funding Level 	DES Design
NZSCED 	100501 - Graphic Arts and Design Studies
PBRF Eligibility 	Not PBRF Eligible
VRF Code 	0 Non-PBRF eligible courses
Additional fees / Compulsory course cost fees 	none
Publication Notes 	
Additional Cost (course publication note) 	
Learning Experience 	
Proposal ID 	03749
Academic Contact and Purpose of the Proposal 	Introduced as part of the Bachelor of Design (Hons), UHDSG version 8.0, proposal
Rationale 	
Accreditation Considerations 	

2/19/24, 9:19 PM

Course Comparison 222266 - Visual Communication Design 2.4: Brand Communication

Consultation	
Resource Impacts	
Calendar Amendments	
Proposed additional fees and expected enrolments for all offerings	
Consequential Amendments	
Transition Arrangements	
Committee References	CCACB2024/02/50 UGQEC2024/01/33

Status Log

Initial Status	End Status	User	Date	Comment
College Board Approval	Academic Committee Approval	CAITLIN LIGO	19 Feb 2024 20:23 pm	Approved at CoCA College Board 09/02/2024
College Sub-Committee Approval	College Board Approval	CAITLIN LIGO	19 Feb 2024 19:47 pm	Approved at UGQEC 31/01/2024
HOD Approval	College Sub-Committee Approval	Jessica Board	19 Feb 2024 19:05 pm	Approved on behalf of HoS
Draft	HOD Approval	CAITLIN LIGO	19 Feb 2024 18:39 pm	Yes
	Draft	GREGORY GILBERT	22 Jan 2024 16:29 pm	New Course Created

Workload Competency Mapping				
Workload Item	Workload Description	Competency Framework	Competency	Competency Teaching Method
None				

















View Course



222267 Visual Communication Design 2.5: Illustration Practice v1.0

ACADEMIC COMMITTEE APPROVAL

[Show Legend](#)

Affiliated Entities 			
Entity Code	Entity Title	Entity Version	Entity Type
UHDSG	Bachelor of Design with Honours	v8.0	Qualification
Year of Implementation 	2025		
Course Code 	222267		
Course Title 	Visual Communication Design 2.5: Illustration Practice		
Abbreviated Title 	VCD2.5Illustrat		
Course Type 	Taught		
Credits 	15		
Course Level 	200		
Prescription 	In this course students will explore illustration as both art form and as a powerful medium for design communication and storytelling. Students will develop and apply techniques, skills and processes to create illustrations for a range of topics and audiences, which engage, inspire and provoke.		
Online Learning Category 	Partially Taught Online		
Subject Area 	Visual Communication Design (222P)		
Language of Instruction 			
Course Initiator History 	GREGORY GILBERT (22 Jan 2024 to ---)		
Collaborating Staff 			
Staff Member			
JO-ANN COWIE			
SHARRYN MIDDLETON			
TERESA HARTLEY			
GREGORY GILBERT			
PHIL BRONN			
FAITH KANE			
JOSHUA FYFE			
CAITLIN LIGO			
Sydney Lash			
Julian Sutherland			
NJ Jayne			
Jessica Board			
Owning Organisation 	School of Design (MU00024)		
Text Book Required 	No		

Recognised Professional Development	
Pattern of Offering	Not Cyclic
Expected Prior Learning	
Primary Qualification	
Course Requirements	No requisites
Prerequisites	222157 or 222158 or 222159
Corequisites	
Restrictions	222258
Learning Outcomes	
On successful completion of this course the learner will be able to:	
#	Description
LO1	Demonstrate an understanding of the impact of their creative work on audiences and communities (Graduate profile: Connectedness and Whanaungatanga A3)
LO2	Combine technique, skills, processes and conceptual understanding of illustration practice to produce a well-developed body of creative work. (Graduate profile: Virtuosity and Mōhio D2)
LO3	Apply a range of processes to explore, develop, reflect on and refine ideas. (Graduate profile: Creativity and Toi C1, Understanding and Mātauranga C2)
LO4	Manipulate materials and processes in the ideation and production of creative work. (Graduate profile: Virtuosity and Mōhio D1)
LO5	Critically reflect on their work and the work of others to inform creative processes and decisions (Graduate profile: Understanding and Mātauranga C2, Virtuosity and Mōhio D3)
Learning Outcomes and Competencies Mapping	
Learning Outcomes	Competencies
LO1: Demonstrate an understanding of the impact of their creative work on audiences and communities (Graduate profile: Connectedness and Whanaungatanga A3)	
LO2: Combine technique, skills, processes and conceptual understanding of illustration practice to produce a well-developed body of creative work. (Graduate profile: Virtuosity and Mōhio D2)	
LO3: Apply a range of processes to explore, develop, reflect on and refine ideas. (Graduate profile: Creativity and Toi C1, Understanding and Mātauranga C2)	
LO4: Manipulate materials and processes in the ideation and production of creative work. (Graduate profile: Virtuosity and Mōhio D1)	
LO5: Critically reflect on their work and the work of others to inform creative processes and decisions (Graduate profile: Understanding and Mātauranga C2, Virtuosity and Mōhio D3)	
Course Mark Scheme	Course - Mark/Grade
Completion Requirements	

Assessment Pattern

Creative Compositions

Assessment Type	Creative Compositions	Assessment Title	Creative Work
Assessment Description	n/a		
Weighting	100	Sequence	1
Pass Mark (%)	0	Pattern	Default
Learning Outcomes	1, 2, 3, 4, 5	Marking Scheme	ASS-MG
Compulsory	No		

Workload

This module has no workload.	
Research/Information Literacy Skills	
Current Collection - Books	
Current Collection - Journals and Journal Article Databases	
Future Collecting - Books	
Future Collecting - Journals and Journal Article Databases	
Recommendations	
Approved by College Business Manager	Yes - Sharryn Middleton 12/2/24
Wholly Research	No
TEC Course Classification	Fine Arts; Design
TEC Funding Category	B2 - B2 Undergraduate Degree
Massey Funding Level	DES Design
NZSCED	100501 - Graphic Arts and Design Studies
PBRF Eligibility	Not PBRF Eligible
VRF Code	0 Non-PBRF eligible courses
Additional fees / Compulsory course cost fees	none
Publication Notes	
Additional Cost (course publication note)	
Learning Experience	
Proposal ID	03749
Academic Contact and Purpose of the Proposal	Introduced as part of the Bachelor of Design (Hons), UHDSG version 8.0, proposal
Rationale	
Accreditation Considerations	
Consultation	
Resource Impacts	
Calendar Amendments	
Proposed additional fees and expected enrolments for all offerings	

2/19/24, 9:18 PM

Course Comparison 222267 - Visual Communication Design 2.5: Illustration Practice

Consequential Amendments	
Transition Arrangements	
Committee References	CCACB2024/02/51 UGQEC2024/01/34

Status Log

Initial Status	End Status	User	Date	Comment
College Board Approval	Academic Committee Approval	CAITLIN LIGO	19 Feb 2024 20:23 pm	Approved at CoCA College Board 09/02/2024
College Sub-Committee Approval	College Board Approval	CAITLIN LIGO	19 Feb 2024 19:47 pm	Approved at UGQEC 31/01/2024
HOD Approval	College Sub-Committee Approval	Jessica Board	19 Feb 2024 19:05 pm	Approved on behalf of HoS
Draft	HOD Approval	CAITLIN LIGO	19 Feb 2024 18:39 pm	Yes
	Draft	GREGORY GILBERT	22 Jan 2024 16:31 pm	New Course Created

Workload Competency Mapping				
Workload Item	Workload Description	Competency Framework	Competency	Competency Teaching Method
None				

View Course



222268 Visual Communication Design 2.6: Transmedia and Motion Graphics v1.0

ACADEMIC COMMITTEE APPROVAL

[Show Legend](#)

Affiliated Entities			
Entity Code	Entity Title	Entity Version	Entity Type
UHDSG	Bachelor of Design with Honours	v8.0	Qualification
Year of Implementation	2025		
Course Code	222268		
Course Title	Visual Communication Design 2.6: Transmedia and Motion Graphics		
Abbreviated Title	VCD2.6:Transmed		
Course Type	Taught		
Credits	15		
Course Level	200		
Prescription	In this course students will explore how visual language can be applied across different media to engage, inform and enable. Students will create a cohesive visual narrative to work across print and digital media. This will appeal to students interested in branding, marketing, transmedia narrative and motion design. It also provides excellent opportunities for innovative application of illustration and typographic design.		
Online Learning Category	Partially Taught Online		
Subject Area	Visual Communication Design (222P)		
Language of Instruction			
Course Initiator History	GREGORY GILBERT (22 Jan 2024 to ---)		
Collaborating Staff			
Staff Member			
JO-ANN COWIE			
SHARRYN MIDDLETON			
TERESA HARTLEY			
GREGORY GILBERT			
PHIL BRONN			
FAITH KANE			
JOSHUA FYFE			
CAITLIN LIGO			
Sydney Lash			
Julian Sutherland			
NJ Jayne			
Jessica Board			
Owning Organisation	School of Design (MU00024)		
Text Book Required	No		

Recognised Professional Development	
Pattern of Offering	Not Cyclic
Expected Prior Learning	
Primary Qualification	
Course Requirements	
Pre Requisite 222157 Studio I (Screen) v2 OR 222158 Studio I (Type) v2 OR 222159 Visual Communication Design 1.3: Introduction to User Experience Design and Interactivity v1	
Prerequisites	222157 or 222158 or 222159
Corequisites	
Restrictions	222258
Learning Outcomes	
On successful completion of this course the learner will be able to:	
#	Description
LO1	Demonstrate a critical awareness of key aspects of art and design in local and global contexts in relation to their practice. (Graduate profile: Understanding and Mātauranga A2)
LO2	Demonstrate an understanding of the impact of their creative work on audiences and communities (Graduate profile: Connectedness and Whanaungatanga A3)
LO3	Integrate technical competence and intellectual rigour to create a well-developed body of work (Graduate profile: Virtuosity and Mōhio D2)
LO4	Combine technique, skills, processes and conceptual understanding of visual communication design to produce a well-developed body of creative work. (Graduate profile: Virtuosity and Mōhio D2)
LO5	Collaborate or engage with others in a professional and ethical manner (Graduate Profile: Understanding and Mātauranga C2, Connectedness and Whanaungatanga E2)
LO6	Critically reflect on their work and the work of others to inform creative processes and decisions (Graduate Profile: Understanding and Mātauranga C2, Virtuosity and Mōhio D3)
Learning Outcomes and Competencies Mapping	
Learning Outcomes	Competencies
LO1: Demonstrate a critical awareness of key aspects of art and design in local and global contexts in relation to their practice. (Graduate profile: Understanding and Mātauranga A2)	
LO2: Demonstrate an understanding of the impact of their creative work on audiences and communities (Graduate profile: Connectedness and Whanaungatanga A3)	
LO3: Integrate technical competence and intellectual rigour to create a well-developed body of work (Graduate profile: Virtuosity and Mōhio D2)	
LO4: Combine technique, skills, processes and conceptual understanding of visual communication design to produce a well-developed body of creative work. (Graduate profile: Virtuosity and Mōhio D2)	
LO5: Collaborate or engage with others in a professional and ethical manner (Graduate Profile: Understanding and Mātauranga C2, Connectedness and Whanaungatanga E2)	
LO6: Critically reflect on their work and the work of others to inform creative processes and decisions (Graduate Profile: Understanding and Mātauranga C2, Virtuosity and Mōhio D3)	
Course Mark Scheme	Course - Mark/Grade
Completion Requirements	

Assessment Pattern

Creative Compositions

Assessment Type	Creative Compositions	Assessment Title	Creative Work
------------------------	-----------------------	-------------------------	---------------

2/19/24, 9:18 PM

Course Comparison 222268 - Visual Communication Design 2.6: Transmedia and Motion Graphics

Assessment Description	n/a		
Weighting	100	Sequence	1
Pass Mark (%)	0	Pattern	Default
Learning Outcomes	1, 2, 3, 4, 5, 6	Marking Scheme	ASS-MG
Compulsory	No		

Workload

This module has no workload.


Research/Information Literacy Skills 

Current Collection - Books 


Current Collection - Journals and Journal Article Databases 

Future Collecting - Books 

Future Collecting - Journals and Journal Article Databases 

Recommendations 

Approved by College Business Manager  yes - Sharryn Middleton 12/2/24

Wholly Research  No

TEC Course Classification  Fine Arts; Design

TEC Funding Category  B2 - B2 Undergraduate Degree

Massey Funding Level  **DES**
Design

NZSCED  100501 - Graphic Arts and Design Studies


PBRF Eligibility  Not PBRF Eligible


VRF Code  0 Non-PBRF eligible courses

Additional fees / Compulsory course cost fees  none

Publication Notes 

Additional Cost (course publication note) 

Learning Experience 

Proposal ID  03749

Academic Contact and Purpose of the Proposal  Introduced as part of the Bachelor of Design (Hons), UHDSG version 8.0, proposal

Rationale 

2/19/24, 9:18 PM

Course Comparison 222268 - Visual Communication Design 2.6: Transmedia and Motion Graphics

Accreditation Considerations	
Consultation	
Resource Impacts	
Calendar Amendments	
Proposed additional fees and expected enrolments for all offerings	
Consequential Amendments	
Transition Arrangements	
Committee References	CCACB2024/02/52 UGQEC2024/01/35

Status Log

Initial Status	End Status	User	Date	Comment
College Board Approval	Academic Committee Approval	CAITLIN LIGO	19 Feb 2024 20:23 pm	Approved at CoCA College Board 09/02/2024
College Sub-Committee Approval	College Board Approval	CAITLIN LIGO	19 Feb 2024 19:47 pm	Approved at UGQEC 31/01/2024
HOD Approval	College Sub-Committee Approval	Jessica Board	19 Feb 2024 19:05 pm	Approved on behalf of HoS
Draft	HOD Approval	CAITLIN LIGO	19 Feb 2024 18:40 pm	Yes
	Draft	GREGORY GILBERT	22 Jan 2024 16:33 pm	New Course Created

Workload Competency Mapping				
Workload Item	Workload Description	Competency Framework	Competency	Competency Teaching Method
None				

View Course



222367 Visual Communication Design 3.1: Editorial Design and Production v1.0

ACADEMIC COMMITTEE APPROVAL

[Show Legend](#)

Affiliated Entities			
Entity Code	Entity Title	Entity Version	Entity Type
UBDSG	Bachelor of Design	v6.0	Qualification
UHDSG	Bachelor of Design with Honours	v8.0	Qualification
Year of Implementation	2025		
Course Code	222367		
Course Title	Visual Communication Design 3.1: Editorial Design and Production		
Abbreviated Title	VCD3.1Editorial		
Course Type	Taught		
Credits	15		
Course Level	300		
Prescription	In this course students will extend skills for managing complex editorial content for a curated reading experiences. Students will find that this course helps them develop their skills in typographic detailing, document structure, grids and hierarchy, alongside hands-on format, print-finishing and binding techniques. This course will be valuable for students interested in book/publication design, and those wanting to advance their typographic skills for any medium.		
Online Learning Category	Partially Taught Online		
Subject Area	Visual Communication Design (222P)		
Language of Instruction			
Course Initiator History	GREGORY GILBERT (22 Jan 2024 to ---)		
Collaborating Staff			
Staff Member			
JO-ANN COWIE			
SHARRYN MIDDLETON			
TERESA HARTLEY			
GREGORY GILBERT			
PHIL BRONN			
FAITH KANE			
JOSHUA FYFE			
CAITLIN LIGO			
Sydney Lash			
Julian Sutherland			
NJ Jayne			
Jessica Board			
Owning Organisation	School of Design (MU00024)		


























Text Book Required	No
Recognised Professional Development	
Pattern of Offering	Not Cyclic
Expected Prior Learning	
Primary Qualification	
Course Requirements	No requisites
Prerequisites	15 credits of 222 courses at year 2
Corequisites	
Restrictions	222357
Learning Outcomes	
On successful completion of this course the learner will be able to:	
#	Description
LO1	Establish a critically-informed position that contextualises their creative work. (Graduate profile: Understanding and Mātauranga A1, A2)
LO2	Demonstrate understanding of the relationship between creative work and audiences, clients, markets, users, consumers, participants, and communities.(Graduate profile: Connectedness and Whanaungatanga A3)
LO3	Articulate a clear strategy that enables the realisation of defined goals. (Graduate profile: Creativity and Toi B2)
LO4	Integrate technical control of visual communication design concepts, techniques, skills and processes with a well-considered and thorough conceptual approach to produce a successfully resolved body of creative work. (Graduate profile: Virtuosity and Mōhio D1, D2)
LO5	Manage work competently, whether independently or with others, considering professional and ethical factors. (Graduate profile: Connectedness and Whanaungatanga E2, Autonomy and Mana E3)
Learning Outcomes and Competencies Mapping	
Learning Outcomes	Competencies
LO1: Establish a critically-informed position that contextualises their creative work. (Graduate profile: Understanding and Mātauranga A1, A2)	
LO2: Demonstrate understanding of the relationship between creative work and audiences, clients, markets, users, consumers, participants, and communities.(Graduate profile: Connectedness and Whanaungatanga A3)	
LO3: Articulate a clear strategy that enables the realisation of defined goals. (Graduate profile: Creativity and Toi B2)	
LO4: Integrate technical control of visual communication design concepts, techniques, skills and processes with a well-considered and thorough conceptual approach to produce a successfully resolved body of creative work. (Graduate profile: Virtuosity and Mōhio D1, D2)	
LO5: Manage work competently, whether independently or with others, considering professional and ethical factors. (Graduate profile: Connectedness and Whanaungatanga E2, Autonomy and Mana E3)	
Course Mark Scheme	Course - Mark/Grade
Completion Requirements	

Assessment Pattern

Creative Compositions

Assessment Type	Creative Compositions	Assessment Title	Creative Work
Assessment Description	n/a		
Weighting	100	Sequence	1
Pass Mark (%)	0	Pattern	Default
Learning Outcomes	1, 2, 3, 4, 5	Marking Scheme	ASS-MG
Compulsory	No		

Workload

This module has no workload.	
Research/Information Literacy Skills 	
Current Collection - Books 	
Current Collection - Journals and Journal Article Databases 	
Future Collecting - Books 	
Future Collecting - Journals and Journal Article Databases 	
Recommendations 	
Approved by College Business Manager 	Yes - Sharryn Middleton 12/2/24
Wholly Research 	No
TEC Course Classification 	Fine Arts; Design
TEC Funding Category 	B2 - B2 Undergraduate Degree
Massey Funding Level 	DES Design
NZSCED 	100501 - Graphic Arts and Design Studies
PBRF Eligibility 	Not PBRF Eligible
VRF Code 	0 Non-PBRF eligible courses
Additional fees / Compulsory course cost fees 	none
Publication Notes 	
Additional Cost (course publication note) 	
Learning Experience 	
Proposal ID 	03749
Academic Contact and Purpose of the Proposal 	Introduced as part of the Bachelor of Design (Hons), UHDSG version 8.0, proposal
Rationale 	
Accreditation Considerations 	
Consultation 	
Resource Impacts 	
Calendar Amendments 	


2/19/24, 9:17 PM

Course Comparison 222367 - Visual Communication Design 3.1: Editorial Design and Production

Proposed additional fees and expected enrolments for all offerings	
Consequential Amendments	
Transition Arrangements	
Committee References	CCACB2024/02/53 UGQEC2024/01/55

Status Log

Initial Status	End Status	User	Date	Comment
College Board Approval	Academic Committee Approval	CAITLIN LIGO	19 Feb 2024 20:23 pm	Approved at CoCA College Board 09/02/2024
College Sub-Committee Approval	College Board Approval	CAITLIN LIGO	19 Feb 2024 19:47 pm	Approved at UGQEC 31/01/2024
HOD Approval	College Sub-Committee Approval	Jessica Board	19 Feb 2024 19:05 pm	Approved on behalf of HoS
Draft	HOD Approval	CAITLIN LIGO	19 Feb 2024 18:40 pm	Yes
	Draft	GREGORY GILBERT	22 Jan 2024 16:37 pm	New Course Created

Workload Competency Mapping 				
Workload Item	Workload Description	Competency Framework	Competency	Competency Teaching Method
None				

View Course



222368 Visual Communication Design 3.2: Brand Communication Identity and Narrative v1.0

ACADEMIC COMMITTEE APPROVAL

[Show Legend](#)

Affiliated Entities			
Entity Code	Entity Title	Entity Version	Entity Type
UBDSG	Bachelor of Design	v6.0	Qualification
UHDSG	Bachelor of Design with Honours	v8.0	Qualification
Year of Implementation	2025		
Course Code	222368		
Course Title	Visual Communication Design 3.2: Brand Communication Identity and Narrative		
Abbreviated Title	VisCommDes3.2		
Course Type	Taught		
Credits	15		
Course Level	300		
Prescription	In this course, students will extend their understanding of the role of branding in the context of the overall marketing and communication mix. Working with a studio group, students will create a cohesive brand narrative and apply it across a comprehensive range of touchpoints. This will be of particular appeal to students interested in branding, marketing and transmedia narrative, with opportunities for detailed exploration and application of graphic design, typography, motion graphics, photography, illustration and video.		
Online Learning Category	Partially Taught Online		
Subject Area	Visual Communication Design (222P)		
Language of Instruction			
Course Initiator History	GREGORY GILBERT (22 Jan 2024 to ---)		
Collaborating Staff			
Staff Member			
JO-ANN COWIE			
SHARRYN MIDDLETON			
TERESA HARTLEY			
GREGORY GILBERT			
PHIL BRONN			
FAITH KANE			
JOSHUA FYFE			
CAITLIN LIGO			
Sydney Lash			
Julian Sutherland			
NJ Jayne			
Jessica Board			
Owning Organisation	School of Design (MU00024)		

Text Book Required	No
Recognised Professional Development	
Pattern of Offering	Not Cyclic
Expected Prior Learning	
Primary Qualification	
Course Requirements	No requisites
Prerequisites	15 credits of 222 courses at year 2
Corequisites	
Restrictions	222357
Learning Outcomes	
On successful completion of this course the learner will be able to:	
#	Description
L01	Demonstrate understanding of the relationship between creative work and audiences, clients, markets, users, consumers, participants, and communities. (Graduate profile: Connectedness and Whanaungatanga A3)
L02	Skilfully apply exploratory and transformative thinking, together with critical reflection, to an individual or collaborative project. (Graduate profile: Creativity and Toi C1, Understanding and Mātauranga C2)
L03	Adeptly use analytical, evaluative, synthesising and iterative processes in order to transform ideas into material outcomes. (Graduate profile: Virtuosity and Mōhio D3)
L04	Communicate and present work proficiently, persuasively and professionally, utilising information in a variety of forms and contexts. (Graduate profile: Connectedness and Whanaungatanga E1, Understanding and Mātauranga E4)
L05	Interact effectively, ethically and professionally with others, whether through collaboration or dialogue. (Graduate profile: Connectedness and Whanaungatanga E2)
Learning Outcomes and Competencies Mapping	
Learning Outcomes	Competencies
L01: Demonstrate understanding of the relationship between creative work and audiences, clients, markets, users, consumers, participants, and communities. (Graduate profile: Connectedness and Whanaungatanga A3)	
L02: Skilfully apply exploratory and transformative thinking, together with critical reflection, to an individual or collaborative project. (Graduate profile: Creativity and Toi C1, Understanding and Mātauranga C2)	
L03: Adeptly use analytical, evaluative, synthesising and iterative processes in order to transform ideas into material outcomes. (Graduate profile: Virtuosity and Mōhio D3)	
L04: Communicate and present work proficiently, persuasively and professionally, utilising information in a variety of forms and contexts. (Graduate profile: Connectedness and Whanaungatanga E1, Understanding and Mātauranga E4)	
L05: Interact effectively, ethically and professionally with others, whether through collaboration or dialogue. (Graduate profile: Connectedness and Whanaungatanga E2)	
Course Mark Scheme	Course - Mark/Grade
Completion Requirements	

Assessment Pattern

Creative Compositions

























Assessment Type	Creative Compositions	Assessment Title	Creative Work
Assessment Description	n/a		
Weighting	100	Sequence	1
Pass Mark (%)	0	Pattern	Default
Learning Outcomes	1, 2, 3, 4, 5	Marking Scheme	ASS-MG

2/19/24, 9:16 PM

Course Comparison 222368 - Visual Communication Design 3.2: Brand Communication Identity and Narrative

Compulsory	No
------------	----

Workload

This module has no workload.	
Research/Information Literacy Skills 	
Current Collection - Books 	
Current Collection - Journals and Journal Article Databases 	
Future Collecting - Books 	
Future Collecting - Journals and Journal Article Databases 	
Recommendations 	
Approved by College Business Manager 	yes - Sharryn Middleton 12/2/24
Wholly Research 	
TEC Course Classification 	Fine Arts; Design
TEC Funding Category 	B2 - B2 Undergraduate Degree
Massey Funding Level 	DES Design
NZSCED 	100501 - Graphic Arts and Design Studies
PBRF Eligibility 	Not PBRF Eligible
VRF Code 	0 Non-PBRF eligible courses
Additional fees / Compulsory course cost fees 	none
Publication Notes 	
Additional Cost (course publication note) 	
Learning Experience 	
Proposal ID 	03749
Academic Contact and Purpose of the Proposal 	Introduced as part of the Bachelor of Design (Hons), UHDSG version 8.0, proposal
Rationale 	
Accreditation Considerations 	
Consultation 	
Resource Impacts 	

Calendar Amendments	
Proposed additional fees and expected enrolments for all offerings	
Consequential Amendments	
Transition Arrangements	
Committee References	CCACB2024/02/54 UGQEC2024/01/56

Status Log

Initial Status	End Status	User	Date	Comment
College Board Approval	Academic Committee Approval	CAITLIN LIGO	19 Feb 2024 20:23 pm	Approved at CoCA College Board 09/02/2024
College Sub-Committee Approval	College Board Approval	CAITLIN LIGO	19 Feb 2024 19:49 pm	Approved at UGQEC 31/01/2024
HOD Approval	College Sub-Committee Approval	CAITLIN LIGO	19 Feb 2024 19:06 pm	Approved on Behalf of HoS
Draft	HOD Approval	CAITLIN LIGO	19 Feb 2024 18:40 pm	Yes
	Draft	GREGORY GILBERT	22 Jan 2024 16:39 pm	New Course Created

Workload Competency Mapping				
Workload Item	Workload Description	Competency Framework	Competency	Competency Teaching Method
None				

View Course



222369 Visual Communication Design 3.3: User Experience Design: Service, Experience and Interaction

v1.0

ACADEMIC COMMITTEE APPROVAL

[Show Legend](#)

Affiliated Entities			
Entity Code	Entity Title	Entity Version	Entity Type
UBDSG	Bachelor of Design	v6.0	Qualification
UHDSG	Bachelor of Design with Honours	v8.0	Qualification
Year of Implementation			
		2025	
Course Code			
		222369	
Course Title			
		Visual Communication Design 3.3: User Experience Design: Service, Experience and Interaction	
Abbreviated Title			
		VisCommDes3.3	
Course Type			
		Taught	
Credits			
		15	
Course Level			
		300	
Prescription			
		In this course students will extend their knowledge of web, service and experience design. Students will apply a robust user centred design process to create a comprehensive digital service through experience design. This course will be valuable to those interested in advancing their graphic design and service and experience design skills through digital media practice.	
Online Learning Category			
		Partially Taught Online	
Subject Area			
		Visual Communication Design (222P)	
Language of Instruction			
Course Initiator History			
		GREGORY GILBERT (22 Jan 2024 to ---)	
Collaborating Staff			
Staff Member			
JO-ANN COWIE			
SHARRYN MIDDLETON			
TERESA HARTLEY			
GREGORY GILBERT			
PHIL BRONN			
FAITH KANE			
JOSHUA FYFE			
CAITLIN LIGO			
Sydney Lash			
Julian Sutherland			
NJ Jayne			
Jessica Board			
Owning Organisation			
		School of Design (MU00024)	






















Text Book Required	No
Recognised Professional Development	
Pattern of Offering	Not Cyclic
Expected Prior Learning	
Primary Qualification	
Course Requirements	No requisites
Prerequisites	15 credits of 222 courses at year 2
Corequisites	
Restrictions	222357
Learning Outcomes	
On successful completion of this course the learner will be able to:	
#	Description
L01	Demonstrate understanding of the relationship between creative work and audiences, clients, markets, users, consumers, participants, and communities (Graduate profile: Connectedness and Whanaungatanga A3)
L02	Skilfully apply exploratory and transformative thinking, together with critical reflection, to an individual or collaborative project. (Graduate profile: Creativity and Toi C1, Understanding and Mātauranga C2)
L03	Integrate technical control of visual communication design and UXD concepts, techniques, skills and processes with a well-considered and thorough conceptual approach to produce a successfully resolved body of creative work. (Graduate profile: Virtuosity and Mōhio D1, D2)
L04	Use analytical, evaluative and synthesising iterative processes in order to transform ideas into material outcomes. (Graduate profile: Virtuosity and Mōhio D3)
L05	Communicate and present work proficiently, persuasively and professionally, utilising well-sourced information in a variety of forms and contexts. (Graduate profile: Connectedness and Whanaungatanga E1, Understanding and Mātauranga E4)
L06	Interact effectively, ethically and professionally with others, whether through collaboration or dialogue. (Graduate profile: Connectedness and Whanaungatanga E2)
L07	Contribute to innovative developments in creative practice. (Graduate Profile: Toi and Creativity, C3)
Learning Outcomes and Competencies Mapping	
Learning Outcomes	Competencies
L01: Demonstrate understanding of the relationship between creative work and audiences, clients, markets, users, consumers, participants, and communities (Graduate profile: Connectedness and Whanaungatanga A3)	
L02: Skilfully apply exploratory and transformative thinking, together with critical reflection, to an individual or collaborative project. (Graduate profile: Creativity and Toi C1, Understanding and Mātauranga C2)	
L03: Integrate technical control of visual communication design and UXD concepts, techniques, skills and processes with a well-considered and thorough conceptual approach to produce a successfully resolved body of creative work. (Graduate profile: Virtuosity and Mōhio D1, D2)	
L04: Use analytical, evaluative and synthesising iterative processes in order to transform ideas into material outcomes. (Graduate profile: Virtuosity and Mōhio D3)	
L05: Communicate and present work proficiently, persuasively and professionally, utilising well-sourced information in a variety of forms and contexts. (Graduate profile: Connectedness and Whanaungatanga E1, Understanding and Mātauranga E4)	
L06: Interact effectively, ethically and professionally with others, whether through collaboration or dialogue. (Graduate profile: Connectedness and Whanaungatanga E2)	
L07: Contribute to innovative developments in creative practice. (Graduate Profile: Toi and Creativity, C3)	
Course Mark Scheme	Course - Mark/Grade
Completion Requirements	

Assessment Pattern

Creative Compositions

Assessment Type	Creative Compositions	Assessment Title	Creative Work
Assessment Description	n/a		
Weighting	100	Sequence	1
Pass Mark (%)	0	Pattern	Default
Learning Outcomes	1, 2, 3, 4, 5, 6, 7	Marking Scheme	ASS-MG
Compulsory	No		

Workload

This module has no workload.	
Research/Information Literacy Skills 	
Current Collection - Books 	
Current Collection - Journals and Journal Article Databases 	
Future Collecting - Books 	
Future Collecting - Journals and Journal Article Databases 	
Recommendations 	
Approved by College Business Manager 	yes - Sharryn Middleton 12/2/24
Wholly Research 	No
TEC Course Classification 	Fine Arts; Design
TEC Funding Category 	B2 - B2 Undergraduate Degree
Massey Funding Level 	DES Design
NZSCED 	100501 - Graphic Arts and Design Studies
PBRF Eligibility 	Not PBRF Eligible
VRF Code 	0 Non-PBRF eligible courses
Additional fees / Compulsory course cost fees 	none
Publication Notes 	
Additional Cost (course publication note) 	
Learning Experience 	
Proposal ID 	03749
Academic Contact and Purpose of the Proposal 	Introduced as part of the Bachelor of Design (Hons), UHDSG version 8.0, proposal
Rationale 	

Accreditation Considerations	
Consultation	
Resource Impacts	
Calendar Amendments	
Proposed additional fees and expected enrolments for all offerings	
Consequential Amendments	
Transition Arrangements	
Committee References	CCACB2024/02/55 UGQEC2024/01/57

Status Log

Initial Status	End Status	User	Date	Comment
College Board Approval	Academic Committee Approval	CAITLIN LIGO	19 Feb 2024 20:24 pm	Approved at CoCA College Board 09/02/2024
College Sub-Committee Approval	College Board Approval	CAITLIN LIGO	19 Feb 2024 19:49 pm	Approved at UGQEC 31/01/2024
HOD Approval	College Sub-Committee Approval	Jessica Board	19 Feb 2024 19:06 pm	Approved on behalf of HoS
Draft	HOD Approval	CAITLIN LIGO	19 Feb 2024 18:41 pm	Yes
	Draft	GREGORY GILBERT	22 Jan 2024 16:42 pm	New Course Created

Workload Competency Mapping				
Workload Item	Workload Description	Competency Framework	Competency	Competency Teaching Method
None				

View Course



222372 Visual Communication Design 3.4: Creating Visual Narrative Content v1.0

ACADEMIC COMMITTEE APPROVAL

[Show Legend](#)

Affiliated Entities	
Entity Code	Entity Title
Entity Version	Entity Type
None	
Year of Implementation	2025
Course Code	222372
Course Title	Visual Communication Design 3.4: Creating Visual Narrative Content
Abbreviated Title	VCD3.4 VisNar
Course Type	Taught
Credits	15
Course Level	300
Prescription	In this course students will expand their content creation practice. Explore professional ways of generating, translating and presenting ideas and narratives into expressive and engaging visual forms for specific audiences. Outputs may include analogue or digital responses, encompassing illustration, moving image, graphic design, and digital interactive interfaces.
Online Learning Category	Partially Taught Online
Subject Area	Visual Communication Design (222P)
Language of Instruction	
Course Initiator History	GREGORY GILBERT (22 Jan 2024 to ---)
Collaborating Staff	
Staff Member	
JO-ANN COWIE	
SHARRYN MIDDLETON	
TERESA HARTLEY	
GREGORY GILBERT	
PHIL BRONN	
FAITH KANE	
JOSHUA FYFE	
CAITLIN LIGO	
Sydney Lash	
Julian Sutherland	
NJ Jayne	
Jessica Board	
Owning Organisation	School of Design (MU00024)
Text Book Required	No


























Recognised Professional Development	
Pattern of Offering	Not Cyclic
Expected Prior Learning	
Primary Qualification	
Course Requirements	No requisites
Prerequisites	15 credits of 222 courses at year 2
Corequisites	
Restrictions	222357
Learning Outcomes	
On successful completion of this course the learner will be able to:	
#	Description
LO1	Demonstrate understanding of the relationship between creative work and audiences, clients, markets, users, consumers, participants, and communities.(Graduate profile: Connectedness and Whanaungatanga A3)
LO2	Skilfully apply exploratory and transformative thinking, together with critical reflection, to an individual or collaborative project. (Graduate profile: Creativity and Toi C1, Understanding and Mātauranga C2)
LO3	Adeptly use analytical, evaluative, synthesising and iterative processes in order to transform ideas into material outcomes. (Graduate profile: Virtuosity and Mōhio D3)
LO4	Communicate and present work proficiently, persuasively and professionally, utilising well-sourced information in a variety of forms and contexts. (Graduate profile: Connectedness and Whanaungatanga E1, Understanding and Mātauranga E4)
LO5	Interact effectively, ethically and professionally with others, whether through collaboration or dialogue. (Graduate profile: Connectedness and Whanaungatanga E2)
Learning Outcomes and Competencies Mapping	
Learning Outcomes	Competencies
LO1: Demonstrate understanding of the relationship between creative work and audiences, clients, markets, users, consumers, participants, and communities.(Graduate profile: Connectedness and Whanaungatanga A3)	
LO2: Skilfully apply exploratory and transformative thinking, together with critical reflection, to an individual or collaborative project. (Graduate profile: Creativity and Toi C1, Understanding and Mātauranga C2)	
LO3: Adeptly use analytical, evaluative, synthesising and iterative processes in order to transform ideas into material outcomes. (Graduate profile: Virtuosity and Mōhio D3)	
LO4: Communicate and present work proficiently, persuasively and professionally, utilising well-sourced information in a variety of forms and contexts. (Graduate profile: Connectedness and Whanaungatanga E1, Understanding and Mātauranga E4)	
LO5: Interact effectively, ethically and professionally with others, whether through collaboration or dialogue. (Graduate profile: Connectedness and Whanaungatanga E2)	
Course Mark Scheme	Course - Mark/Grade
Completion Requirements	

Assessment Pattern

Creative Compositions

Assessment Type	Creative Compositions	Assessment Title	Creative Work
Assessment Description	n/a		
Weighting	100	Sequence	1
Pass Mark (%)	0	Pattern	Default
Learning Outcomes	1, 2, 3, 4, 5	Marking Scheme	ASS-MG
Compulsory	No		

Workload

This module has no workload.	
Research/Information Literacy Skills 	
Current Collection - Books 	
Current Collection - Journals and Journal Article Databases 	
Future Collecting - Books 	
Future Collecting - Journals and Journal Article Databases 	
Recommendations 	
Approved by College Business Manager 	Yes - Sharryn Middleton 12/2/24
Wholly Research 	
TEC Course Classification 	Fine Arts; Design
TEC Funding Category 	B2 - B2 Undergraduate Degree
Massey Funding Level 	DES Design
NZSCED 	100501 - Graphic Arts and Design Studies
PBRF Eligibility 	Not PBRF Eligible
VRF Code 	0 Non-PBRF eligible courses
Additional fees / Compulsory course cost fees 	none
Publication Notes 	
Additional Cost (course publication note) 	
Learning Experience 	
Proposal ID 	03749
Academic Contact and Purpose of the Proposal 	Introduced as part of the Bachelor of Design (Hons), UHDSG version 8.0, proposal
Rationale 	
Accreditation Considerations 	
Consultation 	
Resource Impacts 	
Calendar Amendments 	


2/19/24, 9:16 PM

Course Comparison 222372 - Visual Communication Design 3.4: Creating Visual Narrative Content

Proposed additional fees and expected enrolments for all offerings	
Consequential Amendments	
Transition Arrangements	
Committee References	CCACB2024/02/56 UGQEC2024/01/58

Status Log

Initial Status	End Status	User	Date	Comment
College Board Approval	Academic Committee Approval	CAITLIN LIGO	19 Feb 2024 20:24 pm	Approved at CoCA College Board 09/02/2024
College Sub-Committee Approval	College Board Approval	CAITLIN LIGO	19 Feb 2024 19:49 pm	Approved at UGQEC 31/01/2024
HOD Approval	College Sub-Committee Approval	Jessica Board	19 Feb 2024 19:06 pm	Approved on behalf of HoS
Draft	HOD Approval	CAITLIN LIGO	19 Feb 2024 18:41 pm	Yes
	Draft	GREGORY GILBERT	22 Jan 2024 16:43 pm	New Course Created

Workload Competency Mapping 				
Workload Item	Workload Description	Competency Framework	Competency	Competency Teaching Method
None				

View Course

223158 Textile Design 1.2: Surface Design, Colour and Screen Print v1.0

ACADEMIC COMMITTEE APPROVAL

Affiliated Entities			
Entity Code	Entity Title	Entity Version	Entity Type
UBDSG	Bachelor of Design	v6.0	Qualification
UHDSG	Bachelor of Design with Honours	v8.0	Qualification
Year of Implementation	2025		
Course Code	223158		
Course Title	Textile Design 1.2: Surface Design, Colour and Screen Print		
Abbreviated Title	Textile Des 1.2		
Course Type	Taught		
Credits	15		
Course Level	100		
Prescription	In this introductory studio course students will gain access to Textile studio through print processes. They will acquire specific techniques, skills, and processes through the investigation of print practice: through mark-making, colour, composition and drawing for the design and making of textiles. They will learn to discuss and evaluate their work and the work of their peers.		
Online Learning Category	Partially Taught Online		
Subject Area	Textile Design (223P)		
Language of Instruction			
Course Initiator History	GREGORY GILBERT (22 Jan 2024 to ---)		
Collaborating Staff			
Staff Member			
JO-ANN COWIE			
SHARRYN MIDDLETON			
TERESA HARTLEY			
GREGORY GILBERT			
PHIL BRONN			
FAITH KANE			
JOSHUA FYFE			
CAITLIN LIGO			
Sydney Lash			
Julian Sutherland			
NJ Jayne			
Jessica Board			
Owning Organisation	School of Design (MU00024)		
Text Book Required	No		
Recognised Professional Development			
Pattern of Offering	Not Cyclic		
Expected Prior Learning			
Primary Qualification			
Course Requirements			

No requisites	
Prerequisites	
Corequisites	
Restrictions	

Learning Outcomes	
On successful completion of this course the learner will be able to:	
#	Description
LO1	Show an introductory understanding of the relationship between creative work and how it is perceived. (Graduate profile: Connectedness and Whanaungatanga A3)
LO2	Demonstrate a willingness to explore a range of ideas and take risks in response to project challenges. (Graduate profile: Creativity and Toi B1, C1)
LO3	Participate constructively in discussion in relation to their own work and that of their peers. (Graduate profile: Understanding and Mātauranga C2)
LO4	Demonstrate basic competency in techniques, skills and processes that form the basis of printed textiles. (Graduate profile: Virtuosity and Mōhio D1, D2)
LO5	Communicate and present work in a clear and considered way. (Graduate profile: Connectedness and Whanaungatanga E1)

Learning Outcomes and Competencies Mapping	
Learning Outcomes	Competencies
LO1: Show an introductory understanding of the relationship between creative work and how it is perceived. (Graduate profile: Connectedness and Whanaungatanga A3)	
LO2: Demonstrate a willingness to explore a range of ideas and take risks in response to project challenges. (Graduate profile: Creativity and Toi B1, C1)	
LO3: Participate constructively in discussion in relation to their own work and that of their peers. (Graduate profile: Understanding and Mātauranga C2)	
LO4: Demonstrate basic competency in techniques, skills and processes that form the basis of printed textiles. (Graduate profile: Virtuosity and Mōhio D1, D2)	
LO5: Communicate and present work in a clear and considered way. (Graduate profile: Connectedness and Whanaungatanga E1)	

Course Mark Scheme	Course - Mark/Grade
--------------------	---------------------

Completion Requirements	
-------------------------	--

Assessment Pattern

Creative Compositions

Assessment Type	Creative Compositions	Assessment Title	Creative Work
Assessment Description	n/a		
Weighting	100	Sequence	1
Pass Mark (%)	0	Pattern	Default
Learning Outcomes	1, 2, 3, 4, 5	Marking Scheme	ASS-MG
Compulsory	No		

Workload

This module has no workload.	
Research/Information Literacy Skills	
Current Collection - Books	
Current Collection - Journals and Journal Article Databases	
Future Collecting - Books	
Future Collecting - Journals and Journal Article Databases	
Recommendations	
Approved by College Business Manager	yes - Sharryn Middleton 8/2/24
Wholly Research	

TEC Course Classification	Fine Arts; Design
TEC Funding Category	B2 - B2 Undergraduate Degree
Massey Funding Level	DES Design
NZSCED	100503 - Textile Design
PBRF Eligibility	Not PBRF Eligible
VRF Code	0 Non-PBRF eligible courses
Additional fees / Compulsory course cost fees	\$25.00 excluding GST to cover course costs
Publication Notes	
Additional Cost (course publication note)	
Learning Experience	
Proposal ID	03749
Academic Contact and Purpose of the Proposal	Introduced as part of the Bachelor of Design (Hons), UHDSG version 8.0, proposal
Rationale	
Accreditation Considerations	
Consultation	
Resource Impacts	
Calendar Amendments	
Proposed additional fees and expected enrolments for all offerings	
Consequential Amendments	
Transition Arrangements	
Committee References	CCACB2024/02/57 UGQEC2024/01/11

Status Log

Initial Status	End Status	User	Date	Comment
College Board Approval	Academic Committee Approval	CAITLIN LIGO	19 Feb 2024 20:01 pm	Approved by CoCA College Board 09/02/2024
College Sub-Committee Approval	College Board Approval	CAITLIN LIGO	19 Feb 2024 19:44 pm	Approved at UGQEC 31/01/2024
HOD Approval	College Sub-Committee Approval	Jessica Board	19 Feb 2024 19:03 pm	Approved on behalf of HoS
Draft	HOD Approval	CAITLIN LIGO	19 Feb 2024 17:47 pm	Yes
	Draft	GREGORY GILBERT	22 Jan 2024 15:07 pm	New Course Created

Workload Competency Mapping				
Workload Item	Workload Description	Competency Framework	Competency	Competency Teaching Method
None				
















View Course



223263 Textile Design 2.1: Intro to Knit v1.0

ACADEMIC COMMITTEE APPROVAL

[Show Legend](#)

Affiliated Entities 			
Entity Code	Entity Title	Entity Version	Entity Type
UBDSG	Bachelor of Design	v6.0	Qualification
UHDSG	Bachelor of Design with Honours	v8.0	Qualification
Year of Implementation 	2025		
Course Code 	223263		
Course Title 	Textile Design 2.1: Intro to Knit		
Abbreviated Title 	Textile Des 2.1		
Course Type 	Taught		
Credits 	15		
Course Level 	200		
Prescription 	In this course students will gain knowledge in knitted textiles and co-creation concepts. Students will develop a range of knitted samples and be introduced to dye techniques for wool yarns. Students interested in constructed materials will find that the course helps them develop understanding of how interlocking loops can be manipulated for multiple applications.		
Online Learning Category 	Partially Taught Online		
Subject Area 	Textile Design (223P)		
Language of Instruction 			
Course Initiator History 	GREGORY GILBERT (22 Jan 2024 to ---)		
Collaborating Staff 			
Staff Member			
JO-ANN COWIE			
SHARRYN MIDDLETON			
TERESA HARTLEY			
GREGORY GILBERT			
PHIL BRONN			
FAITH KANE			
JOSHUA FYFE			
CAITLIN LIGO			
Sydney Lash			
Julian Sutherland			
NJ Jayne			
Jessica Board			
Owning Organisation 	School of Design (MU00024)		

2/19/24, 9:25 PM

Course Comparison 223263 - Textile Design 2.1: Intro to Knit

Text Book Required	No
Recognised Professional Development	
Pattern of Offering	Not Cyclic
Expected Prior Learning	
Primary Qualification	
Course Requirements	No requisites
Prerequisites	
Corequisites	
Restrictions	223257
Learning Outcomes	
On successful completion of this course the learner will be able to:	
#	Description
L01	Demonstrate a critical awareness of key aspects of art and design in local and global contexts in relation to their practice. (Graduate profile: Understanding and Mātauranga A2)
L02	Discuss their own work and the work of others using a critical approach. (Graduate profile: Understanding and Mātauranga C2)
L03	Demonstrate competency in techniques, skills and processes for knitted textile design and dye. (Graduate profile: Virtuosity and Mōhio D1, D2)
Learning Outcomes and Competencies Mapping	
Learning Outcomes	Competencies
L01: Demonstrate a critical awareness of key aspects of art and design in local and global contexts in relation to their practice. (Graduate profile: Understanding and Mātauranga A2)	
L02: Discuss their own work and the work of others using a critical approach. (Graduate profile: Understanding and Mātauranga C2)	
L03: Demonstrate competency in techniques, skills and processes for knitted textile design and dye. (Graduate profile: Virtuosity and Mōhio D1, D2)	
Course Mark Scheme	Course - Mark/Grade
Completion Requirements	

Assessment Pattern

Creative Compositions

Assessment Type	Creative Compositions	Assessment Title	Creative Work
Assessment Description	n/a		
Weighting	100	Sequence	1
Pass Mark (%)	0	Pattern	Default
Learning Outcomes	1, 2, 3	Marking Scheme	ASS-MG
Compulsory	No		

Workload

This module has no workload.	
Research/Information Literacy Skills	

Current Collection - Books	
Current Collection - Journals and Journal Article Databases	
Future Collecting - Books	
Future Collecting - Journals and Journal Article Databases	
Recommendations	
Approved by College Business Manager	yes - Sharryn Middleton 8/2/24
Wholly Research	No
TEC Course Classification	Fine Arts; Design
TEC Funding Category	B2 - B2 Undergraduate Degree
Massey Funding Level	DES Design
NZSCED	100503 - Textile Design
PBRF Eligibility	Not PBRF Eligible
VRF Code	0 Non-PBRF eligible courses
Additional fees / Compulsory course cost fees	none
Publication Notes	
Additional Cost (course publication note)	
Learning Experience	
Proposal ID	03749
Academic Contact and Purpose of the Proposal	Introduced as part of the Bachelor of Design (Hons), UHDSG version 8.0, proposal
Rationale	
Accreditation Considerations	
Consultation	
Resource Impacts	
Calendar Amendments	
Proposed additional fees and expected enrolments for all offerings	
Consequential Amendments	


2/19/24, 9:25 PM

Course Comparison 223263 - Textile Design 2.1: Intro to Knit

Transition Arrangements	
Committee References	CCACB2024/02/58 UGQEC2024/01/36

Status Log

Initial Status	End Status	User	Date	Comment
College Board Approval	Academic Committee Approval	CAITLIN LIGO	19 Feb 2024 20:18 pm	Approved at CoCA College Board 09/02/2024
College Sub-Committee Approval	College Board Approval	CAITLIN LIGO	19 Feb 2024 19:45 pm	Approved at UGQEC 31/01/2024
HOD Approval	College Sub-Committee Approval	CAITLIN LIGO	19 Feb 2024 19:04 pm	Approved on Behalf of HoS
Draft	HOD Approval	CAITLIN LIGO	19 Feb 2024 17:47 pm	Yes
	Draft	GREGORY GILBERT	22 Jan 2024 15:10 pm	New Course Created

Workload Competency Mapping 				
Workload Item	Workload Description	Competency Framework	Competency	Competency Teaching Method
None				

















View Course



223264 Textile Design 2.2: Intro to Print, Colouration and Pattern v1.0

ACADEMIC COMMITTEE APPROVAL

[Show Legend](#)

Affiliated Entities 			
Entity Code	Entity Title	Entity Version	Entity Type
UBDSG	Bachelor of Design	v6.0	Qualification
UHDSG	Bachelor of Design with Honours	v8.0	Qualification
Year of Implementation 	2025		
Course Code 	223264		
Course Title 	Textile Design 2.2: Intro to Print, Colouration and Pattern		
Abbreviated Title 	Textile Des 2.2		
Course Type 	Taught		
Credits 	15		
Course Level 	200		
Prescription 	An introduction to Textile surface pattern design and sustainable and commercial screen print processes. Students will find that this course helps them develop and translate ideas by exploring various colouration processes and textile repeat structures.		
Online Learning Category 	Partially Taught Online		
Subject Area 	Textile Design (223P)		
Language of Instruction 			
Course Initiator History 	GREGORY GILBERT (22 Jan 2024 to ---)		
Collaborating Staff 			
Staff Member			
JO-ANN COWIE			
SHARRYN MIDDLETON			
TERESA HARTLEY			
GREGORY GILBERT			
PHIL BRONN			
FAITH KANE			
JOSHUA FYFE			
CAITLIN LIGO			
Sydney Lash			
Julian Sutherland			
NJ Jayne			
Jessica Board			
Owning Organisation 	School of Design (MU00024)		
Text Book Required 	No		

2/19/24, 9:24 PM

Course Comparison 223264 - Textile Design 2.2: Intro to Print, Colouration and Pattern

Recognised Professional Development	
Pattern of Offering	Not Cyclic
Expected Prior Learning	
Primary Qualification	
Course Requirements	No requisites
Prerequisites	
Corequisites	
Restrictions	223257
Learning Outcomes	
On successful completion of this course the learner will be able to:	
#	Description
LO1	Discuss their own work and the work of others using a critical approach. (Graduate profile: Understanding and Mātauranga C2)
LO2	Demonstrate competency in techniques, skills and processes for printed textile design. (Graduate profile: Virtuosity and Mōhio D1, D2)
LO3	Utilise analytical, evaluative and creative processes in order to transform ideas into material outcomes. (Graduate profile: Virtuosity and Mōhio D3)
Learning Outcomes and Competencies Mapping	
Learning Outcomes	Competencies
LO1: Discuss their own work and the work of others using a critical approach. (Graduate profile: Understanding and Mātauranga C2)	
LO2: Demonstrate competency in techniques, skills and processes for printed textile design. (Graduate profile: Virtuosity and Mōhio D1, D2)	
LO3: Utilise analytical, evaluative and creative processes in order to transform ideas into material outcomes. (Graduate profile: Virtuosity and Mōhio D3)	
Course Mark Scheme	Course - Mark/Grade
Completion Requirements	

Assessment Pattern

Creative Compositions

Assessment Type	Creative Compositions	Assessment Title	Creative Work
Assessment Description	n/a		
Weighting	100	Sequence	1
Pass Mark (%)	0	Pattern	Default
Learning Outcomes	1, 2, 3	Marking Scheme	ASS-MG
Compulsory	No		

Workload

This module has no workload.	
Research/Information Literacy Skills	
Current Collection - Books	

2/19/24, 9:24 PM


Course Comparison 223264 - Textile Design 2.2: Intro to Print, Colouration and Pattern

Current Collection - Journals and Journal Article Databases	
Future Collecting - Books	
Future Collecting - Journals and Journal Article Databases	
Recommendations	
Approved by College Business Manager	yes - Sharryn Middleton 8/2/24
Wholly Research	No
TEC Course Classification	Fine Arts; Design
TEC Funding Category	B2 - B2 Undergraduate Degree
Massey Funding Level	DES Design
NZSCED	100503 - Textile Design
PBRF Eligibility	Not PBRF Eligible
VRF Code	0 Non-PBRF eligible courses
Additional fees / Compulsory course cost fees	\$30 excluding GST - to cover course costs
Publication Notes	
Additional Cost (course publication note)	
Learning Experience	
Proposal ID	03749
Academic Contact and Purpose of the Proposal	Introduced as part of the Bachelor of Design (Hons), UHDSG version 8.0, proposal
Rationale	
Accreditation Considerations	
Consultation	
Resource Impacts	
Calendar Amendments	
Proposed additional fees and expected enrolments for all offerings	
Consequential Amendments	
Transition Arrangements	

Committee References	CCACB2024/02/59 UGQEC2024/01/37
-----------------------------	------------------------------------

Status Log

Initial Status	End Status	User	Date	Comment
College Board Approval	Academic Committee Approval	CAITLIN LIGO	19 Feb 2024 20:18 pm	Approved at CoCA College Board 09/02/2024
College Sub-Committee Approval	College Board Approval	CAITLIN LIGO	19 Feb 2024 19:45 pm	Approved at UGQEC 31/01/2024
HOD Approval	College Sub-Committee Approval	Jessica Board	19 Feb 2024 19:05 pm	Approved on behalf of HoS
Draft	HOD Approval	CAITLIN LIGO	19 Feb 2024 17:47 pm	Yes
	Draft	GREGORY GILBERT	22 Jan 2024 15:16 pm	New Course Created

Workload Competency Mapping 				
Workload Item	Workload Description	Competency Framework	Competency	Competency Teaching Method
None				

















View Course



223265 Textile Design 2.3: Intro to Weave v1.0

ACADEMIC COMMITTEE APPROVAL

[Show Legend](#)

Affiliated Entities 			
Entity Code	Entity Title	Entity Version	Entity Type
UBDSG	Bachelor of Design	v6.0	Qualification
UHDSG	Bachelor of Design with Honours	v8.0	Qualification
Year of Implementation 	2025		
Course Code 	223265		
Course Title 	Textile Design 2.3: Intro to Weave		
Abbreviated Title 	Textiles 2.3		
Course Type 	Taught		
Credits 	15		
Course Level 	200		
Prescription 	Students will gain knowledge of fibre and yarn properties and create a range of woven and hand embroidered textiles. Students interested in communicating through cloth will find that the course helps them to translate intangible resonances into textile designs.		
Online Learning Category 	Partially Taught Online		
Subject Area 	Textile Design (223P)		
Language of Instruction 			
Course Initiator History 	GREGORY GILBERT (22 Jan 2024 to ---)		
Collaborating Staff 			
Staff Member			
JO-ANN COWIE			
SHARRYN MIDDLETON			
TERESA HARTLEY			
GREGORY GILBERT			
PHIL BRONN			
FAITH KANE			
JOSHUA FYFE			
CAITLIN LIGO			
Sydney Lash			
Julian Sutherland			
NJ Jayne			
Jessica Board			
Owning Organisation 	School of Design (MU00024)		
Text Book Required 	No		

2/19/24, 9:24 PM

Course Comparison 223265 - Textile Design 2.3: Intro to Weave

Recognised Professional Development	
Pattern of Offering	Not Cyclic
Expected Prior Learning	
Primary Qualification	
Course Requirements	No requisites
Prerequisites	
Corequisites	
Restrictions	223258
Learning Outcomes	
On successful completion of this course the learner will be able to:	
#	Description
LO1	Demonstrate an understanding of the role of risk in creative processes through experimentation and questioning. (Graduate profile: Creativity and Toi B1)
LO2	Apply exploratory and transformative thinking to generate ideas and critically reflect on and evaluate their own work and the work of other practitioners and scholars. (Graduate profile: Creativity and Toi C1, Understanding and Mātauranga C2)
LO3	Manipulate materials and processes in the ideation and production of creative work. (Graduate profile: Virtuosity and Mōhio D1)
LO4	Demonstrate effective visual, material, written and oral communication skills. (Graduate profile: Connectedness and Whanaungatanga E1)
Learning Outcomes and Competencies Mapping	
Learning Outcomes	Competencies
LO1: Demonstrate an understanding of the role of risk in creative processes through experimentation and questioning. (Graduate profile: Creativity and Toi B1)	
LO2: Apply exploratory and transformative thinking to generate ideas and critically reflect on and evaluate their own work and the work of other practitioners and scholars. (Graduate profile: Creativity and Toi C1, Understanding and Mātauranga C2)	
LO3: Manipulate materials and processes in the ideation and production of creative work. (Graduate profile: Virtuosity and Mōhio D1)	
LO4: Demonstrate effective visual, material, written and oral communication skills. (Graduate profile: Connectedness and Whanaungatanga E1)	
Course Mark Scheme	Course - Mark/Grade
Completion Requirements	

Assessment Pattern

Creative Compositions

Assessment Type	Creative Compositions	Assessment Title	Creative Work
Assessment Description	n/a		
Weighting	100	Sequence	1
Pass Mark (%)	0	Pattern	Default
Learning Outcomes	1, 2, 3, 4	Marking Scheme	ASS-MG
Compulsory	Yes		

Workload

This module has no workload.

Research/Information Literacy Skills	
Current Collection - Books	
Current Collection - Journals and Journal Article Databases	
Future Collecting - Books	
Future Collecting - Journals and Journal Article Databases	
Recommendations	
Approved by College Business Manager	Yes - Sharryn Middleton 8/2/24
Wholly Research	No
TEC Course Classification	Fine Arts; Design
TEC Funding Category	B2 - B2 Undergraduate Degree
Massey Funding Level	DES Design
NZSCED	100503 - Textile Design
PBRF Eligibility	Not PBRF Eligible
VRF Code	0 Non-PBRF eligible courses
Additional fees / Compulsory course cost fees	none
Publication Notes	
Additional Cost (course publication note)	
Learning Experience	
Proposal ID	03749
Academic Contact and Purpose of the Proposal	Introduced as part of the Bachelor of Design (Hons), UHDSG version 8.0, proposal
Rationale	
Accreditation Considerations	
Consultation	
Resource Impacts	
Calendar Amendments	
Proposed additional fees and expected enrolments for all offerings	


2/19/24, 9:24 PM

Course Comparison 223265 - Textile Design 2.3: Intro to Weave

Consequential Amendments	
Transition Arrangements	
Committee References	CCACB2024/02/60 UGQEC2024/01/36

Status Log

Initial Status	End Status	User	Date	Comment
College Board Approval	Academic Committee Approval	CAITLIN LIGO	19 Feb 2024 20:18 pm	Approved at CoCA College Board 09/02/2024
College Sub-Committee Approval	College Board Approval	CAITLIN LIGO	19 Feb 2024 19:45 pm	Approved at UGQEC 31/01/2024
HOD Approval	College Sub-Committee Approval	Jessica Board	19 Feb 2024 19:04 pm	Approved on behalf of HoS
Draft	HOD Approval	CAITLIN LIGO	19 Feb 2024 17:47 pm	Yes
	Draft	GREGORY GILBERT	22 Jan 2024 15:19 pm	New Course Created

Workload Competency Mapping 				
Workload Item	Workload Description	Competency Framework	Competency	Competency Teaching Method
None				

















View Course



223266 Textile Design 2.4: Digital Textile Print and Application v1.0

ACADEMIC COMMITTEE APPROVAL

[Show Legend](#)

Affiliated Entities 			
Entity Code	Entity Title	Entity Version	Entity Type
UBDSG	Bachelor of Design	v6.0	Qualification
UHDSG	Bachelor of Design with Honours	v8.0	Qualification
Year of Implementation 	2025		
Course Code 	223266		
Course Title 	Textile Design 2.4: Digital Textile Print and Application		
Abbreviated Title 	Textile Des 2.4		
Course Type 	Taught		
Credits 	15		
Course Level 	200		
Prescription 	Students interested in digital processes for textile design will be introduced to digital print, digital embroidery processes, advanced repeat systems for textile surface design and an introduction to industry trends, market and collection building.		
Online Learning Category 	Partially Taught Online		
Subject Area 	Textile Design (223P)		
Language of Instruction 			
Course Initiator History 	GREGORY GILBERT (22 Jan 2024 to ---)		
Collaborating Staff 			
Staff Member			
JO-ANN COWIE			
SHARRYN MIDDLETON			
TERESA HARTLEY			
GREGORY GILBERT			
PHIL BRONN			
FAITH KANE			
JOSHUA FYFE			
CAITLIN LIGO			
Sydney Lash			
Julian Sutherland			
NJ Jayne			
Jessica Board			
Owning Organisation 	School of Design (MU00024)		
Text Book Required 	No		

2/19/24, 9:23 PM

Course Comparison 223266 - Textile Design 2.4: Digital Textile Print and Application

Recognised Professional Development	
Pattern of Offering	Not Cyclic
Expected Prior Learning	Students are expected to have experience and competency in Photoshop and Illustrator.
Primary Qualification	
Course Requirements	No requisites
Prerequisites	
Corequisites	
Restrictions	223258
Learning Outcomes	
On successful completion of this course the learner will be able to:	
#	Description
L01	Develop and apply an awareness of a variety of local cultural contexts, and their relationship to the production and reception of creative work, acknowledging the bicultural framework of Aotearoa New Zealand. (Graduate profile: Understanding and Mātauranga A1, Connectedness and Whanaungatanga A3)
L02	Critically discuss their own work and the work of others. (Graduate profile: Understanding and Mātauranga C2)
L03	Demonstrate competency in techniques, skills and processes for digital textile design, by utilising analytical, selective and creative processes. (Graduate profile: Virtuosity and Mōhio, D2, D3)
L04	Apply investigative skills in order to source and use a range of resources/materials supporting the development of their work. (Graduate Profile: Understanding and Mātauranga E4)
Learning Outcomes and Competencies Mapping	
Learning Outcomes	Competencies
L01: Develop and apply an awareness of a variety of local cultural contexts, and their relationship to the production and reception of creative work, acknowledging the bicultural framework of Aotearoa New Zealand. (Graduate profile: Understanding and Mātauranga A1, Connectedness and Whanaungatanga A3)	
L02: Critically discuss their own work and the work of others. (Graduate profile: Understanding and Mātauranga C2)	
L03: Demonstrate competency in techniques, skills and processes for digital textile design, by utilising analytical, selective and creative processes. (Graduate profile: Virtuosity and Mōhio, D2, D3)	
L04: Apply investigative skills in order to source and use a range of resources/materials supporting the development of their work. (Graduate Profile: Understanding and Mātauranga E4)	
Course Mark Scheme	Course - Mark/Grade
Completion Requirements	

Assessment Pattern

Creative Compositions

Assessment Type	Creative Compositions	Assessment Title	Creative Work
Assessment Description	n/a		
Weighting	100	Sequence	1
Pass Mark (%)	0	Pattern	Default
Learning Outcomes	1, 2, 3, 4	Marking Scheme	ASS-MG
Compulsory	No		

Workload

This module has no workload.

Research/Information Literacy Skills	
Current Collection - Books	
Current Collection - Journals and Journal Article Databases	
Future Collecting - Books	
Future Collecting - Journals and Journal Article Databases	
Recommendations	
Approved by College Business Manager	yes - Sharryn Middleton 8/2/24
Wholly Research	
TEC Course Classification	Fine Arts; Design
TEC Funding Category	B2 - B2 Undergraduate Degree
Massey Funding Level	DES Design
NZSCED	100503 - Textile Design
PBRF Eligibility	Not PBRF Eligible
VRF Code	0 Non-PBRF eligible courses
Additional fees / Compulsory course cost fees	none
Publication Notes	
Additional Cost (course publication note)	
Learning Experience	
Proposal ID	03749
Academic Contact and Purpose of the Proposal	Introduced as part of the Bachelor of Design (Hons), UHDSG version 8.0, proposal
Rationale	
Accreditation Considerations	
Consultation	
Resource Impacts	
Calendar Amendments	
Proposed additional fees and expected enrolments for all offerings	

Consequential Amendments	
Transition Arrangements	
Committee References	CCACB2024/02/61 UGQEC2024/01/39

Status Log

Initial Status	End Status	User	Date	Comment
College Board Approval	Academic Committee Approval	CAITLIN LIGO	19 Feb 2024 20:18 pm	Approved at CoCA College Board 09/02/2024
College Sub-Committee Approval	College Board Approval	CAITLIN LIGO	19 Feb 2024 19:45 pm	Approved at UGQEC 31/01/2024
HOD Approval	College Sub-Committee Approval	Jessica Board	19 Feb 2024 19:05 pm	Approved on behalf of HoS
Draft	HOD Approval	CAITLIN LIGO	19 Feb 2024 17:48 pm	Yes
	Draft	GREGORY GILBERT	22 Jan 2024 15:21 pm	New Course Created

Workload Competency Mapping				
Workload Item	Workload Description	Competency Framework	Competency	Competency Teaching Method
None				







View Course



223367 Textile Design 3.1: Advanced Textile Structures v1.0

ACADEMIC COMMITTEE APPROVAL

[Show Legend](#)

Affiliated Entities 			
Entity Code	Entity Title	Entity Version	Entity Type
UBDSG	Bachelor of Design	v6.0	Qualification
UHDSG	Bachelor of Design with Honours	v8.0	Qualification
Year of Implementation 	2025		
Course Code 	223367		
Course Title 	Textile Design 3.1: Advanced Textile Structures		
Abbreviated Title 	Textile Des 3.1		
Course Type 	Taught		
Credits 	15		
Course Level 	300		
Prescription 	In this studio course students will extend their competency of textile structures through advanced weaving and knit technology, such as digital technologies and jacquard weaving. Gaining knowledge of warp design and material testing, students will produce collections of knitted and woven textiles to address current and future needs, problems or opportunities.		
Online Learning Category 	Partially Taught Online		
Subject Area 	Textile Design (223P)		
Language of Instruction 			
Course Initiator History 	GREGORY GILBERT (22 Jan 2024 to ---)		
Collaborating Staff 			
Staff Member			
JO-ANN COWIE			
SHARRYN MIDDLETON			
TERESA HARTLEY			
GREGORY GILBERT			
PHIL BRONN			
FAITH KANE			
JOSHUA FYFE			
CAITLIN LIGO			
Sydney Lash			
Julian Sutherland			
NJ Jayne			
Jessica Board			
Owning Organisation 	School of Design (MU00024)		

Text Book Required	No
Recognised Professional Development	
Pattern of Offering	Not Cyclic
Expected Prior Learning	
Primary Qualification	
Course Requirements	No requisites
Prerequisites	223263 or 223265
Corequisites	
Restrictions	223357
Learning Outcomes	
On successful completion of this course the learner will be able to:	
#	Description
L01	Establish a critically-informed position that contextualises their creative work. (Graduate profile: Understanding and Mātauranga A1, A2)
L02	Explore a variety of techniques and knowledge to develop a creative proposal. (Graduate profile: Creativity and Toi C1)
L03	Integrate technical control of textile design concepts, techniques, skills and processes with a well-considered and thorough conceptual approach to weave and knit technology. (Graduate profile: Virtuosity and Mōhio D1)
Learning Outcomes and Competencies Mapping	
Learning Outcomes	Competencies
L01: Establish a critically-informed position that contextualises their creative work. (Graduate profile: Understanding and Mātauranga A1, A2)	
L02: Explore a variety of techniques and knowledge to develop a creative proposal. (Graduate profile: Creativity and Toi C1)	
L03: Integrate technical control of textile design concepts, techniques, skills and processes with a well-considered and thorough conceptual approach to weave and knit technology. (Graduate profile: Virtuosity and Mōhio D1)	
Course Mark Scheme	Course - Mark/Grade
Completion Requirements	

Assessment Pattern

Creative Compositions

Assessment Type	Creative Compositions	Assessment Title	Creative Work
Assessment Description	n/a		
Weighting	100	Sequence	1
Pass Mark (%)	0	Pattern	Default
Learning Outcomes	1, 2, 3	Marking Scheme	ASS-MG
Compulsory	No		

Workload

This module has no workload.	
Research/Information Literacy Skills	

Current Collection - Books	
Current Collection - Journals and Journal Article Databases	
Future Collecting - Books	
Future Collecting - Journals and Journal Article Databases	
Recommendations	
Approved by College Business Manager	yes - Sharryn Middleton 8/2/24
Wholly Research	No
TEC Course Classification	Fine Arts; Design
TEC Funding Category	B2 - B2 Undergraduate Degree
Massey Funding Level	DES Design
NZSCED	100503 - Textile Design
PBRF Eligibility	Not PBRF Eligible
VRF Code	0 Non-PBRF eligible courses
Additional fees / Compulsory course cost fees	none
Publication Notes	
Additional Cost (course publication note)	
Learning Experience	
Proposal ID	03749
Academic Contact and Purpose of the Proposal	Introduced as part of the Bachelor of Design (Hons), UHDSG version 8.0, proposal
Rationale	
Accreditation Considerations	
Consultation	
Resource Impacts	
Calendar Amendments	
Proposed additional fees and expected enrolments for all offerings	
Consequential Amendments	


2/19/24, 9:23 PM

Course Comparison 223367 - Textile Design 3.1: Advanced Textile Structures

Transition Arrangements	
Committee References	CCACB2024/02/62 UGQEC2024/01/59

Status Log

Initial Status	End Status	User	Date	Comment
College Board Approval	Academic Committee Approval	CAITLIN LIGO	19 Feb 2024 20:18 pm	Approved at CoCA College Board 09/02/2024
College Sub-Committee Approval	College Board Approval	CAITLIN LIGO	19 Feb 2024 19:45 pm	Approved at UGQEC 31/01/2024
HOD Approval	College Sub-Committee Approval	Jessica Board	19 Feb 2024 19:05 pm	Approved on behalf of HoS
Draft	HOD Approval	CAITLIN LIGO	19 Feb 2024 17:48 pm	Yes
	Draft	GREGORY GILBERT	22 Jan 2024 15:24 pm	New Course Created

Workload Competency Mapping 				
Workload Item	Workload Description	Competency Framework	Competency	Competency Teaching Method
None				

















View Course



223368 Textile Design 3.2: Advanced Textile Print for Collection and Industry v1.0

ACADEMIC COMMITTEE APPROVAL

[Show Legend](#)

Affiliated Entities 			
Entity Code	Entity Title	Entity Version	Entity Type
UBDSG	Bachelor of Design	v6.0	Qualification
UHDSG	Bachelor of Design with Honours	v8.0	Qualification
Year of Implementation  2025			
Course Code  223368			
Course Title  Textile Design 3.2: Advanced Textile Print for Collection and Industry			
Abbreviated Title  Textile Des 3.2			
Course Type  Taught			
Credits  15			
Course Level  300			
Prescription  Students will gain advanced technical knowledge towards large-format printing and colouration processes while innovating existing knowledge on textile repeat structures. Additional learning will include an introduction to digital visualization using various techniques. This course is a textile collection-based output.			
Online Learning Category  Partially Taught Online			
Subject Area  Textile Design (223P)			
Language of Instruction 			
Course Initiator History  GREGORY GILBERT (22 Jan 2024 to ---)			
Collaborating Staff 			
Staff Member			
JO-ANN COWIE			
SHARRYN MIDDLETON			
TERESA HARTLEY			
GREGORY GILBERT			
PHIL BRONN			
FAITH KANE			
JOSHUA FYFE			
CAITLIN LIGO			
Sydney Lash			
Julian Sutherland			
NJ Jayne			
Jessica Board			
Owning Organisation  School of Design (MU00024)			
Text Book Required  No			

2/19/24, 9:23 PM

Course Comparison 223368 - Textile Design 3.2: Advanced Textile Print for Collection and Industry


























Recognised Professional Development	
Pattern of Offering	Not Cyclic
Expected Prior Learning	
Primary Qualification	
Course Requirements No requisites	
Prerequisites	one of: 223266 223265 223264 223263
Corequisites	
Restrictions	223357
Learning Outcomes	
On successful completion of this course the learner will be able to:	
#	Description
LO1	Demonstrate understanding of the relationship between creative work and audiences, clients, markets, users, consumers, participants, community. (Graduate profile: Connectedness and Whanaungatanga A3)
LO2	Skilfully apply exploratory and transformative thinking, together with critical reflection, to an individual or collaborative project. (Graduate profile: Creativity and Toi C1; Understanding and Mātauranga C2)
LO3	Manipulate materials, media, processes, technologies and environments with textile print design expertise (Graduate profile: Virtuosity and Mōhio D1)
LO4	Communicate and present work proficiently, persuasively and professionally, using well-sourced information in a variety of forms and contexts (Graduate profile: Connectedness and Whanaungatanga E1; Understanding and Mātauranga E4)
Learning Outcomes and Competencies Mapping	
Learning Outcomes	Competencies
LO1: Demonstrate understanding of the relationship between creative work and audiences, clients, markets, users, consumers, participants, community. (Graduate profile: Connectedness and Whanaungatanga A3)	
LO2: Skilfully apply exploratory and transformative thinking, together with critical reflection, to an individual or collaborative project. (Graduate profile: Creativity and Toi C1; Understanding and Mātauranga C2)	
LO3: Manipulate materials, media, processes, technologies and environments with textile print design expertise (Graduate profile: Virtuosity and Mōhio D1)	
LO4: Communicate and present work proficiently, persuasively and professionally, using well-sourced information in a variety of forms and contexts (Graduate profile: Connectedness and Whanaungatanga E1; Understanding and Mātauranga E4)	
Course Mark Scheme	Course - Mark/Grade
Completion Requirements	

Assessment Pattern

Creative Compositions

Assessment Type	Creative Compositions	Assessment Title	Creative Work
Assessment Description	n/a		
Weighting	100	Sequence	1
Pass Mark (%)	0	Pattern	Default
Learning Outcomes	1, 2, 3, 4	Marking Scheme	ASS-MG
Compulsory	No		

Workload

This module has no workload.	
Research/Information Literacy Skills 	
Current Collection - Books 	
Current Collection - Journals and Journal Article Databases 	
Future Collecting - Books 	
Future Collecting - Journals and Journal Article Databases 	
Recommendations 	
Approved by College Business Manager 	yes - Sharryn Middleton 8/2/24
Wholly Research 	No
TEC Course Classification 	Fine Arts; Design
TEC Funding Category 	B2 - B2 Undergraduate Degree
Massey Funding Level 	DES Design
NZSCED 	100503 - Textile Design
PBRF Eligibility 	Not PBRF Eligible
VRF Code 	0 Non-PBRF eligible courses
Additional fees / Compulsory course cost fees 	\$40.00 excluding GST to cover course costs.
Publication Notes 	
Additional Cost (course publication note) 	
Learning Experience 	
Proposal ID 	03749
Academic Contact and Purpose of the Proposal 	Introduced as part of the Bachelor of Design (Hons), UHDSG version 8.0, proposal
Rationale 	
Accreditation Considerations 	
Consultation 	
Resource Impacts 	
Calendar Amendments 	


2/19/24, 9:23 PM

Course Comparison 223368 - Textile Design 3.2: Advanced Textile Print for Collection and Industry

Proposed additional fees and expected enrolments for all offerings	
Consequential Amendments	
Transition Arrangements	
Committee References	CCACB2024/02/63 UGQEC2024/01/60

Status Log

Initial Status	End Status	User	Date	Comment
College Board Approval	Academic Committee Approval	CAITLIN LIGO	19 Feb 2024 20:18 pm	Approved at CoCA College Board 09/02/2024
College Sub-Committee Approval	College Board Approval	CAITLIN LIGO	19 Feb 2024 19:45 pm	Approved at UGQEC 31/01/2024
HOD Approval	College Sub-Committee Approval	CAITLIN LIGO	19 Feb 2024 19:05 pm	Approved on Behalf of HoS
Draft	HOD Approval	CAITLIN LIGO	19 Feb 2024 17:48 pm	Yes
	Draft	GREGORY GILBERT	22 Jan 2024 15:28 pm	New Course Created

Workload Competency Mapping 				
Workload Item	Workload Description	Competency Framework	Competency	Competency Teaching Method
None				
















View Course



224158 Spatial Design 1.2: Immersive Experiences v1.0

ACADEMIC COMMITTEE APPROVAL

[Show Legend](#)

Affiliated Entities 			
Entity Code	Entity Title	Entity Version	Entity Type
UBDSG	Bachelor of Design	v6.0	Qualification
UHDSG	Bachelor of Design with Honours	v8.0	Qualification
Year of Implementation 	2025		
Course Code 	224158		
Course Title 	Spatial Design 1.2: Immersive Experiences		
Abbreviated Title 	Spa 1.2 Immers		
Course Type 	Taught		
Credits 	15		
Course Level 	100		
Prescription 	In this studio course students will be introduced to performance and inhabitation. They will investigate the relationship between individual and collective rituals and the way they shape the interaction between people, places and objects. In a live-lab environment students will engage with moving image technologies, lighting, sound and material making towards the realisation of an immersive spatial experience.		
Online Learning Category 	Partially Taught Online		
Subject Area 	Spatial Design (224P)		
Language of Instruction 			
Course Initiator History 	GREGORY GILBERT (22 Jan 2024 to ---)		
Collaborating Staff 			
Staff Member			
JO-ANN COWIE			
SHARRYN MIDDLETON			
TERESA HARTLEY			
GREGORY GILBERT			
PHIL BRONN			
FAITH KANE			
JOSHUA FYFE			
CAITLIN LIGO			
Sydney Lash			
Julian Sutherland			
NJ Jayne			
Jessica Board			
Owning Organisation 	School of Design (MU00024)		


























Text Book Required	No
Recognised Professional Development	
Pattern of Offering	Not Cyclic
Expected Prior Learning	
Primary Qualification	
Course Requirements	No requisites
Prerequisites	
Corequisites	
Restrictions	
Learning Outcomes	
On successful completion of this course the learner will be able to:	
#	Description
L01	Show an introductory understanding of human-centred design in private and social contexts and how it is experienced (Graduate profile: Connectedness and Whanaungatanga A3)
L02	Demonstrate a willingness to explore a range of ideas and take risks in response to project challenges (Graduate profile: Creativity and Toi B1, C1)
L03	Engage productively with peers within the studio environment (Graduate profile: Understanding and Mātauranga C2; Connectedness and Whanaungatanga E2)
L04	Demonstrate basic competency in techniques, skills and processes that form the basis of spatial design (Graduate profile: Virtuosity and Mōhio D1 D2)
L05	Communicate and present work in a clear and considered way. (Graduate profile: Connectedness and Whanaungatanga E1)
Learning Outcomes and Competencies Mapping	
Learning Outcomes	Competencies
L01: Show an introductory understanding of human-centred design in private and social contexts and how it is experienced (Graduate profile: Connectedness and Whanaungatanga A3)	
L02: Demonstrate a willingness to explore a range of ideas and take risks in response to project challenges (Graduate profile: Creativity and Toi B1, C1)	
L03: Engage productively with peers within the studio environment (Graduate profile: Understanding and Mātauranga C2; Connectedness and Whanaungatanga E2)	
L04: Demonstrate basic competency in techniques, skills and processes that form the basis of spatial design (Graduate profile: Virtuosity and Mōhio D1 D2)	
L05: Communicate and present work in a clear and considered way. (Graduate profile: Connectedness and Whanaungatanga E1)	
Course Mark Scheme	Course - Mark/Grade
Completion Requirements	

Assessment Pattern

Creative Compositions

Assessment Type	Creative Compositions	Assessment Title	Creative Work
Assessment Description	n/a		
Weighting	100	Sequence	1
Pass Mark (%)	0	Pattern	Default
Learning Outcomes	1, 2, 3, 4, 5	Marking Scheme	ASS-MG
Compulsory	Yes		


Workload

This module has no workload.	
Research/Information Literacy Skills 	
Current Collection - Books 	
Current Collection - Journals and Journal Article Databases 	
Future Collecting - Books 	
Future Collecting - Journals and Journal Article Databases 	
Recommendations 	
Approved by College Business Manager 	yes - Sharryn Middleton 12/2/24
Wholly Research 	No
TEC Course Classification 	Fine Arts; Design
TEC Funding Category 	C2 - C2 Undergraduate Degree
Massey Funding Level 	DES Design
NZSCED 	040107 - Interior and Environmental Design
PBRF Eligibility 	Not PBRF Eligible
VRF Code 	0 Non-PBRF eligible courses
Additional fees / Compulsory course cost fees 	none
Publication Notes 	
Additional Cost (course publication note) 	
Learning Experience 	
Proposal ID 	03749
Academic Contact and Purpose of the Proposal 	Introduced as part of the Bachelor of Design (Hons), UHDSG version 8.0, proposal
Rationale 	
Accreditation Considerations 	
Consultation 	
Resource Impacts 	
Calendar Amendments 	

Proposed additional fees and expected enrolments for all offerings	
Consequential Amendments	
Transition Arrangements	
Committee References	CCACB2023/02/64 UGQEC2024/01/12

Status Log

Initial Status	End Status	User	Date	Comment
College Board Approval	Academic Committee Approval	CAITLIN LIGO	19 Feb 2024 20:01 pm	Approved by CoCA College Board 09/02/2024
College Sub-Committee Approval	College Board Approval	CAITLIN LIGO	19 Feb 2024 19:43 pm	Approved at UGQEC 31/01/2024
HOD Approval	College Sub-Committee Approval	Jessica Board	19 Feb 2024 19:02 pm	Approved on behalf of HoS
Draft	HOD Approval	CAITLIN LIGO	19 Feb 2024 17:43 pm	Yes
	Draft	GREGORY GILBERT	22 Jan 2024 16:03 pm	New Course Created

Workload Competency Mapping 				
Workload Item	Workload Description	Competency Framework	Competency	Competency Teaching Method
None				
















View Course



224263 Spatial Design 2.1: Place and Community v1.0

ACADEMIC COMMITTEE APPROVAL

[Show Legend](#)

Affiliated Entities 			
Entity Code	Entity Title	Entity Version	Entity Type
UBDSG	Bachelor of Design	v6.0	Qualification
UHDSG	Bachelor of Design with Honours	v8.0	Qualification
Year of Implementation 	2025		
Course Code 	224263		
Course Title 	Spatial Design 2.1: Place and Community		
Abbreviated Title 	Spa 2.1 Commun		
Course Type 	Taught		
Credits 	15		
Course Level 	200		
Prescription 	In this studio course students will explore and design spaces for communities. Through an adaptive reuse project students learn about strategies for community engagement and urban experiences to begin to understand the importance of co-design and the shared nature of public places and facilities. Students are introduced to drawing and mapping techniques for spatial design practice including site analysis, architectural drawing conventions and 3D visualisations.		
Online Learning Category 	Partially Taught Online		
Subject Area 	Spatial Design (224P)		
Language of Instruction 			
Course Initiator History 	GREGORY GILBERT (22 Jan 2024 to ---)		
Collaborating Staff 			
Staff Member			
JO-ANN COWIE			
SHARRYN MIDDLETON			
TERESA HARTLEY			
GREGORY GILBERT			
PHIL BRONN			
FAITH KANE			
JOSHUA FYFE			
CAITLIN LIGO			
Sydney Lash			
Julian Sutherland			
NJ Jayne			
Jessica Board			
Owning Organisation 	School of Design (MU00024)		

























Text Book Required	No
Recognised Professional Development	
Pattern of Offering	Not Cyclic
Expected Prior Learning	
Primary Qualification	
Course Requirements	No requisites
Prerequisites	224157 or 224158
Corequisites	
Restrictions	224257
Learning Outcomes	
On successful completion of this course the learner will be able to:	
#	Description
L01	Develop and apply an awareness of a variety of local cultural contexts, and their relationship to the production and reception of creative work, acknowledging the bicultural framework of Aotearoa New Zealand (Graduate profile: Understanding and Mātauranga A1; Connectedness and Whanaungatanga A3)
L02	Critically discuss their own work and the work of others (Graduate profile: Understanding and Mātauranga C2)
L03	Demonstrate competency in techniques, skills and processes for spatial design (Graduate profile: Virtuosity and Mōhio D1, D2)
L04	Utilise analytical, selective and creative processes in order to transform ideas into material outcomes. (Graduate profile: Virtuosity and Mōhio D3)
L05	Apply investigative skills in order to source and use a range of resources/materials supporting the development of their work. (Graduate profile: Understanding and Mātauranga E4)
Learning Outcomes and Competencies Mapping	
Learning Outcomes	Competencies
L01: Develop and apply an awareness of a variety of local cultural contexts, and their relationship to the production and reception of creative work, acknowledging the bicultural framework of Aotearoa New Zealand (Graduate profile: Understanding and Mātauranga A1; Connectedness and Whanaungatanga A3)	
L02: Critically discuss their own work and the work of others (Graduate profile: Understanding and Mātauranga C2)	
L03: Demonstrate competency in techniques, skills and processes for spatial design (Graduate profile: Virtuosity and Mōhio D1, D2)	
L04: Utilise analytical, selective and creative processes in order to transform ideas into material outcomes. (Graduate profile: Virtuosity and Mōhio D3)	
L05: Apply investigative skills in order to source and use a range of resources/materials supporting the development of their work. (Graduate profile: Understanding and Mātauranga E4)	
Course Mark Scheme	Course - Mark/Grade
Completion Requirements	

Assessment Pattern

Creative Compositions

Assessment Type	Creative Compositions	Assessment Title	Creative Work
Assessment Description	n/a		
Weighting	100	Sequence	1
Pass Mark (%)	0	Pattern	Default
Learning Outcomes	1, 2, 3, 4, 5	Marking Scheme	ASS-MG
Compulsory	Yes		

Workload

This module has no workload.	
Research/Information Literacy Skills 	
Current Collection - Books 	
Current Collection - Journals and Journal Article Databases 	
Future Collecting - Books 	
Future Collecting - Journals and Journal Article Databases 	
Recommendations 	
Approved by College Business Manager 	Yes - Sharryn Middleton 12/2/24
Wholly Research 	No
TEC Course Classification 	Fine Arts; Design
TEC Funding Category 	C2 - C2 Undergraduate Degree
Massey Funding Level 	DES Design
NZSCED 	040107 - Interior and Environmental Design
PBRF Eligibility 	Not PBRF Eligible
VRF Code 	0 Non-PBRF eligible courses
Additional fees / Compulsory course cost fees 	none
Publication Notes 	
Additional Cost (course publication note) 	
Learning Experience 	
Proposal ID 	03749
Academic Contact and Purpose of the Proposal 	Introduced as part of the Bachelor of Design (Hons), UHDSG version 8.0, proposal
Rationale 	
Accreditation Considerations 	
Consultation 	
Resource Impacts 	
Calendar Amendments 	


2/19/24, 9:28 PM

Course Comparison 224263 - Spatial Design 2.1: Place and Community

Proposed additional fees and expected enrolments for all offerings	
Consequential Amendments	
Transition Arrangements	
Committee References	CCACB2024/02/65 UGQEC2024/01/40

Status Log

Initial Status	End Status	User	Date	Comment
College Board Approval	Academic Committee Approval	CAITLIN LIGO	19 Feb 2024 20:01 pm	Approved by CoCA College Board 09/02/2024
College Sub-Committee Approval	College Board Approval	CAITLIN LIGO	19 Feb 2024 19:43 pm	Approved at UGQEC 31/01/2024
HOD Approval	College Sub-Committee Approval	CAITLIN LIGO	19 Feb 2024 19:03 pm	Approved on Behalf of HoS
Draft	HOD Approval	CAITLIN LIGO	19 Feb 2024 17:45 pm	Yes
	Draft	GREGORY GILBERT	22 Jan 2024 16:05 pm	New Course Created

Workload Competency Mapping 				
Workload Item	Workload Description	Competency Framework	Competency	Competency Teaching Method
None				
















View Course



224264 Spatial Design 2.2: Producing Atmospheres v1.0

ACADEMIC COMMITTEE APPROVAL

[Show Legend](#)

Affiliated Entities 			
Entity Code	Entity Title	Entity Version	Entity Type
UBDSG	Bachelor of Design	v6.0	Qualification
UHDSG	Bachelor of Design with Honours	v8.0	Qualification
Year of Implementation 	2025		
Course Code 	224264		
Course Title 	Spatial Design 2.2: Producing Atmospheres		
Abbreviated Title 	Spa 2.2 Atmosph		
Course Type 	Taught		
Credits 	15		
Course Level 	200		
Prescription 	In this studio course students will explore sensory perception in physical and digital space. They will develop an understanding of the production of atmospheres and experiences through investigations of bodies, space and light. In a live-lab environment, students will work between physical and digital modalities and apply immersive technologies to generate spatial installations.		
Online Learning Category 	Partially Taught Online		
Subject Area 	Spatial Design (224P)		
Language of Instruction 			
Course Initiator History 	GREGORY GILBERT (22 Jan 2024 to ---)		
Collaborating Staff 			
Staff Member			
JO-ANN COWIE			
SHARRYN MIDDLETON			
TERESA HARTLEY			
GREGORY GILBERT			
PHIL BRONN			
FAITH KANE			
JOSHUA FYFE			
CAITLIN LIGO			
Sydney Lash			
Julian Sutherland			
NJ Jayne			
Jessica Board			
Owning Organisation 	School of Design (MU00024)		

2/19/24, 9:27 PM

Course Comparison 224264 - Spatial Design 2.2: Producing Atmospheres

Text Book Required	No
Recognised Professional Development	
Pattern of Offering	Not Cyclic
Expected Prior Learning	
Primary Qualification	
Course Requirements	No requisites
Prerequisites	224157 or 224158
Corequisites	
Restrictions	224257
Learning Outcomes	
On successful completion of this course the learner will be able to:	
#	Description
L01	Develop and apply an awareness of a variety of local cultural contexts, and their relationship to the production and reception of creative work, acknowledging the bicultural framework of Aotearoa New Zealand (Graduate profile: Understanding and Mātauranga A1; Connectedness and Whanaungatanga A3)
L02	Critically discuss their own work and the work of others (Graduate profile: Understanding and Mātauranga C2)
L03	Demonstrate competency in techniques, skills and processes for addressing sensory perception in spatial design (Graduate profile: Virtuosity and Mōhio D1, D2)
L04	Utilise analytical, selective and creative processes in order to transform ideas into material outcomes. (Graduate profile: Virtuosity and Mōhio D3)
L05	Apply investigative skills in order to source and use a range of resources/materials supporting the development of their work (Graduate profile: Understanding and Mātauranga E4)
Learning Outcomes and Competencies Mapping	
Learning Outcomes	Competencies
L01: Develop and apply an awareness of a variety of local cultural contexts, and their relationship to the production and reception of creative work, acknowledging the bicultural framework of Aotearoa New Zealand (Graduate profile: Understanding and Mātauranga A1; Connectedness and Whanaungatanga A3)	
L02: Critically discuss their own work and the work of others (Graduate profile: Understanding and Mātauranga C2)	
L03: Demonstrate competency in techniques, skills and processes for addressing sensory perception in spatial design (Graduate profile: Virtuosity and Mōhio D1, D2)	
L04: Utilise analytical, selective and creative processes in order to transform ideas into material outcomes. (Graduate profile: Virtuosity and Mōhio D3)	
L05: Apply investigative skills in order to source and use a range of resources/materials supporting the development of their work (Graduate profile: Understanding and Mātauranga E4)	
Course Mark Scheme	Course - Mark/Grade
Completion Requirements	

Assessment Pattern

Creative Compositions

Assessment Type	Creative Compositions	Assessment Title	Creative Work
Assessment Description	n/a		
Weighting	100	Sequence	1
Pass Mark (%)	0	Pattern	Default
Learning Outcomes	1, 2, 3, 4, 5	Marking Scheme	ASS-MG

























198 of 256

2/19/24, 9:27 PM

Course Comparison 224264 - Spatial Design 2.2: Producing Atmospheres

Compulsory	Yes
-------------------	-----

Workload

This module has no workload.	
Research/Information Literacy Skills 	
Current Collection - Books 	
Current Collection - Journals and Journal Article Databases 	
Future Collecting - Books 	
Future Collecting - Journals and Journal Article Databases 	
Recommendations 	
Approved by College Business Manager 	yes - Sharryn Middleton 12/2/24
Wholly Research 	No
TEC Course Classification 	Fine Arts; Design
TEC Funding Category 	C2 - C2 Undergraduate Degree
Massey Funding Level 	DES Design
NZSCED 	040107 - Interior and Environmental Design
PBRF Eligibility 	Not PBRF Eligible
VRF Code 	0 Non-PBRF eligible courses
Additional fees / Compulsory course cost fees 	none
Publication Notes 	
Additional Cost (course publication note) 	
Learning Experience 	
Proposal ID 	03749
Academic Contact and Purpose of the Proposal 	Introduced as part of the Bachelor of Design (Hons), UHDSG version 8.0, proposal
Rationale 	
Accreditation Considerations 	
Consultation 	
Resource Impacts 	

Calendar Amendments	
Proposed additional fees and expected enrolments for all offerings	
Consequential Amendments	
Transition Arrangements	
Committee References	CCACB2024/02/66 UGQEC2024/01/41

Status Log

Initial Status	End Status	User	Date	Comment
College Board Approval	Academic Committee Approval	CAITLIN LIGO	19 Feb 2024 20:01 pm	Approved by CoCA College Board 09/02/2024
College Sub-Committee Approval	College Board Approval	CAITLIN LIGO	19 Feb 2024 19:44 pm	Approved at UGQEC 31/01/2024
HOD Approval	College Sub-Committee Approval	CAITLIN LIGO	19 Feb 2024 19:04 pm	Approved on Behalf of HoS
Draft	HOD Approval	CAITLIN LIGO	19 Feb 2024 17:45 pm	Yes
	Draft	GREGORY GILBERT	22 Jan 2024 16:08 pm	New Course Created

Workload Competency Mapping				
Workload Item	Workload Description	Competency Framework	Competency	Competency Teaching Method
None				







View Course



224265 Spatial Design 2.3: Adaptive Interiors v1.0

ACADEMIC COMMITTEE APPROVAL

[Show Legend](#)

Affiliated Entities 			
Entity Code	Entity Title	Entity Version	Entity Type
UBDSG	Bachelor of Design	v6.0	Qualification
UHDSG	Bachelor of Design with Honours	v8.0	Qualification
Year of Implementation 	2025		
Course Code 	224265		
Course Title 	Spatial Design 2.3: Adaptive Interiors		
Abbreviated Title 	Spa 2.3 Interio		
Course Type 	Taught		
Credits 	15		
Course Level 	200		
Prescription 	In this studio course students will investigate a range of adaptive reuse and spatial planning strategies through digital and physical modelling. They will develop an understanding of the dynamic relationship between communities, built environments and their spatial requirements to design an interior architectural mixed-use space. Students will gain knowledge of building materials, codes and structures alongside skills in creating architectural drawings.		
Online Learning Category 	Partially Taught Online		
Subject Area 	Spatial Design (224P)		
Language of Instruction 			
Course Initiator History 	GREGORY GILBERT (22 Jan 2024 to ---)		
Collaborating Staff 			
Staff Member			
JO-ANN COWIE			
SHARRYN MIDDLETON			
TERESA HARTLEY			
GREGORY GILBERT			
PHIL BRONN			
FAITH KANE			
JOSHUA FYFE			
CAITLIN LIGO			
Sydney Lash			
Julian Sutherland			
NJ Jayne			
Jessica Board			
Owning Organisation 	School of Design (MU00024)		

2/19/24, 9:26 PM

Course Comparison 224265 - Spatial Design 2.3: Adaptive Interiors


























Text Book Required	No
Recognised Professional Development	
Pattern of Offering	Not Cyclic
Expected Prior Learning	
Primary Qualification	
Course Requirements	No requisites
Prerequisites	224157 or 224158
Corequisites	
Restrictions	224258
Learning Outcomes	
On successful completion of this course the learner will be able to:	
#	Description
L01	Demonstrate a critical awareness of key aspects of art and design in local and/or global contexts in relation to their practice. (Graduate profile: Understanding and Mātauranga A2)
L02	Demonstrate an understanding of the role of risk in creative processes through experimentation and questioning. (Graduate profile: Creativity and Toi B1)
L03	Apply a range of processes to explore, develop, reflect on and refine ideas (Graduate profile: Creativity and Toi C1, Understanding and Mātauranga C2)
L04	Combine technique, skills, processes and conceptual understanding of interior spatial design to produce a well-developed body of creative work (Graduate profile: Virtuosity and Mōhio D2)
L05	Demonstrate effective visual, material, written and oral communication skills (Graduate profile: Connectedness and Whanaungatanga E1)
Learning Outcomes and Competencies Mapping	
Learning Outcomes	Competencies
L01: Demonstrate a critical awareness of key aspects of art and design in local and/or global contexts in relation to their practice. (Graduate profile: Understanding and Mātauranga A2)	
L02: Demonstrate an understanding of the role of risk in creative processes through experimentation and questioning. (Graduate profile: Creativity and Toi B1)	
L03: Apply a range of processes to explore, develop, reflect on and refine ideas (Graduate profile: Creativity and Toi C1, Understanding and Mātauranga C2)	
L04: Combine technique, skills, processes and conceptual understanding of interior spatial design to produce a well-developed body of creative work (Graduate profile: Virtuosity and Mōhio D2)	
L05: Demonstrate effective visual, material, written and oral communication skills (Graduate profile: Connectedness and Whanaungatanga E1)	
Course Mark Scheme	Course - Mark/Grade
Completion Requirements	

Assessment Pattern

Creative Compositions

Assessment Type	Creative Compositions	Assessment Title	Creative Work
Assessment Description	n/a		
Weighting	100	Sequence	1
Pass Mark (%)	0	Pattern	Default
Learning Outcomes	1, 2, 3, 4, 5	Marking Scheme	ASS-MG
Compulsory	Yes		

Workload

This module has no workload.	
Research/Information Literacy Skills 	
Current Collection - Books 	
Current Collection - Journals and Journal Article Databases 	
Future Collecting - Books 	
Future Collecting - Journals and Journal Article Databases 	
Recommendations 	
Approved by College Business Manager 	yes - Sharryn Middleton - 12/2/24
Wholly Research 	No
TEC Course Classification 	Fine Arts; Design
TEC Funding Category 	C2 - C2 Undergraduate Degree
Massey Funding Level 	DES Design
NZSCED 	040107 - Interior and Environmental Design
PBRF Eligibility 	Not PBRF Eligible
VRF Code 	0 Non-PBRF eligible courses
Additional fees / Compulsory course cost fees 	none
Publication Notes 	
Additional Cost (course publication note) 	
Learning Experience 	
Proposal ID 	03749
Academic Contact and Purpose of the Proposal 	Introduced as part of the Bachelor of Design (Hons), UHDSG version 8.0, proposal
Rationale 	
Accreditation Considerations 	
Consultation 	
Resource Impacts 	
Calendar Amendments 	


2/19/24, 9:26 PM

Course Comparison 224265 - Spatial Design 2.3: Adaptive Interiors

Proposed additional fees and expected enrolments for all offerings	
Consequential Amendments	
Transition Arrangements	
Committee References	CCACB2024/02/67 UGQEC2024/01/42

Status Log

Initial Status	End Status	User	Date	Comment
College Board Approval	Academic Committee Approval	CAITLIN LIGO	19 Feb 2024 20:01 pm	Approved by CoCA College Board 09/02/2024
College Sub-Committee Approval	College Board Approval	CAITLIN LIGO	19 Feb 2024 19:44 pm	Approved at UGQEC 31/01/2024
HOD Approval	College Sub-Committee Approval	Jessica Board	19 Feb 2024 19:03 pm	Approved on behalf of HoS
Draft	HOD Approval	CAITLIN LIGO	19 Feb 2024 17:46 pm	Yes
	Draft	GREGORY GILBERT	22 Jan 2024 16:10 pm	New Course Created

Workload Competency Mapping 				
Workload Item	Workload Description	Competency Framework	Competency	Competency Teaching Method
None				










View Course



224266 Spatial Design 2.4: Material Matters v1.0

ACADEMIC COMMITTEE APPROVAL

[Show Legend](#)

Affiliated Entities 			
Entity Code	Entity Title	Entity Version	Entity Type
UBDSG	Bachelor of Design	v6.0	Qualification
UHDSG	Bachelor of Design with Honours	v8.0	Qualification
Year of Implementation 	2025		
Course Code 	224266		
Course Title 	Spatial Design 2.4: Material Matters		
Abbreviated Title 	Spa 2.4 Materia		
Course Type 	Taught		
Credits 	15		
Course Level 	200		
Prescription 	In this studio course students will investigate materials, how they matter and their application in the built environment. They will explore materials and light to develop processes and concepts for the creation of spatial experiences. Students will gain knowledge about material specification and detailing, surface finishes, architectural lighting codes, acoustics and the conventions employed to express and communicate these.		
Online Learning Category 	Partially Taught Online		
Subject Area 	Spatial Design (224P)		
Language of Instruction 			
Course Initiator History 	GREGORY GILBERT (22 Jan 2024 to ---)		
Collaborating Staff 			
Staff Member			
JO-ANN COWIE			
SHARRYN MIDDLETON			
TERESA HARTLEY			
GREGORY GILBERT			
PHIL BRONN			
FAITH KANE			
JOSHUA FYFE			
CAITLIN LIGO			
Sydney Lash			
Julian Sutherland			
NJ Jayne			
Jessica Board			
Owning Organisation 	School of Design (MU00024)		

Text Book Required	No
Recognised Professional Development	
Pattern of Offering	Not Cyclic
Expected Prior Learning	
Primary Qualification	
Course Requirements	No requisites
Prerequisites	224157 or 224158
Corequisites	
Restrictions	224258
Learning Outcomes	
On successful completion of this course the learner will be able to:	
#	Description
L01	Demonstrate a critical awareness of key aspects of art and design in local and/or global contexts in relation to their practice (Graduate profile: Understanding and Mātauranga A2)
L02	Demonstrate an understanding of the role of risk in creative processes through experimentation and questioning (Graduate profile: Creativity and Toi B1)
L03	Apply a range of processes to explore, develop, reflect on and refine ideas (Graduate profile: Creativity and Toi C1, Understanding and Mātauranga C2)
L04	Combine technique, skills, processes and conceptual understanding of materiality in spatial design to produce a well-developed body of creative work (Graduate profile: Virtuosity and Mōhio D2)
L05	Manipulate materials, media, processes, technologies and environments with spatial design expertise (Graduate profile: Virtuosity and Mōhio D1)
L06	Demonstrate effective visual, material, written and oral communication skills (Graduate profile: Connectedness and Whanaungatanga E1)
Learning Outcomes and Competencies Mapping	
Learning Outcomes	Competencies
L01: Demonstrate a critical awareness of key aspects of art and design in local and/or global contexts in relation to their practice (Graduate profile: Understanding and Mātauranga A2)	
L02: Demonstrate an understanding of the role of risk in creative processes through experimentation and questioning (Graduate profile: Creativity and Toi B1)	
L03: Apply a range of processes to explore, develop, reflect on and refine ideas (Graduate profile: Creativity and Toi C1, Understanding and Mātauranga C2)	
L04: Combine technique, skills, processes and conceptual understanding of materiality in spatial design to produce a well-developed body of creative work (Graduate profile: Virtuosity and Mōhio D2)	
L05: Manipulate materials, media, processes, technologies and environments with spatial design expertise (Graduate profile: Virtuosity and Mōhio D1)	
L06: Demonstrate effective visual, material, written and oral communication skills (Graduate profile: Connectedness and Whanaungatanga E1)	
Course Mark Scheme	Course - Mark/Grade
Completion Requirements	

Assessment Pattern

Creative Compositions












Assessment Type	Creative Compositions	Assessment Title	Creative Work
Assessment Description	n/a		
Weighting	100	Sequence	1

2/19/24, 9:26 PM

Course Comparison 224266 - Spatial Design 2.4: Material Matters

Pass Mark (%)	0	Pattern	Default
Learning Outcomes	1, 2, 3, 4, 5, 6	Marking Scheme	ASS-MG
Compulsory	Yes		

Workload

This module has no workload.	
Research/Information Literacy Skills 	
Current Collection - Books 	
Current Collection - Journals and Journal Article Databases 	
Future Collecting - Books 	
Future Collecting - Journals and Journal Article Databases 	
Recommendations 	
Approved by College Business Manager 	yes - Sharryn Middleton - 12/2/24
Wholly Research 	No
TEC Course Classification 	Fine Arts; Design
TEC Funding Category 	C2 - C2 Undergraduate Degree
Massey Funding Level 	DES Design
NZSCED 	040107 - Interior and Environmental Design
PBRF Eligibility 	Not PBRF Eligible
VRF Code 	0 Non-PBRF eligible courses
Additional fees / Compulsory course cost fees 	none
Publication Notes 	
Additional Cost (course publication note) 	
Learning Experience 	
Proposal ID 	03749
Academic Contact and Purpose of the Proposal 	Introduced as part of the Bachelor of Design (Hons), UHDSG version 8.0, proposal
Rationale 	
Accreditation Considerations 	
Consultation 	

Resource Impacts	
Calendar Amendments	
Proposed additional fees and expected enrolments for all offerings	
Consequential Amendments	
Transition Arrangements	
Committee References	CCACB2024/02/68 UGQEC2024/01/43

Status Log

Initial Status	End Status	User	Date	Comment
College Board Approval	Academic Committee Approval	CAITLIN LIGO	19 Feb 2024 20:01 pm	Approved by CoCA College Board 09/02/2024
College Sub-Committee Approval	College Board Approval	CAITLIN LIGO	19 Feb 2024 19:44 pm	Approved at UGQEC 31/01/2024
HOD Approval	College Sub-Committee Approval	CAITLIN LIGO	19 Feb 2024 19:04 pm	Approved on Behalf of HoS
Draft	HOD Approval	CAITLIN LIGO	19 Feb 2024 17:46 pm	Yes
	Draft	GREGORY GILBERT	22 Jan 2024 16:12 pm	New Course Created

Workload Competency Mapping				
Workload Item	Workload Description	Competency Framework	Competency	Competency Teaching Method
None				
















View Course



224367 Spatial Design 3.1: Regenerative Practices v1.0

ACADEMIC COMMITTEE APPROVAL

[Show Legend](#)

Affiliated Entities 			
Entity Code	Entity Title	Entity Version	Entity Type
UBDSG	Bachelor of Design	v6.0	Qualification
UHDSG	Bachelor of Design with Honours	v8.0	Qualification
Year of Implementation 	2025		
Course Code 	224367		
Course Title 	Spatial Design 3.1: Regenerative Practices		
Abbreviated Title 	Spa 3.1 Regen		
Course Type 	Taught		
Credits 	15		
Course Level 	300		
Prescription 	In this advanced studio course students will critically engage with spatial ecologies and regenerative practices. Through inquiry-based learning students will explore the interconnected and relational condition of communities, the built environment and landscapes. Students will consolidate and expand spatial design concepts, techniques, skills and processes in the production of their creative work.		
Online Learning Category 	Partially Taught Online		
Subject Area 	Spatial Design (224P)		
Language of Instruction 			
Course Initiator History 	GREGORY GILBERT (22 Jan 2024 to ---)		
Collaborating Staff 			
Staff Member			
JO-ANN COWIE			
SHARRYN MIDDLETON			
TERESA HARTLEY			
GREGORY GILBERT			
PHIL BRONN			
FAITH KANE			
JOSHUA FYFE			
CAITLIN LIGO			
Sydney Lash			
Julian Sutherland			
NJ Jayne			
Jessica Board			
Owning Organisation 	School of Design (MU00024)		

Text Book Required	No
Recognised Professional Development	
Pattern of Offering	Not Cyclic
Expected Prior Learning	
Primary Qualification	
Course Requirements	No requisites
Prerequisites	15 credits of 224 prefix at year 2
Corequisites	
Restrictions	224357
Learning Outcomes	
On successful completion of this course the learner will be able to:	
#	Description
L01	Develop and apply an awareness of a variety of local cultural contexts, and their relationship to the production and reception of creative work, acknowledging the bicultural framework of Aotearoa New Zealand. (Graduate profile: Understanding and Mātauranga A1; Connectedness and Whanaungatanga A3)
L02	Establish a critically-informed position that contextualises their creative work (Graduate profile: Understanding and Mātauranga A1, A2)
L03	Articulate a clear strategy that enables the realisation of defined goals (Graduate profile: Creativity and Toi B2)
L04	Show command of their creative process to address project challenges (Graduate profile: Creativity and Toi C1)
L05	Integrate technical control of regenerative spatial design concepts, techniques, skills and processes with a well-considered and thorough conceptual approach to produce a successfully resolved body of creative work (Graduate profile: Virtuosity and Mōhio D1, D2)
L06	Manage work competently, whether independently or with others, considering professional and ethical factors (Graduate profile: Connectedness and Whanaungatanga E2; Autonomy and Mana E3)
Learning Outcomes and Competencies Mapping	
Learning Outcomes	Competencies
L01: Develop and apply an awareness of a variety of local cultural contexts, and their relationship to the production and reception of creative work, acknowledging the bicultural framework of Aotearoa New Zealand. (Graduate profile: Understanding and Mātauranga A1; Connectedness and Whanaungatanga A3)	
L02: Establish a critically-informed position that contextualises their creative work (Graduate profile: Understanding and Mātauranga A1, A2)	
L03: Articulate a clear strategy that enables the realisation of defined goals (Graduate profile: Creativity and Toi B2)	
L04: Show command of their creative process to address project challenges (Graduate profile: Creativity and Toi C1)	
L05: Integrate technical control of regenerative spatial design concepts, techniques, skills and processes with a well-considered and thorough conceptual approach to produce a successfully resolved body of creative work (Graduate profile: Virtuosity and Mōhio D1, D2)	
L06: Manage work competently, whether independently or with others, considering professional and ethical factors (Graduate profile: Connectedness and Whanaungatanga E2; Autonomy and Mana E3)	
Course Mark Scheme	Course - Mark/Grade
Completion Requirements	

Assessment Pattern

Creative Compositions

























Assessment Type	Creative Compositions	Assessment Title	Creative Work
Assessment Description	n/a		
Weighting	100	Sequence	1
Pass Mark (%)	0	Pattern	Default

2/19/24, 9:25 PM

Course Comparison 224367 - Spatial Design 3.1: Regenerative Practices

Learning Outcomes	1, 2, 3, 4, 5, 6	Marking Scheme	ASS-MG
Compulsory	Yes		

Workload

This module has no workload.	
Research/Information Literacy Skills 	
Current Collection - Books 	
Current Collection - Journals and Journal Article Databases 	
Future Collecting - Books 	
Future Collecting - Journals and Journal Article Databases 	
Recommendations 	
Approved by College Business Manager 	yes - Sharryn Middleton - 12/2/24
Wholly Research 	No
TEC Course Classification 	Fine Arts; Design
TEC Funding Category 	C2 - C2 Undergraduate Degree
Massey Funding Level 	DES Design
NZSCED 	040107 - Interior and Environmental Design
PBRF Eligibility 	Not PBRF Eligible
VRF Code 	0 Non-PBRF eligible courses
Additional fees / Compulsory course cost fees 	None
Publication Notes 	
Additional Cost (course publication note) 	
Learning Experience 	
Proposal ID 	03749
Academic Contact and Purpose of the Proposal 	Introduced as part of the Bachelor of Design (Hons), UHDSG version 8.0, proposal
Rationale 	
Accreditation Considerations 	
Consultation 	
Resource Impacts 	

Calendar Amendments	
Proposed additional fees and expected enrolments for all offerings	
Consequential Amendments	
Transition Arrangements	
Committee References	CCACB2024/02/69 UGQEC2024/01/61

Status Log

Initial Status	End Status	User	Date	Comment
College Board Approval	Academic Committee Approval	CAITLIN LIGO	19 Feb 2024 20:01 pm	Approved by CoCA College Board 09/02/2024
College Sub-Committee Approval	College Board Approval	CAITLIN LIGO	19 Feb 2024 19:44 pm	Approved at UGQEC 31/01/2024
HOD Approval	College Sub-Committee Approval	CAITLIN LIGO	19 Feb 2024 19:04 pm	Approved on Behalf of HoS
Draft	HOD Approval	CAITLIN LIGO	19 Feb 2024 17:47 pm	Yes
	Draft	GREGORY GILBERT	22 Jan 2024 16:14 pm	New Course Created

Workload Competency Mapping				
Workload Item	Workload Description	Competency Framework	Competency	Competency Teaching Method
None				
















View Course



224368 Spatial Design 3.2: Spatial Agency v1.0

ACADEMIC COMMITTEE APPROVAL

[Show Legend](#)

Affiliated Entities 			
Entity Code	Entity Title	Entity Version	Entity Type
UBDSG	Bachelor of Design	v6.0	Qualification
UHDSG	Bachelor of Design with Honours	v8.0	Qualification
Year of Implementation 	2025		
Course Code 	224368		
Course Title 	Spatial Design 3.2: Spatial Agency		
Abbreviated Title 	Spa 3.2 Agency		
Course Type 	Taught		
Credits 	15		
Course Level 	300		
Prescription 	In this advanced studio course students will critically engage with spatial ecologies and the formation of agency. Through inquiry-based learning students will explore the dynamic and relational condition of cultural, social and historical concerns in spatial design practice. Students will consolidate and expand spatial design concepts, techniques, skills and processes in the production of their creative work.		
Online Learning Category 	Partially Taught Online		
Subject Area 	Spatial Design (224P)		
Language of Instruction 			
Course Initiator History 	GREGORY GILBERT (22 Jan 2024 to ---)		
Collaborating Staff 			
Staff Member			
JO-ANN COWIE			
SHARRYN MIDDLETON			
TERESA HARTLEY			
GREGORY GILBERT			
PHIL BRONN			
FAITH KANE			
JOSHUA FYFE			
CAITLIN LIGO			
Sydney Lash			
Julian Sutherland			
NJ Jayne			
Jessica Board			
Owning Organisation 	School of Design (MU00024)		

Text Book Required	No
Recognised Professional Development	
Pattern of Offering	Not Cyclic
Expected Prior Learning	
Primary Qualification	
Course Requirements	No requisites
Prerequisites	15 credits of 224 prefix courses at year 2
Corequisites	
Restrictions	224357
Learning Outcomes	
On successful completion of this course the learner will be able to:	
#	Description
L01	Develop and apply an awareness of a variety of local cultural contexts, and their relationship to the production and reception of creative work, acknowledging the bicultural framework of Aotearoa New Zealand (Graduate profile: Understanding and Mātauranga A1; Connectedness and Whanaungatanga A3)
L02	Demonstrate understanding of the relationship between creative work and communities, audiences, clients, markets, users, consumers and participants. (Graduate profile: Connectedness and Whanaungatanga A3)
L03	Skilfully apply exploratory and transformative thinking, together with critical reflection, to an individual or collaborative project. (Graduate profile: Creativity and Toi C1; Understanding and Mātauranga C2)
L04	Manipulate materials, media, processes, technologies and environments with spatial design expertise and in relation to agency (Graduate profile: Virtuosity and Mōhio D1)
L05	Adeptly utilise analytical, evaluative and synthesising iterative processes in order to transform ideas into material outcomes (Graduate profile: Virtuosity and Mōhio D3)
L06	Communicate and present work proficiently, persuasively and professionally, utilising well-sourced information in a variety of forms and contexts (Graduate profile: Connectedness and Whanaungatanga E1; Understanding and Mātauranga E4)
Learning Outcomes and Competencies Mapping	
Learning Outcomes	Competencies
L01: Develop and apply an awareness of a variety of local cultural contexts, and their relationship to the production and reception of creative work, acknowledging the bicultural framework of Aotearoa New Zealand (Graduate profile: Understanding and Mātauranga A1; Connectedness and Whanaungatanga A3)	
L02: Demonstrate understanding of the relationship between creative work and communities, audiences, clients, markets, users, consumers and participants. (Graduate profile: Connectedness and Whanaungatanga A3)	
L03: Skilfully apply exploratory and transformative thinking, together with critical reflection, to an individual or collaborative project. (Graduate profile: Creativity and Toi C1; Understanding and Mātauranga C2)	
L04: Manipulate materials, media, processes, technologies and environments with spatial design expertise and in relation to agency (Graduate profile: Virtuosity and Mōhio D1)	
L05: Adeptly utilise analytical, evaluative and synthesising iterative processes in order to transform ideas into material outcomes (Graduate profile: Virtuosity and Mōhio D3)	
L06: Communicate and present work proficiently, persuasively and professionally, utilising well-sourced information in a variety of forms and contexts (Graduate profile: Connectedness and Whanaungatanga E1; Understanding and Mātauranga E4)	
Course Mark Scheme	Course - Mark/Grade
Completion Requirements	

Assessment Pattern

Creative Compositions



















Assessment	Creative Compositions	Assessment Title	Creative Work
-------------------	-----------------------	-------------------------	---------------

2/19/24, 9:25 PM

Course Comparison 224368 - Spatial Design 3.2: Spatial Agency

Type			
Assessment Description	n/a		
Weighting	100	Sequence	1
Pass Mark (%)	0	Pattern	Default
Learning Outcomes	1, 2, 3, 4, 5, 6	Marking Scheme	ASS-MG
Compulsory	Yes		

Workload

This module has no workload.	
Research/Information Literacy Skills 	
Current Collection - Books 	
Current Collection - Journals and Journal Article Databases 	
Future Collecting - Books 	
Future Collecting - Journals and Journal Article Databases 	
Recommendations 	
Approved by College Business Manager 	Yes - Sharryn Middleton - 12/2/24
Wholly Research 	No
TEC Course Classification 	Fine Arts; Design
TEC Funding Category 	C2 - C2 Undergraduate Degree
Massey Funding Level 	DES Design
NZSCED 	040107 - Interior and Environmental Design
PBRF Eligibility 	Not PBRF Eligible
VRF Code 	0 Non-PBRF eligible courses
Additional fees / Compulsory course cost fees 	none
Publication Notes 	
Additional Cost (course publication note) 	
Learning Experience 	
Proposal ID 	03749
Academic Contact and Purpose of the Proposal 	Introduced as part of the Bachelor of Design (Hons), UHDSG version 8.0, proposal
Rationale 	

2/19/24, 9:25 PM

Course Comparison 224368 - Spatial Design 3.2: Spatial Agency

Accreditation Considerations	
Consultation	
Resource Impacts	
Calendar Amendments	
Proposed additional fees and expected enrolments for all offerings	
Consequential Amendments	
Transition Arrangements	
Committee References	CCACB2024/02/70 UGQEC2024/01/62

Status Log

Initial Status	End Status	User	Date	Comment
College Board Approval	Academic Committee Approval	CAITLIN LIGO	19 Feb 2024 20:01 pm	Approved by CoCA College Board 09/02/2024
College Sub-Committee Approval	College Board Approval	CAITLIN LIGO	19 Feb 2024 19:44 pm	Approved at UGQEC 31/01/2024
HOD Approval	College Sub-Committee Approval	CAITLIN LIGO	19 Feb 2024 19:04 pm	Approved on Behalf of HoS
Draft	HOD Approval	CAITLIN LIGO	19 Feb 2024 17:47 pm	Yes
	Draft	GREGORY GILBERT	22 Jan 2024 16:16 pm	New Course Created

Workload Competency Mapping				
Workload Item	Workload Description	Competency Framework	Competency	Competency Teaching Method
None				

View Course



293125 Explorations in Narrative v1.0

ACADEMIC COMMITTEE APPROVAL

[Show Legend](#)

Affiliated Entities			
Entity Code	Entity Title	Entity Version	Entity Type
UBCRM	Bachelor of Screen Arts	v7.0	Qualification
UBDSG	Bachelor of Design	v6.0	Qualification
UBFNA	Bachelor of Fine Arts	v3.0	Qualification
UHDSG	Bachelor of Design with Honours	v8.0	Qualification
UHFNA	Bachelor of Fine Arts with Honours	v3.0	Qualification
UHSCA	Bachelor of Screen Arts with Honours	v3.0	Qualification

Year of Implementation	2025
-------------------------------	------

Course Code	293125
--------------------	--------

Course Title	Explorations in Narrative
---------------------	---------------------------

Abbreviated Title	Expl Narrative
--------------------------	----------------

Course Type	Taught
--------------------	--------

Credits	15
----------------	----

Course Level	100
---------------------	-----

Prescription	Explorations in Narrative introduces students to the processes of analysing, interpreting, and creating stories with the intent of realising the material through various creative practices. With the option of producing written or visual narratives, students will gain a foundation in storytelling that can be applicable to diverse creative practices.
---------------------	--

Online Learning Category	Partially Taught Online
---------------------------------	-------------------------

Subject Area	Creative Arts (293P)
---------------------	----------------------

Language of Instruction	
--------------------------------	--

Course Initiator History	GREGORY GILBERT (19 Jan 2024 to ---)
---------------------------------	--------------------------------------

Collaborating Staff	
Staff Member	
JO-ANN COWIE	
SHARRYN MIDDLETON	
TERESA HARTLEY	
GREGORY GILBERT	
PHIL BRONN	
FAITH KANE	
JOSHUA FYFE	
CAITLIN LIGO	
Sydney Lash	
Julian Sutherland	
NJ Jayne	

2/19/24, 8:46 PM

Course Comparison 293125 - Explorations in Narrative

Jessica Board	
Owning Organisation	College of Creative Arts (MU00007)
Text Book Required	No
Recognised Professional Development	
Pattern of Offering	Not Cyclic
Expected Prior Learning	
Primary Qualification	
Course Requirements	
No requisites	
Prerequisites	
Corequisites	
Restrictions	
Learning Outcomes	
On successful completion of this course the learner will be able to:	
#	Description
LO1	Demonstrate an introductory understanding of narrative. (Graduate profile: Understanding and Mātauranga A2)
LO2	Demonstrate a willingness to experiment with a variety of techniques and processes to produce creative work. (Graduate Profile: Creativity and Toi B1)
LO3	Participate constructively in discussing the work of themselves and others. (Graduate Profile: Understanding and Mātauranga C2)
LO4	Identify goals and apply learning to their own areas of interest (Graduate Profile: Autonomy and Mana B2)
Learning Outcomes and Competencies Mapping	
Learning Outcomes	Competencies
LO1: Demonstrate an introductory understanding of narrative. (Graduate profile: Understanding and Mātauranga A2)	
LO2: Demonstrate a willingness to experiment with a variety of techniques and processes to produce creative work. (Graduate Profile: Creativity and Toi B1)	
LO3: Participate constructively in discussing the work of themselves and others. (Graduate Profile: Understanding and Mātauranga C2)	
LO4: Identify goals and apply learning to their own areas of interest (Graduate Profile: Autonomy and Mana B2)	
Course Mark Scheme	Course - Mark/Grade
Completion Requirements	

Assessment Pattern

Creative Compositions

Assessment Type	Creative Compositions	Assessment Title	Creative Work
Assessment Description	n/a		
Weighting	100	Sequence	1
Pass Mark (%)	0	Pattern	Default
Learning Outcomes	1, 2, 3, 4	Marking Scheme	ASS-MG
Compulsory	No		

Workload

This module has no workload.	
Research/Information Literacy Skills	
Current Collection - Books	
Current Collection - Journals and Journal Article Databases	
Future Collecting - Books	
Future Collecting - Journals and Journal Article Databases	
Recommendations	
Approved by College Business Manager	yes - Sharryn Middleton 8/2/24
Wholly Research	
TEC Course Classification	Fine Arts; Design
TEC Funding Category	B2 - B2 Undergraduate Degree
Massey Funding Level	DES Design
NZSCED	109999 - Creative Arts - nec
PBRF Eligibility	Not PBRF Eligible
VRF Code	0 Non-PBRF eligible courses
Additional fees / Compulsory course cost fees	none
Publication Notes	
Additional Cost (course publication note)	
Learning Experience	
Proposal ID	03749
Academic Contact and Purpose of the Proposal	Introduced as part of the Bachelor of Design (Hons), UHDSG version 8.0, proposal
Rationale	
Accreditation Considerations	
Consultation	
Resource Impacts	
Calendar Amendments	
Proposed additional fees and expected enrolments for all offerings	

2/19/24, 8:46 PM

Course Comparison 293125 - Explorations in Narrative

Consequential Amendments	
Transition Arrangements	
Committee References	CCACB2024/02/78 UGQEC2024/01/14

Status Log

Initial Status	End Status	User	Date	Comment
College Board Approval	Academic Committee Approval	CAITLIN LIGO	19 Feb 2024 19:53 pm	Approved by CoCA College Board 09/02/2024
College Sub-Committee Approval	College Board Approval	CAITLIN LIGO	19 Feb 2024 19:15 pm	Approved at UGQEC 31/01/2024v
HOD Approval	College Sub-Committee Approval	Jessica Board	19 Feb 2024 18:55 pm	Approved on behalf of HoS
Draft	HOD Approval	CAITLIN LIGO	19 Feb 2024 14:36 pm	Yes
	Draft	GREGORY GILBERT	19 Jan 2024 12:14 pm	New Course Created

Workload Competency Mapping				
Workload Item	Workload Description	Competency Framework	Competency	Competency Teaching Method
None				

View Course



293126 Explorations in Image and Meaning v1.0

ACADEMIC COMMITTEE APPROVAL

[Show Legend](#)

Affiliated Entities			
Entity Code	Entity Title	Entity Version	Entity Type
UBCRM	Bachelor of Screen Arts	v7.0	Qualification
UBDSG	Bachelor of Design	v6.0	Qualification
UBFNA	Bachelor of Fine Arts	v3.0	Qualification
UHDSG	Bachelor of Design with Honours	v8.0	Qualification
UHFNA	Bachelor of Fine Arts with Honours	v3.0	Qualification
UHSCA	Bachelor of Screen Arts with Honours	v3.0	Qualification

Year of Implementation	2025
-------------------------------	------

Course Code	293126
--------------------	--------

Course Title	Explorations in Image and Meaning
---------------------	-----------------------------------

Abbreviated Title	ExpImageMeaning
--------------------------	-----------------

Course Type	Taught
--------------------	--------

Credits	15
----------------	----

Course Level	100
---------------------	-----

Prescription	Explorations in Image and Meaning explores how creative practitioners capture, construct and manipulate two-dimensional imagery. The course provides students with foundational skills and techniques to construct and analyse two dimensional images.
---------------------	--

Online Learning Category	Partially Taught Online
---------------------------------	-------------------------

Subject Area	Creative Arts (293P)
---------------------	----------------------

Language of Instruction	
--------------------------------	--

Course Initiator History	GREGORY GILBERT (19 Jan 2024 to ---)
---------------------------------	--------------------------------------

Collaborating Staff	
Staff Member	
JO-ANN COWIE	
SHARRYN MIDDLETON	
TERESA HARTLEY	
GREGORY GILBERT	
PHIL BRONN	
FAITH KANE	
JOSHUA FYFE	
CAITLIN LIGO	
Sydney Lash	
Julian Sutherland	
NJ Jayne	


























Jessica Board	
Owning Organisation	College of Creative Arts (MU00007)
Text Book Required	No
Recognised Professional Development	
Pattern of Offering	Not Cyclic
Expected Prior Learning	
Primary Qualification	
Course Requirements	No requisites
Prerequisites	
Corequisites	
Restrictions	
Learning Outcomes	
On successful completion of this course the learner will be able to:	
#	Description
LO1	Demonstrate an introductory understanding of the creation and manipulation of images in relation to creative practice. (Graduate Profile: Understanding and Mātauranga A2)
LO2	Demonstrate a willingness to experiment with a variety of techniques and processes to produce creative work. (Graduate Profile: Creativity and Toi B1)
LO3	Participate constructively in discussing the work of themselves and others. (Graduate Profile: Understanding and Mātauranga C2)
LO4	Identify goals and apply learning to their own areas of interest (Graduate Profile: Autonomy and Mana B2)
Learning Outcomes and Competencies Mapping	
Learning Outcomes	Competencies
LO1: Demonstrate an introductory understanding of the creation and manipulation of images in relation to creative practice. (Graduate Profile: Understanding and Mātauranga A2)	
LO2: Demonstrate a willingness to experiment with a variety of techniques and processes to produce creative work. (Graduate Profile: Creativity and Toi B1)	
LO3: Participate constructively in discussing the work of themselves and others. (Graduate Profile: Understanding and Mātauranga C2)	
LO4: Identify goals and apply learning to their own areas of interest (Graduate Profile: Autonomy and Mana B2)	
Course Mark Scheme	Course - Mark/Grade
Completion Requirements	

Assessment Pattern

Creative Compositions

Assessment Type	Creative Compositions	Assessment Title	Creative Work
Assessment Description	n/a		
Weighting	100	Sequence	1
Pass Mark (%)	0	Pattern	Default
Learning Outcomes	1, 2, 3, 4	Marking Scheme	ASS-MG
Compulsory	No		

Workload

This module has no workload.	
Research/Information Literacy Skills 	
Current Collection - Books 	
Current Collection - Journals and Journal Article Databases 	
Future Collecting - Books 	
Future Collecting - Journals and Journal Article Databases 	
Recommendations 	
Approved by College Business Manager 	yes - Sharryn Middleton 8/2/24
Wholly Research 	No
TEC Course Classification 	Fine Arts; Design
TEC Funding Category 	B2 - B2 Undergraduate Degree
Massey Funding Level 	DES Design
NZSCED 	109999 - Creative Arts - nec
PBRF Eligibility 	Not PBRF Eligible
VRF Code 	0 Non-PBRF eligible courses
Additional fees / Compulsory course cost fees 	none
Publication Notes 	
Additional Cost (course publication note) 	
Learning Experience 	
Proposal ID 	03749
Academic Contact and Purpose of the Proposal 	Introduced as part of the Bachelor of Design (Hons), UHDSG version 8.0, proposal
Rationale 	
Accreditation Considerations 	
Consultation 	
Resource Impacts 	
Calendar Amendments 	


2/19/24, 8:46 PM

Course Comparison 293126 - Explorations in Image and Meaning

Proposed additional fees and expected enrolments for all offerings	
Consequential Amendments	
Transition Arrangements	
Committee References	CCACB2024/02/79 UGQEC2024/01/15

Status Log

Initial Status	End Status	User	Date	Comment
College Board Approval	Academic Committee Approval	CAITLIN LIGO	19 Feb 2024 19:53 pm	Approved by CoCA College Board 09/02/2024
College Sub-Committee Approval	College Board Approval	CAITLIN LIGO	19 Feb 2024 19:15 pm	Approved at UGQEC 31/01/2024
HOD Approval	College Sub-Committee Approval	Jessica Board	19 Feb 2024 18:55 pm	Approved on behalf of HoS
Draft	HOD Approval	CAITLIN LIGO	19 Feb 2024 14:36 pm	Yes
	Draft	GREGORY GILBERT	19 Jan 2024 12:24 pm	New Course Created

Workload Competency Mapping 				
Workload Item	Workload Description	Competency Framework	Competency	Competency Teaching Method
None				

View Course



293127 Explorations in Colour and Context v1.0

ACADEMIC COMMITTEE APPROVAL

[Show Legend](#)

Affiliated Entities			
Entity Code	Entity Title	Entity Version	Entity Type
UBCRM	Bachelor of Screen Arts	v7.0	Qualification
UBDSG	Bachelor of Design	v6.0	Qualification
UBFNA	Bachelor of Fine Arts	v3.0	Qualification
UHDSG	Bachelor of Design with Honours	v8.0	Qualification
UHFNA	Bachelor of Fine Arts with Honours	v3.0	Qualification
UHSCA	Bachelor of Screen Arts with Honours	v3.0	Qualification

Year of Implementation	2025
-------------------------------	------

Course Code	293127
--------------------	--------

Course Title	Explorations in Colour and Context
---------------------	------------------------------------

Abbreviated Title	ExplColourCont
--------------------------	----------------

Course Type	Taught
--------------------	--------

Credits	15
----------------	----

Course Level	100
---------------------	-----

Prescription	This course provides students with the foundational knowledge and skills to understand and apply colour in their creative practice. Students will experiment with mixing pigments in analogue and digital environments and consider colour's cultural, communicative, and evocative potential.
---------------------	--

Online Learning Category	Partially Taught Online
---------------------------------	-------------------------

Subject Area	Creative Arts (293P)
---------------------	----------------------

Language of Instruction	
--------------------------------	--

Course Initiator History	GREGORY GILBERT (19 Jan 2024 to ---)
---------------------------------	--------------------------------------

Collaborating Staff	
Staff Member	
JO-ANN COWIE	
SHARRYN MIDDLETON	
TERESA HARTLEY	
GREGORY GILBERT	
PHIL BRONN	
FAITH KANE	
JOSHUA FYFE	
CAITLIN LIGO	
Sydney Lash	
Julian Sutherland	
NJ Jayne	

2/19/24, 8:45 PM

Course Comparison 293127 - Explorations in Colour and Context











Jessica Board	
Owning Organisation	College of Creative Arts (MU00007)
Text Book Required	No
Recognised Professional Development	
Pattern of Offering	Not Cyclic
Expected Prior Learning	
Primary Qualification	
Course Requirements	No requisites
Prerequisites	
Corequisites	
Restrictions	
Learning Outcomes	
On successful completion of this course the learner will be able to:	
#	Description
L01	Demonstrate an introductory understanding of colour theory in relation to creative practice. (Graduate Profile: Understanding and Mātauranga A2)
L02	Demonstrate a willingness to experiment with a variety of techniques and processes to produce creative work. (Graduate Profile: Creativity and Toi B1)
L03	Participate constructively in discussing the work of themselves and others. (Graduate Profile: Understanding and Mātauranga C2)
L04	Identify goals and apply learning to their own areas of interest (Graduate Profile: Autonomy and Mana B2)
Learning Outcomes and Competencies Mapping	
Learning Outcomes	Competencies
L01: Demonstrate an introductory understanding of colour theory in relation to creative practice. (Graduate Profile: Understanding and Mātauranga A2)	
L02: Demonstrate a willingness to experiment with a variety of techniques and processes to produce creative work. (Graduate Profile: Creativity and Toi B1)	
L03: Participate constructively in discussing the work of themselves and others. (Graduate Profile: Understanding and Mātauranga C2)	
L04: Identify goals and apply learning to their own areas of interest (Graduate Profile: Autonomy and Mana B2)	
Course Mark Scheme	Course - Mark/Grade
Completion Requirements	

Assessment Pattern

Creative Compositions

Assessment Type	Creative Compositions	Assessment Title	Creative Work
Assessment Description	n/a		
Weighting	100	Sequence	1
Pass Mark (%)	0	Pattern	Default
Learning Outcomes	1, 2, 3, 4	Marking Scheme	ASS-MG
Compulsory	No		

Workload

This module has no workload.	
Research/Information Literacy Skills 	
Current Collection - Books 	
Current Collection - Journals and Journal Article Databases 	
Future Collecting - Books 	
Future Collecting - Journals and Journal Article Databases 	
Recommendations 	
Approved by College Business Manager 	yes - Sharryn Middleton 8/2/24
Wholly Research 	
TEC Course Classification 	Fine Arts; Design
TEC Funding Category 	B2 - B2 Undergraduate Degree
Massey Funding Level 	DES Design
NZSCED 	109999 - Creative Arts - nec
PBRF Eligibility 	Not PBRF Eligible
VRF Code 	0 Non-PBRF eligible courses
Additional fees / Compulsory course cost fees 	none
Publication Notes 	
Additional Cost (course publication note) 	
Learning Experience 	
Proposal ID 	03749
Academic Contact and Purpose of the Proposal 	Introduced as part of the Bachelor of Design (Hons), UHDSG version 8.0, proposal
Rationale 	
Accreditation Considerations 	
Consultation 	
Resource Impacts 	
Calendar Amendments 	


2/19/24, 8:45 PM

Course Comparison 293127 - Explorations in Colour and Context

Proposed additional fees and expected enrolments for all offerings	
Consequential Amendments	
Transition Arrangements	
Committee References	CCACB2024/02/80 UGQEC2024/01/16

Status Log

Initial Status	End Status	User	Date	Comment
College Board Approval	Academic Committee Approval	CAITLIN LIGO	19 Feb 2024 19:52 pm	Approved by CoCA College Board 09/02/2024
College Sub-Committee Approval	College Board Approval	CAITLIN LIGO	19 Feb 2024 19:14 pm	Approved at UGQEC 31/01/2024
HOD Approval	College Sub-Committee Approval	Jessica Board	19 Feb 2024 18:55 pm	Approved on behalf of HoS
Draft	HOD Approval	CAITLIN LIGO	19 Feb 2024 14:36 pm	Yes
	Draft	GREGORY GILBERT	19 Jan 2024 12:20 pm	New Course Created

Workload Competency Mapping 				
Workload Item	Workload Description	Competency Framework	Competency	Competency Teaching Method
None				















View Course



296158 Concept Design 1.2: Worldbuilding v1.0

ACADEMIC COMMITTEE APPROVAL

[Show Legend](#)

Affiliated Entities 			
Entity Code	Entity Title	Entity Version	Entity Type
UBDSG	Bachelor of Design	v6.0	Qualification
UHDSG	Bachelor of Design with Honours	v8.0	Qualification
Year of Implementation 	2025		
Course Code 	296158		
Course Title 	Concept Design 1.2: Worldbuilding		
Abbreviated Title 	Concept 1.2		
Course Type 	Taught		
Credits 	15		
Course Level 	100		
Prescription 	In this studio course, students will experiment with creative and analytical thinking skills, idea generation and visualisation central to concept design as a practice. They will develop specific techniques, skills and processes for investigating and defining worldbuilding techniques through storytelling and the creative practice of iterative digital modelling, prototyping and digital matte painting.		
Online Learning Category 	Partially Taught Online		
Subject Area 	Concept Design (296P)		
Language of Instruction 			
Course Initiator History 	CAITLIN LIGO (15 Jan 2024 to ---)		
Collaborating Staff 			
Staff Member			
JO-ANN COWIE			
SHARRYN MIDDLETON			
TERESA HARTLEY			
GREGORY GILBERT			
PHIL BRONN			
FAITH KANE			
JOSHUA FYFE			
CAITLIN LIGO			
Sydney Lash			
Julian Sutherland			
NJ Jayne			
Jessica Board			
Owning Organisation 	School of Design (MU00024)		


























Text Book Required	No
Recognised Professional Development	
Pattern of Offering	Not Cyclic
Expected Prior Learning	
Primary Qualification	
Course Requirements	No requisites
Prerequisites	
Corequisites	
Restrictions	
Learning Outcomes	
On successful completion of this course the learner will be able to:	
#	Description
L01	Demonstrate an introductory understanding of the relationship between creative work and audiences and communities. (Graduate Profile: Connectedness and Whanaungatanga A3)
L02	Iterate creative work in response to feedback and critical reflection (Graduate Profile: Virtuosity and Mōhio D3, Understanding and Mātauranga C2)
L03	Show an introductory understanding of Concept design conventions in relation to their own creative work. (Graduate Profile: Understanding and Mātauranga A2)
L04	Engage productively with peers within the studio environment (Graduate Profile: Connectedness and Whanaungatanga E2)
L05	Demonstrate basic competency in techniques, skills and processes that form the basis of Concept Design. (Graduate profile: Virtuosity and Mōhio D1, D2)
Learning Outcomes and Competencies Mapping	
Learning Outcomes	Competencies
L01: Demonstrate an introductory understanding of the relationship between creative work and audiences and communities. (Graduate Profile: Connectedness and Whanaungatanga A3)	
L02: Iterate creative work in response to feedback and critical reflection (Graduate Profile: Virtuosity and Mōhio D3, Understanding and Mātauranga C2)	
L03: Show an introductory understanding of Concept design conventions in relation to their own creative work. (Graduate Profile: Understanding and Mātauranga A2)	
L04: Engage productively with peers within the studio environment (Graduate Profile: Connectedness and Whanaungatanga E2)	
L05: Demonstrate basic competency in techniques, skills and processes that form the basis of Concept Design. (Graduate profile: Virtuosity and Mōhio D1, D2)	
Course Mark Scheme	Course - Mark/Grade
Completion Requirements	

Assessment Pattern

Creative Compositions

Assessment Type	Creative Compositions	Assessment Title	Creative Work
Assessment Description	n/a		
Weighting	100	Sequence	1
Pass Mark (%)	0	Pattern	Default
Learning Outcomes	1, 2, 3, 4, 5	Marking Scheme	ASS-MG
Compulsory	No		

Workload

This module has no workload.	
Research/Information Literacy Skills 	
Current Collection - Books 	
Current Collection - Journals and Journal Article Databases 	
Future Collecting - Books 	
Future Collecting - Journals and Journal Article Databases 	
Recommendations 	
Approved by College Business Manager 	yes - Sharryn Middleton - 12/2/24
Wholly Research 	No
TEC Course Classification 	Fine Arts; Design
TEC Funding Category 	B2 - B2 Undergraduate Degree
Massey Funding Level 	DES Design
NZSCED 	100501 - Graphic Arts and Design Studies
PBRF Eligibility 	Not PBRF Eligible
VRF Code 	0 Non-PBRF eligible courses
Additional fees / Compulsory course cost fees 	None
Publication Notes 	
Additional Cost (course publication note) 	
Learning Experience 	
Proposal ID 	03749
Academic Contact and Purpose of the Proposal 	Introduced as part of the Bachelor of Design (Hons), UHDSG version 8.0, proposal
Rationale 	
Accreditation Considerations 	
Consultation 	
Resource Impacts 	
Calendar Amendments 	


2/19/24, 8:38 PM

Course Comparison 296158 - Concept Design 1.2: Worldbuilding

Proposed additional fees and expected enrolments for all offerings	
Consequential Amendments	
Transition Arrangements	
Committee References	CCACB2024/02/71 UGQEC2024/01/13

Status Log

Initial Status	End Status	User	Date	Comment
College Board Approval	Academic Committee Approval	CAITLIN LIGO	19 Feb 2024 18:53 pm	Approved by CoCA College Board 09/02/2024
College Sub-Committee Approval	College Board Approval	CAITLIN LIGO	19 Feb 2024 18:47 pm	Approved by CoCA UGQEC 31/02/2024
HOD Approval	College Sub-Committee Approval	CAITLIN LIGO	19 Feb 2024 18:42 pm	Approved on Behalf of HoS
Draft	HOD Approval	CAITLIN LIGO	19 Feb 2024 14:31 pm	Yes
	Draft	CAITLIN LIGO	15 Jan 2024 20:00 pm	New Course Created

Workload Competency Mapping 				
Workload Item	Workload Description	Competency Framework	Competency	Competency Teaching Method
None				

View Course



296263 Concept Design 2.1: Character and Environment v1.0

ACADEMIC COMMITTEE APPROVAL

[Show Legend](#)

Affiliated Entities			
Entity Code	Entity Title	Entity Version	Entity Type
UBDSG	Bachelor of Design	v6.0	Qualification
UHDSG	Bachelor of Design with Honours	v8.0	Qualification
Year of Implementation	2025		
Course Code	296263		
Course Title	Concept Design 2.1: Character and Environment		
Abbreviated Title	Concept 2.1		
Course Type	Taught		
Credits	15		
Course Level	200		
Prescription	In this studio course, students will explore and articulate creative responses to design challenges through critical awareness of character and environment design, and production. Students will develop and apply core 2D and 3D concept design skills, processes and techniques to create original character and environment designs for an entertainment license.		
Online Learning Category	Partially Taught Online		
Subject Area	Concept Design (296P)		
Language of Instruction			
Course Initiator History	CAITLIN LIGO (15 Jan 2024 to ---)		
Collaborating Staff			
Staff Member			
JO-ANN COWIE			
SHARRYN MIDDLETON			
TERESA HARTLEY			
GREGORY GILBERT			
PHIL BRONN			
FAITH KANE			
JOSHUA FYFE			
CAITLIN LIGO			
Sydney Lash			
Julian Sutherland			
NJ Jayne			
Jessica Board			
Owning Organisation	School of Design (MU00024)		

Text Book Required	No
Recognised Professional Development	
Pattern of Offering	Not Cyclic
Expected Prior Learning	
Primary Qualification	
Course Requirements	
Restriction 296257 Design Studio IIA (Concept) v2 Pre Requisite Any 100 level course with a 296 prefix or permission course coordinator	
Prerequisites	1 of 296157 296158
Corequisites	
Restrictions	296257
Learning Outcomes	
On successful completion of this course the learner will be able to:	
#	Description
L01	Demonstrate an introductory understanding of the relationship between creative work and audiences and communities. (Graduate Profile: Connectedness and Whanaungatanga A3)
L02	Discuss their own work and the work of others using a critical approach. (Graduate profile: Understanding and Mātauranga C2)
L03	Demonstrate competency in techniques, skills and processes for Concept Design. (Graduate profile: Virtuosity and Mōhio D1, D2)
L04	Utilise analytical, selective and creative processes in order to transform ideas into material outcomes. (Graduate profile: Virtuosity and Mōhio D3)
L05	Apply investigative skills in order to source and use a range of resources/materials supporting the development of their work. (Graduate Profile: Understanding and Mātauranga E4)
Learning Outcomes and Competencies Mapping	
Learning Outcomes	Competencies
L01: Demonstrate an introductory understanding of the relationship between creative work and audiences and communities. (Graduate Profile: Connectedness and Whanaungatanga A3)	
L02: Discuss their own work and the work of others using a critical approach. (Graduate profile: Understanding and Mātauranga C2)	
L03: Demonstrate competency in techniques, skills and processes for Concept Design. (Graduate profile: Virtuosity and Mōhio D1, D2)	
L04: Utilise analytical, selective and creative processes in order to transform ideas into material outcomes. (Graduate profile: Virtuosity and Mōhio D3)	
L05: Apply investigative skills in order to source and use a range of resources/materials supporting the development of their work. (Graduate Profile: Understanding and Mātauranga E4)	
Course Mark Scheme	Course - Mark/Grade
Completion Requirements	

Assessment Pattern

Creative Compositions

























Assessment Type	Creative Compositions	Assessment Title	Creative Work
Assessment Description	n/a		
Weighting	100	Sequence	1
Pass Mark (%)	0	Pattern	Default

2/19/24, 8:38 PM

Course Comparison 296263 - Concept Design 2.1: Character and Environment

Learning Outcomes	1, 2, 3, 4, 5	Marking Scheme	ASS-MG
Compulsory	No		

Workload

This module has no workload.	
Research/Information Literacy Skills 	
Current Collection - Books 	
Current Collection - Journals and Journal Article Databases 	
Future Collecting - Books 	
Future Collecting - Journals and Journal Article Databases 	
Recommendations 	
Approved by College Business Manager 	yes - Sharryn Middleton - 12/2/24
Wholly Research 	No
TEC Course Classification 	Fine Arts; Design
TEC Funding Category 	B2 - B2 Undergraduate Degree
Massey Funding Level 	DES Design
NZSCED 	100501 - Graphic Arts and Design Studies
PBRF Eligibility 	Not PBRF Eligible
VRF Code 	0 Non-PBRF eligible courses
Additional fees / Compulsory course cost fees 	None
Publication Notes 	
Additional Cost (course publication note) 	
Learning Experience 	
Proposal ID 	03749
Academic Contact and Purpose of the Proposal 	Introduced as part of the Bachelor of Design (Hons), UHDSG version 8.0, proposal
Rationale 	
Accreditation Considerations 	
Consultation 	
Resource Impacts 	

2/19/24, 8:38 PM

Course Comparison 296263 - Concept Design 2.1: Character and Environment

Calendar Amendments	
Proposed additional fees and expected enrolments for all offerings	
Consequential Amendments	
Transition Arrangements	
Committee References	CCACB2024/02/72 UGQEC2024/01/44

Status Log

Initial Status	End Status	User	Date	Comment
College Board Approval	Academic Committee Approval	CAITLIN LIGO	19 Feb 2024 19:51 pm	Approved by CoCA College Board 09/02/2024
College Sub-Committee Approval	College Board Approval	Jessica Board	19 Feb 2024 18:56 pm	Approved on behalf of HoS
HOD Approval	College Sub-Committee Approval	Jessica Board	19 Feb 2024 18:50 pm	Approved on behalf of HoS
Draft	HOD Approval	CAITLIN LIGO	19 Feb 2024 14:31 pm	Yes
	Draft	CAITLIN LIGO	15 Jan 2024 20:33 pm	New Course Created

Workload Competency Mapping				
Workload Item	Workload Description	Competency Framework	Competency	Competency Teaching Method
None				

















View Course



296264 Concept Design 2.2: Prop and Creature v1.0

ACADEMIC COMMITTEE APPROVAL

[Show Legend](#)

Affiliated Entities 			
Entity Code	Entity Title	Entity Version	Entity Type
UBDSG	Bachelor of Design	v6.0	Qualification
UHDSG	Bachelor of Design with Honours	v8.0	Qualification
Year of Implementation 	2025		
Course Code 	296264		
Course Title 	Concept Design 2.2: Prop and Creature		
Abbreviated Title 	Concept 2.2		
Course Type 	Taught		
Credits 	15		
Course Level 	200		
Prescription 	In this studio course, students will explore and articulate creative responses to design challenges through critical awareness of prop and creature design and production. Students will develop and apply core 2D and 3D concept design skills, processes and techniques to create original prop and creature designs for an entertainment license.		
Online Learning Category 	Partially Taught Online		
Subject Area 	Concept Design (296P)		
Language of Instruction 			
Course Initiator History 	CAITLIN LIGO (17 Jan 2024 to ---)		
Collaborating Staff 			
Staff Member			
JO-ANN COWIE			
SHARRYN MIDDLETON			
TERESA HARTLEY			
GREGORY GILBERT			
PHIL BRONN			
FAITH KANE			
JOSHUA FYFE			
CAITLIN LIGO			
Sydney Lash			
Julian Sutherland			
NJ Jayne			
Jessica Board			
Owning Organisation 	School of Design (MU00024)		
Text Book Required 	No		

Recognised Professional Development	
Pattern of Offering	Not Cyclic
Expected Prior Learning	
Primary Qualification	
Course Requirements	
Restriction 296257 Design Studio IIA (Concept) v2 Pre Requisite Any 100 level course with a 296 prefix or permission course coordinator	
Prerequisites	1 of: 296157 296158 or permission from the lecturer
Corequisites	
Restrictions	296257
Learning Outcomes	
On successful completion of this course the learner will be able to:	
#	Description
L01	Demonstrate an awareness of art and design discourses within Aotearoa (Understanding and Mātauranga A2)
L02	Apply a range of processes to explore, and develop ideas. (Graduate profile: Creativity and Toi C1)
L03	Demonstrate competency in techniques, skills and processes for Concept Design. (Graduate profile: Virtuosity and Mōhio D1, D2)
L04	Effectively communicate their work (Connectedness and Whanaungatanga E1)
L05	Effectively manage time and meet deadlines (Autonomy and Mana E3)
Learning Outcomes and Competencies Mapping	
Learning Outcomes	Competencies
L01: Demonstrate an awareness of art and design discourses within Aotearoa (Understanding and Mātauranga A2)	
L02: Apply a range of processes to explore, and develop ideas. (Graduate profile: Creativity and Toi C1)	
L03: Demonstrate competency in techniques, skills and processes for Concept Design. (Graduate profile: Virtuosity and Mōhio D1, D2)	
L04: Effectively communicate their work (Connectedness and Whanaungatanga E1)	
L05: Effectively manage time and meet deadlines (Autonomy and Mana E3)	
Course Mark Scheme	Course - Mark/Grade
Completion Requirements	

Assessment Pattern

Creative Compositions

























Assessment Type	Creative Compositions	Assessment Title	Creative Work
Assessment Description	n/a		
Weighting	100	Sequence	1
Pass Mark (%)	0	Pattern	Default
Learning	1, 2, 3, 4, 5	Marking Scheme	ASS-MG

2/19/24, 8:39 PM

Course Comparison 296264 - Concept Design 2.2: Prop and Creature

Outcomes			
Compulsory	No		

Workload

This module has no workload.	
Research/Information Literacy Skills 	
Current Collection - Books 	
Current Collection - Journals and Journal Article Databases 	
Future Collecting - Books 	
Future Collecting - Journals and Journal Article Databases 	
Recommendations 	
Approved by College Business Manager 	yes - Sharryn Middleton - 12/2/24
Wholly Research 	No
TEC Course Classification 	Fine Arts; Design
TEC Funding Category 	B2 - B2 Undergraduate Degree
Massey Funding Level 	DES Design
NZSCED 	100501 - Graphic Arts and Design Studies
PBRF Eligibility 	Not PBRF Eligible
VRF Code 	0 Non-PBRF eligible courses
Additional fees / Compulsory course cost fees 	None
Publication Notes 	
Additional Cost (course publication note) 	
Learning Experience 	
Proposal ID 	03749
Academic Contact and Purpose of the Proposal 	Introduced as part of the Bachelor of Design (Hons), UHDSG version 8.0, proposal
Rationale 	
Accreditation Considerations 	
Consultation 	
Resource Impacts 	

2/19/24, 8:39 PM

Course Comparison 296264 - Concept Design 2.2: Prop and Creature

Calendar Amendments	
Proposed additional fees and expected enrolments for all offerings	
Consequential Amendments	
Transition Arrangements	
Committee References	CCACB2024/02/73 UGQEC2024/01/45

Status Log

Initial Status	End Status	User	Date	Comment
College Board Approval	Academic Committee Approval	CAITLIN LIGO	19 Feb 2024 19:51 pm	Approved by CoCA College Board 09/02/2024
College Sub-Committee Approval	College Board Approval	Jessica Board	19 Feb 2024 18:56 pm	Approved on behalf of HoS
HOD Approval	College Sub-Committee Approval	Jessica Board	19 Feb 2024 18:54 pm	Approved on behalf of HoS
Draft	HOD Approval	CAITLIN LIGO	19 Feb 2024 14:32 pm	Yes
	Draft	CAITLIN LIGO	17 Jan 2024 21:03 pm	New Course Created

Workload Competency Mapping				
Workload Item	Workload Description	Competency Framework	Competency	Competency Teaching Method
None				
















View Course



296265 Concept Design 2.3: Visualisation v1.0

ACADEMIC COMMITTEE APPROVAL

[Show Legend](#)

Affiliated Entities 			
Entity Code	Entity Title	Entity Version	Entity Type
UBDSG	Bachelor of Design	v6.0	Qualification
UHDSG	Bachelor of Design with Honours	v8.0	Qualification
Year of Implementation 	2025		
Course Code 	296265		
Course Title 	Concept Design 2.3: Visualisation		
Abbreviated Title 	Concept 2.3		
Course Type 	Taught		
Credits 	15		
Course Level 	200		
Prescription 	In this studio, students will collaborate to explore and articulate the relationship between narrative and design for an animation or game design context. Students will engage critically through tone, genre and aesthetic studies, applying these through their creative responses using core concept design techniques. The final output will be a curated presentation of these finished ideas with consideration of both audience, client and medium.		
Online Learning Category 	Partially Taught Online		
Subject Area 	Concept Design (296P)		
Language of Instruction 			
Course Initiator History 	CAITLIN LIGO (17 Jan 2024 to ---)		
Collaborating Staff 			
Staff Member			
JO-ANN COWIE			
SHARRYN MIDDLETON			
TERESA HARTLEY			
GREGORY GILBERT			
PHIL BRONN			
FAITH KANE			
JOSHUA FYFE			
CAITLIN LIGO			
Sydney Lash			
Julian Sutherland			
NJ Jayne			
Jessica Board			
Owning Organisation 	School of Design (MU00024)		

Text Book Required	No
Recognised Professional Development	
Pattern of Offering	Not Cyclic
Expected Prior Learning	
Primary Qualification	
Course Requirements	
Restriction 296258 Design Studio IIB (Concept) v1 Pre Requisite Any 100 level course with a 296 prefix or permission course coordinator	
Prerequisites	296157 or 296158 or permission course coordinator
Corequisites	
Restrictions	296258
Learning Outcomes	
On successful completion of this course the learner will be able to:	
#	Description
LO1	Demonstrate understanding of the relationship between creative work and audiences, clients, markets, users, consumers, participants and communities (Graduate Profile: Connectedness and Whanaungatanga A3)
LO2	Demonstrate an understanding of the role of risk in creative processes through experimentation and questioning. (Graduate profile: Creativity and Toi B1)
LO3	Apply a range of processes to explore, develop, reflect on and refine ideas. (Graduate profile: Creativity and Toi C1, Understanding and Mātauranga C2)
LO4	Manipulate materials and processes in the ideation and production of creative work. (Graduate profile: Virtuosity and Mohio D1)
LO5	Demonstrate effective visual, material, written and oral communication skills. (Graduate profile: Connectedness and Whanaungatanga E1)
Learning Outcomes and Competencies Mapping	
Learning Outcomes	Competencies
LO1: Demonstrate understanding of the relationship between creative work and audiences, clients, markets, users, consumers, participants and communities (Graduate Profile: Connectedness and Whanaungatanga A3)	
LO2: Demonstrate an understanding of the role of risk in creative processes through experimentation and questioning. (Graduate profile: Creativity and Toi B1)	
LO3: Apply a range of processes to explore, develop, reflect on and refine ideas. (Graduate profile: Creativity and Toi C1, Understanding and Mātauranga C2)	
LO4: Manipulate materials and processes in the ideation and production of creative work. (Graduate profile: Virtuosity and Mohio D1)	
LO5: Demonstrate effective visual, material, written and oral communication skills. (Graduate profile: Connectedness and Whanaungatanga E1)	
Course Mark Scheme	Course - Mark/Grade
Completion Requirements	

Assessment Pattern

Creative Compositions

























Assessment Type	Creative Compositions	Assessment Title	Creative Work
Assessment Description	n/a		
Weighting	100	Sequence	1
Pass Mark (%)	0	Pattern	Default

2/19/24, 8:42 PM

Course Comparison 296265 - Concept Design 2.3: Visualisation

Learning Outcomes	1, 2, 3, 4, 5	Marking Scheme	ASS-MG
Compulsory	No		

Workload

This module has no workload.	
Research/Information Literacy Skills 	
Current Collection - Books 	
Current Collection - Journals and Journal Article Databases 	
Future Collecting - Books 	
Future Collecting - Journals and Journal Article Databases 	
Recommendations 	
Approved by College Business Manager 	Yes - Sharryn Middleton - 12/2/24
Wholly Research 	No
TEC Course Classification 	Fine Arts; Design
TEC Funding Category 	B2 - B2 Undergraduate Degree
Massey Funding Level 	DES Design
NZSCED 	100501 - Graphic Arts and Design Studies
PBRF Eligibility 	Not PBRF Eligible
VRF Code 	0 Non-PBRF eligible courses
Additional fees / Compulsory course cost fees 	none
Publication Notes 	
Additional Cost (course publication note) 	
Learning Experience 	
Proposal ID 	03749
Academic Contact and Purpose of the Proposal 	Introduced as part of the Bachelor of Design (Hons), UHDSG version 8.0, proposal
Rationale 	
Accreditation Considerations 	
Consultation 	
Resource Impacts 	

2/19/24, 8:42 PM

Course Comparison 296265 - Concept Design 2.3: Visualisation

Calendar Amendments	
Proposed additional fees and expected enrolments for all offerings	
Consequential Amendments	
Transition Arrangements	
Committee References	CCACB2024/02/74 UGQEC2024/01/46

Status Log

Initial Status	End Status	User	Date	Comment
College Board Approval	Academic Committee Approval	CAITLIN LIGO	19 Feb 2024 19:51 pm	Approved by CoCA College Board 09/02/2024
College Sub-Committee Approval	College Board Approval	Jessica Board	19 Feb 2024 18:57 pm	Approved on behalf of HoS
HOD Approval	College Sub-Committee Approval	CAITLIN LIGO	19 Feb 2024 18:54 pm	Approved on Behalf of HoS
Draft	HOD Approval	CAITLIN LIGO	19 Feb 2024 14:32 pm	Yes
	Draft	CAITLIN LIGO	17 Jan 2024 21:12 pm	New Course Created

Workload Competency Mapping				
Workload Item	Workload Description	Competency Framework	Competency	Competency Teaching Method
None				
















View Course



296266 Concept Design 2.4 Design for Fabrication v1.0

ACADEMIC COMMITTEE APPROVAL

[Show Legend](#)

Affiliated Entities 			
Entity Code	Entity Title	Entity Version	Entity Type
UBDSG	Bachelor of Design	v6.0	Qualification
UHDSG	Bachelor of Design with Honours	v8.0	Qualification
Year of Implementation 	2025		
Course Code 	296266		
Course Title 	Concept Design 2.4 Design for Fabrication		
Abbreviated Title 	Concept 2.4		
Course Type 	Taught		
Credits 	15		
Course Level 	200		
Prescription 	In this studio, students will explore the design process from concept through to fabrication. Students will critically engage with the role of designer and fabricator using core concept design techniques, methods of manufacture, digital and physical fabrication techniques, and production drawings to communicate concept intention and realisation. The design will be resolved in the form of a tangible output.		
Online Learning Category 	Partially Taught Online		
Subject Area 	Concept Design (296P)		
Language of Instruction 			
Course Initiator History 	CAITLIN LIGO (17 Jan 2024 to ---)		
Collaborating Staff 			
Staff Member			
JO-ANN COWIE			
SHARRYN MIDDLETON			
TERESA HARTLEY			
GREGORY GILBERT			
PHIL BRONN			
FAITH KANE			
JOSHUA FYFE			
CAITLIN LIGO			
Sydney Lash			
Julian Sutherland			
NJ Jayne			
Jessica Board			
Owning Organisation 	School of Design (MU00024)		

Text Book Required	No
Recognised Professional Development	
Pattern of Offering	Not Cyclic
Expected Prior Learning	
Primary Qualification	
Course Requirements	
Restriction 296258 Design Studio IIB (Concept) v1 Pre Requisite Any 100 level course with a 296 prefix or permission course coordinator	
Prerequisites	296157 or 296158 or permission course coordinator
Corequisites	
Restrictions	296258
Learning Outcomes	
On successful completion of this course the learner will be able to:	
#	Description
LO1	Demonstrate an understanding of the impact of their creative work on audiences and communities (Connectedness and Whanaungatanga A3)
LO2	Critically reflect on their work and the work of others to inform creative processes and decisions (Understanding and Mātauranga C2, Virtuosity and Mōhio D3)
LO3	Manipulate materials, media, processes, technologies and environments with virtuosity (Virtuosity and Mōhio D1)
LO4	Manipulate materials, media, processes, technologies and environments with virtuosity (Virtuosity and Mōhio D1)
LO5	Collaborate or engage with others in a professional and ethical manner (Understanding and Mātauranga C2, Connectedness and Whanaungatanga E2)
Learning Outcomes and Competencies Mapping	
Learning Outcomes	Competencies
LO1: Demonstrate an understanding of the impact of their creative work on audiences and communities (Connectedness and Whanaungatanga A3)	
LO2: Critically reflect on their work and the work of others to inform creative processes and decisions (Understanding and Mātauranga C2, Virtuosity and Mōhio D3)	
LO3: Manipulate materials, media, processes, technologies and environments with virtuosity (Virtuosity and Mōhio D1)	
LO4: Manipulate materials, media, processes, technologies and environments with virtuosity (Virtuosity and Mōhio D1)	
LO5: Collaborate or engage with others in a professional and ethical manner (Understanding and Mātauranga C2, Connectedness and Whanaungatanga E2)	
Course Mark Scheme	Course - Mark/Grade
Completion Requirements	

Assessment Pattern

Creative Compositions

























Assessment Type	Creative Compositions	Assessment Title	Creative Work
Assessment Description	n/a		
Weighting	100	Sequence	1
Pass Mark (%)	0	Pattern	Default
Learning Outcomes	1, 2, 3, 4, 5	Marking Scheme	ASS-MG

2/19/24, 8:42 PM

Course Comparison 296266 - Concept Design 2.4 Design for Fabrication

Compulsory	No
------------	----

Workload

This module has no workload.	
Research/Information Literacy Skills 	
Current Collection - Books 	
Current Collection - Journals and Journal Article Databases 	
Future Collecting - Books 	
Future Collecting - Journals and Journal Article Databases 	
Recommendations 	
Approved by College Business Manager 	Yes - Sharryn Middleton - 12/2/24
Wholly Research 	No
TEC Course Classification 	Fine Arts; Design
TEC Funding Category 	
Massey Funding Level 	DES Design
NZSCED 	100501 - Graphic Arts and Design Studies
PBRF Eligibility 	Not PBRF Eligible
VRF Code 	0 Non-PBRF eligible courses
Additional fees / Compulsory course cost fees 	none
Publication Notes 	
Additional Cost (course publication note) 	
Learning Experience 	
Proposal ID 	03749
Academic Contact and Purpose of the Proposal 	Introduced as part of the Bachelor of Design (Hons), UHDSG version 8.0, proposal
Rationale 	
Accreditation Considerations 	
Consultation 	
Resource Impacts 	

2/19/24, 8:42 PM

Course Comparison 296266 - Concept Design 2.4 Design for Fabrication

Calendar Amendments	
Proposed additional fees and expected enrolments for all offerings	
Consequential Amendments	
Transition Arrangements	
Committee References	CCACB2025/02/75 UGQEC2024/01/47

Status Log

Initial Status	End Status	User	Date	Comment
College Board Approval	Academic Committee Approval	CAITLIN LIGO	19 Feb 2024 19:51 pm	Approved by CoCA College Board 09/02/2024
College Sub-Committee Approval	College Board Approval	CAITLIN LIGO	19 Feb 2024 19:10 pm	Approved at UGQEC 31/01/2024
HOD Approval	College Sub-Committee Approval	Jessica Board	19 Feb 2024 18:54 pm	Approved on behalf of HoS
Draft	HOD Approval	CAITLIN LIGO	19 Feb 2024 14:35 pm	Yes
	Draft	CAITLIN LIGO	17 Jan 2024 21:15 pm	New Course Created

Workload Competency Mapping				
Workload Item	Workload Description	Competency Framework	Competency	Competency Teaching Method
None				
















View Course



296367 Concept Design 3.1 Concepting Film and Animation v1.0

ACADEMIC COMMITTEE APPROVAL

[Show Legend](#)

Affiliated Entities 			
Entity Code	Entity Title	Entity Version	Entity Type
UBDSG	Bachelor of Design	v6.0	Qualification
UHDSG	Bachelor of Design with Honours	v8.0	Qualification
Year of Implementation 	2025		
Course Code 	296367		
Course Title 	Concept Design 3.1 Concepting Film and Animation		
Abbreviated Title 	Concept 3.1		
Course Type 	Taught		
Credits 	15		
Course Level 	300		
Prescription 	In this studio course, students will develop a proof of concept design proposal for a given text through the comparative lens of Concept for Film and Animation. Students will establish a critical position through individual and collaborative creative exploration and articulation to expand on concept design concepts, techniques, skills and processes in the production of their creative work.		
Online Learning Category 	Partially Taught Online		
Subject Area 	Concept Design (296P)		
Language of Instruction 			
Course Initiator History 	CAITLIN LIGO (17 Jan 2024 to ---)		
Collaborating Staff 			
Staff Member			
JO-ANN COWIE			
SHARRYN MIDDLETON			
TERESA HARTLEY			
GREGORY GILBERT			
PHIL BRONN			
FAITH KANE			
JOSHUA FYFE			
CAITLIN LIGO			
Sydney Lash			
Julian Sutherland			
NJ Jayne			
Jessica Board			
Owning Organisation 	School of Design (MU00024)		

Text Book Required	No
Recognised Professional Development	
Pattern of Offering	Not Cyclic
Expected Prior Learning	
Primary Qualification	
Course Requirements	
Restriction 296357 Design Studio IIIA (Concept) v1 Pre Requisite At least 15 credits at 200 level with a 296 prefix or permission course coordinator	
Prerequisites	At least 15 credits at 200 level with a 296 prefix or permission course coordinator
Corequisites	
Restrictions	296357
Learning Outcomes	
On successful completion of this course the learner will be able to:	
#	Description
LO1	Establish a critically-informed position that contextualises their creative work. (Graduate profile: Understanding and Mātauranga A1, A2)
LO2	Articulate a clear strategy that enables the realisation of defined goals. (Graduate profile: Creativity and Toi B2)
LO3	Show command of their creative process to address project challenges. (Graduate profile: Creativity and Toi C1)
LO4	Integrate technical control of Concept design concepts, techniques, skills and processes with a well-considered and thorough conceptual approach to produce a successfully resolved body of creative work. (Graduate profile: Virtuosity and Mōhio D1, D2)
LO5	Manage work competently, whether independently or with others, considering professional and ethical factors. (Graduate profile: Connectedness and Whanaungatanga E2, Autonomy and Mana E3)
Learning Outcomes and Competencies Mapping	
Learning Outcomes	Competencies
LO1: Establish a critically-informed position that contextualises their creative work. (Graduate profile: Understanding and Mātauranga A1, A2)	
LO2: Articulate a clear strategy that enables the realisation of defined goals. (Graduate profile: Creativity and Toi B2)	
LO3: Show command of their creative process to address project challenges. (Graduate profile: Creativity and Toi C1)	
LO4: Integrate technical control of Concept design concepts, techniques, skills and processes with a well-considered and thorough conceptual approach to produce a successfully resolved body of creative work. (Graduate profile: Virtuosity and Mōhio D1, D2)	
LO5: Manage work competently, whether independently or with others, considering professional and ethical factors. (Graduate profile: Connectedness and Whanaungatanga E2, Autonomy and Mana E3)	
Course Mark Scheme	Course - Mark/Grade
Completion Requirements	

Assessment Pattern

Creative Compositions

























Assessment Type	Creative Compositions	Assessment Title	Creative Work
Assessment Description	n/a		
Weighting	100	Sequence	1
Pass Mark (%)	0	Pattern	Default
Learning Outcomes	1, 2, 3, 4, 5	Marking Scheme	ASS-MG

2/19/24, 8:42 PM

Course Comparison 296367 - Concept Design 3.1 Concepting Film and Animation

Compulsory	No
------------	----

Workload

This module has no workload.	
Research/Information Literacy Skills 	
Current Collection - Books 	
Current Collection - Journals and Journal Article Databases 	
Future Collecting - Books 	
Future Collecting - Journals and Journal Article Databases 	
Recommendations 	
Approved by College Business Manager 	Yes - Sharryn Middleton - 12/2/24
Wholly Research 	No
TEC Course Classification 	Fine Arts; Design
TEC Funding Category 	B2 - B2 Undergraduate Degree
Massey Funding Level 	DES Design
NZSCED 	100501 - Graphic Arts and Design Studies
PBRF Eligibility 	Not PBRF Eligible
VRF Code 	0 Non-PBRF eligible courses
Additional fees / Compulsory course cost fees 	none
Publication Notes 	
Additional Cost (course publication note) 	
Learning Experience 	
Proposal ID 	03749
Academic Contact and Purpose of the Proposal 	Introduced as part of the Bachelor of Design (Hons), UHDSG version 8.0, proposal
Rationale 	
Accreditation Considerations 	
Consultation 	
Resource Impacts 	

2/19/24, 8:42 PM

Course Comparison 296367 - Concept Design 3.1 Concepting Film and Animation

Calendar Amendments	
Proposed additional fees and expected enrolments for all offerings	
Consequential Amendments	
Transition Arrangements	
Committee References	CCACB2024/02/76 UGQEC2024/01/63

Status Log

Initial Status	End Status	User	Date	Comment
College Board Approval	Academic Committee Approval	CAITLIN LIGO	19 Feb 2024 19:51 pm	Approved by CoCA College Board 09/02/2024
College Sub-Committee Approval	College Board Approval	CAITLIN LIGO	19 Feb 2024 19:10 pm	Approved at UGQEC 31/01/2024
HOD Approval	College Sub-Committee Approval	Jessica Board	19 Feb 2024 18:54 pm	Approved on behalf of HoS
Draft	HOD Approval	CAITLIN LIGO	19 Feb 2024 14:35 pm	Yes
	Draft	CAITLIN LIGO	17 Jan 2024 21:23 pm	New Course Created

Workload Competency Mapping				
Workload Item	Workload Description	Competency Framework	Competency	Competency Teaching Method
None				

View Course



296368 Concept Design 3.2: Concepting Game and Location-Based Experience v1.0

ACADEMIC COMMITTEE APPROVAL

[Show Legend](#)

Affiliated Entities	
Entity Code	Entity Title
UBDSG	Bachelor of Design
UHDSG	Bachelor of Design with Honours
Entity Version	Entity Type
v6.0	Qualification
v8.0	Qualification
Year of Implementation	2025
Course Code	296368
Course Title	Concept Design 3.2: Concepting Game and Location-Based Experience
Abbreviated Title	Concept 3.2
Course Type	Taught
Credits	15
Course Level	300
Prescription	In this studio course, students will develop a proof of concept design proposal for a given text through the comparative lens of Concept for Game and Location-Based Experience design. Students will establish a critical position through individual and collaborative creative exploration and articulation to expand on concept design concepts, techniques, skills and processes in the production of their creative work.
Online Learning Category	Partially Taught Online
Subject Area	Concept Design (296P)
Language of Instruction	
Course Initiator History	CAITLIN LIGO (17 Jan 2024 to ---)
Collaborating Staff	
Staff Member	
JO-ANN COWIE	
SHARRYN MIDDLETON	
TERESA HARTLEY	
GREGORY GILBERT	
PHIL BRONN	
FAITH KANE	
JOSHUA FYFE	
CAITLIN LIGO	
Sydney Lash	
Julian Sutherland	
NJ Jayne	
Jessica Board	
Owning Organisation	School of Design (MU00024)

Text Book Required	No
Recognised Professional Development	
Pattern of Offering	Not Cyclic
Expected Prior Learning	
Primary Qualification	
Course Requirements	
Restriction 296357 Design Studio IIIA (Concept) v1 Pre Requisite At least 15 credits at 200 level with a 296 prefix or permission course coordinator	
Prerequisites	15 credits at 200 level with a 296 prefix or permission course coordinator
Corequisites	
Restrictions	296357
Learning Outcomes	
On successful completion of this course the learner will be able to:	
#	Description
L01	Skillfully apply exploratory and transformative thinking, together with critical reflection, to an individual or collaborative project. (Graduate profile: Creativity and Toi C1, Understanding and Mātauranga C2)
L02	Manipulate materials, media, processes, technologies and environments with Concept design expertise. (Graduate profile: Virtuosity and Mōhio D1)
L03	Adeptly utilise analytical, evaluative and synthesising iterative processes in order to transform ideas into material outcomes. (Graduate profile: Virtuosity and Mōhio D3)
L04	Communicate and present work proficiently, persuasively and professionally, utilising well-sourced information in a variety of forms and contexts. (Graduate profile: Connectedness and Whanaungatanga E1, Understanding and Mātauranga E4)
L05	Interact effectively, ethically and professionally with others, whether through collaboration or dialogue. (Graduate profile: Connectedness and Whanaungatanga E2)
Learning Outcomes and Competencies Mapping	
Learning Outcomes	Competencies
L01: Skillfully apply exploratory and transformative thinking, together with critical reflection, to an individual or collaborative project. (Graduate profile: Creativity and Toi C1, Understanding and Mātauranga C2)	
L02: Manipulate materials, media, processes, technologies and environments with Concept design expertise. (Graduate profile: Virtuosity and Mōhio D1)	
L03: Adeptly utilise analytical, evaluative and synthesising iterative processes in order to transform ideas into material outcomes. (Graduate profile: Virtuosity and Mōhio D3)	
L04: Communicate and present work proficiently, persuasively and professionally, utilising well-sourced information in a variety of forms and contexts. (Graduate profile: Connectedness and Whanaungatanga E1, Understanding and Mātauranga E4)	
L05: Interact effectively, ethically and professionally with others, whether through collaboration or dialogue. (Graduate profile: Connectedness and Whanaungatanga E2)	
Course Mark Scheme	Course - Mark/Grade
Completion Requirements	

Assessment Pattern

Creative Compositions










Assessment Type	Creative Compositions	Assessment Title	Creative Work
Assessment Description	n/a		

2/19/24, 8:43 PM

Course Comparison 296368 - Concept Design 3.2: Concepting Game and Location-Based Experience

Weighting	100	Sequence	1
Pass Mark (%)	0	Pattern	Default
Learning Outcomes	1, 2, 3, 4, 5	Marking Scheme	ASS-MG
Compulsory	No		

Workload

This module has no workload.	
Research/Information Literacy Skills 	
Current Collection - Books 	
Current Collection - Journals and Journal Article Databases 	
Future Collecting - Books 	
Future Collecting - Journals and Journal Article Databases 	
Recommendations 	
Approved by College Business Manager 	Yes - Sharryn Middleton - 12/2/24
Wholly Research 	No
TEC Course Classification 	Fine Arts; Design
TEC Funding Category 	B2 - B2 Undergraduate Degree
Massey Funding Level 	DES Design
NZSCED 	100501 - Graphic Arts and Design Studies
PBRF Eligibility 	Not PBRF Eligible
VRF Code 	0 Non-PBRF eligible courses
Additional fees / Compulsory course cost fees 	None
Publication Notes 	
Additional Cost (course publication note) 	
Learning Experience 	
Proposal ID 	03749
Academic Contact and Purpose of the Proposal 	Introduced as part of the Bachelor of Design (Hons), UHDSG version 8.0, proposal
Rationale 	
Accreditation Considerations 	


2/19/24, 8:43 PM

Course Comparison 296368 - Concept Design 3.2: Concepting Game and Location-Based Experience

Consultation	
Resource Impacts	
Calendar Amendments	
Proposed additional fees and expected enrolments for all offerings	
Consequential Amendments	
Transition Arrangements	
Committee References	CCACB2024/02/77 UGQEC2024/01/64

Status Log

Initial Status	End Status	User	Date	Comment
College Board Approval	Academic Committee Approval	CAITLIN LIGO	19 Feb 2024 19:52 pm	Approved by CoCA College Board 09/02/2024
College Sub-Committee Approval	College Board Approval	CAITLIN LIGO	19 Feb 2024 19:10 pm	Approved at UGQEC 31/01/2024
HOD Approval	College Sub-Committee Approval	CAITLIN LIGO	19 Feb 2024 18:55 pm	Approved on Behalf of HoS
Draft	HOD Approval	CAITLIN LIGO	19 Feb 2024 14:35 pm	Yes
	Draft	CAITLIN LIGO	17 Jan 2024 21:33 pm	New Course Created

Workload Competency Mapping 				
Workload Item	Workload Description	Competency Framework	Competency	Competency Teaching Method
None				

Bachelor of Fine Arts with Honours

UHFNA Bachelor of Fine Arts with Honours Bachelor Fine Arts with Honours v3.0 ACADEMIC BOARD APPROVAL

compared to

UHFNA Bachelor of Fine Arts with Honours Bachelor Fine Arts with Honours v2.0 APPROVED

[Show Legend](#)

Show Changes Expand All Changes

Number of Years	4 Years		
Professional Body			
Effective From	Interim Date	Contact Person	Notes
No Professional Body Recognition Assigned			
Year of Implementation	2025 2023		
Qualification Code	UHFNA		
Qualification Title	Bachelor of Fine Arts with Honours		
Reporting Title	Bachelor Fine Arts with Honours		
Abbreviated Title	BFA(Hons)		
Credit Value	480		
Language of Instruction	English (EN)		
Qualification Duration	4 Years		
Maximum Time to Completion	8		
Qualification Type	Undergraduate		
Qualification Subtype	Undergraduate Bachelor with Honours		
No New Enrolment	No		
Without Specialisation?	wosp nosp		
Allows Minors from other Qualifications	Yes No		
Qualification Lead	CAITLIN LIGO (17 Jan 2024 to ---), MICHELE HOLLIS (10 Nov 2023 to 16 Jan 2024) MICHELE HOLLIS (2 May 2022 to ---)		
Owning Organisation	College of Creative Arts (MU00007)		
Proposed Review Dates			
Date Types			Date
No dates assigned			

Qualification Graduate Profile

The goals of Bachelor of Fine Arts and Bachelor of Fine Arts (Honours) are to provide high-level education in methods of contemporary art practice and relevant critical theory, history and thought. As a result of this learning students will be able to undertake a range of professional activities within and beyond contemporary art contexts. Both programmes equip students with a transferable knowledge base, specialist skills and critical capability, enabling graduates to make wide-ranging cultural, social and economic contributions to society. Graduates will have the ability to incorporate and examine discipline-specific knowledge alongside multidisciplinary practices. Additionally, the Bachelor of Fine Arts with Honours will provide appropriate education in research methods for fine arts practice, and the application of research to the production of contemporary art.

Graduates of the Bachelor of Fine Arts (Honours) will have these defining attributes:

Creativity and Toi; Virtuosity and Mōhio; Understanding and Mātauranga; Autonomy and Mana; Connectedness and Whanaungatanga

They will be able to:

A. Knowledge and understanding

1. Display an awareness of the richness and variety of different world views acknowledging their contribution to the cultural identity of Aotearoa New Zealand (Understanding and Mātauranga)
2. Demonstrate a broad, critical understanding of the discourse of art (Understanding and Mātauranga)
3. Demonstrate understanding of the relationship between creative work and communities, audiences, participants and the institutions through which art is shown and otherwise disseminated (Connectedness and Whanaungatanga)
4. Undertake advanced independent research to contextualise and further their own creative practice (Understanding and Mātauranga)

B. Values and Attitudes

1. Be intellectually curious and adaptable, willing to embrace new ideas and accommodate risk and uncertainty (Creativity and Toi)
2. Have clear goals for the continuation of intellectual development and to pursue a future as a practitioner or arts professional (Autonomy and Mana)

C. Skills (Cognitive and Intellectual)

1. Apply exploratory and transformative thinking to generate ideas, proposals, creative works and arguments in response to project initiatives (Creativity and Toi)
2. Critically reflect on and evaluate their own work and the work of other practitioners and scholars (Understanding and Mātauranga)
3. Initiate and contribute to ongoing developments in contemporary art research (Creativity and Toi)

D. Skills (Subject Specific/ Professional)

1. Manipulate materials, media, processes, technologies and environments with virtuosity (Virtuosity and Mōhio)
2. Combine technical excellence with intellectual and conceptual rigour in order to produce high quality creative outputs (Virtuosity and Mōhio)
3. Skilfully utilise analytical, evaluative, synthesising and iterative processes in order to transform ideas into material outcomes (Virtuosity and Mōhio)

E. Skills (Transferable)

1. Demonstrate strong visual, oral and written communication skills (Connectedness and Whanaungatanga)
2. Interact effectively, ethically and professionally with others, whether through collaboration or dialogue (Connectedness and Whanaungatanga)
3. Think and work independently, making autonomous decisions, managing workload and deadlines (Autonomy and Mana)
4. Source and astutely utilise information in a variety of forms and contexts (Understanding and Mātauranga)

~~The goals of Bachelor of Fine Arts and Bachelor of Fine Arts (Honours) are to provide high-level education in methods of contemporary art practice and relevant critical theory, history and thought. As a result of this learning students will be able to undertake a range of professional activities within and beyond contemporary art contexts. Both programmes equip students with a transferable knowledge base, specialist skills and critical capability, enabling graduates to make wide-ranging cultural, social and economic contributions to society. Graduates will have the ability to incorporate and examine discipline-specific knowledge alongside multidisciplinary practices. Additionally, the Bachelor of Fine Arts with Honours will provide appropriate education in research methods for fine arts practice, and the application of research to the production of contemporary art.~~

~~Graduates of the Bachelor of Fine Arts (Honours) and Bachelor of Fine Arts will have five defining attributes:~~

~~**Creativity – Toi; Virtuosity – Mōhio; Understanding – Mātauranga; Autonomy – Mana; Connectedness – Whanaungatanga**~~

~~They will be able to:~~

~~A. Knowledge and understanding~~

- ~~1. Display an awareness of the richness and variety of different world views acknowledging their contribution to the cultural identity of Aotearoa New Zealand (**Mātauranga**)~~
- ~~2. Demonstrate a broad, critical understanding of the discourse of art (**Mātauranga**)~~
- ~~3. Demonstrate understanding of the relationship between creative work and audiences, participants and the institutions through which art is shown and otherwise disseminated (**Whanaungatanga**)~~

~~B. Values and Attitudes~~

- ~~1. Be intellectually curious and adaptable, willing to embrace new ideas and accommodate risk and uncertainty (**Toi**)~~
- ~~2. Have clear goals for the continuation of intellectual and professional development (**Mana**)~~
- ~~3. Make critically informed choices towards a future as a practitioner or arts professional (**Mana**)~~

~~C. Skills (Cognitive and Intellectual)~~

- ~~1. Apply exploratory and transformative thinking to generate ideas, proposals, creative works and arguments in response to project initiatives (**Toi**)~~
- ~~2. Critically reflect on and evaluate their own work and the work of other practitioners and scholars (**Mātauranga**)~~
- ~~3. a. Initiate and contribute to ongoing developments in contemporary art research (**Toi**) [Bachelor of Fine Arts Honours]~~

~~—— b. Contribute to innovative developments in contemporary art practices (**Toi**) [Bachelor of Fine Art]~~

~~D. Skills (Subject Specific/ Professional)~~

- ~~1. Manipulate materials, media, processes, technologies and environments with virtuosity (**Mōhio**)~~
- ~~2. Combine technical excellence with intellectual and conceptual rigour in order to produce high quality creative outputs (**Mōhio**)~~
- ~~3. Skilfully utilise analytical, evaluative and synthesising iterative processes in order to transform ideas into material outcomes (**Mōhio**)~~

~~E. Skills (Transferable)~~

- ~~1. Demonstrate strong visual, oral and written communication skills (**Whanaungatanga**)~~
- ~~2. Interact effectively, ethically and professionally with others, whether through collaboration or dialogue (**Whanaungatanga**)~~

- 3. ~~Think and work independently, making autonomous decisions, managing workload and deadlines (Mana)~~
- 4. ~~Source and astutely utilise information in a variety of forms and contexts (Matauranga)~~

Qualification Graduate Attributes (QGAs)

On successful completion of this programme the learner will be able to

#	Description	Graduate Profile	Educational Objectives
None			
Graduate Profile			
<ul style="list-style-type: none"> 1. Scholarly 1 - Disciplinary knowledge and skills 2. Scholarly 2 - Creativity and innovation 3. Scholarly 3 - Resilience and adaptability 4. Cultural 1 - Cultural awareness 5. Cultural 2 - Māori knowledge and understanding 6. Social 1 - Social responsibility 7. Social 2 - Communication and collaboration 8. Social 3 - Global engagement 			

Qualification Graduate Attributes and Competencies Mapping

Qualification Graduate Attribute	Competencies
None	

Admission

1. Admission to the Degree of Bachelor of Fine Arts with Honours requires that the candidate will:

(a) meet the University admission requirements as specified;

and

(b) be selected into the Qualification based partially on the assessment of a portfolio of work submitted by the applicant, and an interview at the discretion of the University.

2. An applicant who holds the degree of Bachelor of Fine Arts shall not be admitted to the Bachelor of Fine Arts with Honours.

Qualification Requirements

3. Candidates for the Degree of Bachelor of Fine Arts with Honours shall follow a parts based programme of study, which shall consist of courses totalling at least 480 credits, comprising:

(a) Part 1, Part 2, Part 3, and Part 4 as specified in Schedule A;

(b) elective courses from Schedule C to the Degree; and/or elective courses from Schedule C to the Degree of the Bachelor of Design with Honours; or any other course. And including:

(c) not more than 165 credits at 100 level;

(d) at least 90 credits at 200-level;

(e) at least 105 credits at 300-level;

(f) at least 120 credits at 400 level or above.

4. Notwithstanding Regulation 3, holders of a Massey University Diploma in Photography who are admitted to the Degree of Bachelor of Fine Arts with Honours may be permitted to credit up to 120 credits at 100-level and up to 75 credits at 200-level to the Bachelor of Fine Arts with Honours.

~~3. Candidates for the Degree of Bachelor of Fine Arts with Honours shall follow a parts based programme of study, which shall consist of courses totalling at least 480 credits, comprising:~~

~~(a) Part I, Part II, Part III, and Part IV as specified in Schedule A;~~

~~(b) elective courses from Schedule B to the Degree; and/or elective courses from Schedule C to the Degree of the Bachelor of Design with Honours; or any other course. And including:~~

~~(c) not more than 165 credits at 100 level;~~

~~(d) at least 90 credits at 200 level;~~

~~(e) at least 105 credits at 300 level;~~

~~(f) at least 120 credits at 400 level or above.~~

~~4. Notwithstanding Regulation 3, holders of a Massey University Diploma in Photography who are admitted to the Degree of Bachelor of Fine Arts with Honours may be permitted to credit up to 120 credits at 100 level and up to 75 credits at 200 level to the Bachelor of Fine Arts with Honours.~~

Specialisations

5. The Bachelor of Fine Arts with Honours is awarded with or without a specialisation.
6. The specialisation available is: Mātauranga Toi Māori. Candidates can earn this specialisation by meeting the requirements set out in Schedule B.

~~5. The Degree of Bachelor of Fine Arts with Honours is awarded without specialisation.~~

Student Progression

7. In order to progress to Part Two the candidate shall have passed a total of 75 credits at 100 level with at least 60 credits from the College of Creative Arts.
8. For progression to Part 4 of Bachelor of Fine Arts with Honours, candidates must have passed the Part 3 credits from Schedule A.
9. The Academic Board may grant exemptions to the requirements of Regulations 6 and 7 based on the subjects studied and prior performance of the student.
10. The Degree of Bachelor of Fine Arts with Honours may be awarded with First Class Honours or with Second Class Honours Division I or Second Class Honours Division II or with Third Class Honours. The class of Honours awarded shall be determined by the examiners on the performance of the candidate in Part 4 of the programme.

~~6. In order to progress to Part II the candidate shall have passed a total of 75 credits at 100 level with at least 60 credits from the Part I courses including one of 237.130 or 237.131.~~

~~7. For progression to Part IV of Bachelor of Fine Arts with Honours, candidates must have passed the Part III credits from Schedule A.~~

~~8. The Academic Board may grant exemptions to the requirements of Regulations 6 and 7 based on the subjects studied and prior performance of the student.~~

~~9. The Degree of Bachelor of Fine Arts with Honours may be awarded with First Class Honours or with Second Class Honours Division I or Second Class Honours Division II or with Third Class Honours. The class of Honours awarded shall be determined by the examiners on the performance of the candidate in Part IV of the programme.~~

Completion Requirements

11. Any timeframes for completion as outlined in the General Regulations for Undergraduate Degrees, Undergraduate Diplomas, and Undergraduate Certificates, and Graduate Diplomas and Graduate Certificates will apply.

12. Candidates may be graduated when they meet the Qualification and Academic requirements within the prescribed timeframes; candidates who do not meet the requirements for graduation may, subject to the approval of Academic Board, be awarded an alternative creative arts qualification should they meet the relevant Qualification requirements.

~~10. The Bachelor of Fine Arts with Honours must be completed within the following timeframes:~~

~~(a) five consecutive academic years for full time students~~

~~(b) eight consecutive academic years for part time students~~

~~unless a specified time of suspension or extension has been approved by the Academic Board. Permission must be sought in advance of any suspension or extension by applying in writing to the Programme Director. Suspensions or extensions granted will appear on the academic record.~~

~~11. Candidates may be graduated when they meet the Qualification requirements within the prescribed timeframes; candidates who do not meet the requirements for graduation may, subject to the approval of Academic Board, be awarded the Bachelor of Fine Arts should they meet the relevant qualification requirements.~~

Academic Progress

13. The general Unsatisfactory Academic Progress regulations will apply.

~~12. The general Unsatisfactory Academic Progress regulations will apply.~~

Transitional Provisions

14. Subject to any Maximum Time to Completion and the Abandonment of Studies provisions specified in the Part I regulations for the degree, candidates enrolled in the Bachelor of Design with Honours prior to 1 January 2025 may substitute a course or courses already completed for a course or courses of the same value and at the same or lower level within the Schedule.

15. This transition regulation expires 31 December 2030

Schedule to be added to

Schedule A: Core courses

4 of 18

Schedule A

Specialisations and Courses			
Code	Credits	Title	Show Courses
None			

Part One

Specialisations and Courses			
Code	Credits	Title	Show Courses
None			

Critical Studies

Compulsory courses

At least 15 credits

Specialisations and Courses			
Code	Credits	Title	Show Courses
237131	15	Conversations in Creative Cultures	
289100	15	Introduction to Screen Arts	
150106	15	Nga Hanga Whakairo: Traditional Māori Visual Art	
133154	15	Music, People, Places	
197139	15	Positionality: Discourse in Design	
237130	15	Communication for Makers	

Professional Cultures

Plus one of

15 credits

Specialisations and Courses			
Code	Credits	Title	Show Courses
298160	15	Mātauranga Toi Māori 1: Māori Practices as a Māori Creative Practitioner	
197190	15	Professional Cultures in Design 1	
289150	15	Professional Cultures 1	
133180	15	Professional Cultures in Commercial Music 1	
213170	15	Professional Cultures in Art 1	
213157	15	Studio I (Art Lab)	
213158	15	Studio I (Art Place)	

Core Studios

Plus three of

At least 30 credits

Specialisations and Courses			
Code	Credits	Title	Show Courses
213157	15	Studio I (Art Lab)	
213158	15	Studio I (Art Place)	
298157	15	Toi Atea 1	
198157	15	Studio I (Object)	
212157	15	Studio I (Dress)	
221157	15	Studio I (Lens)	
222157	15	Studio I (Screen)	
222158	15	Studio I (Type)	
223157	15	Studio I (Material)	
224157	15	Studio I (Space)	

Academic Board Meeting - Part I - CUAP PROPOSALS

4/9/24, 10:30 AM

Qualification Comparison - UHFNA - Bachelor of Fine Arts with Honours - Bachelor Fine Arts with Honours

296157	15	Studio I (Imagine)	AC24/03/20-edited
--------	----	--------------------	-------------------

Explorations: choose at least 2
At least 30 credits

Specialisations and Courses		
Code	Credits	Title
293126	15	Explorations in Image and Meaning
198124	15	Modelling and Prototyping for Product Design
197191	15	Art and Design: Special Topic I
293127	15	Explorations in Colour and Context
213155	15	Drawing the Body I
197124	15	Soft Structures
293125	15	Explorations in Narrative
197123	15	Visual Identity Systems

Part Two

Specialisations and Courses			
Code	Credits	Title	Show Courses
Critical Studies			
Plus one of			
At least 15 credits			

Specialisations and Courses			
Code	Credits	Title	Show Courses
237231	15	Creative Cultures & Contexts II	
150206	15	Ngā Momo Whakairo: Contemporary Māori Visual Art	
133257	15	Music and Ethics	
289200	15	Perspectives on Creative Practice	
197239	15	Pluriverse: Discourse in Design	
197288	15	Creative Collaboration	
237231	15	Creative Cultures & Contexts II	
	-1		
Professional Cultures			
Part Three			
15 credits			

Specialisations and Courses			
Code	Credits	Title	Show Courses
298260	15	Mātauranga Toi Māori 2: Māori Creative Practices and Cultural Continuity	
289250	15	Professional Cultures 2	
197290	15	Professional Cultures in Design 2	
213270	15	Professional Cultures in Art 2	
133280	15	Professional Cultures in Commercial Music 2	
	-1		
	-1		

Core Studios
At least 60 credits

Specialisations and Courses		
Code	Credits	Title
213241	30	Art Studio IIA
213243	15	Fine Arts Studio 2.1: Project

6 of 18

Academic Board Meeting - Part I - CUAP PROPOSALS

4/9/24, 10:30 AM

Qualification Comparison - UHFNA - Bachelor of Fine Arts with Honours - Bachelor Fine Arts with Honours

213244	15	Fine Arts Studio 2.2: Exhibition	AC24/03/20-edited
298263	15	Toi Atea 2	

Part Three

Specialisations and Courses			
Code	Credits	Title	Show Courses
Critical Studies			
Part Four			
At least 15 credits			

Specialisations and Courses			
Code	Credits	Title	Show Courses
237131	15	Conversations in Creative Cultures	
298330	15	Cosmological Narratives within Māori Creative Expression	
133355	15	Music, Politics, Economies	
289300	15	Advanced Critical Practice for Screen	
197339	15	Transformation: Discourse in Design	
	-1		
	-1		
	-1		
	-1		
Professional Cultures			
Compulsory Courses			
15 credits			

Specialisations and Courses			
Code	Credits	Title	Show Courses
289350	15	Professional Cultures 3	
298360	15	Mātauranga Toi Māori 3: Creative Innovation and Community Leadership	
213370	15	Professional Cultures in Art 3	
133380	15	Professional Cultures in Commercial Music 3	
197390	15	Professional Cultures in Design 3	
213441	30	Art Studio IV A Research	
213442	45	Art Studio IV B	

Core Studios
At least 60 credits

Specialisations and Courses		
Code	Credits	Title
213341	30	Art Studio IIIA
213343	15	Fine Arts Studio 3.1: Project
213344	15	Fine Arts Studio 3.2: Public Exhibition
298367	15	Toi Atea 3

Part Four

Specialisations and Courses			
Code	Credits	Title	Show Courses
Compulsory Courses			
90 credits			

Academic Board Meeting - Part I - CUAP PROPOSALS

4/9/24, 10:30 AM

Qualification Comparison - UHFNA - Bachelor of Fine Arts with Honours - Bachelor Fine Arts with Honours

AC24/03/20-edited

Specialisations and Courses			
Code	Credits	Title	Show Courses
213830	60	Fine Arts Research Project: Honours	
213729	30	Fine Arts Research and Development: Honours	
213441	30	Art Studio IV A Research	
213442	45	Art Studio IV B	
213463	15	Fine Arts Research Seminar	
Creative Arts Research Methods			
Plus one of			
15 credits			

Specialisations and Courses			
Code	Credits	Title	Show Courses
298730	15	Māori Research Methodologies for Creative Practice	
293732	15	Creative Practice Research Methods	
197465	15	Creative Leadership	
213465	15	Exhibition	
237465	15	Creative Exposition	

Schedule B: Specialisations

Specialisations and Courses		
Code	Credits	Title
UHFNA1JMTMR1	165	Mātauranga Toi Māori

Schedule C: Electives

Schedule B

Specialisations and Courses			
Code	Credits	Title	Show Courses
213464	15	Art in Context	
213150	15	Painting	
213151	15	Contemporary Sculpture	
213154	15	Contemporary Drawing	
213155	15	Drawing the Body I	
213211	15	Fine Arts Special Topic II	
213254	15	Drawing in Practice	
213255	15	Drawing the Body II	
213256	15	Contemporary Art Projects A	
213257	15	Contemporary Art Projects B	
213258	15	Contemporary Art Projects C	
213259	15	Contemporary Art Projects D	
213260	30	Fine Arts Special Topic IIB	
213261	15	Contemporary Art Projects F	
213262	15	Contemporary Art Projects G	
213263	15	Contemporary Art Projects H	
213264	15	Contemporary Art Projects I	
213265	15	Contemporary Art Projects J	
213311	15	Fine Arts Special Topic III	
213355	15	Drawing the Body III	
213356	15	Contemporary Art Projects E	
213358	15	Fine Arts Internship	
213359	15	Contemporary Art Projects K	
213360	30	Fine Arts Special Topic IIIB	
213411	15	Fine Arts Special Topic IV	
213343	15	Fine Arts Studio 3.1: Project	

8 of 10

4/9/24, 10:30 AM

Qualification Comparison - UHFNA - Bachelor of Fine Arts with Honours - Bachelor Fine Arts with Honours

213344	15	Fine Arts Studio 3.2: Public Exhibition	AC24/03/20-edited
213243	15	Fine Arts Studio 2.1: Project	
213244	15	Fine Arts Studio 2.2: Exhibition	

QGA-CLO Mapping

Displaying current status - no comparison done

None

Research / Information Literacy Skills

Massey University Library supports the Bachelor of Fine Arts with Honours by providing resources, and support for information literacy, learning and research. Two specialist Subject Librarians, based at the Wellington Campus, support academic staff and students and currently teach discovery skills in undergraduate courses. Potential information literacy demands align with current practice and are deliverable with existing resourcing.

Current Collections- Books

CoCA Librarians select books from subject profiles that have been developed with major suppliers to reflect the research and teaching needs of the University, and on the recommendation of University staff and students.

Three new college-wide electives (293125 Explorations in Narrative; 293126 Explorations in Image and Meaning; 293127 Explorations in Colour and Context) are offered. These subject areas, along with all other courses in this qualification, are already well-resourced by the library and no additional collection resources or policy changes are required. Ongoing purchasing of new book titles can be met from existing budgets.

Māori resources:

The Library contributes to Tiriti-led teaching by providing access to a range of Te Tiriti and Māori resources in diverse media including DVD, CD, video and print which can be accessed through Discover. The Māori, Music, and Creative Arts Subject Guides offer access to relevant databases, including recorded domestic and international television channels via eTV.

Current Collection- Journals

The Library provides online access to a broad spectrum of relevant journals and journal article databases relating to all aspects of this qualification.

Future Collecting- Books

Current purchasing scopes and policies are sufficient for this qualification.

Future Collecting - Journals

Current purchasing scopes and policies are sufficient for this qualification.






Future Collecting- Journals Article Databases

Current purchasing scopes and policies are sufficient for this qualification.

Recommendations

There are no additional collection resources or policy changes required for this qualification. Ongoing purchasing of new book titles can be met from existing budgets.

Jo-Ann Cowie, Collection Manager, 16 February 2024

TEC Code 	
Code	
MY0013	
QAC, NZQF and ISCED 	12 - Bachelors with Honours (four year)
NZSCED 	Fine Arts
Workload Limit 	Yes
Eligible for StudyLink 	Yes

EFTS Based Funding Request?

9 of 18

Academic Board Meeting - Part I - CUAP PROPOSALS

4/9/24, 10:30 AM

Qualification Comparison - UHFNA - Bachelor of Fine Arts with Honours - Bachelor Fine Arts with Honours
AC24/03/20-edited

No

Student Allowances Request?

No

Student Loans Request?

No

Teacher Registration Approval

N/A

Tuition/Teaching (FTE) Weeks

0

NaN

Vacation/Recess Weeks

0

NaN

Total Gross weeks

0

NaN

Teaching Hrs/wk

0

NaN

Work Experience Hrs/Wk

0

NaN

Self-Directed Learning Hrs/Wk

0

NaN

Total Learning Hrs/Wk:

0

NaN

Total Length

0

NaN

Full Time / Part Time

Not Set

ISCED Subsequent Destination

Not Set

Source of Funding

Not Set

Distance Learning Available

Not Set

Proposal ID

03747

~~02483~~

Change Scale

0

Academic Contact and Purpose of the Proposal

Academic contact

Professor Kingsley Baird, Head of Whiti o Rehua School of Art

Associate Professor Faith Kane, Director Academic, Toi Rauwhārangī College of Creative Arts

Purpose

10 of 18

4/9/24, 10:30 AM

Qualification Comparison - UHFNA - Bachelor of Fine Arts with Honours - Bachelor Fine Arts with Honours

AC24/03/20 edited

To make significant amendments to the 480-credit BFA(Hons) in alignment with changes to the Undergraduate and Postgraduate Suite of qualifications at Toi Rauwhāangi College of Creative Arts

Linked Proposals

Significant amendments to BFA

New Specialisation Mātauranga Toi Māori Major

New courses:

213170 Professional Cultures in Art 1
 213270 Professional Cultures in Art 2
 213370 Professional Cultures in Art 3
 213243 Fine Arts Studio 2.1: Project
 213244 Fine Arts Studio 2.2: Exhibition
 213343 Fine Arts Studio 3.1: Project
 213344 Fine Arts Studio 3.2: Public Exhibition
 293125 Explorations in Narrative
 293126 Explorations in Image and Meaning
 293127 Explorations in Colour and Context
 237730 Creative Practice Research Methods
 213830 Fine Arts Research Project: Honours

Contact for proposal: Director Academic Assurance, College of Creative Arts, Jessica Chubb

Purpose: To add to the schedule 296.157 Studio I (Imagine)

-

Proposal Summary

The proposed significant amendments to the BFA(Hons) are part of a coherent package of curriculum transformation across Toi Rauwhāangi, the College of Creative Arts (CoCA), focusing on our bachelor, bachelor with honour's and master's degrees on the Pukeahu campus in Wellington. The transformation of qualifications addresses several strategic aims while also achieving consistency across offerings and improving the financial sustainability of the College.

The curriculum transformation will:

1. Create a Mātauranga Toi Māori pathway available within all bachelor and bachelor with honour's degrees on Pukeahu campus – the pathway can be taken as a major or as independent courses
2. Facilitate staircasing into postgraduate study
3. Reduce subject duplication through improved programme integration
4. Bring qualifications in-line with similar offerings within Aotearoa and Australia

The significant amendments proposed to the BFA(Hons) pertain to each of these objectives.

The amendments detailed in this proposal also form the basis for significant amendments proposed to the BFA (see linked proposal Significant Amendments to BFA) as the two qualifications share the same curriculum structure and content and are delivered together for years 1 – 3.

~~This proposal is to add the 100-level course 296.157 Studio I (Imagine) to the BFA and BFA(Hons) schedule of options for first-year students. This is a correction to the schedule, as this course has been an option for students in practice since it was first delivered.~~

Justification/ Rationale

Create a Mātauranga Toi Māori pathway

Toi Rauwhāangi proposes to centre Mātauranga Toi Māori within creative practice for students on the Pukeahu campus. This will be achieved through a suite of existing and new Mātauranga Toi Māori courses that will create a new specialisation within each of our undergraduate qualifications. Taken as major or double major, as appropriate, will enable students to attain their qualification with a Mātauranga Toi Māori lens. Developed by Māori academics in Toi Rauwhāangi and in consultation with Māori students, the proposed pathway will enable culturally grounded experiences and outcomes for the students.

The Mātauranga Toi Māori specialisation aligns with Te Kunenga Ki Pūrehuroa – Massey University Strategy (2022-2027), priority 4, as part of meeting our learning and teaching responsibilities in relation to Te Tiriti o Waitangi. In particular, the proposal will increase “the provision of mātauranga-centred pathways for learning” and nurture “academic success and excellence through Kaupapa Māori models of support” (MU Strategy, p. 12). The Mātauranga Toi Māori specialisation also aligns with the Tertiary Education Strategy (2020), to “have high aspirations for every learner/ākonga, and support these by partnering with their whānau and communities to design and deliver education that responds to their needs, and sustains their identities, languages and cultures” (TES Objective 1, Priority 2). Specifically, the proposal results from our commitment to “Build relationships with Māori, involve them in decision making, and partner with them to support rangatiratanga, and Māori educational success as Māori” (Full TES Document, 2020, p. 2).

An additional strategic consideration is to strengthen the interface between Toiho ki Āpiti and Māori students on Pukeahu.

Facilitate staircasing into postgraduate study

Toi Rauwhāangi proposes amending length of the current BFA from four to three years (see linked proposal, Significant Amendments to BFA) to allow seamless articulation into postgraduate pathways and reduce current inequities for Massey students in the BFA(Hons) students wishing to enter Masters study (see Figure 1). Students will enrol in a four year honour's programme but will have the option to complete a bachelor's degree without honour's

after three years, which will allow for direct pathways for continuation to master's degrees. It will also enable students who wish to pursue other interests, for example teaching, to do so without first having to complete an honour's year.

The proposed amendments align with TES Objective 2, Priority 3, reducing barriers to study, specifically reducing financial cost of study. In this case, the reduction is in the overall credits required to achieve a bachelor (non-honour's) and master's degrees (see Figure 2). The aim also aligns with Priorities 2, 3 and 5 of Massey University's Strategy 2022-2027: reducing barriers to postgraduate study and success.

Currently, Massey students in Fine Arts and Design have a longer pathway into and through master's level study than students from other institutions. BFA and BFA students currently complete 480 credits for either a bachelor or a bachelor with honour's degree. To complete a masters degree, then, they need to have already undertaken 4 complete years of study. Students entering from other institutions can do so after the completion of a 360 credit bachelor degree. In effect, students from other institutions can complete a master's degree at Massey with 540 credits of university study. Students in Massey's BFA(Hons) and BFA undergraduate programme need to complete 600 credits of study for the same degree.

Reduce subject duplication through improved programme integration

Toi Rauwhārangī currently offers 4 bachelor degree programmes on the Wellington campus with a total of 18 specialisations between them. Media and technologies overlap in the specialisations but the treatment of these media and technologies differs. The College proposes structural changes to encourage more student understanding of the breadth of creative practice open to them and to facilitate students utilising the expertise from specialisations external to their own. This college wide approach will also support the implementation of the new Mātauranga Toi Māori pathway and will increase the potential for transdisciplinary and interdisciplinary teaching and learning, and to ensure the financial viability of Toi Rauwhārangī. As such, it aligns with Priority 3 of Massey University's Strategy 2022-2027.

Bring qualifications in-line with similar offerings within Aotearoa and Australia

The proposed changes to the BFA(Hons) and BFA (see linked proposal, Significant Amendments to BFA), align with similar offerings in Australasia. CoCA's current 4 year structure for the BFA aligns with National Association of Schools of Art and Design (NASAD), the North American accrediting body. In moving to 360 credits in the BFA, CoCA is signalling greater alignment with Australian and New Zealand standards. The College has already signalled that it will not seek renewal of substantial equivalency with NASAD beyond its current term.

Treaty of Waitangi Implications

In 2018 Te Kunenga Ki Pūrehuroa Massey University made the decision to become Te Tiriti o Waitangi-led. Specifically, our Massey University Strategy 2018-2022. This aspiration is further strengthened in the Massey University Strategy 2022-2027, with a number of specific commitments made in this strategy as to how we will honour Te Tiriti at the University.

To progress realisation of these strategy commitments, Massey's Te Tiriti O Waitangi policy was updated. The policy articulates ways in which the priorities defined in the Massey Strategy enable the policy to be practically applied.

Alongside the new policy in November 2022 the Office of the Deputy Vice-Chancellor Māori launched an extensive new Te Tiriti capability building initiative across the University, the Kaiārahi Tiriti (Te Tiriti mentors) project. The Kaiārahi Tiriti project consists of eight teams of 3-6 staff, located within each area of the University, who have been tasked to develop initiatives that respond to our Te Tiriti support needs and aspirations, each addressing specific Te Tiriti commitments made in the 2022-2027 strategy. The Kaiārahi Tiriti team at Toi Rauwhārangī are working on a number of initiatives to support staff in understanding what it means to be Te Tiriti led and to consider how this informs our learning and teaching practices.

In connection to this proposal we have sought to prioritise Massey University Strategy (2022-2027), priority 4, as part of meeting our learning and teaching responsibilities in relation to Te Tiriti o Waitangi. In particular, to increase "the provision of mātauranga-centred pathways for learning" and nurture "academic success and excellence through Kaupapa Māori models of support" (MU Strategy, p. 12). This is reflected in the proposed new Mātauranga Toi Māori pathway, (see linked proposal, New Specialisation Mātauranga Toi Māori Major BFA(Hons)). The Mātauranga Toi Māori pathway also aligns with the Tertiary Education Strategy (2020), to "have high aspirations for every learner/ākonga, and support these by partnering with their whānau and communities to design and deliver education that responds to their needs, and sustains their identities, languages and cultures" (TES Objective 1, Priority 2). Specifically, the proposal results from our commitment to "Build relationships with Māori, involve them in decision making, and partner with them to support rangatiratanga, and Māori educational success as Māori" (Full TES Document, 2020, p. 2).

Currently, the BFA(Hons) curriculum is structured around a 'Pōwhiri Framework', which was established in 2014 for the purpose of incorporating indigenous perspectives into the content and learning outcomes of all courses. This framework will be evolved as the changes in this proposal are implemented to ensure that all aspects of the BFA(Hons) curriculum and student experience work alongside the Mātauranga Toi Māori pathway to reflect our commitment to be Te Tiriti led and ensure that all of our students become critically self-aware creative practitioners within the wider context of Aotearoa as reflected in the BFA(Hons) Graduate Profile.

Acceptability

The BFA(Hons) and BFA in their current form have a strong reputation gained over 20 years. The programme has established wide acceptance in the sectors and communities it serves with excellent research-led, fine arts learning experiences and graduate outcomes.

The BFA(Hons) and BFA consistently contribute to the creative sector in Aotearoa New Zealand and globally, with graduates moving directly into a broad range of roles across various sectors of the art community. Alumni have achieved considerable success in the Fine Arts sector including exhibiting in public and dealer galleries (e.g., City Gallery Wellington, Adam Art Gallery, Govett Brewster, Te Tuhi). As students, they have been recipients of art awards and funding (e.g., 2022 New Zealand Paint and Printmaking Award, Olivia Spencer Bower Award, Fulbright scholarships, 2022 Parkin Drawing Prize, and the Collin Post Memorial Scholarship in Sculpture). Alumni are also in curatorial positions, on the boards of artist-run spaces, and secondary school art teachers.

BFA(Hons) and BFA academic staff have excellent national and international profiles. The BFA(Hons) and BFA currently have 13 full-time, academic members of staff, four experienced technical demonstrators/technicians (three of whom are shared with the Photography programme) and fixed-term tutors covering learning and teaching across a range of courses. Further, the programme’s technical facilities enable students to engage in traditional modes of making as well as in digital modes of production. All full-time, academic staff teaching into the Fine Arts programme are research active as defined by the PBRF process. The BFA(Hons) and BFA staff have integrated their practice-based research in all studio and writing courses within the programme, and almost all courses are coordinated and delivered by research-active faculty. The exceptions to this are generally first year (100 level) courses, some of which are delivered by fixed-term staff. The latter are often currently engaged in doctoral research in the College or have completed post-graduate degrees. Students gain access to staff research expertise both through studio practice-based teaching and learning methodologies, and via staff lectures and presentations on their recent and ongoing research projects. There are a number of on-campus research spaces which facilitate research-led teaching. The new curriculum proposes even stronger connections between staff research and teaching enabling students to see research modelled by academic staff working on research projects, and, where practicable, actively participate in them.

The BFA(Hons) and BFA are not discipline-specific; courses span diverse media, from photography to painting, digital art to sculpture. It is anticipated that the proposed changes to the BFA(Hons) and BFA will enable the programme to maintain the breadth of its current offerings – which is one of its key strengths – while allowing students greater choice and flexibility to access learning across the College’s other programmes, as well as enabling a more direct route to postgraduate study.

At the centre of the proposed curriculum changes is the opportunity for Māori students to attain their specialisations with a Mātauranga Māori lens. This Mātauranga Toi Māori pathway, which can be taken as a major or independent courses, will provide opportunities for Māori staff and students alike. In addition, it is planned that the new curriculum will maintain two central aspects of the BFA(Hons) and BFA programme: the kāupapa Māori vertically streamed rōpū established within the BFA’s Art Studio core course, and delivery based upon the tuakana-teina model, realised via vertically streamed classes.

Consultation

To support the development of this proposal consultation has begun within the college and externally, with further consultation to be concluded in 2024.

Internal consultation

- Wānanga and hui by Māori academics who have put forward the proposed the new pathway and have undertaken subsequent consultation with current and recently graduated Māori students
- Fulsome discussion across the college, the provision of feedback opportunities and collaboration with staff that teach into the relevant programmes
- Across the university with relevant colleges and central teams
- Engagement with students, initially via survey, which will be followed up by zoom based focus groups

Through the survey questionnaire we asked for feedback about all proposed changes to degrees Students’ responses to the survey were positive overall, providing some important insights about the opportunities and challenges posed by the proposed changes. For example, ensuring that: course descriptions are clear; workloads are appropriate; options to move between disciplines is balanced with maintaining subject specificity; that all can students engage safely with Te Tiriti o Waitangi and Mātauranga Māori. The feedback was particularly supportive of the Mātauranga Toi Māori pathway and the ability to opt out of the four year honour’s degree programme to complete a bachelor degree within 3 years.

External consultation

- Additional consultation with external stakeholders in Māori advancement as a priority, such as iwi and hāpu leaders and community. Particularly those within Te Ūpoto-o-te-Ika and Māori within the creative and education sectors
- Discussion with relevant tertiary providers including, Elam School of Fine Arts; Art and Design at AUT, School of Design at VUW
- Discussion with industry and community stakeholders, many of whom our staff have identified and have working and reciprocal relationships already including Toi Mai, Museum of New Zealand Te Papa Tongarewa, Wellington City Art Gallery, Wellington City Council, local secondary school art teachers, curators, independent artists, and alumni, Weta Workshop, and several design studios
- Comprehensive benchmarking against similar programmes across Aotearoa New Zealand and highly ranked Australian institutions has been undertaken, as well as conversations with institutions with similar profiles in the UK and Canada.

Year of Implementation and First Year Teaching Plan

The College of Creative Arts plans to implement the proposed changes in 2025.

A full implementation and communication plan will be developed. This will ensure that students are appropriately informed of the changes being made, how and when it will impact their studies and what their options are. We will work closely with the university’s academic advisors and central teams to ensure that clear and consistent information and advice is given to students.

Proposal Details

Chart 1, below, shows the proposed significant amendments to the BFA(Hons) relating to curriculum transformation objectives.

Curriculum transformation objective	Amendments to BFA(Hons)	Details and additional rationale
1	1.1.	This will enable all programmes, including BFA(Hons), to centre Mātauranga Toi Māori. Changes to core studio, critical studies, professional cultures courses across the BFA(Hons) will be required (see

Academic Board Meeting - Part I - CUAP PROPOSALS

4/9/24, 10:30 AM

Qualification Comparison - UHFNA - Bachelor of Fine Arts with Honours - Bachelor Fine Arts with Honours

AC24/03/20-edited

Create Mātauranga Toi Māori pathway for Māori students on Pukeahu campus	Introduction of a common undergraduate structure	amendments related to objective 3). The Mātauranga Toi Māori pathway will be available to students as a major.
	1.2 Introduction of new courses for Te Puna Toi Ora	The Mātauranga Toi Māori pathway, will be made up of courses that are interchangeable with core courses in each area of the curriculum: studio, critical studies, and professional cultures. These courses will also be available to students as electives and will include courses from our existing offering as well as the creation of new courses.
2 Staircasing into postgraduate study	2.1 Introduction of year 3 exit point within the BFA(Hons)	This will enable students to exit the BFA(Hons) with a 360 credit BFA, which will allow for direct pathways for continuation to masters degrees. It will also enable students who wish to pursue other interests, for example teaching, to do so without first having to complete an Honours year. Significant changes to year 1 and 3 of study in the BFA(Hons) are needed to allow students to exit at the end of year 3 with a BFA that prepares them for professional practice (see amendments 2.2 and 2.3). These changes will also enable objective 4.
	2.2 Introduction of capstone project in year 3	This will enable students to consolidate their learning and provide a significant body of work towards their creative portfolios to support the transition into professional practice of students who exit at year 3.
3 Reduced duplication and improved integration of teaching areas	3.1 Common honour's and master's structure	The first semester of all Honours degrees and 180 credit Masters degrees operate at the same NZQA level. They will be largely co-taught to reduce duplication and to improve the learning experience of new-to-Massey postgraduate students. This will require the introduction of a new research methods course, which will enable the graduate attributes of the BFA(Hons) and MDes to be met, as well as reflecting similar offerings at this level across Australasia and globally.
	3.2 Aligned year 1 curriculum structure	The introduction of an aligned first year model across Fine Arts, Screen Arts, Design and Music will enable students' better opportunity to choose the right creative arts degree from the outset by enabling them to explore complementary creative areas across the college whilst gaining foundational skills during their first year of study. This will require a number of new first year courses, which will form a compulsory selection. This will be offset by a significant reduction in elective courses.
	3.3 Aligned years 2 and 3 structures	Alignment between the curriculum structures in years 2 and 3 across Fines Art, Screen Arts Design and Music will allow students to take core specialisations as elective offerings. This will require splitting 30 credit courses (core studios) into 15 credit courses to allow them to be taken as electives. To enable this to occur, 30 credit specialisation-specific courses will be discontinued except where significant projects are undertaken. The 30 credit courses will be replaced with multiple 15 credit courses so that they can operate as electives for students enrolled in other specialisations. Whilst this creates additional courses, it will be offset by a subsequent reduction of courses that operate only as elective offerings.
	3.4 Introduction of new core learning options	Currently, the undergraduate programmes at Toi Rauwhārangī stipulate specific core learning in critical studies and professional cultures (currently called creative citizenship in the BFA(Hons)) within their structures. The development of a college wide approach to this area of the curriculum will give students the potential to choose courses that are most appropriate to their practice, goals and cultural positionality. Within the current BFA(Hons) structure students can choose between these areas after Semester 1 in the second year. The proposed changes mean that students will study both critical studies and professional cultures throughout years 1- 3 of the BFA(Hons). The new professional cultures courses will also provide a greater emphasis on students' professional development and support their navigation through the various learning pathways available to them within and beyond the BFA(Hons).
4	Connected to amendment 2.2	All Bachelor degrees in the college will have the same credit value (360 credits), in line with equivalent degrees in New Zealand and Australia. This change also aligns our NZQF level-7 bachelor qualifications with other art and design bachelor degrees in New Zealand and Australia. It requires changing the length

Bring current qualifications in line with similar qualifications within Australasia	Introduction of year 3 exit point within the BFA(Hons	of the BFA from 4 years/480 credits to 3 years/360 credits (see linked proposal, significant amendments to BFA). These changes are being implemented in parallel to significant amendments to the MFA (see linked proposal).
---	---	--

The new courses associated with the changes outlined in the suite of proposals relate to the following areas:

Professional cultures courses

The Professional Cultures courses explicitly orient students to learning, ethics, working for and within communities, collaboration and industry norms and expectations. In addition, they provide students with mentorship through the development of personal and professional development plans that they reflect on with an assigned lecturer. This is a new curriculum component within our Design, Fine Arts and Music programmes, it is already in place within our Screen Arts programmes. The new courses will replace our current 'Creative Citizenship' courses and will work alongside our Critical and Contextual studies courses to enable a college wide college wide approach to this area of the curriculum. Students will have the potential to select courses that are most appropriate to their discipline, practice, cultural positionality and goals. This will also allow students to catch up on required courses without having to run additional offerings for each programme.

New 15 credit core studio courses that replace 30 credit studio courses

The changes proposed are intended to encourage more student understanding of the breadth of creative practice open to them across the College and to facilitate students utilising the expertise from specialisations external to their own. Improved programme integration is also required to enable Mātauranga Māori pathways, as well as to increase multidisciplinary, interdisciplinary and transdisciplinary teaching and learning opportunities. To enable this to occur, 30 credit specialisation-specific courses will be discontinued except where significant projects are undertaken. The 30 credit specialisation-specific courses will be replaced with multiple new 15 credit courses so that they can also operate as electives for students enrolled in other specialisations. This signifies a change in structure of our programmes, rather than content. It will also allow students to benefit from the expertise of other specialisations.

First year courses

The reduction of our 480 credit BDes and BFA qualifications to 360 credits to enable a three year exit option within our four year honour's programmes requires changes to the first year curriculum. This is to ensure that students have time to explore their options, as well as having adequate time in their specialisation. This requires us to create several new 'exploration' courses as well as core studio specialisation courses.

Bachelor of Fine Art with Honours - New Course Prescriptions

213170 Professional Cultures in Art 1

An introduction to developing artistic practice, with specific emphasis on ethics, fine art cultures, learning, and positionality.

213243 Fine Arts Studio 2.1: Project

In this studio course students will explore new possibilities for the production of contemporary art. They will investigate ideas, processes, context and critical thinking to develop an independent project that extends their current practice.

213244 Fine Arts Studio 2.2: Exhibition

In this studio course students will explore new possibilities for the production and exhibition of contemporary art. They will investigate ideas, processes, context and critical thinking to develop an independent project that extends their current practice. They will present their work in a group exhibition.

213270 Professional Cultures in Art 2

A further orientation to developing artistic practice, with specific emphasis on working with and within communities, and practicing within the context of Te Tiriti O Waitangi.

213343 Fine Arts Studio 3.1: Project

In this studio course students will explore new possibilities for the production of contemporary art. They will investigate content, processes, context and critical dialogue to develop a body of work that extends their current practice.

213344 Fine Arts Studio 3.2: Public Exhibition

In this studio course students will situate their practice by investigating the relationship between the production and dissemination of art. They will develop artwork that extends their current practice and work in a collaborative group to present this work in a public exhibition.

213370 Professional Cultures in Art 3

Learn skills and knowledge to develop sustainable art practice within Aotearoa.

213830 Fine Arts Research Project: Honours

In this studio research course students will advance their exploration of content, context, methods and the role of critical dialogue in the production and dissemination of contemporary art. In consultation with lecturers, students refine and present a substantial, critically reflexive practice-based research project.

College Wide Electives

293125 Explorations in narrative

Explorations in Narrative introduces students to the processes of analysing, interpreting, and creating stories with the intent of realising the material through various creative practices. With the option of producing written or visual narratives, students will gain a foundation in storytelling that can be applicable to diverse creative practices.

293126 Explorations in Image and Meaning

Explorations in Image and Meaning explores how creative practitioners capture, construct and manipulate two-dimensional imagery. The course provides students with foundational skills and techniques to construct and analyse two dimensional images.

293127 Explorations in Colour and Context

This course provides students with the foundational knowledge and skills to understand and apply colour in their creative practice. Students will experiment with mixing pigments in analogue and digital environments and consider colour's cultural, communicative, and evocative potential.

College Wide Core Learning

237730 Creative Practice Research Methods

Students will advance their understanding of approaches to creative practice research, methods and theory in relation to their specific practice orientation.

Students

As noted, student consultation has been undertaken and a full implementation and communication plan will be developed. This will ensure that students are appropriately informed of the changes being made, how and when it will impact their studies and what their options are. We will work closely with the university's academic advisors and central team to ensure that clear and consistent information and advice is given to students.

We do not foresee any resourcing impacts for students resulting from the proposed changes.

Academic Staff

The School of Art currently has approximately 29 fulltime academic and technical staff covering learning and teaching across subject disciplines. Academics are supported by the college's team of professional staff who provide general and academic administrative support. We do not anticipate that the proposed amendments will require any changes to academic staffing.

International

The BFA(Hons) currently has 6 international students. This proposal has been discussed with the college's International Advisor. We do not anticipate that that the amendments proposed will impact on the suitability of the BFA(Hons) for international students or that it will impact upon any existing Memorandum's of Agreement with international University's and partners.

Information Technology

The college has a long-established working relationship with ITS in the University for the provision of computing, networking and the related support. we do not anticipate that this proposal will have any additional information technology resourcing requirements.

Student Management System

The proposed amendments to the BFA(Hons) will be managed through Massey's curriculum management system (Akari) in connection with the student management system (SMS). This work will be supported by the college's team of professional staff as well as Massey's student registry.

Facilities Management

4/9/24, 10:30 AM

Qualification Comparison - UHFNA - Bachelor of Fine Arts with Honours - Bachelor Fine Arts with Honours

AC24/03/20-edited

The college works closely with the University's Facilities Management team in the ongoing provision of spaces and maintaining building resources. It is not anticipated that this proposal will have any impact upon this.

Teaching & Learning Services

The college has an academic team who support learning and teaching across our programmes, including a Director of Learning Development who has helped to guide and supported this proposal. The college also works closely with the University's Centre for Educational Transformation to inform learning and teaching initiatives.

Student Learning Services

The college works closely with the University's Student Achievement team and Centre for Learner success, the Director of which is a member of the colleges learning and teaching team.

Course Funding Classifications

There are no SAC funding changes associated with proposed amendments. For all new courses SAC funding classifications have been reviewed by the college finance team.

Limitations on Numbers

There are no limitations on numbers resulting from the proposed amendments are anticipated.

Committee References

AC24/03/20
 CCACB2024/02/81
 UGQEC2024/01/67

20/05/2022 - CCACB/05/119
 06/05/2022 - UGQEC22/0574
 27/04/21 Admin Edit: Consequential amendments to regulations following changes to RPL regulations approved by Academic Committee July 2020 (AC20/07/230).

AC17/6/173A; CCBCA2017/05/42; UGQEC17/28b graduate profile up-dated as per discussion with Pat (as edit)

12/06/18 Pat Hickson Schedule C removed. Expired transition regulations were removed prior to 2018 Calendar publication but Schedule C (to which they referred) was removed later as a Calendar correction.
 30/05/18 Pat Hickson TEC Information; Level added
 1.5.18 FCoote
 unticked NNE flag, formatted GP, formatted Regs, deleted expired transition regs. added missing courses to Part II schedule. Made 'plus one of' schedule headings consistent. tried to add Schedule C but courses will not add.

~~20/05/2022 - CCACB/05/119
 06/05/2022 - UGQEC22/0574
 27/04/21 Admin Edit: Consequential amendments to regulations following changes to RPL regulations approved by Academic Committee July 2020 (AC20/07/230).~~

~~AC17/6/173A; CCBCA2017/05/42; UGQEC17/28b graduate profile up-dated as per discussion with Pat (as edit)~~

~~12/06/18 Pat Hickson Schedule C removed. Expired transition regulations were removed prior to 2018 Calendar publication but Schedule C (to which they referred) was removed later as a Calendar correction.
 30/05/18 Pat Hickson TEC Information; Level added
 1.5.18 FCoote
 unticked NNE flag, formatted GP, formatted Regs, deleted expired transition regs. added missing courses to Part II~~

4/9/24, 10:30 AM

Qualification Comparison - UHFNA - Bachelor of Fine Arts with Honours - Bachelor Fine Arts with Honours

schedule. Made 'plus one of' schedule headings consistent. tried to add Schedule C but course AC24/03/20 edited

Status Log

Initial Status	End Status	User	Date	Comment
Academic Committee Approval	Academic Board Approval	LEANNE ROBINSON	28 Mar 2024 13:57 pm	AC24/03/20
College Board Approval	Academic Committee Approval	Jessica Board	20 Feb 2024 14:52 pm	Approved on behalf of College Board Chair
College Sub-Committee	College Board Approval	Jessica Board	20 Feb 2024 14:50 pm	Approved on behalf of UGQEC Chair
HOD Approval	College Sub-Committee	Jessica Board	20 Feb 2024 14:48 pm	Approved on behalf of Head of School
Draft	HOD Approval	Jessica Board	20 Feb 2024 14:44 pm	Approved on Behalf of Director Academic
	Draft	Jessica Board	10 Nov 2023 15:43 pm	CUAP Changes

Collaborating Staff 
Name
JO-ANN COWIE
TERESA HARTLEY
GREGORY GILBERT
PHIL BRONN
FAITH KANE
Julian Sutherland
NJ Jayne
Jessica Board
PAT HICKSON
JESSICA CHUBB

Bachelor of Fine Arts

UBFNA Bachelor of Fine Arts Bachelor Fine Arts v3.0 ACADEMIC BOARD APPROVAL

compared to

UBFNA Bachelor of Fine Arts Bachelor Fine Arts v2.0 APPROVED

[Show Legend](#)

Show Changes Expand All Changes

Number of Years	3 Years 4 Years
Professional Body	
Effective From	Interim Date
Contact Person	
Notes	
No Professional Body Recognition Assigned	
Year of Implementation	2025 2023
Qualification Code	UBFNA
Qualification Title	Bachelor of Fine Arts
Reporting Title	Bachelor Fine Arts
Abbreviated Title	BFA
Credit Value	360 480
Language of Instruction	English (EN)
Qualification Duration	3 Years 4 Years
Maximum Time to Completion	8
Qualification Type	Undergraduate
Qualification Subtype	Undergraduate Bachelor Degree
No New Enrolment	No
Without Specialisation?	wosp reep
Allows Minors from other Qualifications	Yes No
Qualification Lead	CAITLIN LIGO (17 Jan 2024 to ---), MICHELE HOLLIS (10 Nov 2023 to 16 Jan 2024) MICHELE HOLLIS (2 May 2022 to ---)
Owning Organisation	College of Creative Arts (MU00007)
Proposed Review Dates	

Date Types	Date
No dates assigned	AC24/03/21-edited

Qualification Graduate Profile

The goals of the Bachelor of Fine Arts and Bachelor of Fine Arts (Honours) are to provide high-level education in methods of contemporary art practice and relevant critical theory, history and thought. As a result of this learning students will be able to undertake a range of professional activities within and beyond contemporary art contexts. Both programmes equip students with a transferable knowledge base, specialist skills and critical capability, enabling graduates to make wide-ranging cultural, social and economic contributions to society. Graduates will have the ability to incorporate and examine discipline-specific knowledge alongside multidisciplinary practices. Additionally, the Bachelor of Fine Arts with Honours will provide appropriate education in research methods for fine arts practice, and the application of research to the production of contemporary art.

Graduates of the Bachelor of Fine Arts will have these defining attributes:

Creativity and *Toi*; Virtuosity and *Mōhio*; Understanding and *Mātauranga*; Autonomy and *Mana*; Connectedness and *Whanaungatanga*

They will be able to:

A. Knowledge and understanding

1. Display an awareness of the richness and variety of different world views acknowledging their contribution to the cultural identity of Aotearoa New Zealand (Understanding and *Mātauranga*)
2. Demonstrate a broad, critical understanding of the discourse of art (Understanding and *Mātauranga*)
3. Demonstrate understanding of the relationship between creative work and communities, audiences, participants and the institutions through which art is shown and otherwise disseminated (Connectedness and *Whanaungatanga*)
4. Undertake directed research to contextualise and further their own creative practice (Understanding and *Mātauranga*)

B. Values and Attitudes

1. Be intellectually curious and adaptable, willing to embrace new ideas and accommodate risk and uncertainty (Creativity and *Toi*)
2. Have clear goals for the continuation of intellectual development and to pursue a future as a practitioner or arts professional (Autonomy and *Mana*)

C. Skills (Cognitive and Intellectual)

1. Apply exploratory and transformative thinking to generate ideas, proposals, creative works and arguments in response to project initiatives (Creativity and *Toi*)
2. Critically reflect on and evaluate their own work and the work of other practitioners and scholars (Understanding and *Mātauranga*)
3. Initiate and contribute to ongoing developments in contemporary art research (Creativity and *Toi*)

D. Skills (Subject Specific/ Professional)

1. Manipulate materials, media, processes, technologies and environments with virtuosity (Virtuosity and *Mōhio*)
2. Combine technical excellence with intellectual and conceptual rigour in order to produce high quality creative outputs (Virtuosity and *Mōhio*)
3. Skilfully utilise analytical, evaluative, synthesising and iterative processes in order to transform ideas into material outcomes (Virtuosity and *Mōhio*)

E. Skills (Transferable)

1. Demonstrate strong visual, oral and written communication skills (Connectedness and *Whanaungatanga*)
2. Interact effectively, ethically and professionally with others, whether through collaboration or dialogue (Connectedness and *Whanaungatanga*)
3. Think and work independently, making autonomous decisions, managing workload and deadlines (Autonomy and *Mana*)
4. Source and astutely utilise information in a variety of forms and contexts (Understanding and *Mātauranga*)

~~The goals of the Bachelor of Fine Arts and Bachelor of Fine Arts (Honours) are to provide high level education in methods of contemporary art practice and relevant critical theory, history and thought. As a result of this learning students will be able to undertake a range of professional activities within and beyond contemporary art contexts. Both programmes equip students with a transferable knowledge base, specialist skills and critical capability, enabling graduates to make wide ranging cultural, social and economic contributions to society. Graduates will have the ability to incorporate and examine discipline specific knowledge alongside multidisciplinary practices. Additionally, the Bachelor of Fine Arts with Honours will provide appropriate education in research methods for fine arts practice, and the application of research to the production of contemporary art.~~

~~Graduates of the Bachelor of Fine Arts (Honours) and Bachelor of Fine Arts will have five defining attributes:~~

~~**Creativity – *Toi*; Virtuosity – *Mōhio*; Understanding – *Mātauranga*; Autonomy – *Mana*; Connectedness – *Whanaungatanga***~~

~~They will be able to:~~

~~A. Knowledge and understanding~~

- ~~1. Display an awareness of the richness and variety of different world views acknowledging their contribution to the cultural identity of Aotearoa New Zealand (*Mātauranga*)~~
- ~~2. Demonstrate a broad, critical understanding of the discourse of art (*Mātauranga*)~~
- ~~3. Demonstrate understanding of the relationship between creative work and audiences, participants and the institutions through which art is shown and otherwise disseminated (*Whanaungatanga*)~~

~~B. Values and Attitudes~~

- ~~1. Be intellectually curious and adaptable, willing to embrace new ideas and accommodate risk and uncertainty (*Toi*)~~
- ~~2. Have clear goals for the continuation of intellectual and professional development (*Mana*)~~
- ~~3. Make critically informed choices towards a future as a practitioner or arts professional (*Mana*)~~

~~C. Skills (Cognitive and Intellectual)~~

- ~~1. Apply exploratory and transformative thinking to generate ideas, proposals, creative works and arguments in response to project initiatives (*Toi*)~~
- ~~2. Critically reflect on and evaluate their own work and the work of other practitioners and scholars (*Mātauranga*)~~
- ~~3. a. Initiate and contribute to ongoing developments in contemporary art research (*Toi*) [Bachelor of Fine Arts Honours]~~

~~b. Contribute to innovative developments in contemporary art practices (*Toi*) [Bachelor of Fine Art]~~

~~D. Skills (Subject Specific/ Professional)~~

- ~~1. Manipulate materials, media, processes, technologies and environments with virtuosity (*Mōhio*)~~
- ~~2. Combine technical excellence with intellectual and conceptual rigour in order to produce high quality creative outputs (*Mōhio*)~~
- ~~3. Skilfully utilise analytical, evaluative and synthesising iterative processes in order to transform ideas into material outcomes (*Mōhio*)~~

E-Skills (Transferable)

1. Demonstrate strong visual, oral and written communication skills (*Whanaungatanga*)
2. Interact effectively, ethically and professionally with others, whether through collaboration or dialogue (*Whanaungatanga*)
3. Think and work independently, making autonomous decisions, managing workload and deadlines (*Mana*)
4. Source and astutely utilise information in a variety of forms and contexts (*Matauranga*)

Qualification Graduate Attributes (QGAs)

On successful completion of this programme the learner will be able to

#	Description	Graduate Profile	Educational Objectives
None			
Graduate Profile			
<ol style="list-style-type: none"> 1. Scholarly 1 - Disciplinary knowledge and skills 2. Scholarly 2 - Creativity and innovation 3. Scholarly 3 - Resilience and adaptability 4. Cultural 1 - Cultural awareness 5. Cultural 2 - Māori knowledge and understanding 6. Social 1 - Social responsibility 7. Social 2 - Communication and collaboration 8. Social 3 - Global engagement 			

Qualification Graduate Attributes and Competencies Mapping

Qualification Graduate Attribute	Competencies
None	

Admission 

1. Admission to the Degree of Bachelor of Fine Arts requires that the candidate will:

- (a) meet the University admission requirements as specified; and
- (b) be selected into the Qualification based partially on the assessment of a portfolio of work submitted by the applicant, and an interview at the discretion of the University.

Qualification Requirements 

2. Candidates for the Degree of Bachelor of Fine Arts shall follow a parts-based programme of study, which shall consist of courses totalling at least 360 credits, comprising:

- (a) Part 1, Part 2 and Part 3 as specified in Schedule A;
- (b) elective courses from Schedule C to the Degree; and/or elective courses from Schedule C to the Degree of the Bachelor of Design with Honours or any other course.

and including:

- (c) not more than 180 credits at 100 level;
- (d) at least 90 credits at 200 level;
- (e) at least 90 credits at 300 level;

3. Notwithstanding Regulation 2, holders of a Massey University Diploma in Photography who are admitted to the Degree of Bachelor of Fine Arts may be permitted to credit up to 120 credits at 100 level and up to 75 credits at 200 level to the Bachelor of Fine Arts.

~~2. Candidates for the Degree of Bachelor of Fine Arts shall follow a parts-based programme of study, which shall consist of courses totalling at least 480 credits, comprising:~~

- ~~(a) Part I, Part II, Part III, and Part IV as specified in Schedule A;~~
- ~~(b) elective courses from Schedule B to the Degree; and/or elective courses from Schedule C to the Degree of the Bachelor of Design with Honours or any other course.~~

~~and including:~~

- ~~(c) not more than 180 credits at 100 level;~~
- ~~(d) at least 90 credits at 200 level;~~
- ~~(e) at least 90 credits at 300 level;~~

~~(f) at least 90 credits at 400 level or above.~~

~~3. Notwithstanding Regulation 2, holders of a Massey University Diploma in Photography who are admitted to the Degree of Bachelor of Fine Arts may be permitted to credit up to 120 credits at 100 level and up to 75 credits at 200 level to the Bachelor of Fine Arts.~~

Specialisations

4. The Bachelor of Fine Arts is awarded with or without specialisation.

5. The specialisation available is: Mātauranga Toi Māori. Candidates can earn this specialisation by meeting the requirements set out in Schedule B.

~~4. The Degree of Bachelor of Fine Arts is awarded without specialisation.~~

Student Progression

6. In order to progress to Part Two the candidate shall have passed a total of 75 credits at 100 level with at least 60 credits from the College of Creative Arts.

7. The Academic Board may grant exemptions to the requirements of Regulation 5 based on the subjects studied and prior performance of the student.

~~5. In order to progress to Part II the candidate shall have passed a total of 75 credits at 100 level with at least 60 credits from the Part I courses including one of 237.130 or 237.131.~~

~~6. The Academic Board may grant exemptions to the requirements of Regulation 5 based on the subjects studied and prior performance of the student.~~

Completion Requirements

8. Any timeframes for completion as outlined in the General Regulations for Undergraduate Degrees, Undergraduate Diplomas, Undergraduate Certificates, Graduate Diplomas and Graduate Certificates will apply.

9. Candidates may be graduated when they meet the Qualification requirements within the prescribed timeframes; candidates who do not meet the requirements for graduation may, subject to the approval of Academic Board, be awarded an alternative creative arts qualification should they meet the relevant Qualification requirements.

~~7. Any timeframes for completion as outlined in the General Regulations for Undergraduate Degrees, Undergraduate Diplomas, Undergraduate Certificates, Graduate Diplomas and Graduate Certificates will apply.~~

~~8. Candidates may be graduated when they meet the Qualification requirements within the prescribed timeframes; candidates who do not meet the requirements for graduation may, subject to the approval of Academic Board, be awarded an alternative qualification should they meet the relevant qualification requirements.~~

Academic Progress

10. The general Unsatisfactory Academic Progress regulations will apply.

~~9. The general Unsatisfactory Academic Progress regulations will apply.~~

Transitional Provisions

11. Subject to any Maximum Time to Completion and the Abandonment of Studies provisions specified in the Part I regulations for the degree, candidates enrolled in the Bachelor of Fine Arts prior to 1 January 2025 may substitute a course or courses already completed for a course or courses of the same value and at the same or lower level within the Schedule.

12. This transition expires 31 December 2029.

Schedule to be added to

Schedule A: Core courses

Schedule A

Specialisations and Courses

Code	Credits	Title	Show Courses
None			

Part One

Specialisations and Courses

Code	Credits	Title	Show Courses
None			

Critical Studies

Academic Board Meeting - Part I - CUAP PROPOSALS

4/9/24, 10:26 AM

Qualification Comparison - UBFNA - Bachelor of Fine Arts - Bachelor Fine Arts

AC24/03/21-edited

Compulsory courses

At least 15 credits

30 credits

Specialisations and Courses			
Code	Credits	Title	Show Courses
237131	15	Conversations in Creative Cultures	
289100	15	Introduction to Screen Arts	
133154	15	Music, People, Places	
150106	15	Nga Hanga Whakairo: Traditional Māori Visual Art	
197139	15	Positionality: Discourse in Design	
237130	15	Communication for Makers	

Professional Cultures

15 credits from

15 credits

Specialisations and Courses			
Code	Credits	Title	Show Courses
133180	15	Professional Cultures in Commercial Music 1	
197190	15	Professional Cultures in Design 1	
213170	15	Professional Cultures in Art 1	
289150	15	Professional Cultures 1	
298160	15	Mātauranga Toi Māori 1: Māori Practices as a Māori Creative Practitioner	
213157	15	Studio I (Art Lab)	
213158	15	Studio I (Art Place)	

Explorations

45 credits from

At least 30 credits

45 credits

Specialisations and Courses			
Code	Credits	Title	Show Courses
293125	15	Explorations in Narrative	
293126	15	Explorations in Image and Meaning	
293127	15	Explorations in Colour and Context	
198157	15	Studio I (Object)	
212157	15	Studio I (Dress)	
213157	15	Studio I (Art Lab)	
213158	15	Studio I (Art Place)	
221157	15	Studio I (Lens)	
222157	15	Studio I (Screen)	
222158	15	Studio I (Type)	
223157	15	Studio I (Material)	
224157	15	Studio I (Space)	
296157	15	Studio I (Imagine)	

Core Studio

At least 30 credits

Specialisations and Courses		
Code	Credits	Title
213157	15	Studio I (Art Lab)
213158	15	Studio I (Art Place)
298157	15	Toi Atea 1

Academic Board Meeting - Part I - CUAP PROPOSALS

4/9/24, 10:26 AM

Qualification Comparison - UBFNA - Bachelor of Fine Arts - Bachelor Fine Arts

AC24/03/21-edited

Part Two

Specialisations and Courses			
Code	Credits	Title	Show Courses
Critical studies			
15 credits from			
At least 15 credits			
15 credits			

Specialisations and Courses			
Code	Credits	Title	Show Courses
237231	15	Creative Cultures & Contexts II	
289200	15	Perspectives on Creative Practice	
150206	15	Ngā Momo Whakairo: Contemporary Māori Visual Art	
133257	15	Music and Ethics	
197239	15	Pluriverse: Discourse in Design	
197288	15	Creative Collaboration	
237231	15	Creative Cultures & Contexts II	
	-1		
Professional Cultures			
Part Three			
15 credits			

Specialisations and Courses			
Code	Credits	Title	Show Courses
289250	15	Professional Cultures 2	
133280	15	Professional Cultures in Commercial Music 2	
197290	15	Professional Cultures in Design 2	
213270	15	Professional Cultures in Art 2	
298260	15	Mātauranga Toi Māori 2: Māori Creative Practices and Cultural Continuity	
	-1		
	-1		
Core Studios			
At least 60 credits			

Specialisations and Courses		
Code	Credits	Title
213241	30	Art Studio IIA
213243	15	Fine Arts Studio 2.1: Project
213244	15	Fine Arts Studio 2.2: Exhibition
298263	15	Toi Atea 2

Part Three

Specialisations and Courses			
Code	Credits	Title	Show Courses
Critical Studies			
Part Four			
At least 15 credits			

Specialisations and Courses			
Code	Credits	Title	Show Courses

6 of 45

Academic Board Meeting - Part I - CUAP PROPOSALS

4/9/24, 10:26 AM

Qualification Comparison - UBFNA - Bachelor of Fine Arts - Bachelor Fine Arts

237331	15	Creative Cultures & Display	AC24/03/21-edited
197339	15	Transformation: Discourse in Design	
	-1		
	-1		
	-1		

Professional Cultures

Compulsory courses

15 credits

Specialisations and Courses			
Code	Credits	Title	Show Courses
133380	15	Professional Cultures in Commercial Music 3	
197390	15	Professional Cultures in Design 3	
213370	15	Professional Cultures in Art 3	
289350	15	Professional Cultures 3	
298360	15	Mātauranga Toi Māori 3: Creative Innovation and Community Leadership	
213440	30	Art Studio IV A Practice	
213442	45	Art Studio IV B	

Core studios

At least 60 credits

Specialisations and Courses		
Code	Credits	Title
213341	30	Art Studio IIIA
298367	15	Toi Atea 3
213343	15	Fine Arts Studio 3.1: Project
213344	15	Fine Arts Studio 3.2: Public Exhibition

Schedule B: Specialisations

Specialisations and Courses		
Code	Credits	Title
UBFNA1JMTMR1	135	Mātauranga Toi Māori

Schedule C: Elective Courses

Schedule B

Specialisations and Courses			
Code	Credits	Title	Show Courses
213356	15	Contemporary Art Projects E	
213358	15	Fine Arts Internship	
213359	15	Contemporary Art Projects K	
213360	30	Fine Arts Special Topic IIIB	
213411	15	Fine Arts Special Topic IV	
213464	15	Art in Context	
213150	15	Painting	
213151	15	Contemporary Sculpture	
213154	15	Contemporary Drawing	
213155	15	Drawing the Body I	
213211	15	Fine Arts Special Topic II	
213254	15	Drawing in Practice	
213255	15	Drawing the Body II	
213256	15	Contemporary Art Projects A	
213257	15	Contemporary Art Projects B	
213258	15	Contemporary Art Projects C	
213259	15	Contemporary Art Projects D	

7 of 45

Academic Board Meeting - Part I - CUAP PROPOSALS

4/9/24, 10:26 AM

Qualification Comparison - UBFNA - Bachelor of Fine Arts - Bachelor Fine Arts

AC24/03/21-edited

213260	30	Fine Arts Special Topic IIB	
213261	15	Contemporary Art Projects F	
213262	15	Contemporary Art Projects G	
213263	15	Contemporary Art Projects H	
213264	15	Contemporary Art Projects I	
213265	15	Contemporary Art Projects J	
213311	15	Fine Arts Special Topic III	
213355	15	Drawing the Body III	
213343	15	Fine Arts Studio 3.1: Project	
213344	15	Fine Arts Studio 3.2: Public Exhibition	
213243	15	Fine Arts Studio 2.1: Project	
213244	15	Fine Arts Studio 2.2: Exhibition	

Part Four

credits

Specialisations and Courses

Code	Credits	Title	Show Courses
None			

Compulsory courses

75 credits

Specialisations and Courses

Code	Credits	Title	Show Courses
213440	30	Art Studio IV A Practice	
213442	45	Art Studio IV B	

15 credits from

15 credits

Specialisations and Courses

Code	Credits	Title	Show Courses
197465	15	Creative Leadership	
213465	15	Exhibition	
237465	15	Creative Exposition	

QGA-CLO Mapping

Displaying current status - no comparison done

None

TEC Code

Code
MY0012

QAC, NZQF and ISCED	20 - Bachelors
---------------------	----------------

NZSCED	Fine Arts
--------	-----------

Workload Limit	Yes
----------------	-----

Eligible for StudyLink	Yes
------------------------	-----

EFTS Based Funding Request?

No

Student Allowances Request?

No

4/9/24, 10:26 AM

Qualification Comparison - UBFNA - Bachelor of Fine Arts - Bachelor Fine Arts

AC24/03/21-edited

Student Loans Request?

No

Teacher Registration Approval

N/A

Tuition/Teaching (FTE) Weeks

0
nan

Vacation/Recess Weeks

0
nan

Total Gross weeks

0
NaN

Teaching Hrs/wk

0
nan

Work Experience Hrs/Wk

0
nan

Self-Directed Learning Hrs/Wk

0
nan

Total Learning Hrs/Wk:

0
NaN

Total Length

0
NaN

Full Time / Part Time

Not Set

ISCED Subsequent Destination

Not Set

Source of Funding

Not Set

Distance Learning Available

Not Set

Proposal ID

03748
~~02483~~

Change Scale

0

Academic Contact and Purpose of the Proposal

Academic contact
Professor Kingsley Baird, Head of Whiti o Rehua School of Arts
Associate Professor Faith Kane, Director Academic, Toi Rauwhārangī College of Creative Arts

Purpose
To make significant amendments to the 480-credit BFA

Linked proposals
Significant amendments to BFA(Hons) (main proposal)
New Specialisation Mātauranga Toi Māori Major
New courses
Changed qualification specialisations

Contact for proposal: Director Academic Assurance, College of Creative Arts, Jessica Chubb

Purpose: To add to the schedule 296.157 Studio I (Imagine)

Proposal Summary

The proposed significant amendments to the BFA are part of a coherent package of curriculum transformation across Toi Rauwhāangi, the College of Creative Arts, focusing on our bachelor, bachelor with honours and masters degrees on the Pukeahu campus in Wellington. The transformation of qualifications addresses several strategic aims while also achieving consistency across offerings and improving the financial sustainability of the College.

This proposal is closely aligned with the linked proposal Significant amendments to BFA(Hons), which is considered as the main proposal related to the suite of proposals pertaining to Fine Arts. The two qualifications share the same curriculum structure and content and are delivered together for years 1 – 3. As such, the aim, objectives and rationale for the significant amendments detailed in this proposal are the same as those outlined in the BFA(Hons) proposal. To avoid repetition, please see the overview provided in the main proposal (Significant Amendments to BFA(Hons)).

~~This proposal is to add the 100 level course 296.157 Studio I (Imagine) to the BFA and BFA(Hons) schedule of options for first year students. This is a correction to the schedule, as this course has been an option for students in practice since it was first delivered.~~

Justification/ Rationale

The amendments detailed in this proposal are parallel to those noted in the main proposal, with the most significant amendment to the BFA being the change of degree length of the BFA from 480 credits and 4 years of study to 360 credits and 3 years of study. And, the introduction of a new specialisation in Mātauranga Toi Māori, which students will be able to take as a major with the BFA.

As unpacked further within the proposal, this will enable students to exit the BFA(Hons) with a 360 BFA, which will allow for direct pathways for continuation to masters degrees (see linked proposal, Significant Amendments to BFA(Hons)). It will also enable students who wish to pursue other interests, for example teaching, to do so without first having to complete an honour's year. Significant changes to year 1 and 3 of study in the BFA are needed to allow students to exit at the end of year 3 with a BFA that prepares them for professional practice and industry. In addition, this change will mean that all bachelor degrees in the College will have the same credit value (360 credits). This will allow us to align curriculum structures across the college allowing greater permeability between areas of learning and flexibility for students, enabling them to make the most of what Toi Rauwhāangi has to offer.

Treaty of Waitangi Implications

Please see the main proposal, linked proposal Significant amendments to BFA(Hons) and linked proposal New Specialisation in Mātauranga Toi Māori.

Acceptability

Please see the main proposal, linked proposal Significant amendments to BFA(Hons) and linked proposal New Specialisation in Mātauranga Toi Māori.

Year of Implementation and First Year Teaching Plan

The College of Creative Arts plans to implement the proposed changes in 2025.

A full implementation and communication plan will be developed. This will ensure that students are appropriately informed of the changes being made, how and when it will impact their studies and what their options are. We will work closely with the university's academic advisors and central teams to ensure that clear and consistent information and advice is given to students.

Proposal Details

Chart 1, below, shows the proposed significant amendments to the BFA relating to curriculum transformation objectives. The amendments detailed are parallel to the those detailed in the main proposal (linked proposal Significant amendments to BFA(Hons)). The amendments are most pertinent to the BFA are listed in bold below in the chart (see points 2.1 and 2.2).

Curriculum transformation objective	Amendments to BFA	Details and additional rationale
1 Create mātauranga Māori pathway on Pukeahu campus	1.1. Introduction of a common undergraduate structure	This will enable all programmes, including BFA, to centre Mātauranga Toi Māori. Changes to core studio, critical studies, professional cultures courses across the BFA will be required (see amendments related to objective 3). The Mātauranga Toi Māori pathway will be available to students as a major.

	1.2 Introduction of new courses for Te Puna Toi Ora	The Mātauranga Toi Māori pathway, will be made up of courses that are interchangeable with core courses in each area of the curriculum: studio, critical studies, and professional cultures. These courses will also be available to students as electives and will include courses from our existing offering as well as the creation of new courses.
2 Staircasing into postgraduate study	2.1 Changing the BFA from 480 credits and 4 years to 360 credits and 3 years	This will enable students to exit the BFA with a 360 credit BFA, which will allow for direct pathways for continuation to master's degrees. It will also enable students who wish to pursue other interests, for example teaching, to do so without first having to complete an honour's year. Significant changes to year 1 and 3 of study in the BFA are needed to allow students to exit at the end of year 3 with a BFA that prepares them for professional practice (see amendments 2.2 and 2.3). These changes will also enable objective 4.
	2.2 Introduction of capstone project in year 3	This will enable students to consolidate their learning and provide a significant body of work towards their creative portfolios to support the transition into professional practice of students who exit at year 3.
3 Reduced duplication and improved integration of teaching areas	3.1 Aligned year 1 curriculum structure	The introduction of an aligned first year model across Fine Arts, Screen Arts, Design and Music will enable students' better opportunity to choose the right creative arts degree from the outset by enabling them to explore complementary creative areas across the college whilst gaining foundational skills during their first year of study. This will require a number of new first year courses, which will form a compulsory selection. This will be offset by a significant reduction in elective courses.
	3.2 Aligned years 2 and 3 structures	Alignment between the curriculum structures in years 2 and 3 across Fines Art, Screen Arts Design and Music will allow students to take core specialisations as elective offerings. This will require splitting 30 credit courses (core studios) into 15 credit courses to allow them to be taken as electives. To enable this to occur, 30 credit specialisation-specific courses will be discontinued except where significant projects are undertaken. The 30 credit courses will be replaced with multiple 15 credit courses so that they can operate as electives for students enrolled in other specialisations. Whilst this creates additional courses, it will be offset by a subsequent reduction of courses that operate only as elective offerings.
	3.4 Introduction of new core learning options	Currently, the undergraduate programmes at Toi Rauwhārangī stipulate specific core learning in critical studies and professional cultures (currently called creative citizenship in the BFA) within their structures. The development of a college wide approach to this area of the curriculum will give students the potential to choose courses that are most appropriate to their practice, goals and cultural positionality. Within the current BFA structure students can choose between these areas after Semester 1 in the second year. The proposed changes mean that students will study both critical studies and professional cultures throughout years 1- 3 of the BFA. The new professional cultures courses will also provide a greater emphasis on students' professional development and support their navigation through the various learning pathways available to them within and beyond the BFA.
Aim 4: Bring current qualifications in line with similar qualifications within Australasia	Connected to amendment 2.2 Changing the BFA from 480 credits and 4 years to 360 credits and 3 years	All bachelor degrees in the college will have the same credit value of 360 credits, in line with equivalent degrees in New Zealand and Australia. This change also aligns our NZQF level-7 bachelor qualifications with other art and design bachelor degrees in New Zealand and Australia. It requires changing the length of the BFA from 4 years/480 credits to 3 years/360 credits. These changes are being implemented in parallel to significant amendments to the MFA (see linked proposal).

Students 

Please see the main proposal (linked proposal Significant Amendments to BFA(Hons)).

Academic Staff 

Please see the main proposal (linked proposal Significant Amendments to BFA(Hons)).

International 

Please see the main proposal (linked proposal Significant Amendments to BFA(Hons)).

Information Technology 


Please see the main proposal (linked proposal Significant Amendments to BFA(Hons)).

Student Management System 


Please see the main proposal (linked proposal Significant Amendments to BFA(Hons)).

Facilities Management 

Please see the main proposal (linked proposal Significant Amendments to BFA(Hons)).

Teaching & Learning Services 

Please see the main proposal (linked proposal Significant Amendments to BFA(Hons)).

Student Learning Services 

Please see the main proposal (linked proposal Significant Amendments to BFA(Hons)).

Course Funding Classifications 

Please see the main proposal (linked proposal Significant Amendments to BFA(Hons)).

Limitations on Numbers 

Please see the main proposal (linked proposal Significant Amendments to BFA(Hons)).

Committee References 

AC24/03/21
 CCACB2024/02/82
 UGQEC2024/01/68

20/05/2022 - CCACB2022/05/120
 06/05/2022 - UGQEC22/05/75
 27/04/21 Admin Edit: Consequential amendments to regulations following changes to RPL regulations approved by Academic Committee July 2020 (AC20/07/230).

12/04/21 Edit: Consequential amendments to undergraduate completion and transition regulations following removal of eight year time to completion from the General Regulations (AC21/03/102).

AC17/6/173B; CCBCA2017/05/42; UGQEC17/28c graduate profile up-dated as per discussion with Pat (as edit)

30/05/18 Pat Hickson
 Added graduate profile
 Regulations formatted.
 Expired transition regulation removed (as per 2018 Calendar).
 NNE flag removed

~~20/05/2022 - CCACB2022/05/120
 06/05/2022 - UGQEC22/05/75
 27/04/21 Admin Edit: Consequential amendments to regulations following changes to RPL regulations approved by Academic Committee July 2020 (AC20/07/230).~~

~~12/04/21 Edit: Consequential amendments to undergraduate completion and transition regulations following removal of eight year time to completion from the General Regulations (AC21/03/102).~~

~~AC17/6/173B; CCBCA2017/05/42; UGQEC17/28c graduate profile up-dated as per discussion with Pat (as edit)~~

~~30/05/18 Pat Hickson
 Added graduate profile
 Regulations formatted.
 Expired transition regulation removed (as per 2018 Calendar).
 NNE flag removed~~

Status Log

Initial Status	End Status	User	Date	Comment
Academic Committee Approval	Academic Board Approval	LEANNE ROBINSON	28 Mar 2024 13:59 pm	AC24/03/21
College Board Approval	Academic Committee Approval	Jessica Board	20 Feb 2024 15:44 pm	Approved on Behalf of College Board Chair
College Sub-Committee	College Board Approval	Jessica Board	20 Feb 2024 15:44 pm	Approved on Behalf of UGQEC Chair
HOD Approval	College Sub-Committee	Jessica Board	20 Feb 2024 15:44 pm	Approved on Behalf of Head of School
Draft	HOD Approval	Jessica Board	20 Feb 2024 15:37 pm	Approved on Behalf of Director Academic
	Draft	Jessica Board	10 Nov 2023 15:45 pm	CUAP Changes

Collaborating Staff 
Name
TERESA HARTLEY
GREGORY GILBERT
PHIL BRONN
FAITH KANE
Jessica Board
PAT HICKSON
JESSICA CHUBB

View Course



213170 Professional Cultures in Art 1 v1.0

ACADEMIC COMMITTEE APPROVAL

[Show Legend](#)

Affiliated Entities			
Entity Code	Entity Title	Entity Version	Entity Type
UBCMS	Bachelor of Commercial Music	v7.0	Qualification
UBCRM	Bachelor of Screen Arts	v7.0	Qualification
UBDSG	Bachelor of Design	v6.0	Qualification
UBFNA	Bachelor of Fine Arts	v3.0	Qualification
UHDSG	Bachelor of Design with Honours	v8.0	Qualification
UHFNA	Bachelor of Fine Arts with Honours	v3.0	Qualification
UHSCA	Bachelor of Screen Arts with Honours	v3.0	Qualification

Year of Implementation	2025
Course Code	213170
Course Title	Professional Cultures in Art 1
Abbreviated Title	Prof Cult Art 1
Course Type	Taught
Credits	15
Course Level	100
Prescription	An introduction to developing artistic practice, with specific emphasis on ethics, fine art cultures, learning, and positionality.
Online Learning Category	Partially Taught Online
Subject Area	Fine Arts (213P)
Language of Instruction	
Course Initiator History	CAITLIN LIGO (15 Jan 2024 to ---)

Collaborating Staff	
Staff Member	
JO-ANN COWIE	
SHARRYN MIDDLETON	
TERESA HARTLEY	
GREGORY GILBERT	
PHIL BRONN	
FAITH KANE	
JOSHUA FYFE	
CAITLIN LIGO	
Sydney Lash	
Julian Sutherland	
NJ Jayne	

Jessica Board	
Owning Organisation	School of Art (MU00027)
Text Book Required	No
Recognised Professional Development	
Pattern of Offering	Not Cyclic
Expected Prior Learning	
Primary Qualification	
Course Requirements	
No requisites	
Prerequisites	
Corequisites	
Restrictions	298160 289150 197190 133180
Learning Outcomes	
On successful completion of this course the learner will be able to:	
#	Description
LO1	Articulate and reflect on the ethics and tikanga of artistic practice. (Graduate profile: Understanding and Mātauranga A2; Understanding and Mātauranga C2)
LO2	Identify and contribute to personal and creative growth and learning. (Graduate profile: Autonomy and Mana B2)
LO3	Participate ethically within diverse groups of students. (Graduate profile: Understanding and Mātauranga C2; Connectedness and Whanaungatanga E2)
LO4	Engage in the course learning. (Graduate profile: Autonomy and Mana E3)
LO5	Reflect and communicate creatively in groups, discussions, critiques and presentations. (Graduate profile: Creativity and Toi B1, Connectedness and Whanaungatanga E2)
Learning Outcomes and Competencies Mapping	
Learning Outcomes	Competencies
LO1: Articulate and reflect on the ethics and tikanga of artistic practice. (Graduate profile: Understanding and Mātauranga A2; Understanding and Mātauranga C2)	
LO2: Identify and contribute to personal and creative growth and learning. (Graduate profile: Autonomy and Mana B2)	
LO3: Participate ethically within diverse groups of students. (Graduate profile: Understanding and Mātauranga C2; Connectedness and Whanaungatanga E2)	
LO4: Engage in the course learning. (Graduate profile: Autonomy and Mana E3)	
LO5: Reflect and communicate creatively in groups, discussions, critiques and presentations. (Graduate profile: Creativity and Toi B1, Connectedness and Whanaungatanga E2)	
Course Mark Scheme	Course - Pass/Fail
Completion Requirements	

Assessment Pattern

Portfolio

Assessment Type	Portfolio	Assessment Title	Creative Portfolio
Assessment Description	n/a		
Weighting	100	Sequence	1





















Academic Board Meeting - Part I - CUAP PROPOSALS

2/19/24, 9:08 PM

Course Comparison 213170 - Professional Cultures in Art 1

Pass Mark (%)	100	Pattern	Default	AC24/03/21-edited
Learning Outcomes	1, 2, 3, 4, 5	Marking Scheme	ASS-PF	
Compulsory	No			

Workload

This module has no workload.	
Research/Information Literacy Skills 	Massey University Library supports Professional Cultures in Art by providing resources, and support for information literacy, learning and research. Two specialist Subject Librarians, based at the Wellington Campus, support staff and students and currently teach discovery skills in related creative arts courses. Potential information literacy demands align with current practice and are deliverable with existing resourcing.
Current Collection - Books 	CoCA Librarians select books from subject profiles that have been developed with major suppliers to reflect the research and teaching needs of the University, and on the recommendation of University staff and students. There is an extensive collection of titles to support all aspects of the this paper listed in Discover (the Library search tool). Topics include: arts management; career development in the creative industries; the global art market; and economic aspects of artistic practice. Māori Resources: The Library contributes to Tiriti-led teaching by providing access to a range of Te Tiriti and Māori resources in diverse media including DVD, CD, video and print which can be accessed through Discover. The Māori, Music and Creative Arts Subject Guides offer access to relevant databases, including recorded domestic and international television channels via eTV.
Current Collection - Journals and Journal Article Databases 	The Library provides online access to a broad spectrum of relevant journals and journal article databases relating to professional cultures in art via search and indexing tools including Discover and Google Scholar. These multidisciplinary databases include access to relevant journals and databases including (but not limited to) the Journal of Arts Management, Law, & Society; Bloomsbury Fashion Central; and ACM Digital Library.
Future Collecting - Books 	Current purchasing scopes and policies are sufficient for this qualification.
Future Collecting - Journals and Journal Article Databases 	Current purchasing scopes and policies are sufficient for this qualification.
Recommendations 	There are no additional collection resources or policy changes required for this qualification. Ongoing purchasing of new book titles can be met from existing budgets. Jo-Ann Cowie, Collection Manager, 16 February 2024
Approved by College Business Manager 	yes - Sharryn Middleton 8/2/24
Wholly Research 	No
TEC Course Classification 	Fine Arts; Design
TEC Funding Category 	B2 - B2 Undergraduate Degree
Massey Funding Level 	DES Design
NZSCED 	100301 - Fine Arts
PBRF Eligibility 	Not PBRF Eligible
VRF Code 	0 Non-PBRF eligible courses
Additional fees / Compulsory course cost fees 	
Publication Notes 	
Additional Cost (course publication note) 	
Learning Experience 	
Proposal ID 	03747
Academic Contact and Purpose of the Proposal 	Introduced as part of the Bachelor of Fine Arts (Hons), UHFNA version 3.0, proposal

16 of 45

Academic Board Meeting - Part I - CUAP PROPOSALS

2/19/24, 9:08 PM

Course Comparison 213170 - Professional Cultures in Art 1

Rationale	AC24/03/21-edited
Accreditation Considerations	
Consultation	
Resource Impacts	
Calendar Amendments	
Proposed additional fees and expected enrolments for all offerings	
Consequential Amendments	
Transition Arrangements	
Committee References	CCACB2024/02/83 UGQEC2024/01/69

Status Log

Initial Status	End Status	User	Date	Comment
College Board Approval	Academic Committee Approval	CAITLIN LIGO	19 Feb 2024 19:59 pm	Approved by CoCA College Board 09/02/2024
College Sub-Committee Approval	College Board Approval	CAITLIN LIGO	19 Feb 2024 19:37 pm	Approved at UGQEC 31/01/2024
HOD Approval	College Sub-Committee Approval	Jessica Board	19 Feb 2024 19:00 pm	Approved on behalf of HoS
Draft	HOD Approval	CAITLIN LIGO	19 Feb 2024 17:37 pm	Yes
	Draft	CAITLIN LIGO	15 Jan 2024 18:42 pm	New Course Created

Workload Competency Mapping				
Workload Item	Workload Description	Competency Framework	Competency	Competency Teaching Method
None				

View Course



213270 Professional Cultures in Art 2 v1.0

ACADEMIC COMMITTEE APPROVAL

[Show Legend](#)

Affiliated Entities			
Entity Code	Entity Title	Entity Version	Entity Type
UBCMS	Bachelor of Commercial Music	v7.0	Qualification
UBCRM	Bachelor of Screen Arts	v7.0	Qualification
UBDSG	Bachelor of Design	v6.0	Qualification
UBFNA	Bachelor of Fine Arts	v3.0	Qualification
UHDGS	Bachelor of Design with Honours	v8.0	Qualification
UHFNA	Bachelor of Fine Arts with Honours	v3.0	Qualification
UHSCA	Bachelor of Screen Arts with Honours	v3.0	Qualification

Year of Implementation	2025
Course Code	213270
Course Title	Professional Cultures in Art 2
Abbreviated Title	Prof Cult Art 2
Course Type	Taught
Credits	15
Course Level	200
Prescription	A further orientation to developing artistic practice, with specific emphasis on working with and within communities, and practicing within the context of Te Tiriti O Waitangi.
Online Learning Category	Partially Taught Online
Subject Area	Fine Arts (213P)
Language of Instruction	
Course Initiator History	CAITLIN LIGO (15 Jan 2024 to ---)

Collaborating Staff	
Staff Member	
JO-ANN COWIE	
SHARRYN MIDDLETON	
TERESA HARTLEY	
GREGORY GILBERT	
PHIL BRONN	
FAITH KANE	
JOSHUA FYFE	
CAITLIN LIGO	
Sydney Lash	
Julian Sutherland	
NJ Jayne	

Academic Board Meeting - Part I - CUAP PROPOSALS

2/19/24, 9:09 PM

Course Comparison 213270 - Professional Cultures in Art 2

AC24/03/21-edited

Jessica Board

Owning Organisation School of Art (MU00027)

Text Book Required No

Recognised Professional Development

Pattern of Offering Not Cyclic

Expected Prior Learning

Primary Qualification

Course Requirements
No requisites

Prerequisites One of:
298160
289150
197190
213170
133180

Corequisites

Restrictions 298260
289250
197290
133280

Learning Outcomes

On successful completion of this course the learner will be able to:

#	Description
LO1	Articulate and reflect confidently on their artistic position within the New Zealand context. (Graduate profile: Mātauranga and Understanding A1; Connectedness and Whanaungatanga A3)
LO2	Identify and contribute to personal and creative growth and learning. (Graduate profile: Understanding and Mātauranga C2; Autonomy and Mana B2)
LO3	Understand their role within groups and participate accordingly. (Graduate profile: Understanding and Mātauranga C2; Connectedness and Whanaungatanga E2)
LO4	Engage in and contribute to the course learning. (Graduate profile: Autonomy and Mana E3)
LO5	Reflect and communicate creatively in groups, discussions, critiques and presentations. (Graduate profile: Creativity and Toi C1; Connectedness and Whanaungatanga E1)

Learning Outcomes and Competencies Mapping

Learning Outcomes	Competencies
LO1: Articulate and reflect confidently on their artistic position within the New Zealand context. (Graduate profile: Mātauranga and Understanding A1; Connectedness and Whanaungatanga A3)	
LO2: Identify and contribute to personal and creative growth and learning. (Graduate profile: Understanding and Mātauranga C2; Autonomy and Mana B2)	
LO3: Understand their role within groups and participate accordingly. (Graduate profile: Understanding and Mātauranga C2; Connectedness and Whanaungatanga E2)	
LO4: Engage in and contribute to the course learning. (Graduate profile: Autonomy and Mana E3)	

19 of 45

LO5: Reflect and communicate creatively in groups, discussions, critiques and presentations. (Graduate profile: Creativity and Toi C1; Connectedness and Whanaungatanga E1)

Course Mark Scheme	Course - Pass/Fail
---------------------------	--------------------

Completion Requirements	
--------------------------------	--

Assessment Pattern

Portfolio

Assessment Type	Portfolio	Assessment Title	Creative Portfolio
Assessment Description	n/a		
Weighting	100	Sequence	1
Pass Mark (%)	100	Pattern	Default
Learning Outcomes	1, 2, 3, 4, 5	Marking Scheme	ASS-PF
Compulsory	Yes		

Workload

This module has no workload.

Research/Information Literacy Skills	
---	--

Current Collection - Books	
-----------------------------------	--

Current Collection - Journals and Journal Article Databases	
--	--

Future Collecting - Books	
----------------------------------	--

Future Collecting - Journals and Journal Article Databases	
---	--

Recommendations	
------------------------	--

Approved by College Business Manager	yes - Sharryn Middleton 8/2/24
---	--------------------------------

Wholly Research	No
------------------------	----

TEC Course Classification	Fine Arts; Design
----------------------------------	-------------------

TEC Funding Category	B2 - B2 Undergraduate Degree
-----------------------------	------------------------------

Massey Funding Level	DES Design
-----------------------------	------------

NZSCED	100301 - Fine Arts
---------------	--------------------

PBRF Eligibility	Not PBRF Eligible
-------------------------	-------------------

VRF Code	0 Non-PBRF eligible courses
-----------------	-----------------------------

Additional fees / Compulsory course cost fees	none
--	------

Academic Board Meeting - Part I - CUAP PROPOSALS

2/19/24, 9:09 PM

Course Comparison 213270 - Professional Cultures in Art 2

Publication Notes	AC24/03/21-edited
Additional Cost (course publication note)	
Learning Experience	
Proposal ID	03747
Academic Contact and Purpose of the Proposal	Introduced as part of the Bachelor of Fine Arts (Hons), UHFNA version 3.0, proposal
Rationale	
Accreditation Considerations	
Consultation	
Resource Impacts	
Calendar Amendments	
Proposed additional fees and expected enrolments for all offerings	
Consequential Amendments	
Transition Arrangements	
Committee References	CCACB2023/02/84 UGQEC2023/01/70

Status Log

Initial Status	End Status	User	Date	Comment
College Board Approval	Academic Committee Approval	CAITLIN LIGO	19 Feb 2024 19:59 pm	Approved by CoCA College Board 09/02/2024
College Sub-Committee Approval	College Board Approval	CAITLIN LIGO	19 Feb 2024 19:37 pm	Approved at UGQEC 31/01/2024
HOD Approval	College Sub-Committee Approval	Jessica Board	19 Feb 2024 19:00 pm	Approved on behalf of HoS
Draft	HOD Approval	CAITLIN LIGO	19 Feb 2024 17:37 pm	Yes
	Draft	CAITLIN LIGO	15 Jan 2024 19:35 pm	New Course Created

Workload Competency Mapping

Workload Item	Workload Description	Competency Framework	Competency	Competency Teaching Method
None				

View Course



213370 Professional Cultures in Art 3 v1.0

ACADEMIC COMMITTEE APPROVAL

[Show Legend](#)

Affiliated Entities			
Entity Code	Entity Title	Entity Version	Entity Type
UBCMS	Bachelor of Commercial Music	v7.0	Qualification
UBCRM	Bachelor of Screen Arts	v7.0	Qualification
UBDSG	Bachelor of Design	v6.0	Qualification
UBFNA	Bachelor of Fine Arts	v3.0	Qualification
UHDSG	Bachelor of Design with Honours	v8.0	Qualification
UHFNA	Bachelor of Fine Arts with Honours	v3.0	Qualification
UHSCA	Bachelor of Screen Arts with Honours	v3.0	Qualification

Year of Implementation	2025
Course Code	213370
Course Title	Professional Cultures in Art 3
Abbreviated Title	Prof Cult Art 3
Course Type	Taught
Credits	15
Course Level	300
Prescription	Learn skills and knowledge to develop sustainable art practice within Aotearoa.
Online Learning Category	Partially Taught Online
Subject Area	Fine Arts (213P)
Language of Instruction	
Course Initiator History	CAITLIN LIGO (17 Jan 2024 to ---)

Collaborating Staff	
Staff Member	
JO-ANN COWIE	
SHARRYN MIDDLETON	
TERESA HARTLEY	
GREGORY GILBERT	
PHIL BRONN	
FAITH KANE	
JOSHUA FYFE	
CAITLIN LIGO	
Sydney Lash	
Julian Sutherland	
NJ Jayne	

Academic Board Meeting - Part I - CUAP PROPOSALS

2/19/24, 9:09 PM

Course Comparison 213370 - Professional Cultures in Art 3

AC24/03/21-edited

Jessica Board	
Owning Organisation	School of Art (MU00027)
Text Book Required	No
Recognised Professional Development	
Pattern of Offering	Not Cyclic
Expected Prior Learning	
Primary Qualification	
Course Requirements	
No requisites	
Prerequisites	One of: 213270 298260 289250 197290 133280
Corequisites	
Restrictions	289350 298360 197390 133380
Learning Outcomes	
On successful completion of this course the learner will be able to:	
#	Description
L01	Critically articulate and reflect on role as practicing artist. (Graduate profile: Mātauranga and Understanding A1; Mātauranga and Understanding A3)
L02	Take ownership of learning and continued professional growth. (Graduate profile: Understanding and Mātauranga B2)
L03	Work productively and professionally, autonomously and within groups. (Connectedness and Whanaungatanga E2)
L04	Contribute to the course learning and demonstrate leadership where appropriate. (Graduate profile: Autonomy and Mana E3)
L05	Communicate professionally and creatively in groups, discussions, critiques and presentations. (Graduate profile: Connectedness and Whanaungatanga E1)
Learning Outcomes and Competencies Mapping	
Learning Outcomes	Competencies
L01: Critically articulate and reflect on role as practicing artist. (Graduate profile: Mātauranga and Understanding A1; Mātauranga and Understanding A3)	
L02: Take ownership of learning and continued professional growth. (Graduate profile: Understanding and Mātauranga B2)	
L03: Work productively and professionally, autonomously and within groups. (Connectedness and Whanaungatanga E2)	
L04: Contribute to the course learning and demonstrate leadership where appropriate. (Graduate profile: Autonomy and Mana E3)	
L05: Communicate professionally and creatively in groups, discussions, critiques and presentations. (Graduate profile: Connectedness and Whanaungatanga E1)	
Course Mark Scheme	Course - Pass/Fail
Completion Requirements	

Assessment Pattern

23 of 45

Portfolio

Assessment Type	Portfolio	Assessment Title	Creative Portfolio
Assessment Description	n/a		
Weighting	100	Sequence	1
Pass Mark (%)	100	Pattern	Default
Learning Outcomes	1, 2, 3, 4, 5	Marking Scheme	ASS-PF
Compulsory	No		

Workload

This module has no workload.	
Research/Information Literacy Skills	
Current Collection - Books	
Current Collection - Journals and Journal Article Databases	
Future Collecting - Books	
Future Collecting - Journals and Journal Article Databases	
Recommendations	
Approved by College Business Manager	yes - Sharryn Middleton 8/2/24
Wholly Research	No
TEC Course Classification	Fine Arts; Design
TEC Funding Category	B2 - B2 Undergraduate Degree
Massey Funding Level	DES Design
NZSCED	100301 - Fine Arts
PBRF Eligibility	Not PBRF Eligible
VRF Code	0 Non-PBRF eligible courses
Additional fees / Compulsory course cost fees	none
Publication Notes	
Additional Cost (course publication note)	
Learning Experience	
Proposal ID	03747
Academic Contact and Purpose of the Proposal	Introduced as part of the Bachelor of Fine Arts (Hons), UHFNA version 3.0, proposal

Academic Board Meeting - Part I - CUAP PROPOSALS

2/19/24, 9:09 PM

Course Comparison 213370 - Professional Cultures in Art 3

Rationale	AC24/03/21-edited
Accreditation Considerations	
Consultation	
Resource Impacts	
Calendar Amendments	
Proposed additional fees and expected enrolments for all offerings	
Consequential Amendments	
Transition Arrangements	
Committee References	CCACB2024/02/87 UGQEC2024/01/73

Status Log

Initial Status	End Status	User	Date	Comment
College Board Approval	Academic Committee Approval	CAITLIN LIGO	19 Feb 2024 20:00 pm	Approved by CoCA College Board 09/02/2024
College Sub-Committee Approval	College Board Approval	CAITLIN LIGO	19 Feb 2024 19:37 pm	Approved at UGQEC 31/01/2024
HOD Approval	College Sub-Committee Approval	Jessica Board	19 Feb 2024 19:00 pm	Approved on behalf of HoS
Draft	HOD Approval	CAITLIN LIGO	19 Feb 2024 17:38 pm	Yes
	Draft	CAITLIN LIGO	17 Jan 2024 20:27 pm	New Course Created

Workload Competency Mapping				
Workload Item	Workload Description	Competency Framework	Competency	Competency Teaching Method
None				

View Course



213243 Fine Arts Studio 2.1: Project v1.0

ACADEMIC COMMITTEE APPROVAL

[Show Legend](#)

Affiliated Entities	
Entity Code	Entity Title
UBFNA	Bachelor of Fine Arts
UHFNA	Bachelor of Fine Arts with Honours
Entity Version	Entity Type
v3.0	Qualification
v3.0	Qualification
Year of Implementation	2025
Course Code	213243
Course Title	Fine Arts Studio 2.1: Project
Abbreviated Title	Art Studio 2.1
Course Type	Taught
Credits	15
Course Level	200
Prescription	In this studio course students will explore new possibilities for the production of contemporary art. They will investigate ideas, processes, context and critical thinking to develop an independent project that extends their current practice.
Online Learning Category	Partially Taught Online
Subject Area	Fine Arts (213P)
Language of Instruction	
Course Initiator History	CAITLIN LIGO (14 Jan 2024 to ---)
Collaborating Staff	
Staff Member	
JO-ANN COWIE	
SHARRYN MIDDLETON	
GREGORY GILBERT	
PHIL BRONN	
FAITH KANE	
JOSHUA FYFE	
CAITLIN LIGO	
Sydney Lash	
Julian Sutherland	
NJ Jayne	
Jessica Board	
Owning Organisation	School of Art (MU00027)
Text Book Required	No


























Recognised Professional Development	
Pattern of Offering	Not Cyclic
Expected Prior Learning	We strongly recommend that students take 213157 or 213158 or an Exploration course that helped them develop an artistic practice.
Primary Qualification	
Course Requirements	No requisites
Prerequisites	
Corequisites	
Restrictions	213242
Learning Outcomes	
On successful completion of this course the learner will be able to:	
#	Description
L01	Generate and explore a range of ideas to develop an independent art project. (Graduate Profile: Creativity and Toi B1, C1)
L02	Demonstrate exploration of relationships between ideas, media and processes. (Graduate Profile: Virtuosity and Mohio D1)
L03	Demonstrate an investigation of context in the production of contemporary art. (Graduate Profile: Understanding and Matauranga A1, A2)
L04	Show development of their current art practice through self-directed inquiry. (Graduate Profile: Creativity and Toi B1)
L05	Participate constructively in critical discussion in relation to their own work and that of their peers. (Graduate Profile: Understanding and Matauranga C2, Connectedness and Whanaungatanga E2)
L06	Present their work in a considered and appropriate manner. (Graduate Profile: Understanding and Matauranga A2, Connectedness and Whanaungatanga E1)
Learning Outcomes and Competencies Mapping	
Learning Outcomes	Competencies
L01: Generate and explore a range of ideas to develop an independent art project. (Graduate Profile: Creativity and Toi B1, C1)	
L02: Demonstrate exploration of relationships between ideas, media and processes. (Graduate Profile: Virtuosity and Mohio D1)	
L03: Demonstrate an investigation of context in the production of contemporary art. (Graduate Profile: Understanding and Matauranga A1, A2)	
L04: Show development of their current art practice through self-directed inquiry. (Graduate Profile: Creativity and Toi B1)	
L05: Participate constructively in critical discussion in relation to their own work and that of their peers. (Graduate Profile: Understanding and Matauranga C2, Connectedness and Whanaungatanga E2)	
L06: Present their work in a considered and appropriate manner. (Graduate Profile: Understanding and Matauranga A2, Connectedness and Whanaungatanga E1)	
Course Mark Scheme	Course - Mark/Grade
Completion Requirements	

Assessment Pattern

Creative Compositions

Assessment Type	Creative Compositions	Assessment Title	Creative Work
Assessment Description	n/a		
Weighting	100	Sequence	1
Pass Mark (%)	0	Pattern	Default
Learning Outcomes	1, 2, 3, 4, 5, 6	Marking Scheme	ASS-MG
Compulsory	No		

Workload

This module has no workload.	
Research/Information Literacy Skills 	
Current Collection - Books 	
Current Collection - Journals and Journal Article Databases 	
Future Collecting - Books 	
Future Collecting - Journals and Journal Article Databases 	
Recommendations 	
Approved by College Business Manager 	Yes - Sharryn Middleton 8/2/24
Wholly Research 	No
TEC Course Classification 	Fine Arts; Design
TEC Funding Category 	B2 - B2 Undergraduate Degree
Massey Funding Level 	DES Design
NZSCED 	100301 - Fine Arts
PBRF Eligibility 	Not PBRF Eligible
VRF Code 	0 Non-PBRF eligible courses
Additional fees / Compulsory course cost fees 	none
Publication Notes 	
Additional Cost (course publication note) 	
Learning Experience 	
Proposal ID 	03747
Academic Contact and Purpose of the Proposal 	Introduced as part of the Bachelor of Fine Arts (Hons), UHFNA version 3.0, proposal
Rationale 	
Accreditation Considerations 	
Consultation 	
Resource Impacts 	
Calendar Amendments 	

Academic Board Meeting - Part I - CUAP PROPOSALS

2/19/24, 8:55 PM


Course Comparison 213243 - Fine Arts Studio 2.1: Project

AC24/03/21-edited

Proposed additional fees and expected enrolments for all offerings	
Consequential Amendments	
Transition Arrangements	
Committee References	CCACB2024/02/85 UGQEC2024/01/71

Status Log

Initial Status	End Status	User	Date	Comment
College Board Approval	Academic Committee Approval	CAITLIN LIGO	19 Feb 2024 19:56 pm	Approved by CoCA College Board 09/02/2024
College Sub-Committee Approval	College Board Approval	CAITLIN LIGO	19 Feb 2024 19:19 pm	Approved at UGQEC 31/01/2024
HOD Approval	College Sub-Committee Approval	Jessica Board	19 Feb 2024 18:57 pm	Approved on behalf of HoS
Draft	HOD Approval	CAITLIN LIGO	19 Feb 2024 15:44 pm	Yes
	Draft	CAITLIN LIGO	14 Jan 2024 16:52 pm	New Course Created

Workload Competency Mapping 				
Workload Item	Workload Description	Competency Framework	Competency	Competency Teaching Method
None				

View Course



213244 Fine Arts Studio 2.2: Exhibition v1.0

ACADEMIC COMMITTEE APPROVAL

[Show Legend](#)

Affiliated Entities			
Entity Code	Entity Title	Entity Version	Entity Type
UBFNA	Bachelor of Fine Arts	v3.0	Qualification
UHFNA	Bachelor of Fine Arts with Honours	v3.0	Qualification
Year of Implementation	2025		
Course Code	213244		
Course Title	Fine Arts Studio 2.2: Exhibition		
Abbreviated Title	Art Studio 2.2		
Course Type	Taught		
Credits	15		
Course Level	200		
Prescription	In this studio course students will explore new possibilities for the production and exhibition of contemporary art. They will investigate ideas, processes, context and critical thinking to develop an independent project that extends their current practice. They will present their work in a group exhibition.		
Online Learning Category	Partially Taught Online		
Subject Area	Fine Arts (213P)		
Language of Instruction			
Course Initiator History	CAITLIN LIGO (14 Jan 2024 to ---)		
Collaborating Staff			
Staff Member			
JO-ANN COWIE			
SHARRYN MIDDLETON			
TERESA HARTLEY			
GREGORY GILBERT			
PHIL BRONN			
FAITH KANE			
JOSHUA FYFE			
CAITLIN LIGO			
Sydney Lash			
Julian Sutherland			
NJ Jayne			
Jessica Board			
Owning Organisation	School of Art (MU00027)		
Text Book Required	No		

Recognised Professional Development	
Pattern of Offering	Not Cyclic
Expected Prior Learning	We strongly recommend that students take 213157, 213158 or have an artistic practice that can be used for the purpose of exhibition.
Primary Qualification	
Course Requirements	No requisites
Prerequisites	
Corequisites	
Restrictions	213241
Learning Outcomes	
On successful completion of this course the learner will be able to:	
#	Description
LO1	Generate and explore a range of ideas to develop an independent art project. (Graduate Profile: Creativity - Toi C1, B1)
LO2	Demonstrate exploration of relationships between ideas, media and processes. (Graduate Profile: Virtuosity - Mohio D2)
LO3	Demonstrate an investigation of context in the production of contemporary art. (Graduate Profile: Understanding - Matauranga A1, A2)
LO4	Show development of their current art practice through self-directed inquiry. (Graduate Profile: Creativity - Toi B1)
LO5	Participate constructively in critical discussion in relation to their own work and that of their peers. (Graduate Profile: Understanding - Matauranga C2, Connectedness - Whanaungatanga E2)
LO6	Exhibit their work in a considered and appropriate manner. (Graduate Profile: Connectedness - Whanaungatanga A3, E1)
Learning Outcomes and Competencies Mapping	
Learning Outcomes	Competencies
LO1: Generate and explore a range of ideas to develop an independent art project. (Graduate Profile: Creativity - Toi C1, B1)	
LO2: Demonstrate exploration of relationships between ideas, media and processes. (Graduate Profile: Virtuosity - Mohio D2)	
LO3: Demonstrate an investigation of context in the production of contemporary art. (Graduate Profile: Understanding - Matauranga A1, A2)	
LO4: Show development of their current art practice through self-directed inquiry. (Graduate Profile: Creativity - Toi B1)	
LO5: Participate constructively in critical discussion in relation to their own work and that of their peers. (Graduate Profile: Understanding - Matauranga C2, Connectedness - Whanaungatanga E2)	
LO6: Exhibit their work in a considered and appropriate manner. (Graduate Profile: Connectedness - Whanaungatanga A3, E1)	
Course Mark Scheme	Course - Mark/Grade
Completion Requirements	

Assessment Pattern

Creative Compositions

Assessment Type	Creative Compositions	Assessment Title	Creative Work
Assessment Description	n/a		
Weighting	100	Sequence	1
Pass Mark (%)	0	Pattern	Default
Learning Outcomes	1, 2, 3, 4, 5, 6	Marking Scheme	ASS-MG
Compulsory	No		

Workload

31 of 45

Academic Board Meeting - Part I - CUAP PROPOSALS

2/19/24, 8:56 PM

Course Comparison 213244 - Fine Arts Studio 2.2: Exhibition

This module has no workload.		AC24/03/21-edited
Research/Information Literacy Skills		
Current Collection - Books		
Current Collection - Journals and Journal Article Databases		
Future Collecting - Books		
Future Collecting - Journals and Journal Article Databases		
Recommendations		
Approved by College Business Manager	yes - Sharryn Middleton 8/2/24	
Wholly Research	No	
TEC Course Classification	Fine Arts; Design	
TEC Funding Category	B2 - B2 Undergraduate Degree	
Massey Funding Level	DES Design	
NZSCED	100301 - Fine Arts	
PBRF Eligibility	Not PBRF Eligible	
VRF Code	0 Non-PBRF eligible courses	
Additional fees / Compulsory course cost fees	none	
Publication Notes		
Additional Cost (course publication note)		
Learning Experience		
Proposal ID	03747	
Academic Contact and Purpose of the Proposal	Introduced as part of the Bachelor of Fine Arts (Hons), UHFNA version 3.0, proposal	
Rationale		
Accreditation Considerations		
Consultation		
Resource Impacts		
Calendar Amendments		
Proposed additional fees and expected enrolments for all offerings		

Academic Board Meeting - Part I - CUAP PROPOSALS

2/19/24, 8:56 PM

Course Comparison 213244 - Fine Arts Studio 2.2: Exhibition

Consequential Amendments	AC24/03/21-edited
Transition Arrangements	
Committee References	CCACB2024/02/86 UGQEC2024/01/72

Status Log

Initial Status	End Status	User	Date	Comment
College Board Approval	Academic Committee Approval	CAITLIN LIGO	19 Feb 2024 19:57 pm	Approved by CoCA College Board 09/02/2024
College Sub-Committee Approval	College Board Approval	CAITLIN LIGO	19 Feb 2024 19:19 pm	Approved at UGQEC 31/01/2024
HOD Approval	College Sub-Committee Approval	CAITLIN LIGO	19 Feb 2024 18:58 pm	Approved on Behalf of HoS
Draft	HOD Approval	CAITLIN LIGO	19 Feb 2024 15:44 pm	Yes
	Draft	CAITLIN LIGO	14 Jan 2024 18:25 pm	New Course Created

Workload Competency Mapping				
Workload Item	Workload Description	Competency Framework	Competency	Competency Teaching Method
None				

View Course



213343 Fine Arts Studio 3.1: Project v1.0

ACADEMIC COMMITTEE APPROVAL

[Show Legend](#)

Affiliated Entities			
Entity Code	Entity Title	Entity Version	Entity Type
UBFNA	Bachelor of Fine Arts	v3.0	Qualification
UHFNA	Bachelor of Fine Arts with Honours	v3.0	Qualification

Year of Implementation	2025
Course Code	213343
Course Title	Fine Arts Studio 3.1: Project
Abbreviated Title	Art Project 3.1
Course Type	Taught
Credits	15
Course Level	300
Prescription	In this studio course students will explore new possibilities for the production of contemporary art. They will investigate content, processes, context and critical dialogue to develop a body of work that extends their current practice.
Online Learning Category	Partially Taught Online
Subject Area	Fine Arts (213P)
Language of Instruction	
Course Initiator History	CAITLIN LIGO (14 Jan 2024 to ---)

Collaborating Staff	
Staff Member	
JO-ANN COWIE	
SHARRYN MIDDLETON	
TERESA HARTLEY	
GREGORY GILBERT	
PHIL BRONN	
FAITH KANE	
JOSHUA FYFE	
CAITLIN LIGO	
Sydney Lash	
Julian Sutherland	
NJ Jayne	
Jessica Board	

Owning Organisation	School of Art (MU00027)
Text Book Required	No


























Recognised Professional Development	
Pattern of Offering	Not Cyclic
Expected Prior Learning	
Primary Qualification	
Course Requirements No requisites	
Prerequisites	One of: 213241 or 213243 or 213244
Corequisites	
Restrictions	213342
Learning Outcomes On successful completion of this course the learner will be able to:	
#	Description
L01	Generate and explore a range of ideas to develop a focused body of work. (Graduate Profile: Creativity and Toi C1, B1)
L02	Demonstrate a focused exploration of relationships between content, media and processes. (Graduate Profile: Virtuosity and Mōhio D2)
L03	Demonstrate investigation of context in the production of a body of work. (Graduate Profile: Understanding and Mātauranga A4b)
L04	Show development of their current art practice through self-directed inquiry. (Graduate Profile: Autonomy and Mana B2)
L05	Participate constructively in critical discussion in relation to their own work and that of their peers. (Graduate Profile: Understanding and Mātauranga C2, Connectedness and Whanaungatanga E2)
L06	Present their work in a considered and appropriate manner. (Graduate Profile: Connectedness and Whanaungatanga E1, Understanding and Mātauranga A2)
Learning Outcomes and Competencies Mapping	
Learning Outcomes	Competencies
L01: Generate and explore a range of ideas to develop a focused body of work. (Graduate Profile: Creativity and Toi C1, B1)	
L02: Demonstrate a focused exploration of relationships between content, media and processes. (Graduate Profile: Virtuosity and Mōhio D2)	
L03: Demonstrate investigation of context in the production of a body of work. (Graduate Profile: Understanding and Mātauranga A4b)	
L04: Show development of their current art practice through self-directed inquiry. (Graduate Profile: Autonomy and Mana B2)	
L05: Participate constructively in critical discussion in relation to their own work and that of their peers. (Graduate Profile: Understanding and Mātauranga C2, Connectedness and Whanaungatanga E2)	
L06: Present their work in a considered and appropriate manner. (Graduate Profile: Connectedness and Whanaungatanga E1, Understanding and Mātauranga A2)	
Course Mark Scheme	Course - Mark/Grade
Completion Requirements	

Assessment Pattern

Creative Compositions

Assessment Type	Creative Compositions	Assessment Title	Creative Work
Assessment Description	n/a		
Weighting	100	Sequence	1
Pass Mark (%)	0	Pattern	Default
Learning Outcomes	1, 2, 3, 4, 5, 6	Marking Scheme	ASS-MG
Compulsory	No		

Workload

This module has no workload.	
Research/Information Literacy Skills 	
Current Collection - Books 	
Current Collection - Journals and Journal Article Databases 	
Future Collecting - Books 	
Future Collecting - Journals and Journal Article Databases 	
Recommendations 	
Approved by College Business Manager 	yes - Sharryn Middleton 8/2/24
Wholly Research 	No
TEC Course Classification 	Fine Arts; Design
TEC Funding Category 	B2 - B2 Undergraduate Degree
Massey Funding Level 	DES Design
NZSCED 	100301 - Fine Arts
PBRF Eligibility 	Not PBRF Eligible
VRF Code 	0 Non-PBRF eligible courses
Additional fees / Compulsory course cost fees 	none
Publication Notes 	
Additional Cost (course publication note) 	
Learning Experience 	
Proposal ID 	03747
Academic Contact and Purpose of the Proposal 	Introduced as part of the Bachelor of Fine Arts (Hons), UHFNA version 3.0, proposal
Rationale 	
Accreditation Considerations 	
Consultation 	
Resource Impacts 	
Calendar Amendments 	

Academic Board Meeting - Part I - CUAP PROPOSALS

2/19/24, 8:57 PM

Course Comparison 213343 - Fine Arts Studio 3.1: Project

AC24/03/21-edited

Proposed additional fees and expected enrolments for all offerings	
Consequential Amendments	
Transition Arrangements	
Committee References	CCACB2024/02/88 UGQEC2024/01/74

Status Log

Initial Status	End Status	User	Date	Comment
College Board Approval	Academic Committee Approval	CAITLIN LIGO	19 Feb 2024 19:57 pm	Approved by CoCA College Board 09/02/2024
College Sub-Committee Approval	College Board Approval	CAITLIN LIGO	19 Feb 2024 19:20 pm	Approved at UGQEC 31/01/2024
HOD Approval	College Sub-Committee Approval	Jessica Board	19 Feb 2024 18:58 pm	Approved on behalf of HoS
Draft	HOD Approval	CAITLIN LIGO	19 Feb 2024 15:45 pm	Yes
	Draft	CAITLIN LIGO	14 Jan 2024 18:47 pm	New Course Created

Workload Competency Mapping

Workload Item	Workload Description	Competency Framework	Competency	Competency Teaching Method
None				

View Course



213344 Fine Arts Studio 3.2: Public Exhibition v1.0

ACADEMIC COMMITTEE APPROVAL

[Show Legend](#)

Affiliated Entities			
Entity Code	Entity Title	Entity Version	Entity Type
UBFNA	Bachelor of Fine Arts	v3.0	Qualification
UHFNA	Bachelor of Fine Arts with Honours	v3.0	Qualification
Year of Implementation	2025		
Course Code	213344		
Course Title	Fine Arts Studio 3.2: Public Exhibition		
Abbreviated Title	Art Exhib 3.2		
Course Type	Taught		
Credits	15		
Course Level	300		
Prescription	In this studio course students will situate their practice by investigating the relationship between the production and dissemination of art. They will develop artwork that extends their current practice and work in a collaborative group to present this work in a public exhibition.		
Online Learning Category	Partially Taught Online		
Subject Area	Fine Arts (213P)		
Language of Instruction			
Course Initiator History	CAITLIN LIGO (14 Jan 2024 to ---)		
Collaborating Staff			
Staff Member			
JO-ANN COWIE			
SHARRYN MIDDLETON			
TERESA HARTLEY			
GREGORY GILBERT			
PHIL BRONN			
FAITH KANE			
JOSHUA FYFE			
CAITLIN LIGO			
Sydney Lash			
Julian Sutherland			
NJ Jayne			
Jessica Board			
Owning Organisation	School of Art (MU00027)		
Text Book Required	No		

Recognised Professional Development	
Pattern of Offering	Not Cyclic
Expected Prior Learning	
Primary Qualification	
Course Requirements	No requisites
Prerequisites	213241 or 213243 or 213244
Corequisites	
Restrictions	213342
Learning Outcomes	
On successful completion of this course the learner will be able to:	
#	Description
L01	Generate and explore a range of ideas to develop and exhibit an independent art project. (Graduate Profile: Creativity and Toi B2, C1)
L02	Demonstrate exploration of relationships between content, form and processes in the production of contemporary art. (Graduate Profile: Virtuosity and Mōhio D2)
L03	Demonstrate a thorough investigation of context to situate their practice. (Graduate Profile: Understanding and Mātauranga A1, Connectedness and Whanaungatanga A3)
L04	Show development of their current art practice through focused self-directed inquiry. (Graduate Profile: Autonomy and Mana B2)
L05	Participate constructively in critical dialogue in relation to their own work and that of their peers. (Graduate Profile: Understanding and Mātauranga C2, Connectedness and Whanaungatanga E2)
L06	Exhibit their work in a considered, appropriate, and resolved manner. (Graduate Profile: Connectedness and Whanaungatanga A3, Autonomy and Mana E3)
Learning Outcomes and Competencies Mapping	
Learning Outcomes	Competencies
L01: Generate and explore a range of ideas to develop and exhibit an independent art project. (Graduate Profile: Creativity and Toi B2, C1)	
L02: Demonstrate exploration of relationships between content, form and processes in the production of contemporary art. (Graduate Profile: Virtuosity and Mōhio D2)	
L03: Demonstrate a thorough investigation of context to situate their practice. (Graduate Profile: Understanding and Mātauranga A1, Connectedness and Whanaungatanga A3)	
L04: Show development of their current art practice through focused self-directed inquiry. (Graduate Profile: Autonomy and Mana B2)	
L05: Participate constructively in critical dialogue in relation to their own work and that of their peers. (Graduate Profile: Understanding and Mātauranga C2, Connectedness and Whanaungatanga E2)	
L06: Exhibit their work in a considered, appropriate, and resolved manner. (Graduate Profile: Connectedness and Whanaungatanga A3, Autonomy and Mana E3)	
Course Mark Scheme	Course - Mark/Grade
Completion Requirements	

























Assessment Pattern

Creative Compositions

Assessment Type	Creative Compositions	Assessment Title	Creative Work
Assessment Description	n/a		
Weighting	100	Sequence	1
Pass Mark (%)	0	Pattern	Default
Learning Outcomes	1, 2, 3, 4, 5, 6	Marking Scheme	ASS-MG

Compulsory	No
-------------------	----

Workload

This module has no workload.	
Research/Information Literacy Skills 	
Current Collection - Books 	
Current Collection - Journals and Journal Article Databases 	
Future Collecting - Books 	
Future Collecting - Journals and Journal Article Databases 	
Recommendations 	
Approved by College Business Manager 	Yes - Sharryn Middleton
Wholly Research 	No
TEC Course Classification 	Fine Arts; Design
TEC Funding Category 	B2 - B2 Undergraduate Degree
Massey Funding Level 	DES Design
NZSCED 	100301 - Fine Arts
PBRF Eligibility 	Not PBRF Eligible
VRF Code 	0 Non-PBRF eligible courses
Additional fees / Compulsory course cost fees 	none
Publication Notes 	
Additional Cost (course publication note) 	
Learning Experience 	
Proposal ID 	03747
Academic Contact and Purpose of the Proposal 	Introduced as part of the Bachelor of Fine Arts (Hons), UHFNA version 3.0, proposal
Rationale 	
Accreditation Considerations 	
Consultation 	
Resource Impacts 	

Academic Board Meeting - Part I - CUAP PROPOSALS

2/19/24, 8:57 PM

Course Comparison 213344 - Fine Arts Studio 3.2: Public Exhibition

Calendar Amendments	AC24/03/21-edited
Proposed additional fees and expected enrolments for all offerings	
Consequential Amendments	
Transition Arrangements	
Committee References	CCACB2024/02/89 UGQEC2024/01/75

Status Log

Initial Status	End Status	User	Date	Comment
College Board Approval	Academic Committee Approval	CAITLIN LIGO	19 Feb 2024 19:57 pm	Approved by CoCA College Board 09/02/2024
College Sub-Committee Approval	College Board Approval	CAITLIN LIGO	19 Feb 2024 19:20 pm	Approved at UGQEC 31/01/2024
HOD Approval	College Sub-Committee Approval	Jessica Board	19 Feb 2024 18:58 pm	Approved on behalf of HoS
Draft	HOD Approval	CAITLIN LIGO	19 Feb 2024 15:45 pm	Yes
	Draft	CAITLIN LIGO	14 Jan 2024 19:01 pm	New Course Created

Workload Competency Mapping				
Workload Item	Workload Description	Competency Framework	Competency	Competency Teaching Method
None				

















View Course



213830 Fine Arts Research Project: Honours v1.0

ACADEMIC COMMITTEE APPROVAL

[Show Legend](#)

Affiliated Entities 			
Entity Code	Entity Title	Entity Version	Entity Type
UHFNA	Bachelor of Fine Arts with Honours	v3.0	Qualification
Year of Implementation  2025			
Course Code  213830			
Course Title  Fine Arts Research Project: Honours			
Abbreviated Title  FA Hons			
Course Type  Research			
Credits  60			
Course Level  800			
Prescription  In this studio research course students will advance their exploration of content, context, methods and the role of critical dialogue in the production and dissemination of contemporary art. In consultation with lecturers, students refine and present a substantial, critically reflexive practice- based research project.			
Online Learning Category  Partially Taught Online			
Subject Area  Fine Arts (213P)			
Language of Instruction  English			
Course Initiator History  CAITLIN LIGO (15 Jan 2024 to ---)			
Collaborating Staff 			
Staff Member			
JO-ANN COWIE			
SHARRYN MIDDLETON			
TERESA HARTLEY			
GREGORY GILBERT			
PHIL BRONN			
FAITH KANE			
JOSHUA FYFE			
CAITLIN LIGO			
Sydney Lash			
Julian Sutherland			
NJ Jayne			
Jessica Board			
Owning Organisation  School of Art (MU00027)			
Text Book Required  No			

Academic Board Meeting - Part I - CUAP PROPOSALS

2/19/24, 8:54 PM

Course Comparison 213830 - Fine Arts Research Project: Honours

AC24/03/21-edited

Recognised Professional Development	
Pattern of Offering	Not Cyclic
Expected Prior Learning	
Primary Qualification	
Course Requirements	
Restriction 213442 Art Studio IV B v2	
Prerequisites	
Corequisites	
Restrictions	213442
Learning Outcomes	
On successful completion of this course the learner will be able to:	
#	Description
L01	Refine a set of ideas within a critical framework to resolve a substantial body of work. (Graduate Profile: Autonomy - Mana B3, Understanding - Matauranga C2, Creativity - Toi C3a)
L02	Demonstrate critical awareness of relationships between concepts, media and processes in the production of contemporary art. (Graduate Profile: Virtuosity - Mohio D2)
L03	Demonstrate a thorough and critically reflexive investigation of context in the production of contemporary art. (Graduate Profile: Understanding - Matauranga A4a, Knowing - Matauranga E4)
L04	Extend proficiency in self-directed inquiry. (Graduate Profile: Autonomy - Mana B3, E3)
L05	Actively and thoughtfully contribute to critical dialogue in relation to their own work and that of their peers. (Graduate Profile: Creativity - Toi C3a, Connectedness - Whanaungatanga E2)
L06	Disseminate their work in a considered, appropriate, and well-resolved manner. (Graduate Profile: Connectedness - Whanaungatanga A3, E1)
Learning Outcomes and Competencies Mapping	
Learning Outcomes	Competencies
L01: Refine a set of ideas within a critical framework to resolve a substantial body of work. (Graduate Profile: Autonomy - Mana B3, Understanding - Matauranga C2, Creativity - Toi C3a)	
L02: Demonstrate critical awareness of relationships between concepts, media and processes in the production of contemporary art. (Graduate Profile: Virtuosity - Mohio D2)	
L03: Demonstrate a thorough and critically reflexive investigation of context in the production of contemporary art. (Graduate Profile: Understanding - Matauranga A4a, Knowing - Matauranga E4)	
L04: Extend proficiency in self-directed inquiry. (Graduate Profile: Autonomy - Mana B3, E3)	
L05: Actively and thoughtfully contribute to critical dialogue in relation to their own work and that of their peers. (Graduate Profile: Creativity - Toi C3a, Connectedness - Whanaungatanga E2)	
L06: Disseminate their work in a considered, appropriate, and well-resolved manner. (Graduate Profile: Connectedness - Whanaungatanga A3, E1)	
Course Mark Scheme	Course - Mark/Grade
Completion Requirements	

Assessment Pattern

Creative Compositions

Assessment Type	Creative Compositions	Assessment Title	Creative Work
Assessment Description	n/a		
Weighting	100	Sequence	1
Pass Mark (%)	0	Pattern	Default

43 of 45

























Academic Board Meeting - Part I - CUAP PROPOSALS

2/19/24, 8:54 PM

Course Comparison 213830 - Fine Arts Research Project: Honours

Learning Outcomes	1, 2, 3, 4, 5, 6	Marking Scheme	ASS-MG	AC24/03/21-edited
Compulsory	No			

Workload

This module has no workload.	
Research/Information Literacy Skills 	
Current Collection - Books 	
Current Collection - Journals and Journal Article Databases 	
Future Collecting - Books 	
Future Collecting - Journals and Journal Article Databases 	
Recommendations 	
Approved by College Business Manager 	Yes - Sharryn Middleton 8/2/24
Wholly Research 	Yes
TEC Course Classification 	Fine Arts; Design
TEC Funding Category 	B4 - B4 Research-based Post-graduate
Massey Funding Level 	DESP_R Design Postgraduate Research
NZSCED 	100301 - Fine Arts
PBRF Eligibility 	Not PBRF Eligible
VRF Code 	0 Non-PBRF eligible courses
Additional fees / Compulsory course cost fees 	
Publication Notes 	
Additional Cost (course publication note) 	
Learning Experience 	
Proposal ID 	03747
Academic Contact and Purpose of the Proposal 	Introduced as part of the Bachelor of Fine Arts (Hons), UHFNA version 3.0, proposal
Rationale 	
Accreditation Considerations 	
Consultation 	
Resource Impacts 	

44 of 45

Academic Board Meeting - Part I - CUAP PROPOSALS

2/19/24, 8:54 PM

Course Comparison 213830 - Fine Arts Research Project: Honours

Calendar Amendments	AC24/03/21-edited
Proposed additional fees and expected enrolments for all offerings	
Consequential Amendments	
Transition Arrangements	
Committee References	CCACB2024/02/90 UGQEC2024/02/95

Status Log

Initial Status	End Status	User	Date	Comment
College Board Approval	Academic Committee Approval	CAITLIN LIGO	19 Feb 2024 19:56 pm	Approved by CoCA College Board 09/02/2024
College Sub-Committee Approval	College Board Approval	CAITLIN LIGO	19 Feb 2024 19:18 pm	Approved at UGQEC 31/01/2024
HOD Approval	College Sub-Committee Approval	Jessica Board	19 Feb 2024 18:57 pm	Approved on behalf of HoS
Draft	HOD Approval	CAITLIN LIGO	19 Feb 2024 15:44 pm	Yes
	Draft	CAITLIN LIGO	15 Jan 2024 11:05 am	New Course Created

Workload Competency Mapping				
Workload Item	Workload Description	Competency Framework	Competency	Competency Teaching Method
None				



MASSEY UNIVERSITY
COLLEGE OF CREATIVE ARTS
TOI RAUWHĀRANGI

Memo To: Academic Committee Members

From: The Academic Office, Toi Rauwhārangī College of Creative Arts

Copy to: Leanne Robinson, Massey University Academic Committee Secretary

Date: 26 March 2024

Subject: Overview of supplementary changes, to be joined with the full suite of CUAP documents for submission April 2024

Following the successful Academic Committee approval of the full suite of CUAP documents presented for the Toi Rauwhārangī Curriculum Transformation project, further conversations with OAQRA (Office of Academic Quality and Reporting Assurance) have taken place that have focused on the work ahead in implementing the large-scale and in some cases complex changes. As a result of this consultation, the below changes are required to be made to best facilitate the smooth implementation and transition from our current offering towards the new programme structures for 2025.

It is our intention to approve these changes with Academic Committee in April in order to have this paperwork join up with the full suite of documents previously approved through this committee.

CUAP Specialisation Amendments to the Bachelor of Design (non-hons) specialisations: Fashion Design, Industrial Design, Spatial Design, Concept Design, Photography, Visual Communication Design, Textile Design and Integrated Design.

Initially intended to be included in a 'Phase Two' of amendments to follow the initial CUAP approval paperwork, we have received further advice that requires us to include the resizing of these majors to be included with the original suite of paperwork. As the qualification (BDes) is being resized from 480 to 360 credits, the change for the majors within it needs to be a part of the CUAP application.

As you will see in the attached paperwork, schedule revisions proposed reflect introduction of a three-year (360 credit) exit degree within the Bachelor of Design (honours) academic programme and new 15 credit core studios.

**Three new critical courses in Design: 197.139, 197.339 and 197.239
AND the retirement of 237.130, 237.230 and 237.330**

Following on from detailed logistical conversations with OAQRA, in order to facilitate smooth transitions for existing students into the newly restructured core learning, we need to have on the books a retired course at each level (100, 200, 300) which has been compulsory to all BDes(Hons) and BFA(Hons) students. These retirements will allow bulk personal variations for courses to stand in the 'diets' for the newly established Professional Cultures courses in Design and Fine Art.

The retirement of these courses serves as a logistical fix to enable the successful transition of courses in student diets.

Three new courses are proposed to hold the critical core for the design programme.

The course details have been arrived at in discussion with critical and contextual studies staff in design. The proposed titles are intended to ensure that the courses align with the overall direction of critical and contextual studies within the new curriculum structure. As indicated, in Fig.1 amendments will be made to the rest of the courses in the critical and contextual studies space during 'Phase Two' of our CUAP paperwork, as needed.

Please see fig. 1 for further clarification of how this change works.

Please feel free to get in touch with any questions or concerns.

Ngā mihi,

Associate Professor Faith Kane & the Academic Team

Toi Rauwhārangī | College of Creative Arts
Massey University

Fig.1

Current Required Programme Core Courses for All BDes(Hons) and BFA(Hons) Students

100-Level	200-Level	300-Level
237.130 Communication for Makers	237.230 Creative Cultures & Contexts I	237.330 Creative Cultures & Ideas
237.131 Conversations in Creative Cultures	237.231 Creative Cultures & Contexts II OR 197.288 Creative Collaboration	237.331 Creative Cultures & Display OR 197.388 Creative Communities

BDes(Hons) Course Equivalence for Transition of Diets

100-Level	200-Level	300-Level
197.190 Professional Cultures in Design 1 PV: 237.130	* 197.290 Professional Cultures in Design 2 PV: 237.230	* 197.390 Professional Cultures in Design 3 PV: 237.330
197.139 Place and Positionality: Design in Person PV: 237.131	* 197.239 The Pluriverse: Design as Relational Practice PV: 197.288**	* 197.339 Regenerative Futures: Design for Good PV: 197.388***

* New Course

*No need for PV because either course is okay for design students in the schedule

**This way 237.231 student retain that course for degree requirements and 197288 students have 197239 as their 2nd yr ccs

***As above but for year 3

BFA(Hons) Course Equivalence for Transition of Diets

100-Level	200-Level	300-Level
213.170 Professional Cultures in Art 1 PV: 237.130	* 213.270 Professional Cultures in Art 2 PV: 237.230	* 213.370 Professional Cultures in Art 3 PV: 237.330
237.131 Conversations in Creative Cultures*	237.231 Creative Cultures & Contexts II*	237.331 Creative Cultures & Display*

* New Course

* Course title will be amended

Specialisation Comparison

UBDSG1JCND S1 Concept Design v2.0 COLLEGE BOARD APPROVAL

compared to

UBDSG1JCND S1 Concept Design v1.0 APPROVED

[Show Legend](#)

Show Changes Expand All Changes

Affiliated Entities			
Entity Code	Entity Title	Entity Version	Entity Type
UBDSG	Bachelor of Design	v5.1	Qualification
UBDSG	Bachelor of Design	v6.0	Qualification
Year of Implementation		2025	
		2020	
Specialisation Code	UBDSG1JCND S1		
Specialisation Title	Concept Design		
Abbreviated Title	Concept Design		
Credit Value	150		
	180		
Specialisation Type	Major		
No New Enrolment	No		
MOE Subject	Design & Technology		
Specialisation Lead	CAITLIN LIGO (22 Feb 2024 to ---), MOANA MINSON (21 Feb 2024 to 21 Feb 2024)		
	MOANA MINSON (23 May 2019 to ---)		
Collaborating Staff			
Staff Member			
TERESA HARTLEY			
CAITLIN LIGO			
Jessica Board			
GREGORY GILBERT			
Sydney Lash			
FAITH KANE			
PHIL BRONN			
Owning Organisation	College of Creative Arts (MU00007)		
Proposed Review Dates			
Date Types		Date	
No dates assigned			
Graduate Profile	<p>The Bachelor of Design (Honours) and Bachelor of Design aim to provide high-level professional education in a wide range of design specialisations that equips graduates to operate as successful designers with these defining attributes: Creativity and Toi; Virtuosity and Mōhio; Understanding and Mātauranga; Autonomy and Mana; Connectedness and Whanaungatanga.</p> <p>Through both specialist and transferable knowledge and skills, the degrees enable graduates to make wide-ranging cultural, social and economic contributions to society. Additionally, the Bachelor of Design with Honours provides appropriate education in research methods for design practice, and the application of research to the production of design and art, with a focus on research-driven innovation.</p>		

Graduates of the Bachelor of Design will be able to:

A Knowledge and understanding

A1 Display an awareness of the richness and variety of different world views acknowledging their contribution to the cultural identity of Aotearoa New Zealand (Understanding and Mātauranga)

A2 Demonstrate a broad, critical understanding of the discourse of art and design within its local and global contexts (Understanding and Mātauranga)

A3 Demonstrate understanding of the relationship between creative work and audiences, clients, markets, users, consumers, participants and communities (Connectedness and Whanaungatanga)

A4 Undertake directed research to contextualise and further their own creative practice. (Understanding and Mātauranga)

B Values and Attitudes

B1 Be intellectually curious and adaptable, willing to embrace new ideas and accommodate risk and uncertainty (Creativity and Toi)

B2 Have clear goals for the continuation of intellectual and professional development (Autonomy and Mana)

C Skills (Cognitive and Intellectual)

C1 Apply exploratory and transformative thinking to generate ideas, proposals, creative works and arguments in response to project demands (Creativity and Toi)

C2 Critically reflect on and evaluate their own work and the work of other practitioners and scholars (Understanding and Mātauranga)

C3 Contribute to innovative developments in creative practice (Creativity and Toi)

D Skills (Subject Specific/ Professional)

D1 Manipulate materials, media, processes, technologies and environments with virtuosity (Virtuosity and Mōhio)

D2 Combine technical excellence with intellectual and conceptual rigour in order to produce high quality creative outputs (Virtuosity and Mōhio)

D3 Skilfully utilise analytical, evaluative, synthesising and iterative processes in order to transform ideas into material outcomes (Virtuosity and Mōhio)

E Skills (Transferable)

E1 Demonstrate strong visual, oral and written communication skills (Connectedness and Whanaungatanga)

E2 Interact effectively, ethically and professionally with others, whether through collaboration or dialogue (Connectedness and Whanaungatanga)

E3 Think and work independently, making autonomous decisions, managing workload and deadlines (Autonomy and Mana)

E4 Source and astutely utilise information in a variety of forms and contexts (Understanding and Mātauranga)

Graduate Profile:

The Bachelor of Design (Honours) and Bachelor of Design aim to provide high level professional education in a wide range of design specialisations that equips graduates to operate as successful designers with these **five defining attributes**: **Creativity – Toi; Virtuosity – Mōhio; Understanding – Mātauranga; Autonomy – Mana; Connectedness – Whanaungatanga.**

Through both specialist and transferable knowledge and skills, the degrees enable graduates to make wide-ranging cultural, social and economic contributions to society. Additionally, the Bachelor of Design with Honours provides appropriate education in research methods for design practice, and the application of research to the production of design and art, with a focus on research-driven innovation.

Graduates of the Bachelor of Design Honours and Bachelor of Design will be able to:

A. Knowledge and understanding

1. Display an awareness of the richness and variety of different world views acknowledging their contribution to the cultural identity of Aotearoa New Zealand (*Mātauranga*)
2. Demonstrate a broad, critical understanding of the discourse of art and design and its multiple global contexts (*Mātauranga*)
3. Demonstrate understanding of the relationship between creative work and audiences, clients, markets, users, consumers, participants and citizens (*Whanaungatanga*)

B. Values and Attitudes

1. Be intellectually curious and adaptable, willing to embrace new ideas and accommodate risk and uncertainty (*Toi*)
2. Have clear goals for the continuation of intellectual and professional development (*Mana*)

C. Skills (Cognitive and Intellectual)

1. Apply exploratory and transformative thinking to generate ideas, proposals, creative works and arguments in response to project demands (*Toi*)
2. Critically reflect on and evaluate their own work and the work of other practitioners and scholars (*Mātauranga*)
3. a. Initiate and contribute to innovative developments in creative practice and research (*Toi*) [Bachelor of Design Honours]

b. Contribute to innovative developments in creative practice (*Toi*) [Bachelor of Design]

D. Skills (Subject Specific/ Professional)

1. Manipulate materials, media, processes, technologies and environments with virtuosity (*Mōhio*)
2. Combine technical excellence with intellectual and conceptual rigour in order to produce high quality creative outputs (*Mōhio*)
3. Skilfully utilise analytical, evaluative and synthesising iterative processes in order to transform ideas into material outcomes (*Mōhio*)

E. Skills (Transferable)

3/19/24, 10:48 PM

Specialisation Comparison - UBDSG1JCNS1 - Concept Design

AC24/04/57

	<ol style="list-style-type: none"> 1. Demonstrate strong visual, oral and written communication skills (<i>Whanaungatanga</i>) 2. Interact effectively, ethically and professionally with others, whether through collaboration or dialogue (<i>Whanaungatanga</i>) 3. Think and work independently, making autonomous decisions, managing workload and deadlines (<i>Mana</i>) 4. Source and astutely utilise information in a variety of forms and contexts (<i>Mātauranga</i>) 	CCACB2024/03/120

Schedule

Part One

At least 15 credits

Courses

Code	Credits	Title
296158	15	Concept Design 1.2: Worldbuilding
296157	15	Studio I (Imagine)

Part Two

Courses

Code	Credits	Title
296263	15	Concept Design 2.1: Character and Environment
296264	15	Concept Design 2.2: Prop and Creature
296265	15	Concept Design 2.3: Visualisation
296266	15	Concept Design 2.4 Design for Fabrication
296257	30	Design Studio IIA (Concept)
296258	30	Design Studio IIB (Concept)

Part Three

Courses

Code	Credits	Title
296367	15	Concept Design 3.1 Concepting Film and Animation
296368	15	Concept Design 3.2: Concepting Game and Location-Based Experience
296358	30	Design Studio IIIB (Concept)
296357	30	Design Studio IIIA (Concept)

Part Four

Courses

Code	Credits	Title
296455	45	Concept Design Studio Project

Library Impact Statement

Research / Information Literacy Skills

It is recommended that students would benefit from information skills teaching in this programme. In consultation with the course co-ordinator the Subject Librarian will provide information literacy teaching either online or face-to-face, amounting to three hours of student contact and activity and two hours of Library staff preparation. In addition individual research consultations, either in the Library or remotely, will be available for each student. This equates to 1.5 hours of Library staff time per student

Current Collections- Books

The Wellington Library has a small collection of print and e-titles in this specialised subject. It is backed up by an impressive collection of 49,000 design and art books. A further 60,000 related titles are held by the Albany and Manawatu Libraries

Current Collection- Journals

The Wellington Library has current subscriptions to 92 print art, design and performing arts print titles. Electronic access is provided to a further 500 titles. Where possible the library purchases journals in electronic format either individually or in packages

Current Collection- Journals Article Database

The Wellington Library has current subscriptions to 92 print art, design and performing arts print titles. Electronic access is provided to a further 500 titles. Where possible the library purchases journals in electronic format either individually or in packages

The Library subscribes to all major art and design databases including

Art and Architecture Complete ArtBibliographies Modern

Avery Index to Architectural Periodicals

Bibliography of the History of Art

Design and Applied Arts Index

World Textiles

A recent addition is the Proquest Art, Design and Architecture Collection which adds a further 350 art and humanities full text journals to the collection

Future Collecting- Books

There is no additional collection resourcing for this programme. Ongoing purchasing of new book titles can be met from existing book budgets

Future Collecting - Journals and Journal Articles

Current journal subscriptions are sufficient for this programme

Future Collecting- Journal Article Databases

Current journal article databases are sufficient to meet the needs of this programme

Recommendations

There is no additional resourcing required for this programme

Paul Orsman
Subject Librarian
College of Creative Arts
Wellington Campus
27 May 2019

Tim Darlington
Associate University Librarian, Resources & Technology
27 May 2019

General Section

Proposal ID

03965

Change Scale

-

1. All Proposals - Complete the sections below for all proposals

Academic Contact and Purpose of the Proposal

Academic Contact: Associate Professor Sven Mehzoud, Head of Ngā Pae Māhūtonga, the School of Design, College of Creative Arts

Purpose of the Proposal:

Schedule revisions to reflect introduction of a three-year (360 credit) exit degree within the Bachelor of Design academic programme and new 15 credit core studios.

Main proposal:

Updates to the schedule as required of the main Bachelor of Design (Hons), UHDSG version 8.0, proposal

Academic Contact: Professor Brian Lucid, Head of Ngā Pae Māhūtonga, the School of Design, College of Creative Arts

Purpose of the Proposal:

Introduction of a major in Concept Design to the suite of existing majors within the Bachelor of Design academic programme.

Main proposal:

UHDSG1JCNSD1 Concept Design, Version 1 — new Concept Design major to be added to the existing Bachelor of Design with Honours

Linked proposals:

UBDSG1JCNSD1 Concept Design, Version 1 — new Concept Design major to be added to the existing Bachelor of Design **[current proposal]**

UBDSG Bachelor of Design, Version 3 — Addition of new Majors: Concept Design and Integrated Design

UHDSG Bachelor of Design with Honours, Version 5 — Addition of new Majors: Concept Design and Integrated Design; ; addition of transition regulations 16 and 17

- ~~296157 Studio I (Imagine), Version 1 — new course~~
- ~~296257 Design Studio IIA (Concept), Version 1 — new course~~
- ~~296258 Design Studio IIB (Concept), Version 1 — new course~~
- ~~296357 Design Studio IIIA (Concept), Version 1 — new course~~
- ~~296358 Design Studio IIIB (Concept), Version 1 — new course~~
- ~~296453 Concept Design Research and Development, Version 1 — new course~~
- ~~296454 Concept Design Research Project, Version 1 — new course~~
- ~~296455 Concept Design Studio Project, Version 1 — new course~~


Proposal Summary 

Justification/ Rationale 

Acceptability 

Year of Implementation and First Year Teaching Plan 

Proposal Details 

Treaty of Waitangi Implications 

2. Strategic Impact - Complete for Early Notice, New Specialisations (Internal Audience Only)

Strategic Considerations 


Market Research and Competitor Analysis 

Accreditation Considerations (if applicable) 

Internal and External Consultation 

Equity Implications 

Financial Analysis 

Predicted Student Numbers / EFTS 

Minimum student numbers required for ongoing viability of the qualification 

Expected Revenue 

Expected Cost 

Risk Management 

3. Resource Impacts - For New and Significantly Amended Specialisations and for Closure to New Enrolments

Facilities Management 

Students 

Academic Staff 

International 

Information Technology 

Student Management System 

Teaching and Learning Services 

3/19/24, 10:48 PM

Specialisation Comparison - UBDSG1JCNS1 - Concept Design

AC24/04/57

CCACB2024/03/120

Student Learning Services

Limitations on Numbers

Goals of the Programme

Programme Overview

Proposed Teaching/Delivery Methods

Prescriptions for New Courses

Assessment and Moderation Procedures

Plans for Monitoring Quality/Programme Review

Postgraduate Funding

5. CUAP Section B – For New Specialisations only

Relationship to Strategic Planning Goals

Learning Outcomes for New Courses

Student Workload

Teaching and Support Staff

Teaching Space and Other Facilities

Library Resources

A Library Impact Statement prepared by Library staff is appended.

Timetabling Arrangements

Committee References	CCACB2024/03/113, UGQEC2024/03/98
	AB19/07/158; AC19/07/393; CCACB2019/06/83; UGQEC19/05/92 04/09/19 Pat Hickson Owning Organisation to College of Creative Arts

Status Log

Initial Status	End Status	User	Date	Comment
College Sub Committee Approval	College Board Approval	CAITLIN LIGO	19 Mar 2024 22:46 pm	Approved by UGQEC Chairs Action
HOD Approval	College Sub Committee Approval	CAITLIN LIGO	19 Mar 2024 22:44 pm	Approved on behalf of HoS Sven Mehzoud
Draft	HOD Approval	CAITLIN LIGO	19 Mar 2024 22:36 pm	yes
	Draft	Jessica Board	21 Feb 2024 15:50 pm	Realign with Resized Qualification

Specialisation Comparison

UBDSG1JFSDS1 Fashion Design v2.0 COLLEGE BOARD APPROVAL

compared to

UBDSG1JFSDS1 Fashion Design v1.0 APPROVED

[Show Legend](#)

Show Changes Expand All Changes

Affiliated Entities			
Entity Code	Entity Title	Entity Version	Entity Type
UBDSG	Bachelor of Design	v5.1	Qualification
UBDSG	Bachelor of Design	v6.0	Qualification

Year of Implementation	2025 2016
Specialisation Code	UBDSG1JFSDS1
Specialisation Title	Fashion Design
Abbreviated Title	Fashion Design
Credit Value	150 180
Specialisation Type	Major
No New Enrolment	No
MOE Subject	Clothing & Textiles
Specialisation Lead	CAITLIN LIGO (19 Mar 2024 to ---), MICHELE HOLLIS (21 Feb 2024 to 18 Mar 2024) MICHELE HOLLIS (6 Jun 2018 to ---)

Collaborating Staff	
Staff Member	
Jessica Board	
GREGORY GILBERT	
CAITLIN LIGO	
FAITH KANE	
TERESA HARTLEY	
PHIL BRONN	

Owning Organisation	College of Creative Arts (MU00007)
----------------------------	------------------------------------

Proposed Review Dates	
Date Types	Date
No dates assigned	

Graduate Profile	<p>The Bachelor of Design (Honours) and Bachelor of Design aim to provide high-level professional education in a wide range of design specialisations that equips graduates to operate as successful designers with these defining attributes: Creativity and Toi; Virtuosity and Mōhio; Understanding and Mātauranga; Autonomy and Mana; Connectedness and Whanaungatanga.</p> <p>Through both specialist and transferable knowledge and skills, the degrees enable graduates to make wide-ranging cultural, social and economic contributions to society. Additionally, the Bachelor of Design with Honours provides appropriate education in research methods for design practice, and the application of research to the production of design and art, with a focus on research-driven innovation.</p> <p>Graduates of the Bachelor of Design will be able to:</p>
-------------------------	--

A Knowledge and understanding

A1 Display an awareness of the richness and variety of different world views acknowledging their contribution to the cultural identity of Aotearoa New Zealand (Understanding and Mātauranga)

A2 Demonstrate a broad, critical understanding of the discourse of art and design within its local and global contexts (Understanding and Mātauranga)

A3 Demonstrate understanding of the relationship between creative work and audiences, clients, markets, users, consumers, participants and communities (Connectedness and Whanaungatanga)

A4 Undertake directed research to contextualise and further their own creative practice. (Understanding and Mātauranga)

B Values and Attitudes

B1 Be intellectually curious and adaptable, willing to embrace new ideas and accommodate risk and uncertainty (Creativity and Toi)

B2 Have clear goals for the continuation of intellectual and professional development (Autonomy and Mana)

C Skills (Cognitive and Intellectual)

C1 Apply exploratory and transformative thinking to generate ideas, proposals, creative works and arguments in response to project demands (Creativity and Toi)

C2 Critically reflect on and evaluate their own work and the work of other practitioners and scholars (Understanding and Mātauranga)

C3 Contribute to innovative developments in creative practice (Creativity and Toi)

D Skills (Subject Specific/ Professional)

D1 Manipulate materials, media, processes, technologies and environments with virtuosity (Virtuosity and Mōhio)

D2 Combine technical excellence with intellectual and conceptual rigour in order to produce high quality creative outputs (Virtuosity and Mōhio)

D3 Skilfully utilise analytical, evaluative, synthesising and iterative processes in order to transform ideas into material outcomes (Virtuosity and Mōhio)

E Skills (Transferable)

E1 Demonstrate strong visual, oral and written communication skills (Connectedness and Whanaungatanga)

E2 Interact effectively, ethically and professionally with others, whether through collaboration or dialogue (Connectedness and Whanaungatanga)

E3 Think and work independently, making autonomous decisions, managing workload and deadlines (Autonomy and Mana)

E4 Source and astutely utilise information in a variety of forms and contexts (Understanding and Mātauranga)

Graduate Profile:

The Bachelor of Design (Honours) and Bachelor of Design aim to provide high level professional education in a wide range of design specialisations that equips graduates to operate as successful designers with these five defining attributes: Creativity, Toi, Virtuosity, Mōhio, Understanding, Mātauranga, Autonomy, Mana, Connectedness, Whanaungatanga. Through both specialist and transferable knowledge and skills, the degrees enable graduates to make wide ranging cultural, social and economic contributions to society. Additionally, the Bachelor of Design with Honours provides appropriate education in research methods for design practice, and the application of research to the production of design and art, with a focus on research-driven innovation.

Graduates of the Bachelor of Design Honours and Bachelor of Design will be able to:

A. Knowledge and understanding

A1 Display an awareness of the richness and variety of different world views acknowledging their contribution to the cultural identity of Aotearoa New Zealand (Mātauranga)

A2 Demonstrate a broad, critical understanding of the discourse of art and design and its multiple global contexts (Mātauranga)

A3 Demonstrate understanding of the relationship between creative work and audiences, clients, markets, users, consumers, participants and citizens (Whanaungatanga)

B. Values and Attitudes

B1 Be intellectually curious and adaptable, willing to embrace new ideas and accommodate risk and uncertainty (Toi)

B2 Have clear goals for the continuation of intellectual and professional development (Mana)

C. Skills (Cognitive and Intellectual)

C1 Apply exploratory and transformative thinking to generate ideas, proposals, creative works and arguments in response to project demands (Toi)

C2 Critically reflect on and evaluate their own work and the work of other practitioners and scholars (Mātauranga)

C3 a. Initiate and contribute to innovative developments in creative practice and research (Toi) [Bachelor of Design Honours]

b. Contribute to innovative developments in creative practice (Toi) [Bachelor of Design]

D. Skills (Subject Specific/ Professional)

D1 Manipulate materials, media, processes, technologies and environments with virtuosity (Mōhio)

D2 Combine technical excellence with intellectual and conceptual rigour in order to produce high quality creative outputs (Mōhio)

D3 Skilfully utilise analytical, evaluative and synthesising iterative processes in order to transform ideas into material outcomes (Mōhio)

E. Skills (Transferable)

E1 Demonstrate strong visual, oral and written communication skills (Whanaungatanga)

E2 Interact effectively, ethically and professionally with others, whether through collaboration or dialogue (Whanaungatanga)

E3 Think and work independently, making autonomous decisions, managing workload and deadlines (Mana)

E4 Source and astutely utilise information in a variety of forms and contexts (Mātauranga)

Schedule

Part One

At least 15 credits

Courses

Code	Credits	Title
212157	15	Studio I (Dress)
212158	15	Fashion 1.2: Introduction to Making Clothes

Part Two

Courses

Code	Credits	Title
212263	15	Fashion Design 2.1: Designing with Stretch Knit Fabrics
212264	15	Fashion Design 2.2: Making Clothing with Stretch Knit Fabrics
212265	15	Fashion Design 2.3: Design Development for Woven Fabrics
212266	15	Fashion Design 2.4: Technical Design for Woven Garment Realisation
212257	30	Design Studio IIA (Fashion)
212258	30	Design Studio IIB (Fashion)

Part Three

Courses

Code	Credits	Title
212358	30	Design Studio IIIB (Fashion)
212367	15	Fashion Design 3.1: Fashion Industry Processes
212368	15	Fashion Design 3.2: Tailoring Methods
212357	30	Design Studio IIIA (Fashion)

Part Four

Courses

Code	Credits	Title
212455	45	Fashion Design Studio Project

Library Impact Statement

Research / Information Literacy Skills 

Current Collections- Books 

Current Collection- Journals 

Current Collection- Journals Article Database 

Future Collecting- Books 

Future Collecting - Journals and Journal Articles 

Future Collecting- Journal Article Databases 

Recommendations 

General Section

Proposal ID 

03965

Change Scale 

1. All Proposals - Complete the sections below for all proposals

Academic Contact and Purpose of the Proposal

Academic Contact: Associate Professor Sven Mehzoud, Head of Ngā Pae Māhutonga, the School of Design, College of Creative Arts

Purpose of the Proposal:

Schedule revisions to reflect introduction of a three-year (360 credit) exit degree within the Bachelor of Design academic programme and new 15 credit core studios.

Main proposal:

Updates to the schedule as required of the main Bachelor of Design (Hons), UHDSG version 8.0, proposal

Proposal Summary

Justification/ Rationale

Acceptability

Year of Implementation and First Year Teaching Plan

Proposal Details

Treaty of Waitangi Implications

2. Strategic Impact - Complete for Early Notice, New Specialisations (Internal Audience Only)

Strategic Considerations

Market Research and Competitor Analysis

Accreditation Considerations (if applicable)

Internal and External Consultation

Equity Implications

Financial Analysis

Predicted Student Numbers / EFTS

Minimum student numbers required for ongoing viability of the qualification

Expected Revenue

Expected Cost

Risk Management

3. Resource Impacts - For New and Significantly Amended Specialisations and for Closure to New Enrolments












Facilities Management

Students








Academic Staff


International

Information Technology

- Student Management System 
- Teaching and Learning Services 
- Student Learning Services 
- Limitations on Numbers 
- Goals of the Programme 
- Programme Overview 
- Proposed Teaching/Delivery Methods 
- Prescriptions for New Courses 
- Assessment and Moderation Procedures 
- Plans for Monitoring Quality/Programme Review 
- Postgraduate Funding 

5. CUAP Section B – For New Specialisations only

- Relationship to Strategic Planning Goals 
- Learning Outcomes for New Courses 
- Student Workload 
- Teaching and Support Staff 
- Teaching Space and Other Facilities 
- Library Resources 
- Timetabling Arrangements 

Committee References 	CCACB2024/03/114, UGQEC2024/03/99 Sue 30/1/18 added credit value
	Sue 30/1/18 added credit value

Status Log

Initial Status	End Status	User	Date	Comment
College Sub Committee Approval	College Board Approval	CAITLIN LIGO	19 Mar 2024 22:46 pm	Approved by UGQEC Chairs Action
HOD Approval	College Sub Committee Approval	CAITLIN LIGO	19 Mar 2024 22:44 pm	Approved on behalf of HoS Sven Mehzoud
Draft	HOD Approval	CAITLIN LIGO	19 Mar 2024 22:38 pm	yes
	Draft	Jessica Board	21 Feb 2024 10:50 am	Realign with Resized Qualification

Specialisation Comparison

UBDSG1JINDS1 Industrial Design v2.0 COLLEGE BOARD APPROVAL

compared to

UBDSG1JINDS1 Industrial Design v1.0 APPROVED

[Show Legend](#)

Show Changes Expand All Changes

Affiliated Entities			
Entity Code	Entity Title	Entity Version	Entity Type
UBDSG	Bachelor of Design	v5.1	Qualification
UBDSG	Bachelor of Design	v6.0	Qualification
Year of Implementation		2025	
		2016	
Specialisation Code	UBDSG1JINDS1		
Specialisation Title	Industrial Design		
Abbreviated Title	Industrial Desi		
	Industrial Design		
Credit Value	150		
	100		
Specialisation Type	Major		
No New Enrolment	No		
MOE Subject	Design & Technology		
Specialisation Lead	CAITLIN LIGO (19 Mar 2024 to ---), MICHELE HOLLIS (21 Feb 2024 to 18 Mar 2024)		
	MICHELE HOLLIS (6 Jun 2018 to ---)		
Collaborating Staff			
Staff Member			
Jessica Board			
CAITLIN LIGO			
GREGORY GILBERT			
PHIL BRONN			
TERESA HARTLEY			
FAITH KANE			
Owning Organisation	College of Creative Arts (MU00007)		
Proposed Review Dates			
Date Types		Date	
No dates assigned			
Graduate Profile	<p>The Bachelor of Design (Honours) and Bachelor of Design aim to provide high-level professional education in a wide range of design specialisations that equips graduates to operate as successful designers with these defining attributes: Creativity and Toi; Virtuosity and Mōhio; Understanding and Mātauranga; Autonomy and Mana; Connectedness and Whanaungatanga.</p> <p>Through both specialist and transferable knowledge and skills, the degrees enable graduates to make wide-ranging cultural, social and economic contributions to society. Additionally, the Bachelor of Design with Honours provides</p>		

appropriate education in research methods for design practice, and the application of research to the production of design and art, with a focus on research-driven innovation.

Graduates of the Bachelor of Design will be able to:

A Knowledge and understanding

A1 Display an awareness of the richness and variety of different world views acknowledging their contribution to the cultural identity of Aotearoa New Zealand (Understanding and Mātauranga)

A2 Demonstrate a broad, critical understanding of the discourse of art and design within its local and global contexts (Understanding and Mātauranga)

A3 Demonstrate understanding of the relationship between creative work and audiences, clients, markets, users, consumers, participants and communities (Connectedness and Whanaungatanga)

A4 Undertake directed research to contextualise and further their own creative practice. (Understanding and Mātauranga)

B Values and Attitudes

B1 Be intellectually curious and adaptable, willing to embrace new ideas and accommodate risk and uncertainty (Creativity and Toi)

B2 Have clear goals for the continuation of intellectual and professional development (Autonomy and Mana)

C Skills (Cognitive and Intellectual)

C1 Apply exploratory and transformative thinking to generate ideas, proposals, creative works and arguments in response to project demands (Creativity and Toi)

C2 Critically reflect on and evaluate their own work and the work of other practitioners and scholars (Understanding and Mātauranga)

C3 Contribute to innovative developments in creative practice (Creativity and Toi)

D Skills (Subject Specific/ Professional)

D1 Manipulate materials, media, processes, technologies and environments with virtuosity (Virtuosity and Mōhio)

D2 Combine technical excellence with intellectual and conceptual rigour in order to produce high quality creative outputs (Virtuosity and Mōhio)

D3 Skilfully utilise analytical, evaluative, synthesising and iterative processes in order to transform ideas into material outcomes (Virtuosity and Mōhio)

E Skills (Transferable)

E1 Demonstrate strong visual, oral and written communication skills (Connectedness and Whanaungatanga)

E2 Interact effectively, ethically and professionally with others, whether through collaboration or dialogue (Connectedness and Whanaungatanga)

E3 Think and work independently, making autonomous decisions, managing workload and deadlines (Autonomy and Mana)

E4 Source and astutely utilise information in a variety of forms and contexts (Understanding and Mātauranga)

Graduate Profile:

The Bachelor of Design (Honours) and Bachelor of Design aim to provide high level professional education in a wide range of design specialisations that equips graduates to operate as successful designers with these five defining attributes: Creativity, Toi, Virtuosity, Mōhio, Understanding, Mātauranga, Autonomy, Mana, Connectedness, Whanaungatanga. Through both specialist and transferable knowledge and skills, the degrees enable graduates to make wide ranging cultural, social and economic contributions to society. Additionally, the Bachelor of Design with Honours provides appropriate education in research methods for design practice, and the application of research to the production of design and art, with a focus on research-driven innovation.

Graduates of the Bachelor of Design Honours and Bachelor of Design will be able to:

A. Knowledge and understanding

A1 Display an awareness of the richness and variety of different world views acknowledging their contribution to the cultural identity of Aotearoa New Zealand (Mātauranga)

A2 Demonstrate a broad, critical understanding of the discourse of art and design and its multiple global contexts (Mātauranga)

A3 Demonstrate understanding of the relationship between creative work and audiences, clients, markets, users, consumers, participants and citizens (Whanaungatanga)

B. Values and Attitudes

B1 Be intellectually curious and adaptable, willing to embrace new ideas and accommodate risk and uncertainty (Toi)

B2 Have clear goals for the continuation of intellectual and professional development (Mana)

C. Skills (Cognitive and Intellectual)

C1 Apply exploratory and transformative thinking to generate ideas, proposals, creative works and arguments in response to project demands (Toi)

C2 Critically reflect on and evaluate their own work and the work of other practitioners and scholars (Mātauranga)

C3 a. Initiate and contribute to innovative developments in creative practice and research (Toi) [Bachelor of Design Honours]

b. Contribute to innovative developments in creative practice (Toi) [Bachelor of Design]

D. Skills (Subject Specific/ Professional)

D1 Manipulate materials, media, processes, technologies and environments with virtuosity (Mōhio)

D2 Combine technical excellence with intellectual and conceptual rigour in order to produce high quality creative outputs. (Mōhio)

D3 Skilfully utilise analytical, evaluative and synthesising iterative processes in order to transform ideas into material outcomes (Mōhio)

E. Skills (Transferable)

E1 Demonstrate strong visual, oral and written communication skills (Whanaungatanga)

E2 Interact effectively, ethically and professionally with others, whether through collaboration or dialogue (Whanaungatanga)

E3 Think and work independently, making autonomous decisions, managing workload and deadlines (Mana)

E4 Source and astutely utilise information in a variety of forms and contexts (Mātauranga)

Schedule

Part One

At least 15 credits

Courses

Code	Credits	Title
198157	15	Studio I (Object)
198158	15	Product and Industrial Design 1.2: Furniture Design

Part Two

Courses

Code	Credits	Title
198263	15	Product and Industrial Design 2.1: Experiential Design
198264	15	Product and Industrial Design 2.2: Dynamic Workflows
198265	15	Product and Industrial Design 2.3: Empathy, Impact and Consequence
198266	15	Product and Industrial Design 2.4: Manufacturing Realities
198257	30	Design Studio IIA (Industrial)
198258	30	Design Studio IIB (Industrial)

Part Three

Courses

Code	Credits	Title
198358	30	Design Studio IIIB (Industrial)
198367	15	Product and Industrial Design 3.1: Context Specific Project
198368	15	Product and Industrial Design 3.2: Industry Based Project
198357	30	Design Studio IIIA (Industrial)

Part Four

Courses

Code	Credits	Title
198455	45	Industrial Design Studio Project

Library Impact Statement

Research / Information Literacy Skills 

Current Collections- Books 

Current Collection- Journals 

Current Collection- Journals Article Database 

Future Collecting- Books 

Future Collecting - Journals and Journal Articles 

Future Collecting- Journal Article Databases 

Recommendations 

General Section**Proposal ID** 

03965

Change Scale 

-

1. All Proposals - Complete the sections below for all proposals**Academic Contact and Purpose of the Proposal** **Academic Contact:** Associate Professor Sven Mehzoud, Head of Ngā Pae Māhutonga, the School of Design, College of Creative Arts**Purpose of the Proposal:**

Schedule revisions to reflect introduction of a three-year (360 credit) exit degree within the Bachelor of Design academic programme and new 15 credit core studios.

Main proposal:

Updates to the schedule as required of the main Bachelor of Design (Hons), UHDSG version 8.0, proposal

Proposal Summary **Justification/ Rationale** **Acceptability** **Year of Implementation and First Year Teaching Plan** **Proposal Details** **Treaty of Waitangi Implications** **2. Strategic Impact - Complete for Early Notice, New Specialisations (Internal Audience Only)****Strategic Considerations** **Market Research and Competitor Analysis** **Accreditation Considerations (if applicable)** **Internal and External Consultation** **Equity Implications** **Financial Analysis** **Predicted Student Numbers / EFTS** **Minimum student numbers required for ongoing viability of the qualification** **Expected Revenue** **Expected Cost** **Risk Management** **3. Resource Impacts - For New and Significantly Amended Specialisations and for Closure to New Enrolments****Facilities Management** **Students** 

3/19/24, 10:52 PM

Specialisation Comparison - UBDSG1JINDS1 - Industrial Design AC24/04/57
CCACB2024/03/120

Academic Staff

International

Information Technology

Student Management System

Teaching and Learning Services

Student Learning Services

Limitations on Numbers

Goals of the Programme

Programme Overview

Proposed Teaching/Delivery Methods

Prescriptions for New Courses

Assessment and Moderation Procedures

Plans for Monitoring Quality/Programme Review

Postgraduate Funding

5. CUAP Section B – For New Specialisations only

Relationship to Strategic Planning Goals

Learning Outcomes for New Courses

Student Workload

Teaching and Support Staff

Teaching Space and Other Facilities

Library Resources

Timetabling Arrangements

Committee References	CCACB2024/03/115, UGQEC2024/03/100 Sue 30/01/18 added credit value and graduate profile
	Sue 30/01/18 added credit value and graduate profile

Status Log

Initial Status	End Status	User	Date	Comment
College Sub Committee Approval	College Board Approval	CAITLIN LIGO	19 Mar 2024 22:46 pm	Approved by UGQEC Chairs Action
HOD Approval	College Sub Committee Approval	CAITLIN LIGO	19 Mar 2024 22:44 pm	Approved on behalf of HoS Sven Mehzoud
Draft	HOD Approval	CAITLIN LIGO	19 Mar 2024 22:38 pm	yes
	Draft	Jessica Board	21 Feb 2024 15:51 pm	Realign with Resized Qualification

Specialisation Comparison

UBDSG1JINDG1 Integrated Design v2.0 COLLEGE BOARD APPROVAL

compared to

UBDSG1JINDG1 Integrated Design v1.0 APPROVED

[Show Legend](#)

Show Changes Expand All Changes

Affiliated Entities			
Entity Code	Entity Title	Entity Version	Entity Type
UBDSG	Bachelor of Design	v5.1	Qualification
UBDSG	Bachelor of Design	v6.0	Qualification

Year of Implementation	2025 2020
Specialisation Code	UBDSG1JINDG1
Specialisation Title	Integrated Design
Abbreviated Title	Integrated Des
Credit Value	195
Specialisation Type	Major
No New Enrolment	No
MOE Subject	Design & Technology
Specialisation Lead	CAITLIN LIGO (19 Mar 2024 to ---), MOANA MINSON (21 Feb 2024 to 18 Mar 2024) MOANA MINSON (23 May 2019 to ---)

Collaborating Staff	
Staff Member	
TERESA HARTLEY	
CAITLIN LIGO	
HEIKE ULRICH	
PAT HICKSON	
PAUL ORSMAN	
TIMOTHY DARLINGTON	
Jessica Board	
GREGORY GILBERT	
FAITH KANE	
PHIL BRONN	
BRIAN LUCID	
TRISTAM SPARKS	

Owning Organisation	College of Creative Arts (MU00007)
----------------------------	------------------------------------

Proposed Review Dates	
Date Types	Date
No dates assigned	

Graduate Profile	The Bachelor of Design (Honours) and Bachelor of Design aim to provide high-level professional education in a wide range of design specialisations that equips graduates to operate as successful designers with these defining attributes: Creativity
-------------------------	--

and *Toi*; *Virtuosity* and *Mōhio*; *Understanding* and *Mātauranga*; *Autonomy* and *Mana*; *Connectedness* and *Whanaungatanga*.

Through both specialist and transferable knowledge and skills, the degrees enable graduates to make wide-ranging cultural, social and economic contributions to society. Additionally, the Bachelor of Design with Honours provides appropriate education in research methods for design practice, and the application of research to the production of design and art, with a focus on research-driven innovation.

Graduates of the Bachelor of Design will be able to:

A Knowledge and understanding

A1 Display an awareness of the richness and variety of different world views acknowledging their contribution to the cultural identity of Aotearoa New Zealand (*Understanding* and *Mātauranga*)

A2 Demonstrate a broad, critical understanding of the discourse of art and design within its local and global contexts (*Understanding* and *Mātauranga*)

A3 Demonstrate understanding of the relationship between creative work and audiences, clients, markets, users, consumers, participants and communities (*Connectedness* and *Whanaungatanga*)

A4 Undertake directed research to contextualise and further their own creative practice. (*Understanding* and *Mātauranga*)

B Values and Attitudes

B1 Be intellectually curious and adaptable, willing to embrace new ideas and accommodate risk and uncertainty (*Creativity* and *Toi*)

B2 Have clear goals for the continuation of intellectual and professional development (*Autonomy* and *Mana*)

C Skills (Cognitive and Intellectual)

C1 Apply exploratory and transformative thinking to generate ideas, proposals, creative works and arguments in response to project demands (*Creativity* and *Toi*)

C2 Critically reflect on and evaluate their own work and the work of other practitioners and scholars (*Understanding* and *Mātauranga*)

C3 Contribute to innovative developments in creative practice (*Creativity* and *Toi*)

D Skills (Subject Specific/ Professional)

D1 Manipulate materials, media, processes, technologies and environments with virtuosity (*Virtuosity* and *Mōhio*)

D2 Combine technical excellence with intellectual and conceptual rigour in order to produce high quality creative outputs (*Virtuosity* and *Mōhio*)

D3 Skilfully utilise analytical, evaluative, synthesising and iterative processes in order to transform ideas into material outcomes (*Virtuosity* and *Mōhio*)

E Skills (Transferable)

E1 Demonstrate strong visual, oral and written communication skills (*Connectedness* and *Whanaungatanga*)

E2 Interact effectively, ethically and professionally with others, whether through collaboration or dialogue (*Connectedness* and *Whanaungatanga*)

E3 Think and work independently, making autonomous decisions, managing workload and deadlines (*Autonomy* and *Mana*)

E4 Source and astutely utilise information in a variety of forms and contexts (*Understanding* and *Mātauranga*)

Graduate Profile:

The Bachelor of Design (Honours) and Bachelor of Design aim to provide high level professional education in a wide range of design specialisations that equips graduates to operate as successful designers with these **five defining attributes**:-

~~Creativity – Toi; Virtuosity – Mōhio; Understanding – Mātauranga; Autonomy – Mana; Connectedness – Whanaungatanga.~~

Through both specialist and transferable knowledge and skills, the degrees enable graduates to make wide-ranging cultural, social and economic contributions to society. Additionally, the Bachelor of Design with Honours provides appropriate education in research methods for design practice, and the application of research to the production of design and art, with a focus on research-driven innovation.

Graduates of the Bachelor of Design Honours and Bachelor of Design will be able to:

A. Knowledge and understanding

1. Display an awareness of the richness and variety of different world views acknowledging their contribution to the cultural identity of Aotearoa New Zealand (*Mātauranga*)
2. Demonstrate a broad, critical understanding of the discourse of art and design and its multiple global contexts (*Mātauranga*)
3. Demonstrate understanding of the relationship between creative work and audiences, clients, markets, users, consumers, participants and citizens (*Whanaungatanga*)

B. Values and Attitudes

1. Be intellectually curious and adaptable, willing to embrace new ideas and accommodate risk and uncertainty (*Toi*)
2. Have clear goals for the continuation of intellectual and professional development (*Mana*)

C. Skills (Cognitive and Intellectual)

1. Apply exploratory and transformative thinking to generate ideas, proposals, creative works and arguments in response to project demands (*Toi*)
2. Critically reflect on and evaluate their own work and the work of other practitioners and scholars (*Mātauranga*)
3. a. Initiate and contribute to innovative developments in creative practice and research (*Toi*) [Bachelor of Design Honours]
 - b. Contribute to innovative developments in creative practice (*Toi*) [Bachelor of Design]

D. Skills (Subject Specific/ Professional)

1. Manipulate materials, media, processes, technologies and environments with virtuosity (*Mōhio*)
2. Combine technical excellence with intellectual and conceptual rigour in order to produce high quality creative outputs. (*Mōhio*)

	<p>3. Skillfully utilise analytical, evaluative and synthesising iterative processes in order to track outcomes (<i>Māhio</i>)</p> <p>E-Skills (Transferable)</p> <ol style="list-style-type: none"> 1. Demonstrate strong visual, oral and written communication skills (<i>Whanaungatanga</i>) 2. Interact effectively, ethically and professionally with others, whether through collaboration or dialogue (<i>Whanaungatanga</i>) 3. Think and work independently, making autonomous decisions, managing workload and deadlines (<i>Mana</i>) 4. Source and astutely utilise information in a variety of forms and contexts (<i>Mātauranga</i>)
--	--

Schedule

Part One

30 credits

Courses

Code	Credits	Title
198158	15	Product and Industrial Design 1.2: Furniture Design
212158	15	Fashion 1.2: Introduction to Making Clothes
221158	15	Photography Studio 1.2: Introduction to the Darkroom
223158	15	Textile Design 1.2: Surface Design, Colour and Screen Print
224158	15	Spatial Design 1.2: Immersive Experiences
296158	15	Concept Design 1.2: Worldbuilding
222159	15	Visual Communication Design 1.3: Introduction to User Experience Design and Interactivity
298157	15	Toi Atea 1
212157	15	Studio I (Dress)
198157	15	Studio I (Object)
221157	15	Studio I (Lens)
222157	15	Studio I (Screen)
222158	15	Studio I (Type)
223157	15	Studio I (Material)
224157	15	Studio I (Space)
296157	15	Studio I (Imagine)

Part Two

60 credits

~~30 credits~~

Courses

Code	Credits	Title
198263	15	Product and Industrial Design 2.1: Experiential Design
212263	15	Fashion Design 2.1: Designing with Stretch Knit Fabrics
221263	15	Photography Studio 2.1: Attributes of Light
222263	15	Visual Communication Design 2.1: Graphic Design: Type and Image Systems
223263	15	Textile Design 2.1: Intro to Knit
224263	15	Spatial Design 2.1: Place and Community
296263	15	Concept Design 2.1: Character and Environment
198264	15	Product and Industrial Design 2.2: Dynamic Workflows
212264	15	Fashion Design 2.2: Making Clothing with Stretch Knit Fabrics
221264	15	Photography Studio 2.2: Fact and Fantasy
222264	15	Visual Communication Design 2.2: Visualising Information
223264	15	Textile Design 2.2: Intro to Print, Colouration and Pattern
224264	15	Spatial Design 2.2: Producing Atmospheres
296264	15	Concept Design 2.2: Prop and Creature
198265	15	Product and Industrial Design 2.3: Empathy, Impact and Consequence

Academic Board Meeting - Part I - CUAP PROPOSALS

3/19/24, 10:53 PM

Specialisation Comparison - UBDSG1JINDG1 - Integrated Design

AC24/04/57

CCACB2024/03/120

212265	15	Fashion Design 2.3: Design Development for Woven Fabrics
221265	15	Photography Studio 2.3: The Living Archive
222265	15	Visual Communication Design 2.3: User Experience Design in Web and Digital Media
223265	15	Textile Design 2.3: Intro to Weave
224265	15	Spatial Design 2.3: Adaptive Interiors
296265	15	Concept Design 2.3: Visualisation
198266	15	Product and Industrial Design 2.4: Manufacturing Realities
212266	15	Fashion Design 2.4: Technical Design for Woven Garment Realisation
221266	15	Photography Studio 2.4: Photography, Representation and the Gaze
222266	15	Visual Communication Design 2.4: Brand Communication
223266	15	Textile Design 2.4: Digital Textile Print and Application
224266	15	Spatial Design 2.4: Material Matters
296266	15	Concept Design 2.4 Design for Fabrication
222267	15	Visual Communication Design 2.5: Illustration Practice
222268	15	Visual Communication Design 2.6: Transmedia and Motion Graphics

Part Three

Courses

Code	Credits	Title
None		

30 credits from

30 credits

Courses

Code	Credits	Title
198367	15	Product and Industrial Design 3.1: Context Specific Project
212367	15	Fashion Design 3.1: Fashion Industry Processes
221367	15	Photography Studio 3.1: The Photobook and Narrative
222367	15	Visual Communication Design 3.1: Editorial Design and Production
223367	15	Textile Design 3.1: Advanced Textile Structures
224367	15	Spatial Design 3.1: Regenerative Practices
296367	15	Concept Design 3.1 Concepting Film and Animation
198368	15	Product and Industrial Design 3.2: Industry Based Project
212368	15	Fashion Design 3.2: Tailoring Methods
221368	15	Photography Studio 3.2: Post Photography
222368	15	Visual Communication Design 3.2: Brand Communication Identity and Narrative
223368	15	Textile Design 3.2: Advanced Textile Print for Collection and Industry
224368	15	Spatial Design 3.2: Spatial Agency
296368	15	Concept Design 3.2: Concepting Game and Location-Based Experience
222369	15	Visual Communication Design 3.3: User Experience Design: Service, Experience and Interaction
222372	15	Visual Communication Design 3.4: Creating Visual Narrative Content
198257	30	Design Studio IIA (Industrial)
212257	30	Design Studio IIA (Fashion)
221257	30	Design Studio IIA (Photography)
222257	30	Design Studio IIA (Visual Communication)
223257	30	Design Studio IIA (Textiles)
224257	30	Design Studio IIA (Spatial)
296257	30	Design Studio IIA (Concept)

30 credits from

30 credits

Courses

Academic Board Meeting - Part I - CUAP PROPOSALS

3/19/24, 10:53 PM

Specialisation Comparison - UBDSG1JINDG1 - Integrated Design

AC24/04/57

CCACB2024/03/120

Code	Credits	Title
198358	30	Design Studio IIIB (Industrial)
212358	30	Design Studio IIIB (Fashion)
224358	30	Design Studio IIIB (Spatial)
221358	30	Design Studio IIIB (Photography)
222358	30	Design Studio IIIB (Visual Communication)
223358	30	Design Studio IIIB (Textiles)
296358	30	Design Studio IIIB (Concept)

30 credits from

30 credits

credits

Courses

Code	Credits	Title
198157	15	Studio I (Object)
212157	15	Studio I (Dress)
213157	15	Studio I (Art Lab)
213158	15	Studio I (Art Place)
221157	15	Studio I (Lens)
222157	15	Studio I (Screen)
222158	15	Studio I (Type)
223157	15	Studio I (Material)
224157	15	Studio I (Space)
296157	15	Studio I (Imagine)

30 credits from

30 credits

Courses

Code	Credits	Title
198257	30	Design Studio IIA (Industrial)
212257	30	Design Studio IIA (Fashion)
221257	30	Design Studio IIA (Photography)
222257	30	Design Studio IIA (Visual Communication)
223257	30	Design Studio IIA (Textiles)
224257	30	Design Studio IIA (Spatial)
296257	30	Design Studio IIA (Concept)

30 credits from

30 credits

Courses

Code	Credits	Title
198258	30	Design Studio IIB (Industrial)
212258	30	Design Studio IIB (Fashion)
221258	30	Design Studio IIB (Photography)
222258	30	Design Studio IIB (Visual Communication)
223258	30	Design Studio IIB (Textiles)
224258	30	Design Studio IIB (Spatial)
296258	30	Design Studio IIB (Concept)

Part Four

Courses

Code	Credits	Title
293455	45	Integrated Design Studio Project

Library Impact Statement

Research / Information Literacy Skills

It is recommended that students would benefit from information skills teaching in this programme. In consultation with the course co-ordinator the Subject Librarian will provide information literacy teaching either online or face-to-face, amounting to three hours of student contact and activity and two hours of Library staff preparation. In addition individual research consultations, either in the Library or remotely, will be available for each student. This equates to 1.5 hours of Library staff time per student

Current Collections- Books

The Wellington Library has a small collection of print and e-titles in this specialised subject. It is backed up by an impressive collection of 49,000 design and art books. A further 60,000 related titles are held by the Albany and Manawatu Libraries

Current Collection- Journals

The Wellington Library has current subscriptions to 92 print art, design and performing arts print titles. Electronic access is provided to a further 500 titles. Where possible the library purchases journals in electronic format either individually or in packages

Current Collection- Journals Article Database

The Wellington Library has current subscriptions to 92 print art, design and performing arts print titles. Electronic access is provided to a further 500 titles. Where possible the library purchases journals in electronic format either individually or in packages

The Library subscribes to all major art and design databases including

- Art and Architecture Complete ArtBibliographies Modern
- Avery Index to Architectural Periodicals
- Bibliography of the History of Art
- Design and Applied Arts Index
- World Textiles

A recent addition is the Proquest Art, Design and Architecture Collection which adds a further 350 art and humanities full text journals to the collection

Future Collecting- Books

There is no additional collection resourcing for this programme. Ongoing purchasing of new book titles can be met from existing book budgets

Future Collecting - Journals and Journal Articles

Current journal subscriptions are sufficient for this programme

Future Collecting- Journal Article Databases

Current journal article databases are sufficient to meet the needs of this programme

Recommendations

There is no additional resourcing required for this programme

Paul Orsman
Subject Librarian
College of Creative Arts
Wellington Campus
24 May 2019

Tim Darlington
Associate University Librarian, Resources & Technology
24 May 2019

General Section

Proposal ID

03965

Change Scale

-

1. All Proposals - Complete the sections below for all proposals

Academic Contact and Purpose of the Proposal

Academic Contact: Associate Professor Sven Mehzoud, Head of Ngā Pae Māhutonga, the School of Design, College of Creative Arts

Purpose of the Proposal:

Schedule revisions to reflect introduction of a three-year (360 credit) exit degree within the Bachelor of Design academic programme and new 15 credit core studios.

Main proposal:

Updates to the schedule as required of the main Bachelor of Design (Hons), UHDSG version 8.0, proposal

Academic Contact:

Professor Brian Lucid, Head of Ngā Pae Māhūtonga, the School of Design, College of Creative Arts.

Purpose of the Proposal

Introduction of an Integrated Design major to the suite of existing majors within the Bachelor of Design academic programme.

Concurrently an Integrated Design major is added to the suite of existing majors within the Bachelor of Design with Honours academic programme.

Main proposal:

UHDSG1JINDS1 Integrated Design, Version 1 — new Integrated Design major to be added to the existing Bachelor of Design with Honours

Linked proposals:

UBDSG1JINDS1 Integrated Design, Version 1 — new Integrated Design major to be added to the existing Bachelor of Design **[current proposal]**

UBDSG Bachelor of Design, Version 3 — Addition of new Majors: Concept Design and Integrated Design

UHDSG Bachelor of Design with Honours, Version 5 — Addition of new Majors: Concept Design and Integrated Design; addition of transition regulations 16 and 17

293453 Integrated Design Research and Development, Version 1 — new course

293454 Integrated Design Research Project, Version 1 — new course

293455 Integrated Design Studio Project, Version 1 — new course

Proposal Summary 

Justification/ Rationale 

Acceptability 

Year of Implementation and First Year Teaching Plan 

Proposal Details 

Treaty of Waitangi Implications 

2. Strategic Impact - Complete for Early Notice, New Specialisations (Internal Audience Only)

Strategic Considerations 

Market Research and Competitor Analysis 

Accreditation Considerations (if applicable) 

Internal and External Consultation 

Equity Implications 

Financial Analysis 

Predicted Student Numbers / EFTS 

Minimum student numbers required for ongoing viability of the qualification 

Expected Revenue 

Expected Cost 

Risk Management 

3. Resource Impacts - For New and Significantly Amended Specialisations and for Closure to New Enrolments

Facilities Management 

3/19/24, 10:53 PM

Specialisation Comparison - UBDSG1JINDG1 - Integrated Design AC24/04/57
 CCACB2024/03/120

- Students
- Academic Staff
- International
- Information Technology
- Student Management System
- Teaching and Learning Services
- Student Learning Services
- Limitations on Numbers
- Goals of the Programme
- Programme Overview
- Proposed Teaching/Delivery Methods
- Prescriptions for New Courses
- Assessment and Moderation Procedures
- Plans for Monitoring Quality/Programme Review
- Postgraduate Funding

5. CUAP Section B – For New Specialisations only

- Relationship to Strategic Planning Goals
- Learning Outcomes for New Courses
- Student Workload
- Teaching and Support Staff
- Teaching Space and Other Facilities
- Library Resources
 A Library Impact Statement prepared by Library staff is appended.
- Timetabling Arrangements

Committee References	CCACB2024/03/116, UGQEC2024/03/101
	AB19/07/159; AC19/07/403Rev1; CCACB2019/06/93; UGQEC19/05/101 04/09/19 Pat Hickson Owning Organisation to College of Creative Arts
	AB19/07/159; AC19/07/403Rev1; CCACB2019/06/93; UGQEC19/05/101 04/09/19 Pat Hickson Owning Organisation to College of Creative Arts

Status Log

Initial Status	End Status	User	Date	Comment
College Sub Committee Approval	College Board Approval	CAITLIN LIGO	19 Mar 2024 22:46 pm	Approved by UGQEC Chairs Action
HOD Approval	College Sub Committee Approval	CAITLIN LIGO	19 Mar 2024 22:44 pm	Approved on behalf of HoS Sven Mehzoud
Draft	HOD Approval	CAITLIN LIGO	19 Mar 2024 22:38 pm	yes
	Draft	Jessica Board	21 Feb 2024 15:52 pm	Realign with Resized Qualification

Specialisation Comparison

UBDSG1JPHTG1 Photography v2.0 COLLEGE BOARD APPROVAL

compared to

UBDSG1JPHTG1 Photography v1.0 APPROVED

[Show Legend](#)

Show Changes Expand All Changes

Affiliated Entities			
Entity Code	Entity Title	Entity Version	Entity Type
UBDSG	Bachelor of Design	v5.1	Qualification
UBDSG	Bachelor of Design	v6.0	Qualification

Year of Implementation	2025 2016
Specialisation Code	UBDSG1JPHTG1
Specialisation Title	Photography
Abbreviated Title	Photography
Credit Value	150 180
Specialisation Type	Major
No New Enrolment	No
MOE Subject	Graphics & Design
Specialisation Lead	CAITLIN LIGO (19 Mar 2024 to ---), MICHELE HOLLIS (21 Feb 2024 to 18 Mar 2024) MICHELE HOLLIS (6 Jun 2018 to ---)

Collaborating Staff	
Staff Member	
Jessica Board	
CAITLIN LIGO	
GREGORY GILBERT	
FAITH KANE	
PHIL BRONN	
Owning Organisation	College of Creative Arts (MU00007)

Proposed Review Dates	
Date Types	Date
No dates assigned	

Graduate Profile	<p>The Bachelor of Design (Honours) and Bachelor of Design aim to provide high-level professional education in a wide range of design specialisations that equips graduates to operate as successful designers with these defining attributes: Creativity and Toi; Virtuosity and Mōhio; Understanding and Mātauranga; Autonomy and Mana; Connectedness and Whanaungatanga.</p> <p>Through both specialist and transferable knowledge and skills, the degrees enable graduates to make wide-ranging cultural, social and economic contributions to society. Additionally, the Bachelor of Design with Honours provides appropriate education in research methods for design practice, and the application of research to the production of design and art, with a focus on research-driven innovation.</p> <p>Graduates of the Bachelor of Design will be able to:</p>
-------------------------	--

A Knowledge and understanding

- A1 Display an awareness of the richness and variety of different world views acknowledging their contribution to the cultural identity of Aotearoa New Zealand (Understanding and Mātauranga)
- A2 Demonstrate a broad, critical understanding of the discourse of art and design within its local and global contexts (Understanding and Mātauranga)
- A3 Demonstrate understanding of the relationship between creative work and audiences, clients, markets, users, consumers, participants and communities (Connectedness and Whanaungatanga)
- A4 Undertake directed research to contextualise and further their own creative practice. (Understanding and Mātauranga)

B Values and Attitudes

- B1 Be intellectually curious and adaptable, willing to embrace new ideas and accommodate risk and uncertainty (Creativity and Toi)
- B2 Have clear goals for the continuation of intellectual and professional development (Autonomy and Mana)

C Skills (Cognitive and Intellectual)

- C1 Apply exploratory and transformative thinking to generate ideas, proposals, creative works and arguments in response to project demands (Creativity and Toi)
- C2 Critically reflect on and evaluate their own work and the work of other practitioners and scholars (Understanding and Mātauranga)
- C3 Contribute to innovative developments in creative practice (Creativity and Toi)

D Skills (Subject Specific/ Professional)

- D1 Manipulate materials, media, processes, technologies and environments with virtuosity (Virtuosity and Mōhio)
- D2 Combine technical excellence with intellectual and conceptual rigour in order to produce high quality creative outputs (Virtuosity and Mōhio)
- D3 Skilfully utilise analytical, evaluative, synthesising and iterative processes in order to transform ideas into material outcomes (Virtuosity and Mōhio)

E Skills (Transferable)

- E1 Demonstrate strong visual, oral and written communication skills (Connectedness and Whanaungatanga)
- E2 Interact effectively, ethically and professionally with others, whether through collaboration or dialogue (Connectedness and Whanaungatanga)
- E3 Think and work independently, making autonomous decisions, managing workload and deadlines (Autonomy and Mana)
- E4 Source and astutely utilise information in a variety of forms and contexts (Understanding and Mātauranga)

Graduate Profile:

The Bachelor of Design (Honours) and Bachelor of Design aim to provide high level professional education in a wide range of design specialisations that equips graduates to operate as successful designers with these five defining attributes: Creativity, Toi, Virtuosity, Mōhio, Understanding, Mātauranga, Autonomy, Mana, Connectedness, Whanaungatanga. Through both specialist and transferable knowledge and skills, the degrees enable graduates to make wide ranging cultural, social and economic contributions to society. Additionally, the Bachelor of Design with Honours provides appropriate education in research methods for design practice, and the application of research to the production of design and art, with a focus on research driven innovation. Graduates of the Bachelor of Design Honours and Bachelor of Design will be able to:

A- Knowledge and understanding

- A1 Display an awareness of the richness and variety of different world views acknowledging their contribution to the cultural identity of Aotearoa New Zealand (Mātauranga)
- A2 Demonstrate a broad, critical understanding of the discourse of art and design and its multiple global contexts (Mātauranga)
- A3 Demonstrate understanding of the relationship between creative work and audiences, clients, markets, users, consumers, participants and citizens (Whanaungatanga)

B- Values and Attitudes

- B1 Be intellectually curious and adaptable, willing to embrace new ideas and accommodate risk and uncertainty (Toi)
- B2 Have clear goals for the continuation of intellectual and professional development (Mana)

C- Skills (Cognitive and Intellectual)

- C1 Apply exploratory and transformative thinking to generate ideas, proposals, creative works and arguments in response to project demands (Toi)
- C2 Critically reflect on and evaluate their own work and the work of other practitioners and scholars (Mātauranga)
- C3 a. Initiate and contribute to innovative developments in creative practice and research (Toi) [Bachelor of Design Honours]
b. Contribute to innovative developments in creative practice (Toi) [Bachelor of Design]

D- Skills (Subject Specific/ Professional)

- D1 Manipulate materials, media, processes, technologies and environments with virtuosity (Mōhio)
- D2 Combine technical excellence with intellectual and conceptual rigour in order to produce high quality creative outputs. (Mōhio)
- D3 Skilfully utilise analytical, evaluative and synthesising iterative processes in order to transform ideas into material outcomes (Mōhio)

E- Skills (Transferable)

- E1 Demonstrate strong visual, oral and written communication skills (Whanaungatanga)
- E2 Interact effectively, ethically and professionally with others, whether through collaboration or dialogue (Whanaungatanga)
- E3 Think and work independently, making autonomous decisions, managing workload and deadlines (Mana)
- E4 Source and astutely utilise information in a variety of forms and contexts (Mātauranga)

Schedule

Part One

At least 15 credits

Courses

Code	Credits	Title
221157	15	Studio I (Lens)
221158	15	Photography Studio 1.2: Introduction to the Darkroom

Part Two

Courses

Code	Credits	Title
221263	15	Photography Studio 2.1: Attributes of Light
221264	15	Photography Studio 2.2: Fact and Fantasy
221265	15	Photography Studio 2.3: The Living Archive
221266	15	Photography Studio 2.4: Photography, Representation and the Gaze
221257	30	Design Studio IIA (Photography)
221258	30	Design Studio IIB (Photography)

Part Three

Courses

Code	Credits	Title
221358	30	Design Studio IIIB (Photography)
221367	15	Photography Studio 3.1: The Photobook and Narrative
221368	15	Photography Studio 3.2: Post Photography
221357	30	Design Studio IIIA (Photography)

Part Four

Courses

Code	Credits	Title
221455	45	Photography Studio Project

Library Impact Statement

Research / Information Literacy Skills 

Current Collections- Books 

Current Collection- Journals 

Current Collection- Journals Article Database 

Future Collecting- Books 

Future Collecting - Journals and Journal Articles 

Future Collecting- Journal Article Databases 

Recommendations 

General Section

Proposal ID 

03965

Change Scale 

-

1. All Proposals - Complete the sections below for all proposalsAcademic Contact and Purpose of the Proposal **Academic Contact:** Associate Professor Sven Mehzoud, Head of Ngā Pae Māhutonga, the School of Design, College of Creative Arts**Purpose of the Proposal:**

Schedule revisions to reflect introduction of a three-year (360 credit) exit degree within the Bachelor of Design academic programme and new 15 credit core studios.

Main proposal:

Updates to the schedule as required of the main Bachelor of Design (Hons), UHDSG version 8.0, proposal

Proposal Summary Justification/ Rationale Acceptability Year of Implementation and First Year Teaching Plan Proposal Details Treaty of Waitangi Implications **2. Strategic Impact - Complete for Early Notice, New Specialisations (Internal Audience Only)**Strategic Considerations Market Research and Competitor Analysis Accreditation Considerations (if applicable) Internal and External Consultation Equity Implications Financial Analysis Predicted Student Numbers / EFTS Minimum student numbers required for ongoing viability of the qualification Expected Revenue Expected Cost Risk Management **3. Resource Impacts - For New and Significantly Amended Specialisations and for Closure to New Enrolments**Facilities Management Students Academic Staff International 

3/19/24, 10:53 PM

Specialisation Comparison - UBDSG1JPHTG1 - Photography

AC24/04/57
CCACB2024/03/120

Information Technology

Student Management System

Teaching and Learning Services

Student Learning Services

Limitations on Numbers

Goals of the Programme

Programme Overview

Proposed Teaching/Delivery Methods

Prescriptions for New Courses

Assessment and Moderation Procedures

Plans for Monitoring Quality/Programme Review

Postgraduate Funding

5. CUAP Section B – For New Specialisations only

Relationship to Strategic Planning Goals

Learning Outcomes for New Courses

Student Workload

Teaching and Support Staff

Teaching Space and Other Facilities

Library Resources

Timetabling Arrangements

Committee References	CCACB2024/03/117, UGQEC2024/03/102
	Sue 30/01/18 added credit value and graduate profile
	Sue 30/01/18 added credit value and graduate profile

Status Log

Initial Status	End Status	User	Date	Comment
College Sub Committee Approval	College Board Approval	CAITLIN LIGO	19 Mar 2024 22:47 pm	Approved by UGQEC Chairs Action
HOD Approval	College Sub Committee Approval	CAITLIN LIGO	19 Mar 2024 22:45 pm	Approved on behalf of HoS Sven Mehzoud
Draft	HOD Approval	CAITLIN LIGO	19 Mar 2024 22:38 pm	yes
	Draft	Jessica Board	21 Feb 2024 15:53 pm	Realign with Resized Qualification

Specialisation Comparison

UBDSG1JSPDS1 Spatial Design v2.0 COLLEGE BOARD APPROVAL

compared to

UBDSG1JSPDS1 Spatial Design v1.0 APPROVED

[Show Legend](#)

Show Changes Expand All Changes

Affiliated Entities			
Entity Code	Entity Title	Entity Version	Entity Type
UBDSG	Bachelor of Design	v5.1	Qualification
UBDSG	Bachelor of Design	v6.0	Qualification
Year of Implementation		2025	
		2016	
Specialisation Code	UBDSG1JSPDS1		
Specialisation Title	Spatial Design		
Abbreviated Title	Spatial Design		
Credit Value	150		
	180		
Specialisation Type	Major		
No New Enrolment	No		
MOE Subject	Design & Technology		
Specialisation Lead	CAITLIN LIGO (19 Mar 2024 to ---), MICHELE HOLLIS (21 Feb 2024 to 18 Mar 2024)		
	MICHELE HOLLIS (6 Jun 2018 to ---)		
Collaborating Staff			
Staff Member			
Jessica Board			
CAITLIN LIGO			
PHIL BRONN			
GREGORY GILBERT			
FAITH KANE			
Owning Organisation	College of Creative Arts (MU00007)		
Proposed Review Dates			
Date Types		Date	
No dates assigned			
Graduate Profile	<p>The Bachelor of Design (Honours) and Bachelor of Design aim to provide high-level professional education in a wide range of design specialisations that equips graduates to operate as successful designers with these defining attributes: Creativity and Toi; Virtuosity and Mōhio; Understanding and Mātauranga; Autonomy and Mana; Connectedness and Whanaungatanga.</p> <p>Through both specialist and transferable knowledge and skills, the degrees enable graduates to make wide-ranging cultural, social and economic contributions to society. Additionally, the Bachelor of Design with Honours provides appropriate education in research methods for design practice, and the application of research to the production of design and art, with a focus on research-driven innovation.</p> <p>Graduates of the Bachelor of Design will be able to:</p>		

<p>A Knowledge and understanding</p> <p>A1 Display an awareness of the richness and variety of different world views acknowledging their contribution to the cultural identity of Aotearoa New Zealand (Understanding and Mātauranga)</p> <p>A2 Demonstrate a broad, critical understanding of the discourse of art and design within its local and global contexts (Understanding and Mātauranga)</p> <p>A3 Demonstrate understanding of the relationship between creative work and audiences, clients, markets, users, consumers, participants and communities (Connectedness and Whanaungatanga)</p> <p>A4 Undertake directed research to contextualise and further their own creative practice. (Understanding and Mātauranga)</p> <p>B Values and Attitudes</p> <p>B1 Be intellectually curious and adaptable, willing to embrace new ideas and accommodate risk and uncertainty (Creativity and Toi)</p> <p>B2 Have clear goals for the continuation of intellectual and professional development (Autonomy and Mana)</p> <p>C Skills (Cognitive and Intellectual)</p> <p>C1 Apply exploratory and transformative thinking to generate ideas, proposals, creative works and arguments in response to project demands (Creativity and Toi)</p> <p>C2 Critically reflect on and evaluate their own work and the work of other practitioners and scholars (Understanding and Mātauranga)</p> <p>C3 Contribute to innovative developments in creative practice (Creativity and Toi)</p> <p>D Skills (Subject Specific/ Professional)</p> <p>D1 Manipulate materials, media, processes, technologies and environments with virtuosity (Virtuosity and Mōhio)</p> <p>D2 Combine technical excellence with intellectual and conceptual rigour in order to produce high quality creative outputs (Virtuosity and Mōhio)</p> <p>D3 Skilfully utilise analytical, evaluative, synthesising and iterative processes in order to transform ideas into material outcomes (Virtuosity and Mōhio)</p> <p>E Skills (Transferable)</p> <p>E1 Demonstrate strong visual, oral and written communication skills (Connectedness and Whanaungatanga)</p> <p>E2 Interact effectively, ethically and professionally with others, whether through collaboration or dialogue (Connectedness and Whanaungatanga)</p> <p>E3 Think and work independently, making autonomous decisions, managing workload and deadlines (Autonomy and Mana)</p> <p>E4 Source and astutely utilise information in a variety of forms and contexts (Understanding and Mātauranga)</p>
--

Graduate Profile: The Bachelor of Design (Honours) and Bachelor of Design aim to provide high level professional education in a wide range of design specialisations that equips graduates to operate as successful designers with these five defining attributes: Creativity – Toi; Virtuosity – Mōhio; Understanding – Mātauranga; Autonomy – Mana; Connectedness – Whanaungatanga. Through both specialist and transferable knowledge and skills, the degrees enable graduates to make wide ranging cultural, social and economic contributions to society. Additionally, the Bachelor of Design with Honours provides appropriate education in research methods for design practice, and the application of research to the production of design and art, with a focus on research driven innovation. Graduates of the Bachelor of Design Honours and Bachelor of Design will be able to: A. Knowledge and understanding A1 Display an awareness of the richness and variety of different world views acknowledging their contribution to the cultural identity of Aotearoa New Zealand (Mātauranga) A2 Demonstrate a broad, critical understanding of the discourse of art and design and its multiple global contexts (Mātauranga) A3 Demonstrate understanding of the relationship between creative work and audiences, clients, markets, users, consumers, participants and citizens (Whanaungatanga) B. Values and Attitudes B1 Be intellectually curious and adaptable, willing to embrace new ideas and accommodate risk and uncertainty (Toi) B2 Have clear goals for the continuation of intellectual and professional development (Mana) C. Skills (Cognitive and Intellectual) C1 Apply exploratory and transformative thinking to generate ideas, proposals, creative works and arguments in response to project demands (Toi) C2 Critically reflect on and evaluate their own work and the work of other practitioners and scholars (Mātauranga) C3 a. Initiate and contribute to innovative developments in creative practice and research (Toi) [Bachelor of Design Honours] b. Contribute to innovative developments in creative practice (Toi) [Bachelor of Design] D. Skills (Subject Specific/ Professional) D1 Manipulate materials, media, processes, technologies and environments with virtuosity (Mōhio) D2 Combine technical excellence with intellectual and conceptual rigour in order to produce high quality creative outputs (Mōhio) D3 Skilfully utilise analytical, evaluative and synthesising iterative processes in order to transform ideas into material outcomes (Mōhio) E. Skills (Transferable) E1 Demonstrate strong visual, oral and written communication skills (Whanaungatanga) E2 Interact effectively, ethically and professionally with others, whether through collaboration or dialogue (Whanaungatanga) E3 Think and work independently, making autonomous decisions, managing workload and deadlines (Mana) E4 Source and astutely utilise information in a variety of forms and contexts (Mātauranga)

Schedule

Part One

At least 15 credits

Courses

Code	Credits	Title
224157	15	Studio I (Space)
224158	15	Spatial Design 1.2: Immersive Experiences
224367	15	Spatial Design 3.1: Regenerative Practices
224368	15	Spatial Design 3.2: Spatial Agency

Part Two

Courses

Code	Credits	Title
224263	15	Spatial Design 2.1: Place and Community
224264	15	Spatial Design 2.2: Producing Atmospheres
224265	15	Spatial Design 2.3: Adaptive Interiors
224266	15	Spatial Design 2.4: Material Matters
224257	30	Design Studio IIA (Spatial)
224258	30	Design Studio IIB (Spatial)

Part Three

Courses

Code	Credits	Title
224358	30	Design Studio IIIB (Spatial)
224357	30	Design Studio IIIA (Spatial)

Part Four

Courses

Code	Credits	Title
224455	45	Spatial Design Studio Project

Library Impact Statement

Research / Information Literacy Skills

Current Collections- Books

Current Collection- Journals

Current Collection- Journals Article Database

Future Collecting- Books

Future Collecting - Journals and Journal Articles

Future Collecting- Journal Article Databases

Recommendations

General Section

Proposal ID

03965

Change Scale

-

1. All Proposals - Complete the sections below for all proposals

Academic Contact and Purpose of the Proposal

Academic Contact: Associate Professor Sven Mehzoud, Head of Ngā Pae Māhutonga, the School of Design, College of Creative Arts

Purpose of the Proposal:

Schedule revisions to reflect introduction of a three-year (360 credit) exit degree within the Bachelor of Design academic programme and new 15 credit

core studios.

Main proposal:

Updates to the schedule as required of the main Bachelor of Design (Hons), UHDSG version 8.0, proposal

Proposal Summary ☞

Justification/ Rationale ☞

Acceptability ☞

Year of Implementation and First Year Teaching Plan ☞

Proposal Details ☞

Treaty of Waitangi Implications ☞

2. Strategic Impact - Complete for Early Notice, New Specialisations (Internal Audience Only)

Strategic Considerations ☞

Market Research and Competitor Analysis ☞

Accreditation Considerations (if applicable) ☞

Internal and External Consultation ☞

Equity Implications ☞

Financial Analysis ☞

Predicted Student Numbers / EFTS ☞

Minimum student numbers required for ongoing viability of the qualification ☞

Expected Revenue ☞

Expected Cost ☞

Risk Management ☞

3. Resource Impacts - For New and Significantly Amended Specialisations and for Closure to New Enrolments

Facilities Management ☞

Students ☞

Academic Staff ☞

International ☞

Information Technology ☞

Student Management System ☞

Teaching and Learning Services ☞

Student Learning Services ☞

Limitations on Numbers ☞

Goals of the Programme ☞

Programme Overview ☞

Proposed Teaching/Delivery Methods

Prescriptions for New Courses

Assessment and Moderation Procedures

Plans for Monitoring Quality/Programme Review

Postgraduate Funding

5. CUAP Section B – For New Specialisations only

Relationship to Strategic Planning Goals

Learning Outcomes for New Courses

Student Workload

Teaching and Support Staff

Teaching Space and Other Facilities

Library Resources

Timetabling Arrangements

Committee References	CCACB2024/03/118, UGQEC2024/03/103
	Sue 30/01/18 added credit value and graduate profile
	Sue 30/01/18 added credit value and graduate profile

Status Log

Initial Status	End Status	User	Date	Comment
College Sub Committee Approval	College Board Approval	CAITLIN LIGO	19 Mar 2024 22:47 pm	Approved by UGQEC Chairs Action
HOD Approval	College Sub Committee Approval	CAITLIN LIGO	19 Mar 2024 22:45 pm	Approved on behalf of HoS Sven Mehzoud
Draft	HOD Approval	CAITLIN LIGO	19 Mar 2024 22:39 pm	yes
	Draft	Jessica Board	21 Feb 2024 15:51 pm	Realign with Resized Qualification

Specialisation Comparison

UBDSG1JTXDS1 Textile Design v2.0 COLLEGE BOARD APPROVAL

compared to

UBDSG1JTXDS1 Textile Design v1.0 APPROVED

[Show Legend](#)

Show Changes Expand All Changes

Affiliated Entities			
Entity Code	Entity Title	Entity Version	Entity Type
UBDSG	Bachelor of Design	v5.1	Qualification
UBDSG	Bachelor of Design	v6.0	Qualification

Year of Implementation	2025 2016
Specialisation Code	UBDSG1JTXDS1
Specialisation Title	Textile Design
Abbreviated Title	Textile Design
Credit Value	150 180
Specialisation Type	Major
No New Enrolment	No
MOE Subject	Clothing & Textiles
Specialisation Lead	CAITLIN LIGO (22 Feb 2024 to ---), MICHELE HOLLIS (21 Feb 2024 to 21 Feb 2024) MICHELE HOLLIS (6 Jun 2018 to ---)

Collaborating Staff	
Staff Member	
Jessica Board	
GREGORY GILBERT	
CAITLIN LIGO	
TERESA HARTLEY	
Sydney Lash	
FAITH KANE	
PHIL BRONN	

Owning Organisation	College of Creative Arts (MU00007)
----------------------------	------------------------------------

Proposed Review Dates	
Date Types	Date
No dates assigned	

Graduate Profile	<p>The Bachelor of Design (Honours) and Bachelor of Design aim to provide high-level professional education in a wide range of design specialisations that equips graduates to operate as successful designers with these defining attributes: Creativity and Toi; Virtuosity and Mōhio; Understanding and Mātauranga; Autonomy and Mana; Connectedness and Whanaungatanga.</p> <p>Through both specialist and transferable knowledge and skills, the degrees enable graduates to make wide-ranging cultural, social and economic contributions to society. Additionally, the Bachelor of Design with Honours provides appropriate education in research methods for design practice, and the application of research to the production of design and art, with a focus on research-driven innovation.</p>
-------------------------	--

Graduates of the Bachelor of Design will be able to:

A Knowledge and understanding

A1 Display an awareness of the richness and variety of different world views acknowledging their contribution to the cultural identity of Aotearoa New Zealand (Understanding and Mātauranga)

A2 Demonstrate a broad, critical understanding of the discourse of art and design within its local and global contexts (Understanding and Mātauranga)

A3 Demonstrate understanding of the relationship between creative work and audiences, clients, markets, users, consumers, participants and communities (Connectedness and Whanaungatanga)

A4 Undertake directed research to contextualise and further their own creative practice. (Understanding and Mātauranga)

B Values and Attitudes

B1 Be intellectually curious and adaptable, willing to embrace new ideas and accommodate risk and uncertainty (Creativity and Toi)

B2 Have clear goals for the continuation of intellectual and professional development (Autonomy and Mana)

C Skills (Cognitive and Intellectual)

C1 Apply exploratory and transformative thinking to generate ideas, proposals, creative works and arguments in response to project demands (Creativity and Toi)

C2 Critically reflect on and evaluate their own work and the work of other practitioners and scholars (Understanding and Mātauranga)

C3 Contribute to innovative developments in creative practice (Creativity and Toi)

D Skills (Subject Specific/ Professional)

D1 Manipulate materials, media, processes, technologies and environments with virtuosity (Virtuosity and Mōhio)

D2 Combine technical excellence with intellectual and conceptual rigour in order to produce high quality creative outputs (Virtuosity and Mōhio)

D3 Skilfully utilise analytical, evaluative, synthesising and iterative processes in order to transform ideas into material outcomes (Virtuosity and Mōhio)

E Skills (Transferable)

E1 Demonstrate strong visual, oral and written communication skills (Connectedness and Whanaungatanga)

E2 Interact effectively, ethically and professionally with others, whether through collaboration or dialogue (Connectedness and Whanaungatanga)

E3 Think and work independently, making autonomous decisions, managing workload and deadlines (Autonomy and Mana)

E4 Source and astutely utilise information in a variety of forms and contexts (Understanding and Mātauranga)

Graduate Profile:

The Bachelor of Design (Honours) and Bachelor of Design aim to provide high level professional education in a wide range of design specialisations that equips graduates to operate as successful designers with these five defining attributes: Creativity, Toi, Virtuosity, Mōhio, Understanding, Mātauranga, Autonomy, Mana, Connectedness, Whanaungatanga. Through both specialist and transferable knowledge and skills, the degrees enable graduates to make wide ranging cultural, social and economic contributions to society. Additionally, the Bachelor of Design with Honours provides appropriate education in research methods for design practice, and the application of research to the production of design and art, with a focus on research driven innovation. Graduates of the Bachelor of Design Honours and Bachelor of Design will be able to:

A. Knowledge and understanding

A1 Display an awareness of the richness and variety of different world views acknowledging their contribution to the cultural identity of Aotearoa New Zealand (Mātauranga)

A2 Demonstrate a broad, critical understanding of the discourse of art and design and its multiple global contexts (Mātauranga)

A3 Demonstrate understanding of the relationship between creative work and audiences, clients, markets, users, consumers, participants and citizens (Whanaungatanga)

B. Values and Attitudes

B1 Be intellectually curious and adaptable, willing to embrace new ideas and accommodate risk and uncertainty (Toi)

B2 Have clear goals for the continuation of intellectual and professional development (Mana)

C. Skills (Cognitive and Intellectual)

C1 Apply exploratory and transformative thinking to generate ideas, proposals, creative works and arguments in response to project demands (Toi)

C2 Critically reflect on and evaluate their own work and the work of other practitioners and scholars (Mātauranga)

C3 a. Initiate and contribute to innovative developments in creative practice and research (Toi) [Bachelor of Design Honours]
b. Contribute to innovative developments in creative practice (Toi) [Bachelor of Design]

D. Skills (Subject Specific/ Professional)

D1 Manipulate materials, media, processes, technologies and environments with virtuosity (Mōhio)

D2 Combine technical excellence with intellectual and conceptual rigour in order to produce high quality creative outputs (Mōhio)

D3 Skilfully utilise analytical, evaluative and synthesising iterative processes in order to transform ideas into material outcomes (Mōhio)

E. Skills (Transferable)

E1 Demonstrate strong visual, oral and written communication skills (Whanaungatanga)

E2 Interact effectively, ethically and professionally with others, whether through collaboration or dialogue (Whanaungatanga)

E3 Think and work independently, making autonomous decisions, managing workload and deadlines (Mana)

E4 Source and astutely utilise information in a variety of forms and contexts (Mātauranga)

Schedule

Part One

At least 15 credits

Courses

Code	Credits	Title
223157	15	Studio I (Material)
223158	15	Textile Design 1.2: Surface Design, Colour and Screen Print

Part Two

Courses

Code	Credits	Title
223263	15	Textile Design 2.1: Intro to Knit
223264	15	Textile Design 2.2: Intro to Print, Colouration and Pattern
223265	15	Textile Design 2.3: Intro to Weave
223266	15	Textile Design 2.4: Digital Textile Print and Application
223257	30	Design Studio IIA (Textiles)
223258	30	Design Studio IIB (Textiles)

Part Three

Courses

Code	Credits	Title
223358	30	Design Studio IIIB (Textiles)
223367	15	Textile Design 3.1: Advanced Textile Structures
223368	15	Textile Design 3.2: Advanced Textile Print for Collection and Industry
223357	30	Design Studio IIIA (Textiles)

Part Four

Courses

Code	Credits	Title
223455	45	Textile Design Studio Project

Library Impact Statement

Research / Information Literacy Skills 

Current Collections- Books 

Current Collection- Journals 

Current Collection- Journals Article Database 

Future Collecting- Books 

Future Collecting - Journals and Journal Articles 

Future Collecting- Journal Article Databases 

Recommendations 

General Section**Proposal ID** 

03965

Change Scale 

-

1. All Proposals - Complete the sections below for all proposals**Academic Contact and Purpose of the Proposal** **Academic Contact:** Associate Professor Sven Mehzoud, Head of Ngā Pae Māhutonga, the School of Design, College of Creative Arts**Purpose of the Proposal:**

Schedule revisions to reflect introduction of a three-year (360 credit) exit degree within the Bachelor of Design academic programme and new 15 credit core studios.

Main proposal:

Updates to the schedule as required of the main Bachelor of Design (Hons), UHDSG version 8.0, proposal

Proposal Summary **Justification/ Rationale** **Acceptability** **Year of Implementation and First Year Teaching Plan** **Proposal Details** **Treaty of Waitangi Implications** **2. Strategic Impact - Complete for Early Notice, New Specialisations (Internal Audience Only)****Strategic Considerations** **Market Research and Competitor Analysis** **Accreditation Considerations (if applicable)** **Internal and External Consultation** **Equity Implications** **Financial Analysis** **Predicted Student Numbers / EFTS** **Minimum student numbers required for ongoing viability of the qualification** **Expected Revenue** **Expected Cost** **Risk Management** **3. Resource Impacts - For New and Significantly Amended Specialisations and for Closure to New Enrolments****Facilities Management** **Students** 

3/19/24, 10:55 PM

Specialisation Comparison - UBDSG1JTXDS1 - Textile Design

AC24/04/57
CCACB2024/03/120

Academic Staff

International

Information Technology

Student Management System

Teaching and Learning Services

Student Learning Services

Limitations on Numbers

Goals of the Programme

Programme Overview

Proposed Teaching/Delivery Methods

Prescriptions for New Courses

Assessment and Moderation Procedures

Plans for Monitoring Quality/Programme Review

Postgraduate Funding

5. CUAP Section B – For New Specialisations only

Relationship to Strategic Planning Goals

Learning Outcomes for New Courses

Student Workload

Teaching and Support Staff

Teaching Space and Other Facilities

Library Resources

Timetabling Arrangements

Committee References	CCACB2024/03/119, UGQEC2024/03/104
	Sue 30/01/18 added credit value and graduate profile
	Sue 30/01/18 added credit value and graduate profile

Status Log

Initial Status	End Status	User	Date	Comment
College Sub Committee Approval	College Board Approval	CAITLIN LIGO	19 Mar 2024 22:47 pm	Approved by UGQEC Chairs Action
HOD Approval	College Sub Committee Approval	CAITLIN LIGO	19 Mar 2024 22:45 pm	Approved on behalf of HoS Sven Mehzoud
Draft	HOD Approval	CAITLIN LIGO	19 Mar 2024 22:39 pm	yes
	Draft	Jessica Board	21 Feb 2024 15:53 pm	Realign with Resized Qualification

Specialisation Comparison

UBDSG1JVSCD1 Visual Communication Design v2.0 COLLEGE BOARD APPROVAL

compared to

UBDSG1JVSCD1 Visual Communication Design v1.0 APPROVED

[Show Legend](#)

Show Changes Expand All Changes

Affiliated Entities			
Entity Code	Entity Title	Entity Version	Entity Type
UBDSG	Bachelor of Design	v5.1	Qualification
UBDSG	Bachelor of Design	v6.0	Qualification
Year of Implementation		2025	
		2016	
Specialisation Code	UBDSG1JVSCD1		
Specialisation Title	Visual Communication Design		
Abbreviated Title	VCD		
	Vis Comm Desi		
Credit Value	210		
	100		
Specialisation Type	Major		
No New Enrolment	No		
MOE Subject	Art & Design		
Specialisation Lead	CAITLIN LIGO (19 Mar 2024 to ---), MICHELE HOLLIS (21 Feb 2024 to 18 Mar 2024)		
	MICHELE HOLLIS (6 Jun 2018 to ---)		
Collaborating Staff			
Staff Member			
PHIL BRONN			
GREGORY GILBERT			
CAITLIN LIGO			
FAITH KANE			
TERESA HARTLEY			
Jessica Board			
Owning Organisation	College of Creative Arts (MU00007)		
Proposed Review Dates			
Date Types		Date	
No dates assigned			
Graduate Profile	<p>The Bachelor of Design aims to provide high-level professional education in a wide range of design specialisations that equips graduates to operate as successful designers with these defining attributes: Creativity and Toi; Virtuosity and Mōhio; Understanding and Mātauranga; Autonomy and Mana; Connectedness and Whanaungatanga.</p> <p>Through both specialist and transferable knowledge and skills, the degrees enable graduates to make wide-ranging cultural, social and economic contributions to society.</p> <p>Graduates of the Bachelor of Design will be able to:</p>		

A Knowledge and understanding

- A1 Display an awareness of the richness and variety of different world views acknowledging their contribution to the cultural identity of Aotearoa New Zealand (Understanding and Mātauranga)
- A2 Demonstrate a broad, critical understanding of the discourse of art and design within its local and global contexts (Understanding and Mātauranga)
- A3 Demonstrate understanding of the relationship between creative work and audiences, clients, markets, users, consumers, participants and communities (Connectedness and Whanaungatanga)
- A4 Undertake directed research to contextualise and further their own creative practice. (Understanding and Mātauranga)

B Values and Attitudes

- B1 Be intellectually curious and adaptable, willing to embrace new ideas and accommodate risk and uncertainty (Creativity and Toi)
- B2 Have clear goals for the continuation of intellectual and professional development (Autonomy and Mana)

C Skills (Cognitive and Intellectual)

- C1 Apply exploratory and transformative thinking to generate ideas, proposals, creative works and arguments in response to project demands (Creativity and Toi)
- C2 Critically reflect on and evaluate their own work and the work of other practitioners and scholars (Understanding and Mātauranga)
- C3 Contribute to innovative developments in creative practice (Creativity and Toi)

D Skills (Subject Specific/ Professional)

- D1 Manipulate materials, media, processes, technologies and environments with virtuosity (Virtuosity and Mōhio)
- D2 Combine technical excellence with intellectual and conceptual rigour in order to produce high quality creative outputs (Virtuosity and Mōhio)
- D3 Skilfully utilise analytical, evaluative, synthesising and iterative processes in order to transform ideas into material outcomes (Virtuosity and Mōhio)

E Skills (Transferable)

- E1 Demonstrate strong visual, oral and written communication skills (Connectedness and Whanaungatanga)
- E2 Interact effectively, ethically and professionally with others, whether through collaboration or dialogue (Connectedness and Whanaungatanga)
- E3 Think and work independently, making autonomous decisions, managing workload and deadlines (Autonomy and Mana)
- E4 Source and astutely utilise information in a variety of forms and contexts (Understanding and Mātauranga)

Graduate Profile:

The Bachelor of Design (Honours) and Bachelor of Design aim to provide high level professional education in a wide range of design specialisations that equips graduates to operate as successful designers with these five defining attributes: Creativity, Toi, Virtuosity, Mōhio, Understanding, Mātauranga, Autonomy, Mana, Connectedness, Whanaungatanga. Through both specialist and transferable knowledge and skills, the degrees enable graduates to make wide ranging cultural, social and economic contributions to society. Additionally, the Bachelor of Design with Honours provides appropriate education in research methods for design practice, and the application of research to the production of design and art, with a focus on research driven innovation. Graduates of the Bachelor of Design Honours and Bachelor of Design will be able to:

A. Knowledge and understanding

- A1 Display an awareness of the richness and variety of different world views acknowledging their contribution to the cultural identity of Aotearoa New Zealand (Mātauranga)
- A2 Demonstrate a broad, critical understanding of the discourse of art and design and its multiple global contexts (Mātauranga)
- A3 Demonstrate understanding of the relationship between creative work and audiences, clients, markets, users, consumers, participants and citizens (Whanaungatanga)

B. Values and Attitudes

- B1 Be intellectually curious and adaptable, willing to embrace new ideas and accommodate risk and uncertainty (Toi)
- B2 Have clear goals for the continuation of intellectual and professional development (Mana)

C. Skills (Cognitive and Intellectual)

- C1 Apply exploratory and transformative thinking to generate ideas, proposals, creative works and arguments in response to project demands (Toi)
- C2 Critically reflect on and evaluate their own work and the work of other practitioners and scholars (Mātauranga)
- C3 a. Initiate and contribute to innovative developments in creative practice and research (Toi) [Bachelor of Design Honours]
 b. Contribute to innovative developments in creative practice (Toi) [Bachelor of Design]

D. Skills (Subject Specific/ Professional)

- D1 Manipulate materials, media, processes, technologies and environments with virtuosity (Mōhio)
- D2 Combine technical excellence with intellectual and conceptual rigour in order to produce high quality creative outputs. (Mōhio)
- D3 Skilfully utilise analytical, evaluative and synthesising iterative processes in order to transform ideas into material outcomes (Mōhio)

E. Skills (Transferable)

- E1 Demonstrate strong visual, oral and written communication skills (Whanaungatanga)
- E2 Interact effectively, ethically and professionally with others, whether through collaboration or dialogue (Whanaungatanga)
- E3 Think and work independently, making autonomous decisions, managing workload and deadlines (Mana)
- E4 Source and astutely utilise information in a variety of forms and contexts (Mātauranga)

Schedule 

Part One
 15 credits

Courses

Code	Credits	Title
222157	15	Studio I (Screen)
222158	15	Studio I (Type)
222159	15	Visual Communication Design 1.3: Introduction to User Experience Design and Interactivity

Part Two

60 credits

Courses

Code	Credits	Title
222263	15	Visual Communication Design 2.1: Graphic Design: Type and Image Systems
222264	15	Visual Communication Design 2.2: Visualising Information
222265	15	Visual Communication Design 2.3: User Experience Design in Web and Digital Media
222266	15	Visual Communication Design 2.4: Brand Communication
222267	15	Visual Communication Design 2.5: Illustration Practice
222268	15	Visual Communication Design 2.6: Transmedia and Motion Graphics
222257	30	Design Studio IIA (Visual Communication)
222258	30	Design Studio IIB (Visual Communication)

Part Three

Courses

Code	Credits	Title
222357	30	Design Studio IIIA (Visual Communication)
222358	30	Design Studio IIIB (Visual Communication)

30 credits from
 30 credits

Courses

Code	Credits	Title
222367	15	Visual Communication Design 3.1: Editorial Design and Production
222368	15	Visual Communication Design 3.2: Brand Communication Identity and Narrative
222369	15	Visual Communication Design 3.3: User Experience Design: Service, Experience and Interaction
222372	15	Visual Communication Design 3.4: Creating Visual Narrative Content

30 credits from
 30 credits

Courses

Code	Credits	Title
222358	30	Design Studio IIIB (Visual Communication)

Part Four

Courses

Code	Credits	Title
222455	45	Visual Communication Design Studio Project

Library Impact Statement

Research / Information Literacy Skills 

Current Collections- Books 

Current Collection- Journals 

Current Collection- Journals Article Database 

Future Collecting- Books 

Future Collecting - Journals and Journal Articles 

Future Collecting- Journal Article Databases 

Recommendations 

General Section

Proposal ID 

03965

Change Scale 

-

1. All Proposals - Complete the sections below for all proposals

Academic Contact and Purpose of the Proposal 

Academic Contact: Associate Professor Sven Mehzoud, Head of Ngā Pae Māhutonga, the School of Design, College of Creative Arts

Purpose of the Proposal:

Schedule revisions to reflect introduction of a three-year (360 credit) exit degree within the Bachelor of Design academic programme and new 15 credit core studios.

Main proposal:

Updates to the schedule as required of the main Bachelor of Design (Hons), UHDSG version 8.0, proposal

Proposal Summary 

Justification/ Rationale 

Acceptability 

Year of Implementation and First Year Teaching Plan 

Proposal Details 

Treaty of Waitangi Implications 

2. Strategic Impact - Complete for Early Notice, New Specialisations (Internal Audience Only)

Strategic Considerations 

Market Research and Competitor Analysis 

Accreditation Considerations (if applicable) 

Internal and External Consultation 

Equity Implications 

Financial Analysis 

Predicted Student Numbers / EFTS 

Minimum student numbers required for ongoing viability of the qualification 

Expected Revenue 

Expected Cost 

Risk Management 

3. Resource Impacts - For New and Significantly Amended Specialisations and for Closure to New Enrolments

Facilities Management 


Students 

Academic Staff 

International 

Information Technology 

Student Management System 

Teaching and Learning Services 

Student Learning Services 


Limitations on Numbers 

Goals of the Programme 

Programme Overview 

Proposed Teaching/Delivery Methods 

Prescriptions for New Courses 

Assessment and Moderation Procedures 

Plans for Monitoring Quality/Programme Review 


Postgraduate Funding 

5. CUAP Section B – For New Specialisations only

Relationship to Strategic Planning Goals 

Learning Outcomes for New Courses 

Student Workload 

Teaching and Support Staff 

Teaching Space and Other Facilities 

Library Resources 

Timetabling Arrangements 

Committee References	CCACB2024/03/120, UGQEC2024/03/105
	Sue 31/01/18 added credit value and graduate profile
	Sue 31/01/18 added credit value and graduate profile

Status Log

Initial Status	End Status	User	Date	Comment
College Sub Committee Approval	College Board Approval	CAITLIN LIGO	19 Mar 2024 22:47 pm	Approved by UGQEC Chairs Action
HOD Approval	College Sub Committee Approval	CAITLIN LIGO	19 Mar 2024 22:45 pm	Approved on behalf of HoS Sven Mehzoud
Draft	HOD Approval	CAITLIN LIGO	19 Mar 2024 22:39 pm	yes
	Draft	Jessica Board	21 Feb 2024 15:52 pm	Realign with Resized Qualification

Qualification Comparison



PMSPM Master of Sport Management Master Sport Management v3.0 COLLEGE SUB-COMMITTEE

compared to

PMSPM Master of Sport Management Master Sport Management v2.0 APPROVED

[Show Legend](#)

Show Changes Expand All Changes

Number of Years	2 Years		
Professional Body	No Professional Body Recognition Assigned		
Effective From	Interim Date	Contact Person	Notes
No Professional Body Recognition Assigned			
Year of Implementation	<div style="background-color: #90EE90; padding: 2px;">2025</div> <div style="background-color: #FFDAB9; padding: 2px;">2024</div>		
Qualification Code	PMSPM		
Qualification Title	Master of Sport Management		
Reporting Title	Master Sport Management		
Abbreviated Title	MSpMgt		
Credit Value	180		
Language of Instruction	English (EN)		
Qualification Duration	2 Years		
Maximum Time to Completion	5		
Qualification Type	Postgraduate		
Qualification Subtype	Postgraduate Master Degree		
No New Enrolment	Yes		
Without Specialisation?	nosp		
Allows Minors from other Qualifications	No		
Qualification Lead	<div style="background-color: #90EE90; padding: 2px;">JEAN-SEBASTIEN IMBEAU (26 Jan 2024 to ---)</div> <div style="background-color: #FFDAB9; padding: 2px;">JEAN-SEBASTIEN IMBEAU (8 May 2019 to ---)</div>		
Owning Organisation	College of Business (MU00022)		
Proposed Review Dates	No dates assigned		
Date Types	Date		
No dates assigned			

Qualification Graduate Profile

Graduate Profile

Graduates from the Massey University Master of Sport Management degree programme, will:

- Have in-depth knowledge and skills in sport management.
- Understand the structure and essence of sport throughout New Zealand.
- Have practical work experience in the sport industry in New Zealand.
- Have an international perspective on sport management.
- Be able to work independently and in teams and to interact effectively with colleagues, clients and other professionals in the field.
- Be practised in clearly and concisely communicating the findings of an investigation in oral and written form.

Graduate Profile

Graduates from the Massey University Master of Sport Management degree programme, will:

- Have in-depth knowledge and skills in sport management.
- Understand the structure and essence of sport throughout New Zealand.
- Have practical work experience in the sport industry in New Zealand.
- Have an international perspective on sport management.
- Be able to work independently and in teams and to interact effectively with colleagues, clients and other professionals in the field.
- Be practised in clearly and concisely communicating the findings of an investigation in oral and written form.

Qualification Graduate Attributes (QGAs)

On successful completion of this programme the learner will be able to

#	Description	Graduate Profile	Educational Objectives
None			
Graduate Profile			
<ol style="list-style-type: none"> 1. Scholarly 1 - Disciplinary knowledge and skills 2. Scholarly 2 - Creativity and innovation 3. Scholarly 3 - Resilience and adaptability 4. Cultural 1 - Cultural awareness 5. Cultural 2 - Māori knowledge and understanding 6. Social 1 - Social responsibility 7. Social 2 - Communication and collaboration 8. Social 3 - Global engagement 			

Qualification Graduate Attributes and Competencies Mapping

Qualification Graduate Attribute	Competencies
None	

Admission 

1. Admission to the Degree of Master of Sport Management requires that the candidate will:

- (a) meet the University admission requirements as specified; and
- (b) have been awarded or qualified for the Bachelor degree, or equivalent qualification, having achieved a grade average of at least a B- in the highest level courses; or
- (c) have been awarded or qualified for the Postgraduate Diploma in Sport Management or the Postgraduate Diploma in Sport and Exercise with an endorsement in Sport Management, having achieved a grade average of B.

~~1. Admission to the Degree of Master of Sport Management requires that the candidate will:~~

- ~~(a) meet the University admission requirements as specified; and~~
- ~~(b) have been awarded or qualified for the Bachelor degree, or equivalent qualification, having achieved a grade average of at least a B- in the highest level courses; or~~
- ~~(c) have been awarded or qualified for the Postgraduate Diploma in Sport Management or the Postgraduate Diploma in Sport and Exercise with an endorsement in Sport Management, having achieved a grade average of B.~~

Qualification Requirements 

2. Candidates for the Degree of Master of Sport Management shall follow a parts-based programme of study, which shall consist of courses totalling at least 180 credits comprising Part One and Part Two as defined by the Schedule to the Degree, and including:

- (a) a Professional Practice course of 60 credits;
- (b) any compulsory courses identified in the Schedule to the Degree;

(c) attending field trips, studios, workshops, tutorials, and laboratories as required.

3. Notwithstanding Regulation 2, the programme of study for candidates admitted under regulation 1(c) will comprise 120 credits including:

(a) Part One: 152.707 and 152.752;

(b) Part Two: 234.832.

~~2. Candidates for the Degree of Master of Sport Management shall follow a parts-based programme of study, which shall consist of courses totalling at least 180 credits comprising Part One and Part Two as defined by the Schedule to the Degree, and including:~~

~~(a) a Professional Practice course of 60 credits;~~

~~(b) any compulsory courses identified in the Schedule to the Degree;~~

~~(c) attending field trips, studios, workshops, tutorials, and laboratories as required.~~

~~3. Notwithstanding Regulation 2, the programme of study for candidates admitted under regulation 1(c) will comprise 120 credits including:~~

~~(a) Part One: 152.707 and 152.752;~~

~~(b) Part Two: 234.832.~~

Specialisations

4. The Degree of Master of Sport Management is awarded without Specialisation.

~~4. The Degree of Master of Sport Management is awarded without Specialisation.~~

Academic Requirements

Student Progression

5. For progression from Part One to Part Two, candidates must have achieved a Grade Average of at least B over 120 credits of the Part One courses, including the compulsory courses.

6. In cases of sufficient merit, the Degree of Master of Sport Management may be awarded with Distinction or Merit.

~~5. For progression from Part One to Part Two, candidates must have achieved a Grade Average of at least B over 120 credits of the Part One courses, including the compulsory courses.~~

~~6. In cases of sufficient merit, the Degree of Master of Sport Management may be awarded with Distinction or Merit.~~

Completion Requirements

7. The timeframes for completion as outlined in the General Regulations for Postgraduate Degrees, Postgraduate Diplomas, and Postgraduate Certificates will apply.

8. Candidates may be graduated when they meet the Admission, Qualification and Academic requirements within the prescribed timeframes. Candidates who do not meet the requirements for progression from Part One to Part Two, or who do not meet the requirements for graduation may, subject to the approval of Academic Board, be awarded the Postgraduate Diploma in Sport Management should they meet the relevant Qualification requirements.

~~7. The timeframes for completion as outlined in the General Regulations for Postgraduate Degrees, Postgraduate Diplomas, and Postgraduate Certificates will apply.~~

~~8. Candidates may be graduated when they meet the Admission, Qualification and Academic requirements within the prescribed timeframes. Candidates who do not meet the requirements for progression from Part One to Part Two, or who do not meet the requirements for graduation may, subject to the approval of Academic Board, be awarded the Postgraduate Diploma in Sport Management should they meet the relevant Qualification requirements.~~

Academic Progress

9. The general Unsatisfactory Academic Progress regulations will apply.

~~9. The general Unsatisfactory Academic Progress regulations will apply.~~

Transitional Provisions

Regulation Notes

Schedule to be added to

120 credits

Specialisations and Courses			
Code	Credits	Title	Show Courses
234731	30	Advanced Sport in the Social Context	
234732	30	Advanced Sport Management	
152707	30	Leading and Changing Organisations	
152752	30	Project Management	

Part Two

60 credits

Specialisations and Courses			
Code	Credits	Title	Show Courses
234832	60	Professional Practice in Sport Management	

QGA-CLO Mapping

Displaying current status - no comparison done

None

Research / Information Literacy Skills

Current Collections- Books

Current Collection- Journals

Current Collection- Journals Articles Database

Future Collecting- Books

Future Collecting - Journals

Future Collecting- Journals Article Databases

Recommendations

TEC Code	
Code	MY0358

QAC, NZQF and ISCED	11 - Masters
---------------------	--------------

NZSCED	Human Movement and Sports Science
--------	-----------------------------------

Workload Limit	Yes
----------------	-----

Eligible for StudyLink	Yes
------------------------	-----

EFTS Based Funding Request?

No

Student Allowances Request?

No

Student Loans Request?

No

Teacher Registration Approval

N/A

Tuition/Teaching (FTE) Weeks

0

0

Vacation/Recess Weeks

4 of 16

0
NaN
Total Gross weeks
0
NaN
Teaching Hrs/wk
0
NaN
Work Experience Hrs/Wk
0
NaN
Self-Directed Learning Hrs/Wk
0
NaN
Total Learning Hrs/Wk:
0
NaN
Total Length
0
NaN
Full Time / Part Time
Not Set
Brief Outcome
Brief Contents
Brief Assessment Mode
Brief Entry Requirements
ISCED Subsequent Destination
Not Set
Source of Funding
Not Set
Distance Learning Available
Not Set
Proposal ID
03731
00169PR
Proposal Notes
Change Scale
1
Academic Contact and Purpose of the Proposal
Contact: Jo Bensemann, Head of School of Management
Purpose: Retire the Master of Sport Management
Contact: Jo Bensemann, Head of School of Management
Purpose: Close the Master of Sport Management and the PGDip Sport Management to new enrolments.
Proposal Summary
Proposal to retire Master of Sport Management from 2025.
Proposal to close Master of Sport Management and the PGDip Sport Management to new enrolments from 2021.

Justification/ Rationale

The qualification has been NNE since 2021.
There are no students currently enrolled in the qualification.

The decision was initially made during Massey Business School College Executive Team 29 April 2019 meeting to close the Master of Sport Management and PGDip Sport Management. The qualifications were given some additional time/review, but ultimately the decision was not reversed in light of the 2020 changes in Low Enrolments policy. This decision was consequently communicated to and accepted by the College of Health in March. Closing the qualifications to new enrolments is the first step of this process.

Treaty of Waitangi Implications

No implications.

Acceptability

Transition arrangements will depend on students enrolled in the qualification. Affected students have been identified using RAPID data, as per the Transition Procedures policy guide.

These students will be contacted and informed of the upcoming closure of the qualification, and given appropriate course advice. The School of Management will teach out the qualifications as required, and will aim to delete them as soon as is possible while still meeting our obligations to currently enrolled students.

Year of Implementation and First Year Teaching Plan

2021

Proposal Details

Closing Master of Sport Management and PGDip Sport Management to new enrolments in 2021.

Predicted Student Numbers / EFTS

Minimum student numbers required

Strategic Considerations

Expected Revenue:

Accreditation Considerations (if applicable)

Equity Implications

Market Research and Competitor Analysis

Expected Costs

Internal and External Consultation

Financial Analysis

Risk Management


Students

Students affected by the closure of the qualifications (both students enrolled in 2019 and students who enrolled between 2016-2018 but have not yet graduated) have been identified through RAPID data and will be contacted and advised of the upcoming closure of the qualification. Numbers at the time of writing were 4.25 EFTS/9 Headcount (Master of Sport Management) and 6 EFTS / 10 Headcount (PGDip Sport Management).

Academic Staff

Decision to close the qualifications has been made at MBS CET and communicated to School of Management executive and teaching staff.

-

International 


No international impacts are foreseen. There are no international students enrolled in the Master of Sport Management and one enrolled in the PGDip Sport Management as of 2020.

Information Technology 


No impact expected

Student Management System 


No impact expected

Facilities Management 


No impact expected

Teaching & Learning Services 

No impact expected

Student Learning Services 

No impact expected

Course Funding Classifications 

Limitations on Numbers 

No new enrolments from 2021.


NZQF Compliance 

Graduate Profile (Short) 

Education Pathways (Short) 

Employment Pathways (Short) 

Entry Requirements 

Education Organisation 

Developed By 

Quality Assured By 

Goals of the Programme 

Programme Overview 



























Proposed Teaching/Delivery Methods 


Prescriptions for New Courses 

Assessment and Moderation Procedures 

Plans for Monitoring Quality/Programme Review 

Postgraduate Funding 

- Relationship to Strategic Planning Goals 
- Learning Outcomes for New Courses 
- Student Workload 
- Teaching and Support Staff 
- Teaching Space and Other Facilities 
- Library Resources 
- Timetabling Arrangements 
- Contributions from Overseas Partner Institutions 
- Suitability of Qualification for Overseas Delivery 
- Formal Agreement 
- Standing of Overseas Institution(s) 
- Qualification Approval and Accreditation 
- Programme Design 
- Comparability of Onshore and Offshore Delivery 
- Availability of Resources 
- Consistency of Assessment 
- Support Services 
- Provisions for Students in Cessation 
- Quality Assurance of Offshore Programme 
- Memorandum of Understanding Extracts 
- Relevant Contribution 
- Review Procedures 
- Grievance/ Appeal 
- Student Communication 
- Resource Availability 
- Assessment/ Examinations 

Committee References 	
---	--

Status Log

Initial Status	End Status	User	Date	Comment
HOD Approval	College Sub-Committee	JOANNE BENSEMANN	30 Jan 2024 13:46 pm	Approved for committee consideration.
Draft	HOD Approval	JEAN-SEBASTIEN IMBEAU	30 Jan 2024 9:45 am	Qualification retirement
	Draft	JEAN-SEBASTIEN IMBEAU	26 Jan 2024 14:01 pm	Retirement

Collaborating Staff 
--

Name
SARAH LEBERMAN
JOANNE BENSEMANN
TRISH BRADBURY
CLAIRE MATTHEWS
PAT HICKSON
ANDREW FOSKETT
BEVAN CATLEY
CONNIE HII
LILI ZHAO
JEAN-SEBASTIEN IMBEAU
CARNETTE PULMA
PHIL BRONN
JENNIFER SCOTT

Qualification Comparison



PDSPM Postgraduate Diploma in Sport Management PGDip Sport Management v3.0 COLLEGE SUB-COMMITTEE

compared to

PDSPM Postgraduate Diploma in Sport Management PGDip Sport Management v2.0 APPROVED

[Show Legend](#)

Show Changes Expand All Changes

Number of Years	1 Year		
Professional Body	No Professional Body Recognition Assigned		
Effective From	Interim Date	Contact Person	Notes
Year of Implementation	2025 2021		
Qualification Code	PDSPM		
Qualification Title	Postgraduate Diploma in Sport Management		
Reporting Title	PGDip Sport Management		
Abbreviated Title	PGDipSportMgt		
Credit Value	120		
Language of Instruction	English (EN)		
Qualification Duration	1 Year		
Maximum Time to Completion	4		
Qualification Type	Postgraduate		
Qualification Subtype	Postgraduate Diploma		
No New Enrolment	Yes		
Without Specialisation?	nosp		
Allows Minors from other Qualifications	No		
Qualification Lead	ALAN WILLIS (26 Jan 2024 to ---) ALAN WILLIS (4 Mar 2020 to ---)		
Owning Organisation	College of Business (MU00022)		
Proposed Review Dates	No dates assigned		
Date Types	Date		

Qualification Graduate Profile

Qualification Graduate Attributes (QGAs)

On successful completion of this programme the learner will be able to

#	Description	Graduate Profile	Educational Objectives
None			
Graduate Profile			
<ol style="list-style-type: none"> 1. Scholarly 1 - Disciplinary knowledge and skills 2. Scholarly 2 - Creativity and innovation 3. Scholarly 3 - Resilience and adaptability 4. Cultural 1 - Cultural awareness 5. Cultural 2 - Māori knowledge and understanding 6. Social 1 - Social responsibility 7. Social 2 - Communication and collaboration 8. Social 3 - Global engagement 			

Qualification Graduate Attributes and Competencies Mapping

Qualification Graduate Attribute	Competencies
None	

Admission

1. Admission to the Postgraduate Diploma in Sport Management requires that the candidate will:

(a) meet the University admission requirements as specified; and

(b) shall have been awarded or qualified for a Bachelor's degree or equivalent qualification, having achieved a B- grade average over the highest level courses.

~~1. Admission to the Postgraduate Diploma in Sport Management requires that the candidate will:~~

~~(a) meet the University admission requirements as specified; and~~

~~(b) shall have been awarded or qualified for a Bachelor's degree or equivalent qualification, having achieved a B- grade average over the highest level courses.~~

Qualification Requirements

2. Candidates for the Postgraduate Diploma in Sport Management shall follow a flexible programme of study, which shall consist of courses totalling at least 120 credits at 700 level, including:

(a) any compulsory courses identified in the Schedule for the Qualification;

(b) at least 90 credits selected from the Schedule to the Qualification; and

(c) attending field trips, studios, workshops, tutorials and laboratories as required.

~~2. Candidates for the Postgraduate Diploma in Sport Management shall follow a flexible programme of study, which shall consist of courses totalling at least 120 credits at 700 level, including:~~

~~(a) any compulsory courses identified in the Schedule for the Qualification;~~

~~(b) at least 90 credits selected from the Schedule to the Qualification; and~~

~~(c) attending field trips, studios, workshops, tutorials and laboratories as required.~~

Specialisations

3. The Postgraduate Diploma in Sport Management is awarded without specialisation.

~~3. The Postgraduate Diploma in Sport Management is awarded without specialisation.~~

Academic Requirements

Student Progression

4. In cases of sufficient merit, the Postgraduate Diploma in Sport Management may be awarded with distinction or merit.

~~4. In cases of sufficient merit, the Postgraduate Diploma in Sport Management may be awarded with distinction or merit.~~

Completion Requirements 

5. The timeframes for completion as outlined in the General Regulations for Postgraduate Degrees, Postgraduate Diplomas, and Postgraduate Certificates will apply.

6. Candidates may be graduated when they meet the Admission, Qualification and Academic requirements within the prescribed timeframes.

~~5. The timeframes for completion as outlined in the General Regulations for Postgraduate Degrees, Postgraduate Diplomas, and Postgraduate Certificates will apply.~~

~~6. Candidates may be graduated when they meet the Admission, Qualification and Academic requirements within the prescribed timeframes.~~

Academic Progress 

7. The general Unsatisfactory Academic Progress regulations will apply.

~~7. The general Unsatisfactory Academic Progress regulations will apply.~~


Transitional Provisions 

Regulation Notes 

Schedule to be added to

120 credits from


120 credits

Specialisations and Courses 			
Code	Credits	Title	Show Courses
234731	30	Advanced Sport in the Social Context	
234732	30	Advanced Sport Management	
152707	30	Leading and Changing Organisations	
152752	30	Project Management	

QGA-CLO Mapping

Displaying current status - no comparison done

None

Research / Information Literacy Skills 

Current Collections- Books 

Current Collection- Journals 


Current Collection- Journals Articles Database 


Future Collecting- Books 

Future Collecting - Journals 

Future Collecting- Journals Article Databases 

Recommendations 

TEC Code 
Code
MY0264

QAC, NZQF and ISCED 	13 - Post Graduate Diplomas
--	-----------------------------

NZSCED	Sport and Recreation
Workload Limit	Yes
Eligible for StudyLink	Yes

EFTS Based Funding Request?

No

Student Allowances Request?

No

Student Loans Request?

No

Teacher Registration Approval

N/A

Tuition/Teaching (FTE) Weeks

0

NaN

Vacation/Recess Weeks

0

NaN

Total Gross weeks

0

NaN

Teaching Hrs/wk

0

NaN

Work Experience Hrs/Wk

0

NaN

Self-Directed Learning Hrs/Wk

0

NaN

Total Learning Hrs/Wk:

0

NaN

Total Length

0

NaN

Full Time / Part Time

Not Set

Brief Outcome

Brief Contents

Brief Assessment Mode

Brief Entry Requirements

ISCED Subsequent Destination

Not Set

Source of Funding

Not Set

Distance Learning Available

Not Set

Proposal ID

03736

00169

Proposal Notes **Change Scale** 

1

Academic Contact and Purpose of the Proposal 

Contact: Professor Jo Bensemann

Purpose: Retirement of the Postgraduate Diploma in Sport Management.



~~See main proposal — PMSPM Master of Sport Management, version 2.0~~**Proposal Summary** 

Retire the Postgraduate Diploma in Sport Management.

Justification/ Rationale 


































The qualification has been NNE since 2021.

There are no students currently enrolled in the qualification.

Treaty of Waitangi Implications **Acceptability** **Year of Implementation and First Year Teaching Plan** **Proposal Details** **Predicted Student Numbers / EFTS** **Minimum student numbers required** **Strategic Considerations** **Expected Revenue:** **Accreditation Considerations (if applicable)** **Equity Implications** **Market Research and Competitor Analysis** **Expected Costs** **Internal and External Consultation** **Financial Analysis** **Risk Management** **Students** **Academic Staff** 

Decision to close the qualification has been made at MBS CET and communicated to School of Management executive and teaching staff.

International **Information Technology** **Student Management System** **Facilities Management** 

- Teaching & Learning Services 
- Student Learning Services 
- Course Funding Classifications 
- Limitations on Numbers 
- NZQF Compliance 
- Graduate Profile (Short) 
- Education Pathways (Short) 
- Employment Pathways (Short) 
- Entry Requirements 
- Education Organisation 
- Developed By 
- Quality Assured By 
- Goals of the Programme 
- Programme Overview 
- Proposed Teaching/Delivery Methods 
- Prescriptions for New Courses 
- Assessment and Moderation Procedures 
- Plans for Monitoring Quality/Programme Review 
- Postgraduate Funding 
- Relationship to Strategic Planning Goals 
- Learning Outcomes for New Courses 
- Student Workload 
- Teaching and Support Staff 
- Teaching Space and Other Facilities 
- Library Resources 
- Timetabling Arrangements 
- Contributions from Overseas Partner Institutions 
- Suitability of Qualification for Overseas Delivery 
- Formal Agreement 
- Standing of Overseas Institution(s) 
- Qualification Approval and Accreditation 
- Programme Design 
- Comparability of Onshore and Offshore Delivery 

Availability of Resources

Consistency of Assessment

Support Services

Provisions for Students in Cessation

Quality Assurance of Offshore Programme

Memorandum of Understanding Extracts

Relevant Contribution

Review Procedures

Grievance/ Appeal

Student Communication

Resource Availability

Assessment/ Examinations

Committee References	Checked and confirmed that the data is already changed. This is part of Assyst job # 78845, 29/03/2019..... LR 1/05/18 qual audit - corrected abbrev title, unticked NNE, (note no graduate profile), added missing 2 (c) reg, removed expired transition regs (not in 2018 calendar), formatted regs, (schedule correct)
	Checked and confirmed that the data is already changed. This is part of Assyst job # 78845, 29/03/2019..... LR 1/05/18 qual audit - corrected abbrev title, unticked NNE, (note no graduate profile), added missing 2 (c) reg, removed expired transition regs (not in 2018 calendar), formatted regs, (schedule correct)

Status Log

Initial Status	End Status	User	Date	Comment
HOD Approval	College Sub-Committee	JOANNE BENSEMANN	30 Jan 2024 13:47 pm	Approved for committee consideration.
Draft	HOD Approval	JEAN-SEBASTIEN IMBEAU	30 Jan 2024 9:46 am	Retirement
	Draft	JEAN-SEBASTIEN IMBEAU	26 Jan 2024 11:14 am	Retirement

Collaborating Staff
Name
SARAH LEBERMAN
JOANNE BENSEMANN
CLAIRE MATTHEWS
ANDREW FOSKETT
LILI ZHAO
JEAN-SEBASTIEN IMBEAU
CARNETTE PULMA
PHIL BRONN
JENNIFER SCOTT
TRISH BRADBURY
PAT HICKSON
CONNIE HII
ALAN WILLIS

Specialisation Comparison



PMANL1SPBPL1 Public Policy v3.0 COLLEGE BOARD APPROVAL

compared to

PMANL1SPBPL1 Public Policy v2.0 APPROVED

[Show Legend](#)

Show Changes Expand All Changes

Affiliated Entities	
Entity Code	Entity Title
PMANL	Master of Analytics
	Entity Version
	v3.0
	Entity Type
	Qualification
Year of Implementation	2025
	2020
Specialisation Code	PMANL1SPBPL1
Specialisation Title	Public Policy
Abbreviated Title	Public Policy
Credit Value	60
Specialisation Type	Subject
No New Enrolment	Yes
MOE Subject	Social & Public Policy/Admin
Specialisation Lead	SHARON SIMMONS (23 Jan 2024 to ---)
	SHARON SIMMONS (20 Nov 2019 to ---), LEONARD PAAS (19 Nov 2019 to 19 Nov 2019)
Collaborating Staff	
Staff Member	
SHARON SIMMONS	
CLAIRE MATTHEWS	
PHIL BRONN	
CARNETTE PULMA	
ANNE MEREDITH	
LILI ZHAO	
FIONA PAEWAI	
BETHAN GREENER	
PETER RAWLINS	
CHRISTOPHER GALLAVIN	
PAT HICKSON	
JENNY COLEMAN	
LANCE GRAY	
GLENN BANKS	
LINDA LOWE	
TRISH HUTTON	
Owning Organisation	College of Humanities and Social Sciences (MU00009)

Proposed Review Dates	
Date Types	Date
No dates assigned	

Graduate Profile	<p>Graduates of the MAnayt (Public Policy) specialisation will possess the following attributes:</p> <ul style="list-style-type: none"> • Knowledge of research methodology and design specific to public policy • A critical understanding of the systems and theories of change underpinning policy outcomes • The capacity to clearly communicate complex policy analyses to wider teams of public servants, policymakers and non professional audiences • Knowledge of the ethical, privacy and cross cultural frameworks pursuant to research in public policy. • An understanding of the role and application of geospatial data in a public policy context • Knowledge of the role and application of integrated data infrastructure within the policy context
-------------------------	---

Schedule

60 credits from
60 credits

Courses

Code	Credits	Title
230704	30	Public Policy Analytics: Methodology, Design and Data
230705	15	Interpretation in Geospatial Analytics
230706	15	Integrated Data Infrastructure

Library Impact Statement

Research / Information Literacy Skills

Current Collections- Books

Current Collection- Journals

Current Collection- Journals Article Database

Future Collecting- Books

Future Collecting - Journals and Journal Articles

Future Collecting- Journal Article Databases

Recommendations

General Section

Proposal ID

03654

Change Scale

0

1. All Proposals - Complete the sections below for all proposals

Academic Contact and Purpose of the Proposal

DAQ Assoc Professor Claire Matthews

Purpose: To retire PMANL1SPBPL1 Public Policy specialisation from the Master of Analytics.

~~Professor Chris Gallavin/ Professor Glenn Banks~~

~~Purpose is to close the Public Policy specialisation in the MAnalytics to new enrolments from 2020.~~

Proposal Summary

To retire the Public Policy specialisation (PMANL1SPBPL1) of Master of Analytics

Closure of the Public Policy subject to new enrolments from 2020. Teaching out courses for existing students in the programme over the next two years:

-

-

Justification/ Rationale

This Master of Analytics Public Policy specialisation has been closed to new enrolments since 2020. The students have already been taught out or have completed.

Due to the imminent retirement of a key staff member, and the ongoing difficulty with recruiting students into this specialisation/ subject, the continuation of this Public Policy subject in the qualification in its current format is not financially viable.

Over recent years a small number of students have taken up this specialisation each year. This has resulted in the need to create bespoke teaching arrangements each year to adequately service the learning needs of each successive cohort. Recently, the only full time member of staff charged with the co-ordination of this subject in the MAnalytics qualification announced their intention to retire in 2020. In light of these resource constraints, our ongoing difficulty to adequately provide for the learning needs of new students and the consistently low enrolment figures, the decision has been made to close each to new enrolments.

Acceptability

Massey Business School and the College of Humanities and Social Sciences (the owning organisation of this specialisation) have reached the agreement to retire this specialisation.

Transition arrangements are being worked through individually with each student. The courses will be delivered by contract lecturers as required. All students should have completed the required courses by the end of 2021. At that point the courses will be withdrawn/ closed/ deleted.

Consultation has occurred with our partners—the College of Business and the College of Health. Although they each recognise the reality behind this decision as unfortunate, each agree with and accept our decision to close both qualifications to new enrolments.

-

-

Year of Implementation and First Year Teaching Plan

2025

Closed to new enrolments 2020. Existing courses (230.704/ 705/ 706) will be offered as per student requirements above.

Proposal Details

Treaty of Waitangi Implications

As a Tiriti-led University we are committed to demonstrating authentic leadership in contemporary Aotearoa New Zealand as we uphold Te Tiriti o Waitangi, the founding document of our nation, and its principles through our practice" (Massey University Strategy 2018-2022).

As with all Massey Business School qualifications, we endeavor to ensure we meet the expectations of the University's strategy for a Te Tiriti o Waitangi-led University. We do not believe the closure of this specialisation has any implications in terms of Te Tiriti.

N/A

2. Strategic Impact - Complete for Early Notice, New Specialisations (Internal Audience Only)

Strategic Considerations

Market Research and Competitor Analysis

Accreditation Considerations (if applicable)

Internal and External Consultation

Consultation has occurred with our partners – the College of Business and the College of Health. Although they each recognise the reality behind this decision as unfortunate, each agree with and accept our decision to close the public policy specialisation to new enrolments.

Equity Implications 

Financial Analysis 

Predicted Student Numbers / EFTS 

Minimum student numbers required for ongoing viability of the qualification 

Expected Revenue 

Expected Cost 

Risk Management 

3. Resource Impacts - For New and Significantly Amended Specialisations and for Closure to New Enrolments

Facilities Management 

Students 

Academic Staff 

International 

Information Technology 

Student Management System 

Teaching and Learning Services 

Student Learning Services 

Limitations on Numbers 

Goals of the Programme 

Programme Overview 

Proposed Teaching/Delivery Methods 

Prescriptions for New Courses 

Assessment and Moderation Procedures 

Plans for Monitoring Quality/Programme Review 

Postgraduate Funding 

5. CUAP Section B – For New Specialisations only

Relationship to Strategic Planning Goals 

Learning Outcomes for New Courses 

Student Workload 

Teaching and Support Staff 

Teaching Space and Other Facilities 

Library Resources 

Timetabling Arrangements 

Committee References 	
---	--

Status Log 

Initial Status	End Status	User	Date	Comment
College Sub Committee Approval	College Board Approval	LILI ZHAO	01 Feb 2024 17:29 pm	yes
HOD Approval	College Sub Committee Approval	BETHAN GREENER	24 Jan 2024 11:35 am	Approved
Draft	HOD Approval	FIONA PAEWAI	23 Jan 2024 16:07 pm	Correct minor typo in abbreviated name - returned for HOD approval
	Draft	PHIL BRONN	23 Jan 2024 15:50 pm	Retirement



MASSEY UNIVERSITY
COLLEGE OF HEALTH
TE KURA HAUORA TANGATA

COH CB24/02/010
MINUTES
February 2024

COLLEGE BOARD MEETING

Tuesday 20 February 2024 at 10am

Via Teams

MINUTES

No.	Item / Details	Decisions / Actions	Doc No.
1.	<p>WELCOME and APOLOGIES</p> <p>Present: Professor Jill McCutcheon (Chair)</p> <p>Professor Ajmol Ali, Associate Professor Bevan Erueti, Associate Professor Kathryn Hay, Associate Professor Shirley Julich, Professor Marlena Kruger, Professor Kieran O'Donoghue, Associate Professor Rachel Page, Associate Professor Wyatt Page, Professor Nicolette Sheridan, Professor Leigh Signal, Professor Chris Wilkins.</p> <p>In attendance: Jill Coatsworth, Deanna Abbott (Secretary), Elizabeth Sturrock</p> <p>Apologies: Dr Kerri-Ann Hughes, Associate Professor Andy Foskett, Dr Rachel Batty.</p> <p>Apologies for lateness: Brooke Mehlhopt</p>		
2.	MINUTES FOR APPROVAL – PART I		
2.1.	Minutes of the meeting held 21 November 2023	<p>MOVED that the Minutes of the meeting held on 21 November 2023 be confirmed as a true and correct record.</p> <p>SHERIDAN/W PAGE Carried</p>	COH CB 23/11/213
3.	MATTERS ARISING FROM THE PREVIOUS MINUTES		
4.	ACADEMIC DECISIONS		
		For noting and forwarding to Academic Committee	
4.1.	<u>School of Health Sciences</u>		
4.1.1.	<p><u>EARLY NOTICE CUAP PROPOSALS:</u></p> <p>Master of Health Science</p> <ul style="list-style-type: none"> Removal of two Specialisations: Bioscience and Sport and Exercise. Introduction of new Specialisation in Human Performance and Health <p>A query was raised about whether this programme can be offered offshore for international students.</p>	<p>Associate Professor Rachel Page spoke to the Early Notice CUAP proposals.</p> <p>MOVED that documents COH CB24/02/002 and COH CB 24/02/003 be noted and forwarded to Academic Committee for noting.</p> <p>R PAGE/W PAGE Carried</p>	COH CB 24/02/002

No.	Item / Details	Decisions / Actions	Doc No.
4.1.2.	<p>Postgraduate Diploma in Health Science</p> <ul style="list-style-type: none"> Removal of two Specialisations: Bioscience and Sport and Exercise. Introduction of new Specialisation in Human Performance and Health 		COH CB 24/02/003
5.	ACADEMIC DOCUMENTS FOR DISCUSSION		
5.1.	<p>Consultation on Student Academic Integrity Policy, Procedure for Managing Breaches of Academic Integrity, and Student Disciplinary Regulations</p> <p>The Chair opened to the members for discussion with the following comments made:</p> <ul style="list-style-type: none"> It needs to be made clear about the types of AI, specific AI and generated AI are mentioned, but what about assisted AI. Students may have written drafts by themselves but then used AI to help polish the final version. We need to educate students about the need to keep evidence of all notes, drafts, etc., so there is an audit trail for their own protection. It was noted that there can be different behaviour in students at the clinical placement level as well. Staff don't have the capacity to manage behaviour at this level. Clarification is needed for what does this mean for students who are currently in the process now, will they remain under the old policy or move to the new? 	<p><i>Feedback to Neil Ulrich, Office of the Provost by 6 March 2024</i></p> <p>ACTION:</p> <ul style="list-style-type: none"> Deanna to forward these documents to the CoH Learning and Teaching Committee for discussion and feedback. Please forward any further comments or feedback to Deanna by 4 March 2024. 	COH CB 24/02/004
6.	ACADEMIC DOCUMENTS FOR NOTING		
6.1.	Summary Report on Academic Board Meeting – 15 November 2023	Noted	COH CB 24/02/005
7.	REPORTS		
7.1.	<p>Chair's Report Professor Jill McCutcheon</p> <ul style="list-style-type: none"> Start of Semester 1 next week with orientation and other activities on campus. Enrolments in College of Health are looking good, especially with all the work done last year with programme offerings. The Chair has reviewed qualifications and specialisations in the No and Low Enrolment (NLE) project. Overall, the programmes and courses the College of Health now offers has reduced by 50% from the numbers offered in 2016. All programmes and courses now meet the NLE criteria, e.g. nested programmes at the postgraduate level. The Chair congratulated and thanked all staff who have been involved in this planning and successful achievement of this project. The College is open to further change and improvements but starts the year on a good footing. 		Verbal

No.	Item / Details	Decisions / Actions	Doc No.
7.2.	<p>Associate Dean – Work Integrated Learning Associate Professor Kathryn Hay</p> <p>Report taken as read. Key points are:</p> <ul style="list-style-type: none"> • Health and Safety analysis tool. Waiting for update from CEG on the next steps. • MyWIL implementation. • Meeting with College of Health Kaiarahi team to discuss Te Tiriti led framework. • Student voices for unpaid training petition and lobbying. • WIL webinar included as part of the Teaching and Learning webinar series this year. 	RECEIVED	COH CB 24/02/006
7.3.	<p>Director – International Professor Ajmol Ali</p> <p>Report taken as read, few points to highlight.</p> <ul style="list-style-type: none"> • Transnational delivery for offshore international students – discussions are ongoing. • International Trends – Australia are marketing strongly for international students as a route to migrancy. • Reminder PhD students need to be on campus, students will need to pay international fees if they return home for a significant period. <p>Brooke reiterated the concern of losing international students with the move to the majority of programmes and courses being offered by distance learning only.</p>	RECEIVED	COH CB 24/02/007
7.4.	<p>Associate Dean – Higher Degree Research Professor Marlena Kruger</p> <p>Report taken as read.</p> <ul style="list-style-type: none"> • GRS proposal for change – process is ongoing. • DRC subcommittee for management of complex student cases. • TEC 2026 guidelines – Quality Evaluation panel-specific guidelines and PBRF template. • Doctoral scholarships change of dates – alumni round for domestic students only has closed. No April round. Next round should be July. • MURF funding for 2025. 	RECEIVED	COH CB 24/02/008
7.5.	<p>Associate Dean – Academic / Learning & Teaching Professor Kieran O’Donoghue</p> <p>Report taken as read with the following update:</p> <ul style="list-style-type: none"> • Massey University Graduate Profile – the new graduate profile was approved by Academic Committee last year. The Learning and Teaching Committee are now looking at how this is operationalised. <p>The College of Health will need to map our new programmes and specialisations going forward to the new university graduate profile and alignment of current programmes by 2027.</p>	RECEIVED	COH CB 24/02/009

No.	Item / Details	Decisions / Actions	Doc No.
7.6.	<p>Associate Dean – Research Professor Leigh Signal</p> <ul style="list-style-type: none"> • University Research Committee has not yet met. • CoH Research Committee – activities later this year will be MURF and SREF process • Review of School based research centres. • Ethics process – better resourced but still taking a long time. Reminder to plan ahead. • Meeting with CEG next week – ongoing focus and role of Associate Dean Research. 	RECEIVED	Verbal
7.7.	<p>Associate Dean – Māori Associate Professor Bevan Erueti</p> <ul style="list-style-type: none"> • Ākonga Māori Learner Success (ĀMLS): <ul style="list-style-type: none"> – (Re)appointment of two CoH Kaitautoko Māori (Māori Student Support staff) – Ms Lara Rangitaawa (0.4 FTE) based on the Albany campus; Mrs Serena Lewis (0.6 FTE), Manawatū campus (SST Level 8, School of Nursing). – Reported a 2% increase in Māori student enrolments for the CoH 2024. Also, will provide a summary of Māori student success data for 2023 for March meeting. • Kaiārahi Tiriti Project: <ul style="list-style-type: none"> – Members involved in this project were invited to attend a seven-day excursion (1-8 February), starting in Aorangi Marae (Fielding) and concluding with a visit to Waitangi during the Waitangi celebrations 5th and 6th of February. • AD Māori <ul style="list-style-type: none"> – Have conducted several welcome ceremonies on both Albany and Manawatū campuses. – Attended a hui with Vice Chancellor, Prof Jan Thomas with the Associate Dean’s Māori from across the university. <p>ACTION: Associate Professor Erueti to provide a summary of data on Māori student success and numbers of new students at the next meeting.</p>	RECEIVED	Verbal
8.	OTHER BUSINESS		
	None		
	Meeting closed at 10:54am		



COLLEGE OF SCIENCES
COLLEGE BOARD

**A meeting of the College Board (CSB) was held on
Thursday 15 February 2024 at 2.00 PM via Zoom**

MINUTES – PART I

PRESENT:

Professor Ray Geor (Chair), Professor Simon Hall, Professor Paul Kenyon, Professor Monty Sutrisna, Professor Chris Scogings, Professor Jon Huxley, Associate Professor Liz Norman, Professor Peter Lockhart, Professor Jenny Weston, Dr Mostafa Jelodar (early departure), Professor Donald Bailey, Professor Mark Waterland, Associate Professor Tammy Lynch, Dr Kat Littlewood

IN ATTENDANCE:

Fiona Coote, Diana Kessler, Mary O'Carroll, Brian Hewson, Carnette Pulma, Amy Heise (late arrival)

1 WELCOME

Welcome to Carnette Pulma as CSB administrator and joins in attendance.

2 APOLOGIES

Professor Jamie Quinton, Associate Professor James Millner, Ursula Clarke, Dr Mostafa Jelodar (early departure), Amy Heise (late arrival)

3 VISITORS

None

4 CONFIRMATION OF AGENDA

5 MINUTES FOR APPROVAL

5.1 [Confirmation of Minutes November 2023 Part I](#)

CSB24/2/2

Resolved: That the minutes in document CSB24/2/2 of the Part I meeting held in November 2023 be confirmed as an accurate record and forwarded to Academic Board for noting.

Chair, carried

6 MATTERS ARISING

None

7 ACTION LIST

- 7.1 [Action List February 2024](#)
Noted

CSB24/2/3

8 CHAIRPERSON'S REPORT

The Chair noted Dr Kat Littlewood's resignation from the college board effective April 2024 and thanked her contributions.

The Chair also acknowledged the college's significant period of change in the latter part of 2023, starting with Te Huringa o te Tai as the administrative teams navigate through the transition and the final decision from the Proposal for Change, which is set for the upcoming implementation phase. He requested patience and thanked everyone's understanding during these processes. Looking ahead, the emphasis for the upcoming year is on redirecting efforts towards teaching and research activities, both internally and externally.

A financial recovery plan, or FRP, is in motion, as discussed in the recent Senior Leadership Team (SLT) meetings with a broader focus beyond financials and to prioritise activities such as student recruitment, student support, and research support. Communications from the central office are expected about these matters, with the first quarter dedicated to implementing the Proposal for Change's final decision while the broader focus remains on core teaching and research.

9 COURSE OFFERING CHANGES

- 9.1 [Course offering changes approved by the DPVC October 2023 to February 2024](#)
Noted

CSB24/2/4

10 FROM COLLEGE ACADEMIC COMMITTEE

- 10.1 [CAC Minutes Meeting November 2023 Part I](#)
Noted

CSB24/2/5

- 10.2 [Short-Course-Amendment-Proposal Int and Adv Freshwater Farm Planning 2024](#)

CSB24/2/6

Noted with minor amendment

- 10.3 [Int FW-FP Course Outline 2024](#)

CSB24/2/7

- 10.4 [Advanced FW-FP Course Outline 2024](#)

CSB24/2/8

Resolved: That Short Course amendments in documents CSB24/2/7 and CSB24/2/8 subject to minor amendments be approved and forwarded to Academic Committee for noting.

Weston / Waterland**11 ACADEMIC DECISIONS**

- 11.1 [Memo from CoS PVC to VC re request for the approval of closures arising from the College of Sciences 2024 Proposal for Change – Final Decision](#)

CSB24/2/9

Noted

12 TEACHING AND LEARNING

None

13 VISITORS' ITEMS

None

14 ANY OTHER MATTERS

Items referred from Courtney Finlayson – Executive Assistant – Vice Chancellor and Provost Office, for feedback by 06 March 2024.

- 14.1 [Memo – CB CoS Consultation on Academic Integrity Policy](#) CSB24/2/10

Noted

- 14.2 [Academic Integrity Policy](#) CSB24/2/11

- 14.3 [Procedures for Managing Student Breaches of Academic Integrity](#) CSB24/2/12

- 14.4 [Student Disciplinary Regulations](#) CSB24/2/13

The documents were discussed. Associate Professor Liz Norman provided a brief overview of the structure and background of the policy.

The committee members were encouraged to share the documents to their groups (academic and professional) and provide feedback directly to Neil Ulrich as indicated in the cover memo (CSB24/2/10). Feedback can also be sent to the CSB administrator (Carnette Pulma) for collation by 29 February 2024, and will be forwarded to the Vice Chancellor and Provost Office prior to 06 March 2024. The documents are also available on the University Policy Review website.

Noted**Items referred from Academic Board**

- 14.5 [Academic Board Minutes 15 November 2023 – Part I](#) CSB24/2/14

Noted

- 14.6 [Summary Report on Academic Board Meeting 15 November 2023 – Part I](#) CSB24/2/15

Noted**15 EXCLUSION OF THE PUBLIC**

THE CHAIRPERSON MOVED THAT MEMBERS OF THE PUBLIC NOW BE EXCLUDED FROM THE MEETING SO THAT THE FOLLOWING MATTERS MAY BE DISCUSSED WITHOUT PUBLIC DISCLOSURE, THE COMMITTEE BEING SATISFIED THAT THERE ARE CONSIDERATIONS WHICH OUTWEIGH THE PUBLIC INTEREST OF DISCLOSURE.

Reference: S48(1)(a)(ii) & S7(j) of the Local Government Official Information and Meetings Act 1987 and S9(2)(k) of the Official Information Act 1982.

Documents CSB24/2/17 and CSB24/2/18 were discussed in Part II of this meeting.

Fiona Coote, Amy Heise, Diana Kessler, Brian Hewson, Carnette Pulma, and Mary O'Carroll were in attendance in Part II for their expertise in student administration and operations of the College's academic offer.



College Board Meeting

Friday 16 February 2024 at 10.00am

Confirmed Minutes Part I

1. **PRESENT:** Professor Cynthia White (Chair), Professor Beth Greener, Professor Alison Kearney, Professor Kerry Taylor, Professor Hēmi Whaanga, Dr Tony Fisher, Associate Professor Pania Te Maro, Professor Jenny Poskitt, Dr Timu Niwa, Dr Pita King, Professor Jodie Hunter, Dr Barbara Anderson, Professor Fiona Te Momo, Andrea Flavel, Associate Professor Nick Holm

APOLOGIES: Associate Professor Peter Rawlins, Associate Professor Kirsty Ross, Dr Karyn Aspden, Dr Liangni Sally Liu

LATE ARRIVAL: Dr Jared Carpendale, Professor Bill Fish

IN ATTENDANCE: Brenda Johnson, Heather Reedy, Caroline Lowe, Anne Meredith (Secretary). Dr Neil Ulrich, Executive Officer (Academic Complaints, Appeals & Policy). Fiona Coote, Director - Office of Academic Quality, Reporting and Assurance.

The PVC opened the meeting with a karakia.

2. **CONFIRMATION OF MINUTES:**

Confirmation of Part I Minutes of the meeting held on Friday 17 November 2023 HSS CB 23/11/277

Moved from the Chair: That Part I of the minutes of the meeting held on 17 November 2023 are confirmed as a true and accurate record. **Carried**

3. **MATTERS ARISING:**

3.1 Action List – November 2023

Item 1 Student Achievement Awards **Ongoing**

Remaining considerations for ongoing discussions:

- Budget available (our awards are quite generous compared to other Colleges)
- Purpose of the awards
- Structure and fit for purpose
- Type of awards – whether classed as prizes or scholarships
- College agency over awards

The DTL will bring a new proposal and recommendations to CB.

The PVC thanked the DTL for a good, clear summary. This work is important because the awards indicate the College values. The process and purpose should speak to and reflect the College and the Awardees. The DTL is invited

to consider the opinions and views of College Board and all other College committees, forums and groups.

The DTL agreed that if there is a clear rationale and purpose behind these awards while being fit for purpose, then the College will gain more value from the awards.

4. CHAIRPERSON'S REPORT

Professor Cynthia White reported on the following:

4.1 The role of College Board

- The role of College Board is academic governance, largely in the areas of research and teaching. College Board advises on strategy, identifies risks, and is responsible for questions of academic quality. College Board is the leader and supports the academic space for the College, and supports Academic Board.
- Any decisions by the Board are forwarded to Academic Board and Council. College Board is also helping the College and the University achieve their strategic objectives.

4.2 Moving forward in 2024 with academic matters

- There are challenges within the College which are being experienced differently throughout different Units. Our income comes primarily from our teaching activities, our portfolio of qualifications and student demand for our qualifications. Research is incredibly important for our profile, reputation and contributes financially. Our main source of income is from our academic offer.
- As a College we offer rich disciplines: Education, Psychology, Humanities which is arguably the oldest of all disciplines, Social Sciences and Te Pūtahi-a-Toi Māori Knowledge.
- We review our academic offer constantly to ensure that our academic offer draws on the best parts of each discipline to meet contemporary needs of society. EFTs are declining in many disciplines. We have a very large number of courses and offerings, and staff workload has been amplified by teaching many small courses over many offerings.
- The College will ask disciplines to consolidate majors, minors and specialisations for 2025 due to affordability. In doing this, we free up financial and people resources, reinvest in courses which align with student demand, and ensure those courses are high quality with predictable pathways for students. This allows for innovation and development of new offerings in areas where we need to be competitive. This will enable academics to have workload available for supervision, research, and service and citizenship activities.
- The PVC welcomes suggestions and ideas concerning the academic offer which were discussed. Key discussions were held around the viability of courses, specialisations, and majors and minors given the drop in EFTS. Benefits to this were the consolidation of the academic offer freeing up teaching resources, and creating opportunities to introduce new disciplines and fields of study. It was noted that there are many tensions around the consolidation of the academic offer. When introducing new ideas, care must be taken to ensure that courses are transformative.

The PVC thanked members for their input to this discussion.

5. PRO VICE-CHANCELLOR'S REPORT – *Professor Cynthia White*

See Chair's report.

As noted above

6. REPORT FROM DIRECTOR, ACADEMIC QUALITY – *Associate Professor Peter Rawlins*

Received for noting:

★ 6.1 DAQ report to CB Feb 24 Part 1

HSS CB 24/02/005

There is a link in this report to some very important material on the College central portal. There are also links to the new hours-based Student Workload model that is important when current courses and offerings are revised.

The new hours-based student workload model was to be introduced to staff soon, via the College Forums. When the student workload model was revised the College was in a different operating environment. With current academic staff workload constraints and the need to revise the academic offer, the PVC advised that the introduction of this model may have to be delayed.

- ★ 6.2 APC Minutes Part I 30 Oct 2023 CONFIRMED HSS CB 24/02/006
Noted

7. **REPORT FROM DIRECTOR, TEACHING & LEARNING – Dr Tony Fisher**

Received for noting:

- ★ 7.1 DTL Report for College Board Feb 2024 HSS CB 24/02/007
- ★ 7.2 CTLC Minutes Part I 24 Oct 2023 HSS CB 24/02/008
Noted

8. **REPORT FROM DIRECTOR, RESEARCH – Professor Bill Fish**

Received for noting:

- ★ 8.1 Director Research report Feb 2024 HSS CB 24/02/009
- ★ 8.2 CRC Minutes – no meeting
Noted

9. **STUDENT REPRESENTATIVE DISCUSSION ITEMS:**

Received for discussion:

9.1

10. **ACADEMIC PROPOSALS – Associate Professor Peter Rawlins**

Received for approval and forwarding to Academic Committee:

- 10.1 Specialisation Retirement PMANL1SPBPL1 MAnalytics (Public Policy) HSS CB 24/02/010
The Director College Projects spoke to this proposal, with more information noted in the DAQ's report. This specialisation was closed to new enrolments in 2019 and the courses have been taught out. The specialisation is from the Master of Analytics, is under the Massey Business School, and is here for noting.
Noted
- 10.2 Course Retirement 256756 Applied Behaviour Analysis for Educators HSS CB 24/02/011
The DCP spoke to this course retirement proposal, with additional information in the DAQ's report. This course was part of a programme which was closed to new enrolments in 2018 and was overlooked. There is a new qualification now.
- 10.3 CoHSS MRC Summary February 2024 HSS CB 24/02/012
Moved from the Chair: That Items 10.2 and 10.3 be approved and forwarded to Academic Committee
Carried

11. **DOCUMENTS FOR DISCUSSION**

11.1	Memo: CB CoHSS Consultation on Academic Integrity Policy 290124	HSS CB 24/02/013
11.1.1	Academic Integrity Policy 290124	HSS CB 24/02/014
11.1.2	Procedures for Managing Student Breaches of Academic Integrity 290124	HSS CB 24/02/015
11.1.3	Student Disciplinary Regulations 290124	HSS CB 24/02/016

The Chair welcomed our two guest speakers, Dr Neil Ulrich, Executive Officer (Academic Complaints, Appeals & Policy) and Fiona Coote, Director - Office of Academic Quality, Reporting and Assurance to the meeting.

The guest speakers spoke to the above three documents which have been renewed and updated. The documents are now aligned and have the same definitions for different breaches. This is an educative stance rather than an emphasis on punishment, and the policies are more consultative. The aim was to have a pragmatic, simply worded framework.

Discussions were held around the three simple levels:

- Level 1: Poor academic practice which is dealt with at College level between academic staff and students. Students are given the opportunity to understand what they did wrong, to learn and improve. There is no appeal at this level.
- Level 2: Minor breaches, which are slightly more serious but do not reach the threshold for misconduct. In fairness to other students and for the purpose of learning for the student who breached there needs to be some consequence or outcome. There is only one level of appeal, to the PVC, whose decision is final.
- Level 3: Misconduct. Sometimes the boundary between academic and other misconduct is not clear, so a single process has been created. For academic misconduct, an appeals committee will be set up, constituted of a number of nominees who can be allocated for different sittings of the committee.

Part of this consultation involves a companion piece to go with these policies, to define what good academic integrity looks like. Staff and students need to be able to identify differences between good and bad academic practice.

The Chair thanked our guest speakers, who kindly agreed to answer any questions and comments.

Questions and answers which proceeded their presentation:

- In the interests of the University's integrity and its qualifications there must be a mechanism to deal with breaches by former students. Retraction of qualifications is a mechanism which has been used previously where student outcomes such as manipulating marks are not practical.
- The three documents attempt to acknowledge and align to the concept of academic freedom at a broader level.
- Under the Student Disciplinary Regulations any student has the right to request, in consultation with a senior staff member a culturally appropriate process.
- These policies have shifted to being a principles-based model given the changes occurring in our operating environment.
- There is a need for staff professional development and the sharing of expertise, particularly in the early stages of the implementation of these policies.

The Chair thanked our guests for their very helpful input to the Board and appreciated their availability to respond to the College's questions and comments.

Our guest speakers thanked the Board for the opportunity to speak at the meeting.

The Chair asked members to send their feedback on these documents to the DTL and the Secretary.

12. DOCUMENTS FOR INFORMATION:

- | | | |
|-------------|--|------------------|
| 12.1 | Summary Report on Academic Board Meeting November 2023 | HSS CB 24/02/017 |
| 12.2 | Academic Board Minutes 15 November 2023 Part I - UNCONFIRMED | HSS CB 24/02/018 |

13. DOCUMENTS FOR NOTING

- | | | |
|-------------|---|------------------|
| 13.1 | CoHSS Albany College Forum Minutes 29 March 2023 | HSS CB 24/02/019 |
| 13.2 | CoHSS Albany College Forum Minutes 21 June 2023 | HSS CB 24/02/020 |
| 13.3 | CoHSS Albany College Forum Minutes 30 August 2023 FTM | HSS CB 24/02/021 |
| 13.4 | HSS MCF 23-06-005 Minutes 07.06.23 CONFIRMED | HSS CB 24/02/022 |
| 13.5 | HSS MCF 23-09-008 Minutes 06.09.23 CONFIRMED | HSS CB 24/02/023 |
| 13.6 | Wellington College Forum Minutes - 15 March 2023 | HSS CB 24/02/024 |
| 13.7 | Wellington College Forum Minutes - 14 June 2023 | HSS CB 24/02/025 |
| 13.8 | Wellington College Forum Minutes - 20 September 2023 | HSS CB 24/02/026 |

Noted

14. GENERAL BUSINESS:

14.1

15. LATE ITEMS:

15.1

Note: Exclusion of Press and Public:

The Chair will move that members of the press and public be excluded from Part II of the meeting so that the following matters may be discussed without public disclosure, the Board being satisfied where appropriate, that there are considerations which outweigh the public interest of disclosure.

Grounds: Section 48 (1) of the Local Government Official Information and Meetings Act 1987
Section 9.2(a), (j) and (k) of the Official Information Act - 1982

The Chair will note that Anne Meredith, Secretary, will be in attendance in Part II



MASSEY UNIVERSITY
ACADEMIC COMMITTEE MEETING
Tuesday 5 December 2023 at 1.30 pm

By Zoom

MINUTES - PART I

Present: Giselle Byrnes (Chair), Jade Berridge, Jessica Board, Fiona Coote, Stephen Croucher, Jo Cullinane, Maggie Hartnett, Jean Jacoby, Faith Kane, Jill McCutcheon, Liz Norman, Kieran O'Donoghue, Linda Palmer, Jenny Poskitt, Peter Rawlins

In attendance: Leanne Robinson (Secretary)

1. INTRODUCTION

1.1 Welcome

The Chair thanked everyone for attending today's meeting. Peter Rawlins shared a karakia to open the meeting.

1.2 Apologies:

For absence: Ray Geor, Tasa Havea, Ina Te Wiata

1.3 Confirmation of Agenda

1.4 Confirmation of Minutes – 7 November 2023

AC23/12/407

MINOR AMENDMENT:

Item 3.1 Specific Circumstances Framework Presentation (SCF), page 2, paragraph 5, sentence 1, last word.

Replace aggregate with aegrotat.

Item 3.5 Proposed Next Steps from Future of Examinations Requirements Working Group Update, page 5, paragraph 1, sentence 1.

Correct the spelling *from* Harnett *to* Hartnett.

RESOLVED: that the Minutes of the Meeting held on 7 November 2023 be approved as a true and accurate record subject to the agreed minor amendments.

Chair
Carried
One abstention

1.5 Matters Arising

Nil

1.6 Action List

AC23/12/409

Item 1: Micro-credentials and Short Courses ITS Requirements

Fiona advised that the functionality in SMS is expected to be completed by the end of the year. The registration form is in the final phases of being prepared. Tere McGonagle-Daly has checked the new Terms and Conditions for Registration of Learners for short courses and micro-credential learners. The four Te Tumu Whakatipu micro-credentials are in the system and have students enrolled in them. The Uni-ready micro-credentials should be available for registration this year. The next step is to activate the functionality in Akari (Curriculum Management), add the micro-credentials and short courses to Akari and build them into SMS so the students can enrol directly into SMS. Jade advised that ITS has not confirmed the exact resourcing for this work next year so no update on timing available until February/March 2024. Jade to follow-up on the operational problem observed in the SMS system where the short courses are not connecting back to the service that is being delivered and currently the student's record is out of view.

With regards to the query about charging the students for these courses, the courses offered by the College are charged for but the courses that the students have been automatically enrolled in, and they can opt out of, are not charged for. The Chair asked about the agreement to cover the cost of those courses in a budget in the University. On behalf of the Committee, the Chair asked Fiona where the decision was made around to charge or not to charge for those courses. The Chair noted that Tere and Andrea are referenced and may need to have a conversation with them.

Action: Fiona to investigate the agreement around the costing of the courses. The Chair to follow up as soon as possible.

Item 2: Course Offerings Descriptors

Maggie Hartnett is the replacement leader for the working group following Jacqui Hoffman's departure. The revised version of the Course Offerings Descriptors was out for consultation with the students, specifically Te Tira Ahu Pae, for feedback until 1 December 2023; to date no feedback has been received but this is being followed-up. The Course Offerings Descriptors will be reviewed and presented at the February meetings for the Learning and Teaching Committee and Academic Committee. The project has been approved but it will need to be prioritised by Academic Committee for 2024 as it will come from the funding dedicated to Academic Committee's projects. The Chair is keen to progress this project.

Item 3: Future of Examinations Requirements Working Group Report

The report was circulated to the students, via Te Tira Ahu Pae, who requested additional time to review the report. Their feedback has been received and will be reviewed against the original report and recommendations and be available for the Learning and Teaching Committee and Academic Committee at the February meetings.

The Chair noted that Academic Committee is aware of the existence of the student survey of other students on OSEs, their engagement with the discussion on OSEs. AC would welcome a full discussion around this Committee.

2. CHAIR'S REPORT

The Chair is currently engaged in the DVCs Academic Te Pōkai Tara Universities New Zealand Committee. They met last week and discussed a range of issues including the GYR Working Group, which was reported at the last Academic Committee meeting; this was to clarify the purpose of the GYRs, the utility for CUAP, the utility for the sector, and the way in which GYRs interface with internal processes and systems across the University.

The DVCs Academic, as with the Universities of New Zealand's other subcommittees, are watching for any new policy shifts with the new Government and how we can best respond to those and the briefing for the incoming minister (BIM) that was submitted to the incoming Minister of Education which spoke both to the research activity and portfolio as well as learning and teaching matters. The universities are discussing how we can continue to collaborate on areas where we don't compete with one another.

Massey has again won the bid to host Ako Aotearoa and we have created a new consortium in partnership with Te Wānanga o Aotearoa and Te Pukenga. Te Pukenga are currently in a 'hiatus space' given that they are slated by the incoming Minister for Tertiary Education to be disbanded or changed. We have sought guarantees from the Tertiary Education Commission that the contractual commitments with Massey University will not be impacted or affected if there are any changes to Te Pukenga.

Last week the Chair had the privilege of visiting the University of Tasmania in Hobart and spoke at the Annual Learning and Teaching Conference called *Teaching Matters*. This conference has been running every year for approximately 23 years. They are interested in the work at Massey University regarding values led *Paerangi* Learning and Teaching Plan and the link through to teaching excellence, our promotions and student success work. The Chair met with the Vice-Chancellor and other senior executives; our universities have similarities, both are multi-campus, and they are expanding into distance education, they have a strong commitment to equity, access, excellence and are constantly talking with their Federal Government funders about the diverse nature of their cohort. There may be some possibility for educational benchmarking between the University of Tasmania and Massey University.

In the student success space and *Purehuroatanga* we have recently had interest from Curtin University in Western Australia, via New Zealand connections, and have a delegate coming here in late January to meet with us and discuss what we are doing in student success. The Chair noted that the Academic Progression work fits in this space and would be interested how we can explore and potentially create an Australian community of practice, notwithstanding the differences between the Australian and the New Zealand sectors.

3. ACADEMIC DISCUSSION/DECISION

3.1 Use of Copyright Material for Education Purposes Policy

AC23/12/410

Jean highlighted the key changes in the policy which are not substantive changes and noted that there are law and compliance requirements that must be adhered to with the policy. The most notable change has been the addition of item number 3 in the policy statement. This is the requirement around using an electronic management and reporting system for the dissemination of any copied materials.

An observation was noted that the policy is solely around text-based material and does not address video and audio material.

There was a positive comment that students included those enrolled in short courses and micro-credentials.

With reference to Responsibilities, it refers to staff with teaching or learning support activities are responsible for ensuring that students are aware of copyright issues, clarification was asked on how might staff ensure students are aware of copyright issues? Jean agreed that clarification is required, and the Responsibilities statement needs to be reworded.

There was a comment about copyright and artificial intelligence use and suggested this could be added to the policy. In response to this suggestion, no one has fully 'come to grips' with artificial intelligence and our own copyright act is currently archaic and there have been discussions about it being reviewed.

In response to the question regarding the Policy statement: point 3. refers to all copyrighted materials copied for general teaching and learning purposes must be provided to students through the university's electronic copyright managing and report system (eReserve) what is the practicality for that if you are doing face-to-face teaching and could this be an exception, Jean confirmed that it does need to be reported electronically.

The eReserve statement covers all the responsibilities of the lecture and suggested this be changed to be aware of copyright expectations.

Jean advised that the wording which refers to the print disability is from the Act and has gone to the Disability Advisor at Massey. The Chair suggested that we need some cross reference to the Disability and Inclusion Action Plan to minimise any barriers. Jean to follow-up on this point.

Jean noted the feedback and will channel it back to the proposer for updating the policy. The Chair extended the feedback period to the end of January 2024 and any further comments can be sent to Jean.

4. STANDING ITEMS

★ 4.1 Year-to-date Academic Committee Business - December

AC23/12/411

4.2 Learning and Teaching Committee (LTC)

Maggie reported that there is an item in the *Staffroom* on the teaching excellence award winners announced today. There are three Vice-Chancellor's Teaching Excellence Award winners and one Learner Success Retention and Transition Excellence Award winner which is a new category. The five winners were across the five colleges.

From the Specific Circumstances Framework work that the Academic Progression and Performance Working Group (APPWG) have been leading, there are some decisions that have come out of that work. In particular, the extensions and the grace period of one week that we were talking about recently at Academic Committee, means that progressing that work really requires the development of an assessment policy and associated procedures.

This is going to be a high priority for quarter one next year. As the lead of the APPWG, Jo has offered to lead that work in the first instance on behalf of LTC. The Chair thanked Jo for her offer of leadership.

5. COLLEGE OF BUSINESS

★ 5.1 Summary of Minor Regulatory Changes – November 2023

AC23/12/412

Document AC23/12/412 was noted.

6. COLLEGE OF CREATIVE ARTS

6.1 CUAP Early Notice:

AC23/12/413

New Qualifications:

Master of Screen Arts
Master of Commercial Music

New Specification:

Mātauranga Māori Major

Qualification Amendments:

Bachelor of Design with Honours
Bachelor of Design
Bachelor of Fine Arts with Honours
Bachelor of Fine Arts
Master of Fine Arts

Supporting Non-CUAP Qualification Amendments:

Bachelor of Screen Arts with Honours
Bachelor of Screen Arts
Bachelor of Commercial Music
Bachelor of Commercial Music Honours
Master of Design

The CoCA representative spoke to the Early Notice and explained that the intention is to put forward a suite of proposals that are based on a holistic consideration and review of their offerings across Toi Rauwhārangī College of Creative Arts. The overarching intention of this review is to realign the offerings, to ensure that they are economically sustainable long term and to create a more flexible and connected learning experience for the students and to enhance the learning pathways for Māori students. There are four key objectives: create a Mātauranga Māori learning pathway available within all the Bachelor degrees on Pukeahu campus for Māori students as a major; facilitate staircasing into postgraduate study; reduce subject duplication; bring qualifications in-line with similar offerings within Aotearoa and Australia.

The chair noted the amount of work that has gone into this proposal.

There was a full discussion and the main points noted for the College to consider when preparing their proposal were:

In response to the question can non-Māori students do the Mātauranga Māori major, this has been developed for Māori students only. There are other courses available to non-Māori students. The point was raised that you cannot discriminate on race and asked was this in keeping with the Human Rights Act? The Chair advised that Massey has inhouse experts who can assist with that.

With regards to the question raised about the Mātauranga Māori being exclusively available to Māori students, the Chair reflected on the university's aspirations to be Tiriti-led and that engagement involves tangata whenua and not sure that is consistent with the proposed Mātauranga Māori pathway. How does this align with the strategic focus? This is part of the evolvement as a College in trying to understand what it means to be Tiriti-led, so for them this a safe space for Māori students directed and led by Māori staff. The Chair noted this is a strategic issue and not the model Massey has committed to in terms of separate spheres which is quite different to a model where we have parties coming together there is opportunity for cross fertilisation, cross learning and cross collaboration. There would be concerns if the College was developing a model that did not conform to the agreed strategic. Faith asked who the College could ask for advice on this issue – Ina and Farah Palmer would be able to provide guidance to CoCA.

The Chair commented that presuming with a focussed small student cohort and also reducing the Bachelor of Design and the Bachelor of Screen Arts from 480 to 360 credits respectively is the College mitigating the loss of income as the numbers would be quite small and the qualifications are being reduced by one year? Faith commented that the four groups will be taught together and that should create enough critical mass to make that economically viable with the current staff. With regard to the reduction in the length of the qualifications, it was noted that both degrees will remain as four year honours degrees but the option will be added for students do exit after the third year without honours.

The Chair acknowledged the constructive feedback and noted there will be considerable scrutiny on these proposals from the other universities.

Document AC23/12/413 was noted.

7. COLLEGE OF HEALTH

7.1 CUAP Reported Qualification and Specialisation Retirements: AC23/12/414

7.1.1 Master of Sport and Exercise qualification
Sport Coaching, Sport Management specialisations

7.1.2 Postgraduate Diploma in Sport and Exercise qualification
Exercise Prescription and Training, Exercise Science, Physical Education,
Sport Coaching, Sport and Management specialisations

The CoH representative advised the College proposes to retire the abovenamed qualifications and specialisations to take effect in 2025. The qualifications were closed to new enrolments from 2019 and all students have now completed. The Sport and Exercise specialisation is available in the Master of Health Science and the Postgraduate Diploma in Health Science.

RESOLVED: that document AC23/12/414 be approved and forwarded to Academic Board for recommendation to the Vice-Chancellor for approval and then to CUAP for noting.

O'Donoghue/McCutcheon
Carried

- ★ **7.2 Summary of Minor Regulatory Changes – November 2023** **AC23/12/415**
Location Offering Changes for Specialisation: Exercise and Sport Science Minor

Document AC23/12/415 was noted.

8. COLLEGE OF HUMANITIES AND SOCIAL SCIENCES

- 8.1 CUAP Early Notice – New Specialisation:** **AC23/12/416**

Educational Equity in the Master of Sustainable Development Goals

The CoHSS representative advised that the MSDG was approved in 2019 and through a staged implementation seven of the specialisations have been put into place and this proposed specialisation is the last one to have approval sought. The current specialisations have had mixed enrolments to date however this a relatively new qualification. Concern has been expressed prior to this meeting that this new specialisation may 'water down' the other specialisations. However, it was noted that the Education is a different type of cohort from those taking the other specialisation.

There are no new courses proposed and the courses for this specialisation have been recently redeveloped at part of the Master of Education.

The Chair noted our AC responsibility is for academic quality which often relies on having sufficient critical mass so this is not just a question of financial viability but could this impact quality. Question for the College is this the right time given that the numbers are still very modest? Peter will pass these comments back to the PVC and CEG (College Executive Group) but there is a strong belief in the College that this is viable.

Document AC23/12/416 was noted.

- 8.2 Non-CUAP Qualification Amendment:** **AC23/12/417**

Master of Educational and Developmental Psychology

The CoHSS representative advised that they propose to amend the schedule to the abovenamed qualification.

- 8.3 Course Retirements:** **AC23/12/418**

132313 Advanced Planning Techniques
 176222 Cities in the Twenty-first Century
 176704 Working Sociologically-An Advanced Practicum

The CoHSS representative advised the College proposes to retire the abovenamed courses that are no longer offered and have been removed from the qualification and specialisation schedules.

RESOLVED: that documents AC23/12/417 and AC23/12/418 be approved.

Rawlins/Poskitt

AC24/03/03Rev1

Carried

- ★ 8.4 International Study Tour Short Course Approval AC23/12/419
- ★ 8.5 Summary of Minor Regulatory Changes – November 2023 AC23/12/420

Documents AC23/12/419 and AC23/12/420 were noted.

9. COLLEGE OF SCIENCES

- ★ 9.1 Memo: To close the pathways associated with the Postgraduate Certificate in Science and Technology AC23/12/421
- ★ 9.2 Summary of Minor Regulatory Changes – November 2023 AC23/12/422

Documents AC23/12/421 and AC23/12/422 were noted.

10. DOCUMENTS FOR NOTING

- ★ 10.1 Summary Report on Academic Board Meeting - 18 October 2023 AC23/12/423
- ★ 10.2 Academic Board Minutes Part I – 18 October 2023 (unconfirmed) AC23/12/424
- ★ 10.3 Learning and Teaching Committee Minutes Part I - 17 October 2023 AC23/12/425
- ★ 10.4 Memo: AQA Cycle 6 Audit Response Update November 2023 AC23/12/426

Documents AC23/12/423 – AC23/12/426 were noted.

11. ANY OTHER BUSINESS (additional document)

- 11.1 Non-CUAP Qualification Amendment for 2025 Bachelor of Communication AC23/12/431

Both Colleges of Business and Humanities and Social Sciences endorsed the proposed amendments to the Bachelor of Communication for implementation in 2025. The rationale for the amendments is to encourage more enrolments by removing the regulation which is too restrictive and to give the students the option to study a major and minor from the same College which the current regulation does not allow.

RESOLVED: that documents AC23/12/431 be approved.

Rawlins/Poskitt
Carried

12. MOVING INTO PART II**EXCLUSION OF THE PUBLIC****THE CHAIRPERSON MOVED THAT, EXCLUDING**

- Leanne Robinson, Secretary

WHO HAD, IN THE OPINION OF THE ACADEMIC COMMITTEE, KNOWLEDGE THAT COULD BE OF ASSISTANCE, MEMBERS OF THE PRESS AND PUBLIC BE NOW EXCLUDED FROM THE MEETING SO THAT FOR THE UNDERNOTED REASONS THE FOLLOWING MATTERS MAY BE DISCUSSED WITHOUT PUBLIC DISCLOSURE; THE COMMITTEE BEING SATISFIED, WHERE APPROPRIATE, THAT THERE ARE CONSIDERATIONS WHICH OUTWEIGH THE PUBLIC INTEREST OF DISCLOSURE.

Reference: Section 48 (1) of the Local Government Official Information and Meetings Act 1987.

Subject	Reason for Proposed Exclusion
<u>Item 1</u> - Minutes (Part II) of 3 October 2023	These matters were considered in Part II of the meeting held on 7 November 2023 those reasons identified by the Academic Committee before the public was excluded.
<u>Item 2</u> - Matters Arising	These matters were considered in Part II of the meeting held on 7 November 2023 those reasons identified by the Academic Committee before the public was excluded.
<u>Item 3</u> – Qualification Review Reports	To prevent the disclosure or use of official information for improper gain or improper advantage (Reference s7(2)(a) or s7(2)(j).



MASSEY UNIVERSITY

ACADEMIC COMMITTEE MEETING

Tuesday 5 March 2024 at 1.30 pm

By Zoom

MINUTES - PART I

Present: Jo Cullinane (Acting Chair), Jade Berridge, Jessica Board, Fiona Coote, Stephen Croucher, Maggie Hartnett, Tasa Havea, Jean Jacoby, Faith Kane, Diana Kessler, Jill McCutcheon, Liz Norman, Kieran O'Donoghue, Jenny Poskitt, Peter Rawlins, Ina Te Wiata, Tim Wilson

In attendance: Leanne Robinson (Secretary), Rachael Rakena and Rongomaiaia Te Whaiti, College of Creative Arts (for item 5.).

1. INTRODUCTION

1.1 Welcome

The Acting Chair thanked everyone for attending today's meeting. Tim Wilson, one of this year's Academic Committee student representatives from Te Tira Ahu Pae, Wellington; and Rongomaiaia Te Whaiti and Rachel Rakena, were present for the discussions on Toi Rauwhārangī College of Creative Arts' proposals. Peter Rawlins shared a karakia to open the meeting.

1.2 Apologies:

For absence: Giselle Byrnes, Linda Palmer, Ray Geor
Early Departure: Jade Berridge (departed at 2.20 pm)

1.3 Confirmation of Agenda

1.3.1 Item 10.1 was withdrawn.

1.3.2 Item 11.1 was unstarred.

1.4 Confirmation of Minutes – 5 December 2023

AC24/03/03

AMENDMENTS:

- Item 2. Chair's Report, page 3, third paragraph.
Replace the three iterations of *Te Kupenga* with *Te Pukenga*.
- Item 6.1 CUAP Early Notice, page 6, paragraph 5, second sentence.
Replace *aligns* with *align*.
- Item 8.1 CUAP Early Notice, page 7, first paragraph, first sentence.
Replace *MSG* with *MSDG*.

AC24/04/45

Item 11.1 Non-CUAP Qualification Amendment for 2025, page 8, first paragraph, second sentence.

Replace *rational* with *rationale*.

RESOLVED: that the Minutes of the Meeting held on 5 December 2023 be approved as a true and accurate record of the meeting subject to the above agreed amendments.

Acting Chair
Carried

1.5 Matters Arising

1.5.1 The Acting Chair advised that the Use of Copyright Material for Education Purposes Policy Copyright Policy was approved by Academic Board at their February meeting.

1.6 Action List

Discussed and updated.

AC24/03/05

2. CHAIR'S REPORT

No report.

3. ACADEMIC DISCUSSION/DECISION

3.1 Academic Integrity Policy Procedures for Managing Student Breaches of Academic Integrity Student Disciplinary Regulations

AC24/03/06

Fiona Coote provided a brief overview of the detailed cover document and advised that the package of documents was widely circulated to the University community and feedback has been received. The aim of the process is to move toward a more educative approach. After the feedback has been collated and appropriate changes made, the documents will be forwarded to Academic Board for consideration and approval. A summary of the feedback and changes will be reported to Academic Committee. Once these have been approved, a companion piece that focuses on what is good academic integrity will be developed.

3.2 Re-taking of Passed Courses

AC24/03/07

Fiona Coote advised that we do not currently have a definitive policy on re-taking of passed courses. Academic Committee was asked to consider whether the University wants to allow for the re-taking of passed courses, and if yes, what are the conditions. The document lists the reasons why a student would seek to re-take a course. The outcome from consultation with other universities to learn if they allow students to re-take courses was, from the four that provided feedback, they do not promote it, but they do allow it. Our systems do have the functionality to allow for enrolment of students re-taking of courses through the special permission process. It has been clarified that we can claim funding for two attempts provided the student is actively engaged in resubmitting new work and not just resubmitting previous work and not attending lectures. There are questions around equity for students who cannot afford to re-sit the course, the additional workload for staff, and whether the assessments are different or if the same conditions apply for students who have failed a course.

The discussion focussed on the questions listed under 3.2 in the document. The main points raised were:

There was concern about students re-taking courses that have already progressed through the systems to completion and then they decide they want a better grade. This is a problem after the student has been conferred because it is final.

A member was broadly supportive of the re-taking of courses in principle. They were aware of a student who 10 years later wanted to re-take a course as a refresher to update their knowledge in the field.

It was noted that as a university is a place of learning, if a student re-takes a course and extends their learning this is a positive outcome.

One college supported awarding the higher grade but did not support using both attempts in different qualifications and the student should not be entitled to honours.

One college supported awarding the latest grade and not the highest grade because this would reflect the student's current standing.

It was suggested this document be forwarded to College Boards and the wider Colleges' communities for consultation and feedback but that was not agreed to at this stage.

There was support for having a policy that clarified the conditions of re-taking courses, but more thought is needed to consider all the instances that may arise and suggested an initial draft be prepared for further consultation.

Fiona noted that some qualifications have specific regulations regarding the re-taking of courses. The suggestion for consideration is whether this should apply to all qualifications.

Fiona thanked those for their comments and acknowledged the system issues if a student decides to re-take a course after conferment.

As there was a consensus to pursue investigating further into the re-taking of passed courses, Fiona suggested that OAQRA prepare a draft and bring it back to Academic Committee for consultation.

Action: Fiona to prepare a draft document for discussion at the Academic Committee meeting in May.

3.3 Revised Micro-credentials and Short Courses Policy and Procedures

AC24/03/08

Fiona noted that the revised micro-credentials and short courses definitions were approved by Academic Committee last year. While the policy and procedures were due for review as part of the review cycle, they also needed to be updated for the changed definitions and process work in SMS. A further revision may be required once the functionality for approval workflow was introduced in CM. The two separate micro-credentials and short courses policies and procedures have been combined into one policy and one procedure. The main changes are the difference between the two entities is clearly stated and there is a statement that explicitly states that all micro-credentials and short courses are subject to this policy and procedures, whereas previously it was implicit.

The main discussion points noted were:

AC24/04/45

With reference to Appendix A of the Procedures, Description/Prescription heading, it was suggested as this will be a public document the reference on the 'evolution of Spock' should be reworded. Under the Quality Assurance heading, it was suggested that examples be given to provide guidance for filling in the form.

There are two routes to applying for recognition of prior learning for credit: formal and informal. If a short course was included in a broader portfolio it could still be used in informal learning but the way it is worded in the document infers it is excluded.

The document refers to micro-credentials and short courses being reviewed every three years. The review would not be a university-wide review but would be done within the colleges. This statement is included in the document to ensure the information remains current.

The Colleges of HSS and CoCA thanked Fiona and her team for their mahi that has gone into preparing a superior document that has greater clarity and consistency.

RESOLVED: that document AC24/03/08 be endorsed and forwarded to Academic Board for approval and dissemination.

Coote/O'Donoghue
Carried

3.4 Assessment Policy and Procedures

AC24/03/09

Fiona Coote presented the paper on behalf of the Acting Chair. A working party has been working on this and prepared this draft. While the University does have an Assessment Handbook, Academic Committee agreed that we need a policy. We are aiming for the paper to go to the May Academic Board meeting and therefore have an opportunity to add further comments through the College Boards and the Learning and Teaching Committee prior to submission to Academic Board.

In the paper, under 4 Principles of Assessment, 4.3 it was suggested to add:

4.3.4 It will use explicit and informative feedback to help students progress in their learning.

With reference to clause 10.28.1 b. that states the Chair of College Board must report this to the relevant Pro Vice-Chancellor, it was noted that for four of the five colleges this is the same person and asked if this could create any issues. It was also commented that in some instances the Chair of College Board refers a matter to a nominee and suggested this clause be amended.

With reference to clause 2.2, it was suggested that this should also include micro-credentials.

It was suggested that the paper not only be disseminated to the College Boards and the Learning and Teaching Committee for consultation and feedback but to include the wider academic fraternity and the student fraternity to give them an opportunity to comment.

With reference to section 4 Principles of Assessment, it was suggestion an additional point be added:

Assessments will build student agency as they develop from novice to expert in the field.

AC24/04/45

The paper to be revised to include the above suggestions, correct minor errors and disseminate widely to include College Boards, Learning and Teaching Committee, Student Experience and Student Registry.

The people involved in the large amount of mahi that has gone into preparing this paper were acknowledged.

Fiona to disseminate the paper widely for broad consultation across the University and has kindly agreed to collect the feedback.

Action: Fiona to circulate the document widely for broad consultation and feedback. A revised document will be available for further discussion at the Academic Committee meeting in May.

3.5 Staff Use of Generative AI (GenAI)

AC24/03/10

Maggie Hartnett provided a brief overview and noted that this work was initiated last August when the Provost asked LTC to provide some guidelines specifically for staff on the use of GenAI, given the impacts of AI that were experienced last year. There is a policy on the use of AI and assessment for students. A working group that included a range of people across the University was established. A set of seven guiding principles, and the associated application of those principles, was developed. The working group has tried to strike a balance between GenAI adoption and being aware of any issues that need to be considered. A list of the University's policies and procedures that may need reviewing in the light of these guidelines has been identified.

Ina Te Wiata thanked the team for developing these principles. It was noted that the commitment of the University to Te Tiriti was prominent in the introduction of the paper which was great but with reference to Mātauranga Māori and Māori Data Sovereignty it was listed as the sixth principle out of seven principles. The DVC Māori welcomes the opportunity to provide feedback.

Fiona to disseminate the paper widely for broad consultation across the University and has kindly agreed to collect the feedback.

Action: Fiona to circulate the document widely for broad consultation and feedback. A revised document will be available for further discussion at the Academic Committee meeting in May.

4. STANDING ITEMS

4.1 Learning and Teaching Committee (LTC)

The LTC's March agenda is quite large with the number of policies and procedures currently being reviewed/considered. The University Student Survey Steering Group Policy that was approved last year and circulated to various committees, is back for LTC to establish the group and to appoint a chair. Staff Use of Generative AI Working Group Report is on the agenda. LTC has provided input into the development of the University Graduate Profile Implementation Plan.

5. COLLEGE OF CREATIVE ARTS

AC24/04/45

5.1 CUAP Proposal Overview for Toi Rauwhārangī College of Creative Arts Curriculum Transformation **AC24/03/11**

Faith Kane thanked Academic Committee for reviewing the substantial amount of documentation for Toi Rauwhārangī College of Creative Arts proposals, for the feedback, the conversations and input which have been invaluable in preparing the proposals. The Curriculum Transformation CUAP Proposal Overview document provided a high-level overview of the proposals and the curriculum development.

Rongomaiaia Te Whaiti and Rachael Rakena have led the development of the Mātauranga Toi Māori specialisation. Rongomaiaia spoke to the queries that were raised at an earlier meeting. The question raised about admissions selection has been given very serious attention and amendments to the selection processes have been agreed. While the major is designed for Māori it will be available for admission to all the students in the College who have relevant experiences and alignments with the qualification's objectives. Because the major will now be available for all students with the relevant experiences and alignments, there will be a consultation process for some of those courses, specifically the Mātauranga Toi Māori 1 to 4 and that is to ensure there will be a safe space provided for these students. The specialism has also been changed to 'Mātauranga Toi Māori'. Both of these decisions reflect extensive consultation within the College and across the University. A definition of Mātauranga Toi Māori is available in the covering letter. The Acting Chair thanked Rongomaiaia for addressing Academic Committee's prior feedback and concerns and for acting on these.

Faith advised that the additional memo emailed separately to Academic Committee members prior to the meeting was designed to address the recent query regarding the proposed new courses and course retirements. The College will submit a proposal to retire a significant number of compulsory and electives courses, and this will be submitted to Academic Committee in June or July this year after the consultation process is completed. A further point to note is the key strategy within the transformation work regarding the proposal to restructure many of the 30 credit core courses into two 15 credit courses. It was noted in discussion that most undergraduate qualifications have 30 credit core studio courses and students who are taking a specialisation will take a series of 30 credit courses. There are also elective spaces within the curriculum at 15 credits. Currently a student cannot access the core courses as an elective because they are 30 credits not 15 credits. Splitting a 30-credit core course into two 15 credit courses means the same amount of learning for students enrolled in the specialisation, and students outside the specialisation can also access that learning and take a 15-credit course as an elective.

Jessica spoke to the Toi Rauwhārangī College of Creative Arts proposals and provided a brief overview for each proposal.

5.2 New Discipline Prefix **AC24/03/12**

The proposal to introduce the new discipline prefix '298' is to align the courses in the Mātauranga Toi Māori specialisation.

RESOLVED: that document AC24/03/12 be approved.

Board/Coote
Carried

AC24/04/45

5.3 CUAP New Qualification: AC24/03/13
Master of Screen Arts

New courses:

289810 Screen Arts Thesis
289811 Screen Arts 120 Credit Thesis Part 1
289812 Screen Arts 120 Credit Thesis Part 2

5.4 CUAP New Qualification: AC24/03/14
Master of Commercial Music

New courses:

133810 Commercial Music Thesis
133811 Commercial Music 120 Credit Thesis Part 1
133812 Commercial Music 120 Credit Thesis Part 2

5.5 CUAP Qualification Amendment: AC24/03/15
Master of Fine Arts

The three proposals (AC24/03/13 – AC24/03/15) pertain to the Master's suite of qualifications. The intention is to align all of CoCA's master's qualifications that are linked to the bachelor's qualifications on the Pukeahu campus (Screen Arts, Music, Fine Arts and Design) to have the same structure as the Master of Design which is a 180-credit qualification with a 120 credit option for those students that meet the requirements. The proposals are to introduce two new masters: Master of Screen Arts and Master of Commercial Music and to amend the Master of Fine Arts and the Master of Design (AC24/03/16).

RESOLVED: that documents AC24/03/13 - AC24/03/15 be approved, subject to the minor typographical amendments, and forwarded to Academic Board for recommendation to the Vice-Chancellor and then to CUAP for approval.

Board/Rawlins
Carried

5.6 Non-CUAP Qualification Amendment: AC24/03/16
Master of Design

RESOLVED: that document AC24/03/16 be approved.

Board/Hartnett
Carried

5.7 CUAP New Specialisation: AC24/03/17

Mātauranga Toi Māori

added to Bachelor of Design
added to Bachelor of Design (Hons)
added to Bachelor of Fine Arts
added to Bachelor of Fine Arts (Hons)
added to Bachelor of Screen Arts
added to Bachelor of Screen Arts (Hons)
added to Bachelor of Commercial Music

New Courses:

298160 Mātauranga Toi Māori 1: Māori Practices as a Māori Arts Practitioner
298260 Mātauranga Toi Māori 2: Māori Creative Practices and Cultural Continuity
298360 Mātauranga Toi Māori 3: Creative Innovation and Community Leadership

AC24/04/45

298330 Cosmological Narratives within Māori Creative Expression
 298157 Toi Atea 1
 298263 Toi Atea 2
 298367 Toi Atea 3
 298753 Toi Atea 4

This proposal is to introduce Mātauranga Toi Māori specialisation to the Bachelor of Design, Bachelor of Design (Hons), Bachelor of Fine Arts, Bachelor of Fine Arts (Hons), Bachelor of Screen Arts, Bachelor of Screen Arts (Hons), Bachelor of Commercial Music.

RESOLVED: that document AC24/03/17 be approved, subject to the minor typographical amendments, and forwarded to Academic Board for recommendation to the Vice-Chancellor and then to CUAP for approval.

Board/Te Wiata
Carried

5.8 CUAP Qualification Amendment:
 Bachelor of Design with Honours

AC24/03/18

5.9 CUAP Qualification Amendment:
 Bachelor of Design

AC24/03/19

New Courses:

197190 Professional Cultures in Design 1
 197290 Professional Cultures in Design 2
 197390 Professional Cultures in Design 3
 197830 Design Research Project: Honours
 198158 Product and Industrial Design 1.2: Furniture Design
 198263 Product and Industrial Design 2.1: Experiential Form and Function
 198264 Product and Industrial Design 2.2: Dynamic Design Workflows
 198265 Product and Industrial Design 2.3: Empathy, Impact and Consequence
 198266 Product and Industrial Design 2.4: Manufacturing Realities
 198367 Product and Industrial Design 3.1: Context Specific Projects
 198368 Product and Industrial Design 3.2: Industry Based Project
 212158 Fashion 1.2: Introduction to Making Clothes
 212263 Fashion Design 2.1: Designing with Stretch Knit Fabrics
 212264 Fashion Design 2.2: Making Clothing with Stretch Knit Fabrics
 212265 Fashion Design 2.3: Design Development for Woven fabrics
 212266 Fashion Design 2.4: Technical Design for Woven Garment Realisation
 212367 Fashion Design 3.1: Fashion Industry Processes
 212368 Fashion Design 3.2: Tailoring Methods
 221158 Photography Studio 1.2: Introduction to the Darkroom
 221263 Photography Studio 2.1: Attributes of Light
 221264 Photography Studio 2.2: Fact and Fantasy
 221265 Photography Studio 2.3: The Living Archive
 221266 Photography Studio 2.4: Photography, Representation and the Gaze
 221367 Photography Studio 3.1: The Photobook and Narrative
 221368 Photography Studio 3.2: Post Photography
 222159 Visual Communication Design 1.3: Introduction to User Experience Design and Interactivity
 222263 Visual Communication Design 2.1: Graphic Design: Type and Image Systems
 222264 Visual Communication Design 2.2: Visualising Information
 222265 Visual Communication Design 2.3: User Experience Design in Web and Digital Media

222266 Visual Communication Design 2.4: Brand Communication
 222267 Visual Communication Design 2.5: Illustration Practice
 222268 Visual Communication Design 2.6: Transmedia and Motion Graphics
 222367 Visual Communication Design 3.1: Editorial Design and Production
 222368 Visual Communication Design 3.2: Brand Communication Identity and Narrative
 222369 Visual Communication Design 3.3: User Experience Design: Service, Experience and Interaction
 222372 Visual Communication Design 3.4: Creating Visual Narrative Content
 223158 Textile Design 1.2: Surface Design, Colour and Screen Print
 223263 Textile Design 2.1: Intro to Knit
 223264 Textile Design 2.2: Intro to Print, Colouration and Pattern
 223265 Textile Design 2.3: Intro to Weave
 223266 Textile Design 2.4: Digital Textile Print and Application
 223367 Textile Design 3.1: Advanced Textile Structures
 223368 Textile Design 3.2: Advanced Textile Print for Collection and Industry
 224158 Spatial Design 1.2: Immersive Experiences
 224263 Spatial Design 2.1: Place and Community
 224264 Spatial Design 2.2: Producing Atmospheres
 224265 Spatial Design 2.3: Adaptive Interiors
 224266 Spatial Design 2.4: Material Matters
 224367 Spatial Design 3.1: Regenerative Practices
 224368 Spatial Design 3.2: Spatial Agency
 296158 Concept Design 1.2: Worldbuilding
 296263 Concept Design 2.1: Character and Environment
 296264 Concept Design 2.2: Prop and Creature
 296265 Concept Design 2.3: Visualisation
 296266 Concept Design 2.4 Design for Fabrication
 296367 Concept Design 3.1 Concepting Film and Animation
 296368 Concept Design 3.2: Concepting Game and Location-Based Experience
 293125 Explorations in Narrative
 293126 Explorations in Image and Meaning
 293127 Explorations in Colour and Context

Both proposals (AC24/03/18 and 19) are proposing to add the proposed Mātauranga Toi Māori specialisation to the Bachelor of Design with Honours and the Bachelor of Design. Proposal (AC24/03/18) is proposing to restructure the core courses in the schedule for the Bachelor of Design with Honours. Proposal (AC24/03/19) is proposing to reduce the Bachelor of Design from a 480-credit to a 360-credit qualification and this will provide an exit option.

RESOLVED: that documents AC24/03/18 and AC24/03/19 be approved, subject to the minor typographical amendments, and forwarded to Academic Board for recommendation to the Vice-Chancellor and then to CUAP for approval.

Board/Croucher
Carried

5.10 CUAP Qualification Amendment:
 Bachelor of Fine Arts with Honours

AC24/03/20

5.11 CUAP Qualification Amendment:
 Bachelor of Fine Arts

AC24/03/21

New Courses:

213170 Professional Cultures in Art 1

AC24/04/45

213270 Professional Cultures in Art 2
 213243 Fine Arts Studio 2.1: Project
 213244 Fine Arts Studio 2.2: Exhibition
 213370 Professional Cultures in Art 3
 213343 Fine Arts Studio 3.1: Project
 213344 Fine Arts Studio 3.2: Public Exhibition
 213830 Fine Arts Research Project: Honours

Both proposals (AC24/03/20 and 21) are proposing to add the proposed Mātauranga Toi Māori specialisation to the Bachelor of Fine Arts with Honours and the Bachelor of Fine Arts. Proposal (AC24/03/20) is proposing to restructure the core courses in the schedule for the Bachelor of Fine Arts with Honours. Proposal (AC24/03/21) is proposing to reduce the Bachelor of Fine Arts from a 480-credit to a 360-credit qualification and this will provide an exit option.

RESOLVED: that documents AC24/03/20 – AC24/03/21 be approved, subject to the minor typographical amendments, and forwarded to Academic Board for recommendation to the Vice-Chancellor and then to CUAP for approval.

Board/Coote
Carried

5.12 Non-CUAP Qualification Amendment: **AC24/03/22**
 Bachelor of Screen Arts with Honours

5.13 Non-CUAP Qualification Amendment: **AC24/03/23**
 Bachelor of Screen Arts

Both proposals (AC24/03/22 and 23) are proposing to add the proposed Mātauranga Toi Māori specialisation to the Bachelor of Screen Arts with Honours and the Bachelor of Screen Arts.

RESOLVED: that documents AC24/03/22 and AC24/03/23 be approved subject to the minor typographical amendments.

Board/Rawlins
Carried

5.14 Non-CUAP Qualification Amendment: **AC24/03/24**
 Bachelor of Commercial Music

New Courses:

133180 Professional Cultures in Commercial Music 1
 133280 Professional Cultures in Commercial Music 2
 133380 Professional Cultures in Commercial Music 3

5.15 Non-CUAP Qualification Amendment: **AC24/03/25**
 Bachelor of Commercial Music (Hons)

Proposal (AC24/03/24) is proposing to amend the schedule and add in the proposed new courses to the Bachelor of Commercial Music. Proposal (AC24/03/25) is proposing to amend the schedule with minor changes.

RESOLVED: that documents AC24/03/24 and AC24/03/25 be approved subject to the minor typographical amendments.

AC24/04/45

Board/Croucher
Carried

5.16 Cross-qualification New Courses:

AC24/03/26

237730 Creative Practice Research Methods
298730 Māori Research Methodologies for Creative Practice

This proposed is to introduce the abovenamed two courses to the schedules for the honours qualifications and for the masters qualifications being proposed.

RESOLVED: that document AC24/03/26 be approved subject to the minor typographical amendments.

Board/Te Wiata
Carried

6. COLLEGE OF BUSINESS

6.1 CUAP New Major and Minor:

AC24/03/27

Applied Communication

New Courses 2025:

219219 International Public Relations
219228 Fundamentals of Applied Communication
219229 Public Policy Communication
219346 Advanced Applied Communication

The CoB representative advised the College proposes to introduce a new Applied Communication major and minor in the Bachelor of Communication which will replace the current Communication Management major and minor. Included in the proposal is the introduction of four new courses. The College plans to propose the retirement of four courses shortly. Both external and internal consultation has been held about the intention to replace the existing major with the new major.

The CoHSS supported this proposal.

RESOLVED: that document AC24/03/27 be approved and forwarded to Academic Board for recommendation to the Vice-Chancellor and then to CUAP for approval.

Croucher/Te Wiata
Carried

6.2 CUAP Specialisation Retirement:

AC24/03/28

Public Policy in the Master of Analytics

The CoB representative advised that there have been no new enrolments in the abovenamed major since 2020 and it is proposed to retire the specialisation. This proposal was initiated from a request from the CoHSS where the major used to belong. The CoHSS representative advised that all the courses in this major have been retired.

RESOLVED: that document AC24/03/28 be approved and forwarded to Academic Board for recommendation to the Vice-Chancellor for approval and then to CUAP for noting.

AC24/04/45

Croucher/Rawlins
Carried

- 6.3 Non-CUAP Specialisation Amendment: AC24/03/29**
Public Relations in Bachelor of Communication

The CoB representative advised that the proposed amendment is the Public Relations major schedule (no changes to the minor) within the Bachelor of Communication.

The CoHSS supported this proposal.

RESOLVED: that document AC24/03/29 be approved.

Croucher/O'Donoghue
Carried

- ★ **6.4 Summary of Minor Regulatory Changes – December 2023 AC24/03/30**
- ★ **6.5 Summary of Minor Regulatory Changes – February 2024 AC24/03/31**
- ★ **6.6 Micro-credential – SME Business Development AC24/03/32**

Documents AC24/03/30 to AC24/03/32 were noted.

7. COLLEGE OF HEALTH

- 7.1 CUAP Early Notice: AC24/03/33**
Master of Health Science – Specialisations removal, new specialisation
Postgraduate Diploma in Health Science – Specialisations removal, new specialisation

The CoH representative spoke to the Early Notice and advised the key amendments to the abovenamed qualifications are to remove two specialisations: Bioscience, and Sport and Exercise; and introduce a new specialisation: Human Performance and Health.

Document AC24/03/33 was noted.

8. COLLEGE OF HUMANITIES AND SOCIAL SCIENCES

- 8.1 Course Retirement – 256756 Applied Behaviour Analysis for Educators AC24/03/34**

The CoHSS representative advised that the proposal to retire the abovenamed course is because it is no longer offered and has been removed from qualification and specialisation schedules.

RESOLVED: that document AC24/03/34 be approved.

Rawlins/Poskitt
Carried

- ★ **8.2 Summary of Minor Regulatory Changes –February 2024 AC24/03/35**

Document AC24/03/35 was noted.

9. COLLEGE OF SCIENCES**9.1 Deferral until 2025 of Closure to New Enrolments: AC24/03/36**

Companion Animal specialisation (Master of Veterinary Medicine)
 Veterinary Epidemiology, Veterinary Medicine, Veterinary Public Health specialisations
 (Postgraduate Diploma in Veterinary Science)

Academic Committee approved the closure of new enrolments from 2024 to the abovenamed specialisations at their November 2023 meeting. Approval was sought from Academic Committee to defer the closure to new enrolments for the specialisations until 2025. This deferment is required to allow changes to be made to the regulations and schedules of both qualifications.

RESOLVED: that document AC24/03/36 be approved.

Norman/McCutcheon
Carried

★ **9.2 Memo re specialisation and qualification NNE, location closures and course offering closures AC23/12/432**

★ **9.3 Summary of Minor Regulatory Changes –February 2024 AC24/03/37**

Documents AC23/12/432 and AC24/03/37 were noted.

10. MASSEY UNIVERSITY COLLEGE

★ **10.1 Summary of Minor Regulatory Changes –November 2023 AC24/03/38**

Document AC24/03/38 was withdrawn.

11. DOCUMENTS FOR NOTING**11.1 Future of Examinations Requirements Working Group Report AC24/03/39**

The document was unstarred. Maggie was asked to advise how the student feedback attached to the document was being fully considered and responded to. It was also noted that feedback was also received from a group representing distance students (in November or December 2023) and whether this was being formally considered and responses given. Maggie advised that it is an ongoing piece of work and as explained in the memorandum that accompanied the student feedback on the FERWG report, this was received late last year and therefore was not available for the December Academic Committee meeting. There were several points that Te Tira Ahu Pae included in their feedback on the FERWG report which were positive, several could be classified under wanting further clarification, and several causes for concern. Maggie recommended that the student feedback on the FERWG report goes back to the Working Group to comment on, particularly as they relate to the recommendations in the Working Group report and to also consider the earlier feedback from Te Tira Ahu Pae Distance OSE Feedback Report.

AC24/04/45

Action: Maggie to report back to Academic Committee on the Working Group's recommendations at the April meeting.

- ★ 11.2 Academic Board Minutes Part I – 15 November (unconfirmed) **AC24/03/40**
- ★ 11.3 Learning and Teaching Committee Annual Report 2023 **AC24/03/41**
- ★ 11.4 Learning and Teaching Committee Minutes 21 November 2023 **AC24/03/42**

Documents AC24/03/39 – AC24/03/42 were noted.

12. MOVING INTO PART II

EXCLUSION OF THE PUBLIC

THE ACTING CHAIRPERSON MOVED THAT, EXCLUDING

- Leanne Robinson, Secretary

WHO HAD, IN THE OPINION OF THE ACADEMIC COMMITTEE, KNOWLEDGE THAT COULD BE OF ASSISTANCE, MEMBERS OF THE PRESS AND PUBLIC BE NOW EXCLUDED FROM THE MEETING SO THAT FOR THE UNDERNOTED REASONS THE FOLLOWING MATTERS MAY BE DISCUSSED WITHOUT PUBLIC DISCLOSURE; THE COMMITTEE BEING SATISFIED, WHERE APPROPRIATE, THAT THERE ARE CONSIDERATIONS WHICH OUTWEIGH THE PUBLIC INTEREST OF DISCLOSURE.

Reference: Section 48 (1) of the Local Government Official Information and Meetings Act 1987.

Subject	Reason for Proposed Exclusion
Item 1 - Minutes (Part II) of 5 December 2023	These matters were considered in Part II of the meeting held on 5 December 2023 those reasons identified by the Academic Committee before the public was excluded.
Item 2 - Matters Arising	These matters were considered in Part II of the meeting held on 5 December 2023 those reasons identified by the Academic Committee before the public was excluded.

Part I: Paper for Decision



DATE:	24 April 2024
AUTHOR:	Chair of Academic Board, Associate Professor Claire Matthews
SUBJECT:	EXCLUSION OF PUBLIC

Recommendation

- That the Academic Board exclude the public from the papers as noted in the table below:

General subject of each matter to be considered	Reason	Section 48(1) grounds
24/03/56	Confirmation of Minutes Academic Board Meeting 20 March 2024 – Part II	For the reasons set out in the Part I minutes of 20 March 2024 held with public present
24/03/57	Academic Board Action Schedule	Improper gain or advantage
24/03/58	Conferment of Degrees and Awarding of Diplomas and Certificates	Personal privacy
24/04/59	Report on Academic Grievances	Personal privacy
Noting Papers		
College of Sciences Board Minutes 15 February 2024 Part II		
College of Humanities and Social Sciences Minutes 16 February 2024 Part II		
Academic Committee Minutes 5 December 2023 - Part II		
Academic Committee Minutes XXX - Part II		

This resolution is made in reliance on Section 48(1)(a) of the Local Government Official Information and Meetings Act 1987 and the particular interest or interests protected by Section 6 or Section 7 of that Act which would be prejudiced by the holding of the whole or the relevant part of the proceedings of the meeting in public as stated in the above table.