



**TE KUNENGA | MASSEY**  
**KI PŪREHUROA | UNIVERSITY**

**UNIVERSITY OF NEW ZEALAND**



**ACADEMIC BOARD AGENDA**  
**PART I**

**WEDNESDAY 25 SEPTEMBER 2024 – VIA ZOOM**

# Academic Board Meeting - 25 September 2024 - Part I

25 September 2024 01:30 PM - 03:30 PM



TE KUNENGA  
KI PUREHUROA  
**MASSEY**  
UNIVERSITY  
UNIVERSITY OF NEW ZEALAND

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Chair

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## Academic Board Karakia

Karakia Timatanga – for opening a meeting



### Karakia

Kia hora te marino

*May peace be wide-spread*

Kia whakapapa pounamu te moana

*May the sea be like greenstone*

Hei huarahi mā tātou i te rangi nei

*A pathway for us all this day*

Aroha atu, aroha mai

*Give love, receive love*

Tātou i a tātou katoa

*Let us show respect for each other.*

Karakia Whaka mutunga – for closing a meeting

Kia whakairia te tapu	Restrictions are moved aside
Kia wātea ai te ara	So the pathways are clear
Kia turuki whakataha ai	To return to everyday activities.
Haumi e. hui e. Tāiki e!	Draw together! Affirm!



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

**HELD VIA VIDEOCONFERENCE  
on**

**WEDNESDAY 21 AUGUST 2024 AT 1.30 PM**

**PART I**

**Present:**

Prof. Fiona Te Momo (Chair), VC Prof. Jan Thomas, Dr. Maria Borovnik, Provost Prof. Giselle Byrnes, Associate Prof. Darryl Cochrane, Prof. Naomi Cogger, Associate Prof. Jo Cullinane, DVC Māori Prof. Meihana Durie, Dr. Simon Hills, PVC College of Creative Arts Prof. Margaret Maile, PVC College of Health Prof. Jill McCutcheon, Associate Prof. Tara McLaughlin, Associate Prof. Andre Mūrnieks, Prof. Hatice Ozer-Balli, Prof. Diane Pearson, Prof. Julieanna Preston, Prof. Matt Roskruge, Dr. Marta Rychert, Prof. Nicollette Sheridan, Prof. Bryan Walpert, and PVC College of Humanities and Social Sciences Prof. Cynthia White.

**In Attendance:** Chancellor Alistair Davis, Governance Advisor Chanell Meehan, and Governance Advisory Support Maryse Ropiha.

**Apologies:** PVC College of Science Prof. Raymond Goer, DVC Students and Global Engagement Tere McGonagle-Daly, Micah Geringer (student member) and Prof. Tasa Havea, Prof. Huia Jahnke, Associate Prof. Veronica Tawhai, Rongomaiaia Te Whaiti, Prof. Kaye Thorn, Cameron McCausland-Taylor, Sosefina Filo-Masoe; and DVC Māori Prof. Meihana Durie for early departure.

**Apologies for lateness:** Prof. Matt Roskruge and Prof. Nicollette Sheridan.

**1. PROCEDURAL MATTERS**

**1.1 Welcome/Karakia**

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

**1.2 Apologies/Quorum**

The apologies were received and accepted by the Chair with it noted the meeting was quorate with 22 members present.

**1.3 Declaration of Interests**

No interests were declared by members for the 21 August 2024 meeting.

**1.4 Meeting Agenda Review**

The Agenda Part I was received and confirmed by the Chair with all papers taken as read.

**1.5 Confirmation of Minutes of Meeting held 24 July 2024 – Part I (AB24/08/128)**

The Provost commented on the 2022 and 2023 Teaching Awards and Research Medals ceremony held on 9 July at the Manawatū campus to celebrate the exceptional achievements of university staff. She noted that a ceremony was also held on 23 July in Tāmaki Makaurau for Ōteihā based

staff, highlighting that these events were an opportunity to acknowledge the excellence of outstanding teachers and researchers at Te Kunenga ki Pūrehuroa.

**AB24-50**    **RESOLVED:**    **(Chair)**

**THAT the Academic Board adopts the minutes of the meeting held on 24 July 2024 as a true and correct record.**

**CARRIED**

**1.6 Matters Arising**

The Chair referred to item 2.5 on Staff Use of Generative AI and the Board’s endorsement at its July 2024 meeting of the draft guidelines developed by the Learning and Teaching Committee. She noted the Board’s support to establish a working group to refine, guide implementation and review the guidelines, recommending that the Provost manage the working group.

The Provost highlighted that this initiative was part of Massey University’s strategy to lead in innovative education, with the guidelines being a flexible, evolving document ensuring ethical AI usage and alignment with the university’s strategic goals.

**1.7 Action Schedule - Part I (AB24/08/129)**

The Chair noted the congratulatory letters remained outstanding in the schedule, however, as an ongoing action, these would be completed as soon as practicable following each Board meeting where relevant.

**1.8 Academic Board Work Plan 2024 - Part I (AB24/08/130)**

The Board noted the 2024 Work Plan.

**2. STRATEGIC UPDATES**

**2.1 Chair’s Report (Verbal)**

The Chair invited the Board and attendees to join her with a moment of silence to acknowledge the passing of Prof. James Liu from the School of Psychology.

The work of the previous Chair, Associate Prof. Claire Matthews, in this leadership role was commended by the new Chair and requested that this acknowledgment be recorded in the minutes.

The following was also noted as part of the Chair’s verbal report:

- A new inbox for all Academic Board-related items had been created with all emails to be sent to [academicboard@massey.ac.nz](mailto:academicboard@massey.ac.nz)
- It was clarified that the Academic Board was not required to appoint a representative to the Academic Promotions Committee, as it was not a sub-committee of the Board under the current Terms of Reference and governance framework.
- The Chair informed the Board that from October 2024, time would be made available in Part I of the agenda for all colleges to present academic issues. The College of Creative Arts was to present first at the October Board meeting, then other colleges subsequently in alphabetical order as follows:

Meeting Date	Reports Due	College to Present
23 October 2024	11 October 2024	College of Creative Arts
20 November 2024	8 November 2024	College of Business
26 February 2025	(TBC)	College of Health
26 March 2025	(TBC)	College of Humanities & Social Sciences
23 April 2025	(TBC)	College of Sciences



## 2.2 Vice-Chancellor's Report (AB24/08/131)

The Vice-Chancellor congratulated Prof. Fiona Te Momo on her appointment as the new Academic Board Chair by the Massey University Council, recognising the valuable contributions of the former Chair during her tenure.

The Vice-Chancellor highlighted the following as part of her report:

- **Open Days:** The Vice-Chancellor acknowledged the significant contributions of staff during the recent open days across campuses, noting that the Wellington event was still to occur.
- **Curriculum Consultation:** She noted that the Curriculum Transformation Discussion Paper was currently under consultation with all university committees and boards, staff forums and student feedback also being sought. The Vice-Chancellor emphasised the importance of elevating aggregated results from the University Student Survey to the Academic Board. She advised that this feedback was crucial for understanding its impact on the teaching and learning environment, helping to shape curriculum improvements and inform teaching strategies that better meet the needs of students. This feedback was vital for shaping the future direction of the university's curriculum with ongoing discussions being led by the Provost.
- **National Academy of Screen Arts:** The Vice-Chancellor announced the launch of the National Academy of Screen Arts on the Pukeahu campus in Wellington, home to the new Bachelor of Screen Arts (Hons) programme, noting it had attracted over 300 students this year. The Academy was a central hub for the screen industry, providing state-of-the-art facilities, supporting industry-relevant research, and fostering innovation. The Academy will focus on building partnerships for regional business growth and international collaborations, while also being strengthened by commercial music programmes and Massey studio facilities. It will also offer resources for composing and producing soundtracks, as well as host professional development and industry events, with a good number of industry representatives attending the opening ceremony.

The Vice-Chancellor acknowledged the recent passing of Andre Ktori, who was instrumental in the establishment of the Academy, and recognised his vital contributions to its development. Congratulations were extended to the College of Creative Arts for their leadership and success with the Academy's launch.

- **SDGs & Research Rankings:** The Vice-Chancellor highlighted Massey's progress towards Te Pou Rangahau 2023-2027 goals, including a QS ranking of 239 and recognition for research aligned with the UN SDGs. By mapping research to SDGs, Massey enhanced its global profile, with the Vice-Chancellor suggesting that these results be shared with the Academic Board. She emphasised the need to aggregate these results to showcase SDG integration in teaching and learning.

## 2.3 Provost Report (Verbal)

The Provost confirmed that the University Advisory Group (UAG) review had been submitted to the Minister, with key recommendations now under consideration. She noted that the second tranche of consultation questions had closed, focusing on core activities like teaching, research, and governance with the UAG, supported by the Tertiary Education Commission (TEC), being selective in choosing stakeholders for further engagement. The final report was due to be delivered to the Minister in February next year with advice from the group informing policy changes, and the potential significant impacts on New Zealand's university system.

She added that it was important to note that as global rankings grow and adapt with more institutions participating, Massey's standing could fluctuate even as it improves individual measures. There may also be a lag before the impact of certain initiatives, such as those aimed at improving citation rates, becomes evident in rankings. The Provost noted that several initiatives were in progress for 2024 to help Massey continue its path toward achieving its rankings targets by 2027, which include improving citation rates and aligning more closely with the SDGs.

## 2.4 Student Report (Verbal)

No student report was provided for Part I.

## 2.5 Chancellor's Update (Verbal)

The new Chancellor, Alistair Davis, began by acknowledging his new role and the importance of collaboration between the Academic Board and the University Council.

### State of the University

The Chancellor referenced a webinar delivered by the Vice-Chancellor in July, which outlined the state of the university. He emphasised the importance of the ongoing review, including the upcoming government review of the sciences. These reviews would take place over the next six months and were crucial to the university's short-term Financial Action Plan (FAP). He added that the longer-term goal was the university's transformation to ensure its sustainability over the next 100 years.

### Academic Board's Role and Council's Expectations

The Chancellor advised that from the Council's perspective, the Academic Board played a critical role, especially given the university's unique multi-campus structure and diverse student body. He highlighted that the Council was limited in its capacity to deliver everything the university needed, as resources were tight.

He noted the requirements of the Education Act 2020, and that university councils were required to establish academic boards and cited the Board's Terms of Reference (ToR) regarding its role in advising the University Council. He pointed out that the decision to establish the Māori Council, Ngā Kaiwhakapūmau, originated from the Academic Board and was a good example of the Board's role to Council.

### Academic Board Powers and Responsibilities

Alistair reiterated that the Academic Board had significant powers in relation to ethics, the quality of teaching and research, and the overall academic direction of the University. He urged the Board to provide clear, well-considered advice on issues to the Council, noting that the Chair Fiona Te Momo, was the Academic Board representative and would convey this advice to the Council.

Prof. Cynthia White expressed her appreciation for the Chancellor's presence and his ongoing support of the Academic Board. She emphasised that if the Council required specific advice from the Board, it would be helpful to formally send questions/requests for specific information or areas for guidance to the Board in advance.

Prof. Margaret Maile thanked the Chancellor for clearly articulating the relationship between the Academic Board and the Council. She welcomed the invitation to foster greater collaboration between the two bodies, which she believed would lead to better outcomes and reinforce the Academic Board's accountability.

## 2.6 Research Rankings Update (AB24/08/132)

The following key updates regarding Massey University's research rankings were discussed:

**QS World University Rankings:** Massey University maintained its position within the 200-250 band, ranking 239<sup>th</sup> globally. This was consistent with its 2024 ranking, highlighting its stability in the international academic landscape and marking the 6<sup>th</sup> consecutive year that Massey has ranked in the top 300 universities globally.

**Subject Rankings:** As of 2024, Massey University has two subjects in the top 50 globally (Veterinary Science ranked 21<sup>st</sup> and Development Studies ranked 30<sup>th</sup>) and 17 subjects in the top 500. It was anticipated that Massey would eventually have 20 subjects ranked in both the QS and Shanghai rankings by 2027, as outlined in the University's strategic goals.

**Sustainability and Holistic Measures:** There was growing recognition that research rankings would shift towards more holistic measures, integrating broader impact metrics like

sustainability. The University Research Committee (URC) had established a working group to focus on these activities and enhance research impacts aligned with sustainability goals, such as the United Nations Sustainable Development Goals (UNs SDGs).

**Strategic Discussion:** The Provost emphasised the need for continued investment in areas aligning with the new metrics, which were expected to become more nuanced in the next 5-10 years. Board members raised points about positioning Massey University within this evolving ranking framework, especially in global regions with shifting investment patterns. It was stressed that Massey should not limit itself to traditional benchmarks like dissertations but rather focus on broader impact areas.

**Sustainability and SDGs:** Massey had performed strongly in sustainability rankings, particularly with its initiatives related to SDG2 (Zero Hunger) and SDG11 (Sustainable Cities and Communities). Massey's commitment to sustainability was evident through projects like Whenua Haumanu, regenerative farming research, and partnerships in sustainable agriculture.

**Future Considerations:** The importance of understanding how sustainability factors contribute to rankings was discussed and how the university can better integrate these elements into its academic mission and operational practices.

It was recommended that the Associate Director-Sustainability, Policy & Comms, Allannah Ryan, and International Research Rankings Advisor, Anita Muthukaruppan, be invited to brief the Board further on sustainability rankings and the University's alignment with these broader goals.

*ACTION: That Associate Director-Sustainability, Policy & Comms, Allannah Ryan, and International Research Rankings Advisor, Anita Muthukaruppan, be invited to a future meeting to brief the Board further on sustainability rankings and the University's alignment with these.*

## 2.7 Academic Committee Terms of Reference (AB24/08/133)

The revised Academic Committee Terms of Reference were presented with the Board requested to approve the 2024 revisions.

**AB24-51**     **RESOLVED:**     **(Chair)**

**THAT the Academic Board approves the revised 2024 Academic Committee Terms of Reference.**

**CARRIED**

## 2.8 UAG Submission – Round 2 Feedback (AB24/08/134)

The Chair invited discussion on the 17 consultation questions relevant to the Academic Board in the second round of the UAG consultation and quality assurance processes. The following key points were raised during the meeting:

**UAG Phase 2 Consultation Questions:** The Provost emphasised the relevance of all 17 questions for the Academic Board, particularly in reflecting on how to respond to the UAG and provide feedback to both the University Council and the UAG itself. The Board was encouraged to consider all questions thoroughly, as the feedback could have significant implications for the University.

**Quality Assurance (CUAC) and Alternative Options:** The conversation touched on whether the current arrangements for external peer reviews under CUAC were fit for purpose. The Provost raised the potential for alternative models, such as internal peer reviews, to replace or complement CUAC. This change could affect certain programmes, with a shift toward more academic autonomy.

**Question 16:** Addresses the scope of academic-led decision-making and who determines what was desirable in this context, with a Board member stressing the importance of hearing the forum's views on academic decision-making.

A Board member questioned the perceived necessity of CUAC, suggesting it might not be required at a tertiary level and could be streamlined. This was supported and noted that removing CUAC could broaden the scope for academic decision-making at the university level, potentially enhancing academic autonomy. The Provost reiterated that any decision regarding the removal of CUAC would need careful consideration, as it could impact programme quality. However, it could open opportunities for a more flexible and collaborative academic quality assurance process.

Prof. Cynthia White emphasised the importance of collaborative autonomy, particularly regarding decision-making within the University. It was also noted by Prof. Julieanna Preston that, from her perspective, the CUAC process had not always been as effective as intended and could benefit from revisiting its role and structure.

It was agreed that any additional feedback from Academic Board members or reflections on these matters should be provided to the Provost by Friday 23 August.

**AB24-52**    **RESOLVED:**    **(Chair)**

**THAT the Academic Board discusses the consultation questions and offers feedback for inclusion in the University's submission.**

**CARRIED**

## **2.9 General Reports from AB Subcommittees**

### **2.9.1 College of Humanities and Social Sciences Report (AB24/08/135)**

Prof. Cynthia White presented the two-yearly report from the College Board of Humanities and Social Sciences (CoHSS), which detailed the College Board's activities in alignment with its ToR and the university strategy. The key points from the report include:

**Alignment with University Strategy:** The CoHSS Board has maintained a strong focus on university strategy, specifically with its emphasis on being Tiriti-led. Meeting consistently integrate elements of Te Tiriti o Waitangi, and academic offerings were continually reviewed to reflect this commitment.

**Academic Responsibilities:** Over the two-year period, the College Board had overseen substantial academic changes, including amendments to 59 qualifications, 63 specialisations, and 415 courses, as well as proposals for new qualifications and specialisations, demonstrating the College Board's custodianship of quality management and enhancement within the college.

**Focus on Research and Teaching:** Key discussions have centered around Pou Rangahau (Research) and Pou Ako (Teaching and Learning), ensuring that the Board's work aligns with academic quality management, research excellence, and student success and well-being. The College Board also addressed multiple university-wide discussion documents, policies, and strategic objectives related to both research and teaching.

**Feedback and Reporting:** The College Board had actively contributed to university policy and strategic debates, providing feedback on documents such as the University Graduate Profile, Curriculum Transformation, and assessment policies. Additionally, CoHSS members had contributed to wider academic and policy discussions within the University.

**AB24-53**    **RESOLVED:**    **(Chair)**

**THAT the Academic Board receives the two-yearly report from the College Board of Humanities and Social Sciences, which provided an account of attention to the university strategy and to its Terms of Reference requirements and responsibilities.**

**CARRIED**

**3. PAPERS FOR NOTING**

The Board noted the papers as listed.

- ★ 3.1 University Research Committee Minutes 27 June 2024 – Part I AB24/08/136

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

**4.1 Conferment of Degrees Paper (AB24/08/139)**

AB24-56 **RESOLVED:** (Chair)

**THAT** the Academic Board approves the degrees be conferred, and the certificates and diplomas be awarded to those as listed in document AB24/08/139, and the seal affixed to the parchments.

**CARRIED**

**5. MOVING INTO PART II - EXCLUSION OF THE PUBLIC (AB24/08/137)**

AB24-54 **RESOLVED:** (Chair)

**THAT** the Academic Board exclude the public from the papers as noted in the table below, excluding Governance Advisor Chanell Meehan and Governance Advisory Support Maryse Ropiha.

General subject of each matter to be considered		Reason	Section 48(1) grounds
AB24/08/138	Confirmation of Minutes Academic Board Meeting 24 July 2024 – Part II	For the reasons set out in the Part I minutes of 24 July 2024 held with public present	
AB24/08/139	Conferment of Degrees and Awarding of Diplomas and Certificates	Personal privacy	s7(2)(a)

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 3.10 pm*

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 following each Academic Board meeting.	AB Secretary	24/07/2024	Ongoing	N/A
2.	Associate Director-Sustainability Policy & Comms, Allannah Ryan, and International Research Rankings Advisor, Anita Muthukaruppan, to brief the Board further on sustainability rankings and the University's alignment with these.	AB Secretary	21/08/2024	TBC	23/10/2024

## Academic Board 2024 Work Plan – Part I

	21 FEBRUARY	20 MARCH	24 APRIL	29 MAY	19 JUNE
<b>Location</b>	Zoom	Zoom	Zoom	Zoom	Zoom
<b>Standing Items</b>	<ul style="list-style-type: none"> <li>Chair’s Report</li> <li>VC’s Report</li> <li>Student Report</li> </ul>	<ul style="list-style-type: none"> <li>Chair’s Report</li> <li>VC’s Report</li> <li>Student Report</li> </ul>	<ul style="list-style-type: none"> <li>Chair’s Report</li> <li>VC’s Report</li> <li>Student Report</li> </ul>	<ul style="list-style-type: none"> <li>Chair’s Report</li> <li>VC’s Report</li> <li>Student Report</li> </ul>	<ul style="list-style-type: none"> <li>Chair’s Report</li> <li>VC’s Report</li> <li>Student Report</li> </ul>
<b>Strategic Updates/ Academic Discussion</b>	<ul style="list-style-type: none"> <li>Research Commercialisation</li> <li>Research Funding Landscape (<i>Govt policies/National research priorities/Australian university accord</i>)</li> <li>Copyright Policy</li> </ul>	<ul style="list-style-type: none"> <li>Subcommittees’ Annual Report</li> <li>AB Self-Improvement Actions</li> <li>CoCA/CoH/CoHSS Update on University Strategy re. academic matters</li> </ul>	<ul style="list-style-type: none"> <li>Academic Grievances Report</li> <li>ADI Update</li> <li>Paerangi</li> <li>MBS/CoS Update on University Strategy re. academic matters</li> </ul>	<ul style="list-style-type: none"> <li>Policies Approved through AB</li> <li>Te Pou Rangahau Update</li> <li>Transnational Education Update</li> <li>International Travel Presentation</li> </ul>	<ul style="list-style-type: none"> <li>Draft 2025 Meeting Schedule</li> <li>Research Ethics Report (<i>background, applications, issues, policy development and reviews upcoming/ongoing</i>)</li> </ul>
<b>Academic Programme</b>	<ul style="list-style-type: none"> <li>Qualification Review Reports</li> <li>Conferment of Degrees and other qualifications</li> </ul>	<ul style="list-style-type: none"> <li>CUAP Proposals (Round 1)</li> <li>Qualification Review Reports</li> <li>Conferment of Degrees and other qualifications</li> </ul>	<ul style="list-style-type: none"> <li>CUAP Proposals (Round 1)</li> <li>Qualification Review Reports</li> <li>Conferment of Degrees and other qualifications</li> </ul>	<ul style="list-style-type: none"> <li>Qualification Review Reports</li> <li>Conferment of Degrees and other qualifications</li> </ul>	<ul style="list-style-type: none"> <li>CUAP Proposals (Round 2)</li> <li>Qualification Review Reports</li> <li>Conferment of Degrees and other qualifications</li> </ul>
<b>Papers for Noting</b>	<ul style="list-style-type: none"> <li>Subcommittee minutes</li> </ul>	<ul style="list-style-type: none"> <li>Subcommittee minutes</li> </ul>	<ul style="list-style-type: none"> <li>Subcommittee minutes</li> </ul>	<ul style="list-style-type: none"> <li>Subcommittee minutes</li> </ul>	<ul style="list-style-type: none"> <li>Subcommittee minutes</li> </ul>



	24 JULY	21 AUGUST	25 SEPTEMBER	23 OCTOBER	20 NOVEMBER
<b>Location</b>	<b>Zoom</b>	<b>Zoom</b>	<b>Zoom</b>	<b>Zoom</b>	<b>Zoom</b>
<b>Standing Items</b>	<ul style="list-style-type: none"> <li>Chair’s Report</li> <li>VC’s Report</li> <li>Student Report</li> </ul>	<ul style="list-style-type: none"> <li>Chair’s Report</li> <li>VC’s Report</li> <li>Student Report</li> </ul>	<ul style="list-style-type: none"> <li>Chair’s Report</li> <li>VC’s Report</li> <li>Student Report</li> </ul>	<ul style="list-style-type: none"> <li>Chair’s Report</li> <li>VC’s Report</li> <li>Student Report</li> </ul>	<ul style="list-style-type: none"> <li>Chair’s Report</li> <li>VC’s Report</li> <li>Student Report</li> </ul>
<b>Strategic Updates/ Academic Discussion</b>	<ul style="list-style-type: none"> <li>2025 Meeting Schedule (<i>Approval</i>)</li> </ul>	<ul style="list-style-type: none"> <li>Research Rankings Update (<i>SDGs/THE Rankings</i>)</li> <li>Subcommittee General Report (<i>performance review under current ToR</i>)</li> </ul>	<ul style="list-style-type: none"> <li>Academic Integrity Annual Report</li> </ul>	<ul style="list-style-type: none"> <li>CoCA Academic Issues Presentation</li> <li>AB Self-Review</li> <li>Te Ara Paerangi &amp; Te Pou Rangahau Update (<i>6-monthly</i>)</li> <li>UAG Update</li> </ul>	<ul style="list-style-type: none"> <li>College of Business Academic Issues Presentation</li> <li>AB Approved Policies Update (<i>6-monthly</i>)</li> </ul>
<b>Academic Programme</b>	<ul style="list-style-type: none"> <li>CUAP Proposals (Round 2)</li> <li>Qualification Review Reports</li> <li>Conferment of Degrees and other qualifications</li> <li>Graduating Year Reviews</li> </ul>	<ul style="list-style-type: none"> <li>Qualification Review Reports</li> <li>Conferment of Degrees and other qualifications</li> <li>Graduating Year Reviews</li> </ul>	<ul style="list-style-type: none"> <li>Qualification Review Reports</li> <li>Conferment of Degrees and other qualifications</li> </ul>	<ul style="list-style-type: none"> <li>Qualification Review Reports</li> <li>Conferment of Degrees and other qualifications</li> </ul>	<ul style="list-style-type: none"> <li>Qualification Review Reports</li> <li>Conferment of Degrees and other qualifications</li> </ul>
<b>Papers for Noting</b>	Subcommittee minutes	Subcommittee minutes	<ul style="list-style-type: none"> <li>Subcommittee minutes</li> </ul>	<ul style="list-style-type: none"> <li>Subcommittee minutes</li> </ul>	Subcommittee minutes



<b>MEETING DATE:</b>	25 September 2024
<b>AUTHOR:</b>	Vice-Chancellor Professor Jan Thomas (Chair of the Senior Leadership Team)
<b>SUBJECT:</b>	<b>VICE-CHANCELLOR'S PART I REPORT TO ACADEMIC BOARD</b> <b>PERIOD: August – September 2024</b>

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## 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 in [Massey News](#) on our website 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.

## He Mihi – Acknowledgement

E tangi atu nei ki Te Whare o Te Kāhui Ariki, i roto i te rirohanga atu o Kīngi Tuheitia Pootatau Te Wherowhero VII. He kura i tangihia, he maimai aroha. He rarangi maunga tū te ao, engari he rarangi tangata ki te ao, ngaro noa, ngaro noa.

Kia hoki mai ngā ki Te Ao Mārama, ki a tātou te hunga ora tēnā huihui mai tātou. Ka tika kia huri ake ngā whakamānawatanga ki Te Arikinui Kuini Nga wai hono i te po Pootatau Te Wherowhero VIII e noho ake rā i te ahurewa tapu o ōna mātua tūpuna.

Te Kunenga ki Pūrehuroa Massey University joins with Māoridom and the nation in acknowledging profound sadness upon the sudden passing of Kīngi Tuheitia on August 29, 2024.

Kīngi Tuheitia was the seventh Māori Monarch, ascending to the position of Te Arikini upon the passing of his mother, the late Dame Te Ataairangi Kaahu in 2006. The Kīngitanga was established in 1858, and the movement continues to play a pivotal role in upholding Māori leadership across the nation as well as representing Māori interests internationally. Kīngi Tuheitia will be particularly remembered for his efforts in uniting Māori interests and in particular respective iwi throughout the nation, a lasting legacy that was spoken of by many kaikōrero throughout his recent tangihanga.

A Te Kunenga ki Pūrehuroa Massey University delegation attended the tangihanga for Kīngi Tuheitia on Sunday 1 September at Tūrangawaewae Marae with Deputy Vice Chancellor Māori and SLT member Professor Meihana Durie addressing the Kīngitanga and Waikato from the manuhiri paepae, alongside other iwi and delegations from across the southern regions and iwi of Aotearoa.

Te Kunenga ki Pūrehuroa now joins with Māoridom and the nation in acknowledging the eighth Māori monarch, Te Arikini Kuini Nga wai hono i te po Pootatau Te Wherowero VIII.

## Te Pou Rangahau – Research

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

- New Zealand Institute of Food Science and Technology conference*

In July, seven doctoral students from the School of Food and Advanced Technology represented Te Kunenga ki Pūrehuroa Massey University at the annual conference of the New Zealand Institute of Food Science and Technology (NZIFST) in Hamilton. This year's theme, "Diversity in the food industry" was a welcome opportunity for the students to showcase their PhD research findings. From lemongrass to kombucha to macadamia husks, Massey students highlighted their ongoing research in form of posters and verbal presentations. Of the seven students, four are also recipients of the Massey University Doctoral Scholarship, and all students were supported with Massey University Doctoral Conference Grants to attend the event.

Provost and SLT member Professor Giselle Byrnes spoke at the conference opening, alongside the Minister for Food Safety, Hon Andrew Hoggard, who is also a Massey graduate.

- Ngā pae o te māramatanga research fund award*

Based on her previous research, School of Design Senior Lecturer Angela Kilford's research project *Te Rangianiwaniwa a Te Harakeke – The Harakeke's Rainbow* was awarded \$59,912 from Ngā Pae o Te Māramatanga's Matakite Research Fund to establish laboratory-scale methods to develop novel dyes for muka (extracted fibre from harakeke - Phormium tenax). The long-term aim is to achieve commercial production of natural dyes for muka, offering Māori weavers an alternative to synthetic dye products.

Based in Mātauranga Māori, this study brings together textile researchers, Māori practitioners, and scientists to advance knowledge of native plant dyes and fibres from many iwi. With science, Angela's research will complement the values of iwi partners Ngāti Tukorehe (Kuku, Horowhenua), ensuring that research outputs will benefit iwi economically and environmentally and respect mana whenua.

## Part I: Paper for Decision/Information

- *Funding awarded for antimicrobial resistance project*  
 The [Fleming Fund](#) has awarded more than \$2.3 million to the university as the lead grantee for the phase II Regional Grant Antimicrobial Resistance and One Health (AMROH) in South Asia to enhance surveillance for antimicrobial resistance in animal and environmental health.

[One Health](#) is an integrated approach that brings together experts from the School of Veterinary Science, partnering with universities and international organisations worldwide to address global epidemics and pandemics. The approach aims to improve detection and response to emerging disease threats and optimise the health of people, animals and ecosystems. [Read more...](#)

- *Health Research Council Health Delivery Grants – Outcomes*  
 While notification of the HRC Delivery Grants to be funded was delayed by three weeks, on 26 July we were informed that Dr Ying Jin from the School of Health Sciences had been successful and granted \$30,000 for her research project to *Develop clinical guidelines for the timing and process of consent to use pasteurised donor human milk.*

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

- *Research Month a success*  
 The first [Research Month](#) has now drawn to a close. Alison Wallbutton, Associate University Librarian Client Services, partnered with other Provost teams and Library staff to deliver a programme showcasing support available for researchers. The programme included Bagnall Collection showcase, Tāmīro presentation, which introduced the Digital Heritage Collection, hosting the 3-Minute thesis practice for students, an ORCID benefits webinar, and various blogs relating to research, publications and SDGs, among other things.

## Te Pou Ako – Learning and Teaching

**Examples of the delivery of an excellent learning environment include:**

- *National Academy Screen Arts’ state-of-the-art facilities and new industry partnerships celebrated*

Ensuring students are ready to leap into the screen arts industry with the confidence, skills and knowledge that employers need is the aim of Te Kunenga ki Pūrehuroa’s National Academy of Screen Arts.

On August 15, the College of Creative Arts hosted an industry-focussed VIP event for the National Academy of Screen Arts showcasing the exceptional physical and technical infrastructure, as well as staff and student work and expertise. The event was very well attended with guests representing the breadth of the nation’s screen sector, including attendance from WellingtonNZ, Wellington City Council, Popsicle Pictures, Cuba Dupa, StoryBox, Xtra, Screen Music and Sound Guild, Victoria University, LV2R, Atomis, Wētā fx, Wētā Digital, Toi Whakaari, Floating Rock, Mana Moana, Artificial Imagination, Newtown Festival, Tawhiri, Shiney Films, Cansino and co Agency, Ocular, Scoop Media, Synthetique, VFX Guild NZ, Screen Auckland, Wingnut films, capvista fx, NZ Writers Guild, Firefly Films, Te Papa, Gibson Group, Park Road Post, Admit One Entertainment, Fox & Co, and Good Company Arts, as well as a number of others within industry.

Also announced at the event was a new partnership with [Screen Wellington](#)/Wellington UNESCO City of Film to host the Centre for Screen Excellence. [Read more...](#)

*Why this investment?*

## Part I: Paper for Decision/Information

Alongside this event, Pro Vice-Chancellor College of Creative Arts and SLT member Professor Margaret Maile had an opinion piece published in The Post, titled ['Our screen students can shape the future of global entertainment'](#). I quote Professor Maile:

“As a university, it’s imperative we calibrate our degrees, research and engagement activities to the far horizon, looking to areas where New Zealand has distinctive strengths, where there are green sprouts of growth, and where we can see increasing global demand.”

“Massey has invested in the academy because the screen sector offers promising career opportunities for our graduates, but it is also an investment in New Zealand’s future prosperity. Aotearoa’s film sector, recognised around the world for its excellence and innovation, is currently worth about NZ\$3.3b in annual revenue and employs over 24,000 people. Other subsectors like gaming – which generated over NZ\$400m last year – are predicted to demonstrate significant growth over the next decade. Growth is what we need.

As New Zealand continues to narrowly escape recession, there is increased urgency to focus on drivers for improved employment outcomes, economic diversification and GDP growth, such as supporting the development of our domestic screen arts sector. We have equipped the academy for this challenge.”

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

- *Weaving wisdom into a resilient future – 2024-2027 Pacific Plan*  
The Pacific Student Success Team (PSS) continues to support and uplift Pacific students, fostering an environment where cultural identity and academic excellence intersect. The efforts align with the university's 2024-2027 Pacific Plan, particularly focusing on two key priorities: cultivating high student aspirations and achievements and creating a Pacific-inspired university.

Throughout August 2024, the team implemented a range of initiatives designed to support Pacific students across all campuses. These initiatives included tailored academic workshops, such as the Scholarships Workshop, which provided students with essential guidance on scholarship applications, and ongoing support through the Pacific Student Teaching Support (PSTS) in Psychology and other core courses, which has positively impacted students struggling with complex assignments.

The team also focused on enhancing student engagement through cultural and community events. Notable successes include the Tongan Learning Week Culture Night, which celebrated Tongan language and heritage, and the Kai and Talanoa sessions, which have consistently brought Pacific students and staff together in a Pacific culturally enriching environment.

Furthermore, the PSS team has expanded its reach through social media, significantly engaging Pacific communities both in New Zealand and across the Pacific Islands (Massey Pacific Facebook page engagements: New Zealand 2,274, International 3,888). This digital engagement complements face-to-face interactions and community hubs, where the Pacific team meets Pacific students in their local environments to provide personalized support.

Through these efforts, the Pacific Student Success Team is actively contributing to the realisation of a resilient future for Pacific students, ensuring that their academic journeys are supported by a culturally informed and nurturing environment.

## Part I: Paper for Decision/Information

- *Educator Resource Hub update (ERH)*  
 A new ERH article has been published on [Promoting academic integrity in your course and programme](#) as part of a broader project to provide more comprehensive support on academic integrity. The CTU (Curriculum Transformation Unit) worked together with the Provost Office to develop a SharePoint site which now offers a centralised location for a broad range of academic integrity information, ranging from policies and procedures through to guidance on encouraging academic integrity in assessment. The new site can be accessed from the [Teaching and Learning Enhancement Services site](#). You can also view it directly [here](#).
- *Curriculum Transformation Discussion Paper: Summary of feedback*  
 Provost and SLT member Professor Giselle Byrnes, has led consultation on curriculum transformation that commenced with the release of a discussion document. Professor Brynes met and discussed the [Curriculum Transformation Discussion Paper](#) with committees and boards across the university, along with six forums open to all staff. Student feedback was also sought. Submissions closed on 2 September.

Consultation was an opportunity for our community to provide input and suggestions as we create the roadmap for Massey's curriculum over the next decade and beyond. Thank you to all those who took the opportunity to contribute to this process. We had more than 160 staff and 500 students respond. It is clear from the volume of responses that people feel passionately about our curriculum. Their constructive and thoughtful commentary, alongside criticisms and questions, will be central in informing the next version of the document. A revised version will be released in early October. [Read more...](#)

- *Course Planner*  
 On 29 July, the Course Planner was officially released for staff and students. The Course Planner is a tool that both prospective and current students can use to plan their studies and gain an understanding of how their course structure will work. This tool does not replace the enrolment process or academic advisers and uses the same qualification rules that are currently used for course enrolment. If you have access to the student 'Qualification overview' tab in the Staff Portal, you will be able to see how a student's courses and credits fit within their qualification rules and any courses they may have planned.

It is encouraging to see that the tool is already being used on both the Massey website and the portal.

### Scholarship at Massey

- *Massey University Undergraduate Excellence Scholarship*  
 For the second year in a row, the Scholarships and Scholar Development Team have supported the awarding of the Massey University Undergraduate Excellence Scholarship. This scholarship, which closed 1 August, acknowledges the academic success of high-achieving students who are in their second or third year of an undergraduate degree. It is valued at \$3,000 for full-time students and \$1,500 for part-time students with a tenure of Semester Two, 2024.

Following a targeted marketing campaign, we received an unprecedented 1,131 applications for this scholarship and were able to award 150 top performing students. The recipients were awarded proportional to the applications received from each college to ensure an equitable spread.

This scholarship was created in recognition of a gap in our scholarship portfolio, where the number of scholarships for current undergraduate students, particularly in some disciplines, is low to non-

## Part I: Paper for Decision/Information

existent. The huge number of applications demonstrates an appetite for scholarships within this cohort, and the number of top performing students at Massey in the undergraduate space is further justification for expanding scholarships.

- *Massey University Doctoral Scholarship*  
The 2025 Massey University Doctoral Scholarship was awarded by the University Scholarships Advisory Committee in its August meeting. This round saw 137 students apply for this highly competitive scholarship and the committee was able to award a total of 58 scholarships.

This round, 11 individual students utilised the support of our Peer Scholars through [Scholars Massey](#) when applying for this scholarship, and of these, nine were successful in securing a Doctoral Scholarship. This success rate is further evidence of the value of tailored advice in supporting students navigate the application process. These scholarships are valued at \$90,000 stipend plus fees for up to three years, and often mean the difference between allowing a student to undertake doctoral study or not.

The Massey University Doctoral Scholarship is unique in that it supports students from a range of disciplines and demographics. Among the 58 recipients were three Doctor of Clinical Psychology, four part-time, one gender diverse, three Māori and two Pacific students. Forty-five international students from all five colleges were also recipients.

- *Prime Minister's Scholarship award*  
The School of Humanities, Media and Creative Communication has again been successful in securing a Prime Minister's Scholarship award for 2024 to enable a four-week exchange to Colombia, providing 10 students with the opportunity to study Spanish. The programme will address climate change through the lens of theatre as an intercultural communication mechanism. It is the second time the programme, co-organised with the Universidad de Los Andes, has been funded following the success of last year's programme.

## 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 also continue to regularly invite staff to provide feedback through the [vcfeedback online form](#). This is monitored daily and I respond to as many comments as is practical.

- *Focus on the Future: Catching up with the Vice-Chancellor*

## Part I: Paper for Decision/Information

At the beginning of the year, I sat down with Executive Director Marketing and Communications Ruth Mackenzie to outline what was in store for 2024. In mid-August, we met again to kōrero about how the year is unfolding.

We discussed how the [Financial Recovery Plan](#) is progressing, the benefits of [curriculum transformation](#), campus reimagining and more. You can [watch the interview here](#).

- *Campus Reimagining – Drop-in sessions*

We received more than 1500 pieces of feedback from the two sessions and attendees told us they enjoyed and appreciated the opportunity to be alongside colleagues and students to share their ideas in this process.

We are also inviting staff and students to complete a short and confidential online survey. This survey asks about current uses of our campuses, accommodation, travelling to and around our campuses and future aspirations for our spaces. The online survey is available [here](#).

We are very much looking forward to connecting with staff and students on our Pukeahu and Ōteihā campuses for the reimagining drop-in sessions, with dates and locations now confirmed. These sessions are designed so student and staff can drop-in whenever it suits them, so they can share their thoughts on the future of our campuses.

<b>Pukeahu Wellington campus</b>	Wednesday 25 September - 9am-3pm	Block 5 level H 11/12
<b>Ōteihā Auckland campus</b>	Wednesday 2 October - 9am-3pm	Atrium Round Room

In these sessions, attendees will be asked for their thoughts on: Atmosphere and vibes; Connected campuses; Places and spaces; and, Somewhere to belong.

- *GenAI professional development sessions*

The Curriculum Transformation Unit is beginning a series of internal generative AI professional development sessions, aimed at supporting staff to build their skillset with this technology. The first session focuses on an introduction to Gen AI and prompting. As the CTU develops its use of Gen AI, it is hoping to identify ways in which it can also feed into wider university efforts to develop responsible and effective use of GenAI within day-to-day work.

### Celebrating our People

- *Red Dot Design Awards*

I am delighted to note that staff and students from the College of Creative Arts participated in the 2024 Red Dot Awards receiving 20 award citations and one Best of the Best Red Dot Awards.

School of Design leadership will visit PSB Singapore Marina facility in conjunction with the Red Dot Awards ceremony, advancing our collaboration to deliver Bachelor of Design degree offerings in Singapore beginning in 2025.

- *Cerebral Visual Impairment (CVI) Champion Award*

Dr Nicola McDowell, Institute of Education, received the Cerebral Visual Impairment (CVI) Champion Award, at the Perkins CVI Conference, Boston, US held June 2024. This award was presented in recognition of Dr McDowell's transformative leadership in the field of CVI.



## Part I: Paper for Decision/Information

- *Professor Bruce Glavovic receives Chinese Academy of Sciences Distinguished Scientist Award*  
Professor Glavovic has been honoured with a prestigious award granted to foreign scientists by the Chinese Academy of Sciences [President's International Fellowship Initiative](#). [Read more...](#)
- *Nutrition researcher wins Harvard posting*  
Nutrition scientist and Riddet Institute Adjunct Professor Barbara Burlingame has commenced a six-month post as Visiting Scientist at Harvard University. She will continue researching in her key areas of nutrition, food systems, sustainable diets and biodiversity for food and nutrition. [Read more.](#)
- *Industrial design graduate wins James Dyson national award*  
Jack Pugh has taken out the top national award for his medical multi-tool designed to make life easier for busy healthcare professionals. [Read more...](#)

## 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:**

- *Society of Māori Astronomy Research and Traditions and the National Aeronautics and Space Administration's (NASA) Indigenous Peoples' Initiative (IPI)*  
Associate Professor Pauline Harris, Professor Rangi Mātāmua, Professor Hēmi Whaanga, all from Te Putahi-a-Toi, School of Māori Knowledge, and members of the Society of Māori Astronomy Research and Traditions (SMART) travelled in July/August to the United States to develop a relationship with National Aeronautics and Space Administration's Indigenous Peoples' Initiative (IPI) as part of a Ministry of Business, Innovation and Employment New Zealand – NASA Research Partnerships grant.

Time was spent learning and sharing knowledge and processes with IPI about their satellite and sensing data, discussing their current pedagogic approaches when working with Indigenous peoples, and meeting with representatives from the Navaho nation, including the whānau of Nikki Tulley (IPI), who are using NASA data sets on drought, water initiatives, landscape feasibility, and remote sensing. Meetings were also held with Jet Propulsion Labs Indigenous Peoples', NASA in Houston and the National Science Foundation of the USA.

The purpose of the trip was to meet with leading experts at NASA, IPI and NSF to discuss approaches, space strategy, programs, policy and high-level government conversation and advice on indigenous sciences and innovation, and to develop a full proposal and collaboration with NASA IPI to be submitted to the second stage of the MBIE New Zealand – NASA Research Partnerships grant.

- *Psychology of Mathematics Education Conference*  
The Institute of Education co-hosted (with the University of Auckland and the Auckland University of Technology) the Psychology of Mathematics Education Conference held at the Auckland campus 17 to 21 July, with the theme of the conference titled 'Rethinking mathematics education'. The conference was organised by Professor Jodie Hunter, with around 400 participants from 40 different countries attending.
- *Wellington Zoo*  
Wellington Zoo staff members attended the Pukeahu Open Day speaking with students and also Massey staff. Conversations between staff have provided some opportunities for further



## Part I: Paper for Decision/Information

interaction between the partners and these will be followed up. Work is also being undertaken to arrange a volunteer day at Wellington Zoo with students and staff.

- *City Mission Manawatū*  
The Students and Global Engagement portfolio was approached by the City Mission Manawatū to support its winter food drive. A CAN CAN plus campaign has recently been underway, with 50 per cent of collections to be distributed to Te Tira Ahu Pae to support students. The drive will also be held at Pukeahu and Ōteihā and donations will be made to local charities.
- *Summary of feedback to the national University Advisory Group second consultation now available*  
The [University Advisory Group](#) (UAG) was established earlier this year to provide the Government with advice on New Zealand's university system. Alongside the [Science System Advisory Group](#) (SSAG) review, the UAG is considering the challenges and opportunities for the sector, including but not limited to:
  - how the nation's universities serve New Zealand, alongside considering the complexity of the university system
  - promoting appropriate levels of coordination between institutions
  - ensuring quality in research, teaching and knowledge transfer
  - funding mechanisms and the role of the Performance Based Research Fund
  - ways to best achieve equity for all learners, and
  - the role of international education.

While the first phase of the UAG's consultation focused on high-level sectoral questions that considered the role of universities in New Zealand (Massey's submission to phase one can be found [here](#)), the second phase of consultation was focused around 17 questions canvassing a diverse range of topics, including the core activities of teaching, research and knowledge transfer in New Zealand's universities, quality assurance arrangements, and universities' governance and management.

The second phase of consultation recently closed and Massey University's submission is now available to [view here](#). This submission is a summary of feedback from those staff who chose to contribute to the university's response, noting that many staff will also have provided individual submissions.

We are advised that the UAG will produce an initial report to Government very soon and a final report is due to be delivered to the Minister in February next year. Advice from the group will inform policy changes, ensuring a robust and forward-thinking university system for New Zealand.

We understand all submissions will be made public.



<b>DATE:</b>	25 September 2024
<b>AUTHOR:</b>	Provost, Giselle Byrnes
<b>SUBJECT:</b>	Ministry of Education long-term insights briefing consultation

## Key Strategic Points

Via direct referral from the TEC, the Ministry of Education has reached out to Massey University to seek feedback on the recently released long-term insights briefing on “Potential for digital technology to support tailored and personalised learning”.

## Recommendations

It is requested that the Academic Board:

- **Note** the information within this paper.
- **Provide** feedback on the six consultation questions on how to realise the potential for technology to support personalised and tailored learning in the future.

## Purpose

To seek valuable insights from the Academic Board on the long-term insights briefing on “Potential for digital technology to support tailored and personalised learning”. This will then contribute to the Massey University submission to the Ministry of Education.

## Background

The Public Service Act 2020 requires government departments to produce future focused long-term insights briefings once every three years. These briefings look 10 to 20 years into the future, they do not refer to current New Zealand policy, but they do acknowledge future trends and issues that have the potential to influence, such as demographics.

The Ministry of Education | Te Tāhuhu o te Mātauranga is currently consulting on their next long-term insights briefing: *exploring how the education system can be flexible, adaptable, and relevant to the diverse population it will serve in 10-20 years by realising the potential technological changes offer for more personalised and tailored learning*. This is considered important for the Ministry as the child and youth population of Aotearoa New Zealand is becoming increasingly diverse, alongside knowing that future technological changes are likely to shape how and where learning happens and what skills and knowledge children and young people will need to succeed in the future.

Ministry of Education | Te Tāhuhu o te Mātauranga is seeking feedback from organisations, such as tertiary institutions, on how they see opportunities for the future use of technology in our education system while considering what challenges that need to be addressed in order to take advantage of these opportunities.

Academic Board is asked to read Appendix One for more information and background relating to the briefing provided by Ministry of Education | Te Tāhuhu o te Mātauranga.

## DISCUSSION

Massey University is well positioned to contribute to these discussion on how technology can support education in the future as we have been seen as leaders in using technology to support online and distance learning for students alongside our more recent innovation of Data Enabled Student Support (DESS) which uses machine learning and a variety of data inputs in order to determine the risk status of undergraduate students based on the model's predictive outputs in respect to their qualification



completion. DESS is seen as leading-edge in New Zealand with significant interest in this from other New Zealand universities.

By way of background, it would be fair to say that today, much of the tertiary sector is characterised as being at 'Education 3.0', where technology (in some form) is being used to support teaching and learning. *Education 4.0* is, arguably, the future for the global tertiary education sector whereby learning and teaching becomes a more individualised and personalised experience for students and one not necessarily always delivered by human-to-human. *Education 4.0* is expected to maximise student teacher interaction with the use of Augmented Reality, Virtual Reality, Mixed Reality and GenAI to create a more personalised and effective learning experience for students by recognising that all students are different, they have different interests, different capabilities and preferred ways of learning. It will not be a one size fits all approach for student learning with personalised course content and personalised learning methods being employed using technology. In addition, GenAI has the potential to help academics monitor student engagement and their students' level of understanding as the course progresses, with the use of Chatbots and digital assistants to respond to (most) student queries in real time. The data gleaned from chatbots will help the University to assess students' mental health and wellbeing and provide proactive support rather than being reactive.<sup>1</sup>

We know that GenAI is advancing exponentially but it is not clear when *Education 4.0* will become the standard and norm for the tertiary sector. Many universities are only at the cusp of using this technology to its full potential (detecting plagiarism and predicting student success), but what will the future of AI (and other technology) provide tertiary institutions and students? Is the future of *Education 4.0* one that Academic Board agrees with? What challenges and risks face the tertiary sector and students in being able to engage with these (and future new) technologies to support learning and teaching in the years to come? These are the types of questions that the Ministry is seeking to understand.

Academic Board is asked to provide feedback on the following six questions to help inform the Massey University response.

1. How do you think digital technologies could make the most difference to education in 10 to 20 years?
2. What are the biggest challenges to using technology in education?
3. What would need to change to maximise the benefits of digital technologies in education?
4. Do you think our long-term insights briefing should focus on the opportunities digital technologies offer for:
  - a. **students and their families** (for example, through online learning, AI-powered learning environments, digital content platforms and tools, Virtual Reality and Augmented Reality, and wearable technology)
  - b. **teachers and teaching** (for example, through new learning analytics and AI tools, learning management systems, and data analytical tools)
  - c. **wider system issues** (for example, changes to support the adoption of new technologies, and addressing issues relating to the responsible use of data)
  - d. **something else?**  
(Please expand on your answer).
5. Do you think our long-term insights briefing should focus on the opportunities digital technologies offer for:
  - a. early learning
  - b. schooling
  - c. tertiary

---

<sup>1</sup> <https://www.fierceeducation.com/administration/education-4-0-university-launches-world-s-first-degree-driven-by-4-0-technologies>



- d. the whole system?  
(Please expand on your answer).
- 6. Any other comments you may have about our draft long-term insights briefing.

Feedback can be provided to Mel Barnes ([m.l.barnes@massey.ac.nz](mailto:m.l.barnes@massey.ac.nz)) who will draft the Massey University response. Feedback needs to be provided by noon 11 October 2024.

Appendix 1.

## Potential for digital technology to support tailored and personalised learning: long-term insights briefing consultation

### Introduction

The Public Service Act 2020 (the Act) requires government departments, including the Ministry of Education | Te Tāhuhu o te Mātauranga, to produce future focused long-term insights briefings once every three years. Long-term insights briefings are developed independently of Ministers and are not current government policy or related to current government initiatives.

The Act requires us to consult on the chosen topic and then on the draft briefing. This document supports consultation on the topic.

Our briefing will explore the potential for technology to support a future education system 10 to 20 years from now, where students experience a more personalised, relevant, and tailored learning experience.

The topic is potentially broad. We would, therefore, like to gather information and seek your views on the specific issues and opportunities we should explore – in particular, those related to using technology to provide personalised and tailored learning. Our key questions to support your response are at the end of this document.

We will also seek feedback on the draft briefing once it is developed and before it is finalised and presented to Parliament (planned to be by July 2025).

### Proposed topic: realising the potential for technology to support personalised and tailored learning in the future

**We wish to explore how the education system (the early learning, schooling and tertiary systems) can be flexible, adaptable, and relevant to the diverse population it will serve in 10 - 20 years by realising the potential that technological changes offer for more personalised and tailored learning.**

### Why we chose this topic

Technology has always been a driver of change in the education sector, from the introduction of the printing press to the rise of online learning. It will continue to be an important influence on the education system and for learning and will provide new opportunities across the education system.

While there is uncertainty about how quickly new technologies could disrupt the education system, the likely impacts of digital technology may require us to rethink how we deliver education in the future. This presents an opportunity to explore how the education system could proactively adapt and realise the longer-term potential of new technologies for learning and teaching.

Long-term insights briefings help us to think about the future, so we want you to look beyond what is happening now and think about what it would take for our education system to make the most out of these opportunities in 10 to 20 years. This could include how we utilise developments in Artificial Intelligence (AI), data and analytics, large language models, Virtual Reality (VR), Augmented Reality (AR) and innovations in online and distance learning.

Digital technologies cannot replace the human components of education. Outside of families and whānau, the greatest influence on students will continue to be teachers and leaders. Foundational and disciplinary knowledge will remain essential. Digital technologies are a tool for enhanced teaching and teaching practice and will not solve the education system's problems on their own.



The current research findings on the educational impacts of digital technology also provide a challenge. The research provides strong evidence that information and communications technology can have a positive impact on student motivation and engagement but weaker evidence that digital technologies help to lift educational achievement.<sup>2</sup> Our choice of topic is a recognition that digital technologies are likely to be one underpinning of what students and their teachers need in the 21st century.<sup>3</sup>

**We are looking 10 to 20 years ahead**

Looking 10 to 20 years into the future separates the topic from immediate policy concerns and issues to focus on system stewardship. In addition, it is a close enough future that we can have some certainty about the trends and issues that are likely to influence the education system.

**What do current trends and issues tell us to expect?**

We expect to see only modest growth in the population of children and young people overall. In some regions (eg, Auckland), the number of children and young people will grow, while other regions will see no change or a decrease. We can also be relatively certain that we will see continuing growth in the proportion of students that identify as Māori, Pacific, and Asian. Importantly, one in three children in New Zealand | Aotearoa are likely to identify as Māori by the early 2040s.<sup>4</sup>

Figures one and two illustrate the slowing growth of the population overall and the declining proportion of the population that is aged 0 - 39 (the age group of most students) over the next 50 years.

Figure 1: Projected growth in population

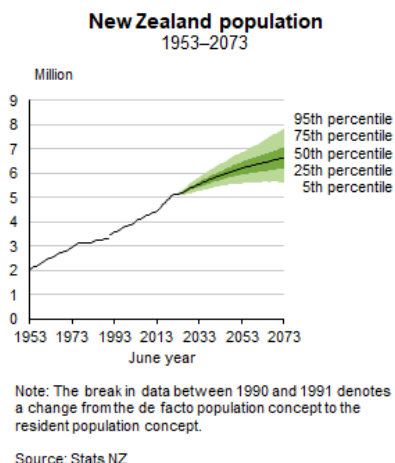


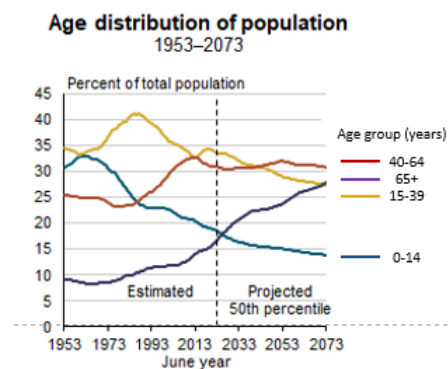
Figure 1 description: This graph shows projected New Zealand population growth from 1953 to 2073. Growth is slowing from 2033 onwards. In 1953, the New Zealand population was 2 million, in 2023 it is 5 million and in 2073 it could range from 5.5 million to 7.8 million.

<sup>2</sup> Newton, Charles: Towards Digital Enablement: A literature review, Te Tāhuhu o te Mātauranga | Ministry of Education, December 2017

<sup>3</sup> Fullan and Langworthy, (2014) in Newton, Charles: *Towards Digital Enablement: A literature review.*

<sup>4</sup> <https://www.stats.govt.nz/news/one-in-three-children-projected-to-be-maori/>.

Figure 2: Projected age distribution of the population



Source: Stats NZ

Figure 2 description: This graph shows the projected age distribution of the New Zealand population. The proportion of the population over 65 is projected to increase while the school age population is projected to decrease. In 1953, nine per cent of the population was over 65, in 2023 it was 17 per cent and in 2073 it is projected to be 28 per cent. In 1953, 31 per cent of the population was 0 - 14 years, in 2023 it was 18 per cent and it is projected to be 14 per cent in 2073. The proportion of the population aged between 15 - 39 will decrease slightly. It was 34 per cent in 1953, currently 34 per cent and is projected to drop to 27 per cent.

The projected decline in the number of children and young people in some areas may have implications for how education is provided, and increase the importance of technology in supporting learning, in those communities. Shifts in the ethnic composition of the population, including where migration is driving growth in student numbers, will also likely require educational support that recognises a greater variety of languages and cultures. It may also lead to calls for fundamentally different approaches to learning and education, driven by the different cultural and world views of the growing populations.

Technology and innovation will likely change the way students learn, where learning happens and how teaching is done. We can also expect a continued debate about the relevance of our education system and how it meets the needs of students in a changing world. This is informed by what we have heard in previous engagements, which emphasised the importance of education that is more holistic, flexible, and provided in ways that best meet the needs of students. Those engagements also stressed that we continue to address inequity and tackle persistent racism experienced by Māori.

In line with our analysis of societal trends and projections, we expect other influences on the education system will include:

- ongoing efforts to support progress and achievement within our education system and address the impact of social and economic inequalities on the learning of children and young people from socio-economically disadvantaged backgrounds
- how the relationship between Government and iwi / Māori develops, the evolving interpretation and application of te Tiriti o Waitangi | the Treaty of Waitangi (te Tiriti), given higher expectations for the recognition and importance of te Tiriti and differing views on the role it should have in education
- an increased emphasis on inclusion and expectations of investment to support inclusion, including:
  - the positive shift in attitudes towards disabled people and expectations for the elimination of barriers to disabled people reaching their potential and fully participating in education

- growing expectations of the inclusion of other disadvantaged or marginalised people (eg, people from LGBTQI+ communities) alongside resistance to inclusion, potentially amplified through online platforms
- increasing demand for mental health support among young people
- increased global instability, with local impacts, from:
  - rising economic and political tensions
  - increased risks of cyber-attacks
  - the risk of further pandemics
  - the increasing impacts of climate change
  - online platforms as a continuing source of misinformation and a vehicle for disinformation.

You can also download our horizon scan snapshot from the consultation web page. This outlines the societal projections, issues and trends that have informed our thinking and topic development.

### Uncertainties and assumptions underpinning the topic

There is some uncertainty about the speed of technological change and how it will impact on education in 10 to 20 years. Rather than trying to predict what change will look like, our briefing will consider different scenarios based on current trends, issues, and projections. This will help us to be better prepared for what lies ahead and consider a broader range of policy options.

There are some common assumptions about the education system and the development and use of technology that we intend to use in developing the briefing. These assumptions include that:

#### Assumptions about the education system

- foundational and disciplinary knowledge will remain essential, there will be a continuing drive to improve educational engagement, progress and achievement, and teaching will continue to evolve, including in response to changes in technology
- our education system is well positioned to respond to future changes because it is diffuse and has local autonomy and knowledge, but some providers may be better positioned to respond

#### Assumptions about technology

- digital technologies are an enabler of wider system reform but should be integrated alongside other system-wide improvements to enhance access to learning and student motivation, engagement and achievement
- education content could become increasingly globalised.

In line with the purpose of long-term insights briefings, the draft briefing will not make judgements about the longer-term impacts of current government policy.

### How could we realise the potential of technology?

As mentioned, our long-term insights briefing will not try to predict which technologies will influence teaching and learning in 10 to 20 years, or the size of the impact.

We can, however, expect advancing technologies, including AI, learning analytics, large language models, VR and AR, and advances in online learning technologies, to develop rapidly. We believe it is important to explore how the sector could adapt and position itself to realise the opportunities and benefits these technologies could offer the education system, the education workforce, and students and their families and whānau.

This topic is, however, broad and we could focus on some of the opportunities and/or one or more of the sectors within the education system (early learning, schooling and/or tertiary).





We want your views on this, and to assist your response, we have set out some of the technologies, how they can be applied, and who they could benefit, below. We have also set out some of the system-wide changes that could support us to make the most out of technology in education.

## Opportunities that technology could offer

### Opportunities for technologies to benefit students and their families

Technologies could include:

- online learning
- AI-powered learning environments
- digital content platforms and tools
- Virtual Reality and Augmented Reality
- wearable technology.

These could offer opportunities for:

- blended and distance learning so students can learn anywhere at any time – including providing continued access to learning during disruptions from climate related natural disasters
- personal AI powered tutors and personal assistants for 1:1 support
- assistive technology that makes it easier for disabled students (or teachers) to independently access teaching and learning and be included
- access to specialist expertise in subject areas we have shortages in, including for students in isolated and rural communities
- improved responsiveness to Māori and Pacific students, including support for language and cultural learning and connection
- enhanced and expanded opportunities to support the revitalisation of te reo Māori
- the development of skills and technological capability needed in an evolving labour market
- Augmented Reality and Virtual Reality powered tools to support work-integrated and work-based learning.

### Opportunities to support teachers and teaching

Technologies could include:

- new learning analytics and AI tools,
- learning management systems
- data analytical tools for teaching, lesson planning, formative and summative assessment, and qualification and credentialling.

These could offer opportunities for:

- automation of some routine teaching tasks, freeing up educators' time for personalised learning
- learning management systems to help teachers and schools to manage learning progression and individual learner pathways
- the transformation of assessment practice, qualifications, and credentialling
- teachers to better understand and address students' individual learning needs and tailor learning
- data sets and technology that help to identify students who need additional support
- data informed decision-making to inform educators' practice.

### Supporting changes to sustain innovation and drive transformational change

Supporting changes will require:

- system level changes to:
  - support the adoption of effective new technologies to improve teaching and learning
  - address equity issues and reduce the digital divide
  - build the capability of educators to confidently harness digital technologies.



- Identification of how we can mitigate risks such as:
  - becoming over reliant on technology
  - vulnerabilities to cyber security attacks in our distributed system
  - reduced oversight, standards, and consistency.
  
- Addressing of issues related to:
  - responsible use of data, analytics and machine learning
  - data protection
  - data sovereignty.
  
- Building of trust about the use of technologies and information security.

### Consultation questions

7. How do you think digital technologies could make the most difference to education in 10 to 20 years?
8. What are the biggest challenges to using technology in education?
9. What would need to change to maximise the benefits of digital technologies in education?
10. Do you think our long-term insights briefing should focus on the opportunities digital technologies offer for:
  - a. **students and their families** (for example, through online learning, AI-powered learning environments, digital content platforms and tools, Virtual Reality and Augmented Reality, and wearable technology)
  - b. **teachers and teaching** (for example, through new learning analytics and AI tools, learning management systems, and data analytical tools)
  - c. **wider system issues** (for example, changes to support the adoption of new technologies, and addressing issues relating to the responsible use of data)
  - d. **something else?**  
(Please expand on your answer).
11. Do you think our long-term insights briefing should focus on the opportunities digital technologies offer for:
  - a. early learning
  - b. schooling
  - c. tertiary
  - d. the whole system?  
(Please expand on your answer).
12. We are interested in any other comments you may have about our draft long-term insights briefing.

### Privacy and the Official Information Act 1982

Please be assured that any feedback you provide will be confidential to those involved in analysing the consultation data. We will not identify any individuals in the final analysis or any report unless you expressly give permission for this. However, the submission, including submitters' name, and documents associated with the consultation process may be subject to an Official Information Act 1982 request.

### Have your say

You can take part in the consultation by:

- providing feedback here: <https://education.surveymonkey.com/r/JSP7ZYN>
- emailing a submission to: [LTIB.Feedback@education.govt.nz](mailto:LTIB.Feedback@education.govt.nz)
- posting a submission to:
  - LTIB Topic Consultation
  - Ministry of Education
  - PO Box 1666
  - Wellington 1640
  - New Zealand



### What happens after the consultation?

We will consider all feedback and use it to inform our development of a draft long-term insights briefing that we will consult on publicly in early 2025.

If you have any questions about this consultation, please email [LTIB.Feedback@education.govt.nz](mailto:LTIB.Feedback@education.govt.nz).



## COLLEGE OF BUSINESS COLLEGE BOARD

### Subcommittee Terms of Reference Report 2024

August 2024

#### INTRODUCTION

College of Business Board (CBB) is required on a biennial basis to report on how it is meeting its Terms of Reference (ToR) requirements. This report covers the period January 2023 to July 2024.

#### OBJECTIVES

From the Terms of Reference, the objectives of the College of Business College Board are:

The College Boards *exercise academic governance* within the Colleges on behalf of Academic Board.

The College Boards' role is to support Academic Board to *effectively engage the University community in academic decision-making*, and to contribute to *achieving the University's strategic goals*.

The College Boards will contribute through academic leadership to the University's commitment to *build a Tiriti-led University environment*. The College Boards will support and facilitate Massey University becoming a Tiriti-led University and supporting the University as it moves toward the enactment of Te Tiriti in practice.

#### MEETING THE OBJECTIVES

CBB has exercised academic governance reviewing and approving various proposals for new, amended, and retired qualifications, specialisations, and courses. Details of CBB's work in this regard are available in the annual reports submitted to Academic Board. These proposals are thoroughly reviewed by the College of Business Academic Programmes Committee, a sub-committee of CBB, before being subject to further review and discussion at CBB.

During the reporting period, CBB has been consulted on many University proposals. CBB engages the University community in academic decision-making with discussions on these proposals at College Board, encouraging members to discuss the proposals with colleagues to provide broader perspectives. In addition, they are circulated to relevant CBB subcommittees for input before CBB makes a submission to the proposer. The direction method of consultation of subcommittees depends upon the content of a proposal or initiative:

- MBS Teaching and Learning Committee is the forum for college discussions on pedagogy and teaching and learning practices, tools and resources.
- College Board Academic programmes Committee (CBAPC) provides the initial forum for course, programme and short course/ micro credential initiation, change and discontinuation proposals. This subcommittee also manages college scholarship and prizes and research masters theses.

- MBS Research Committee has a dual reporting relationship and supports College Board on all matters related to research.
- MBS Quality Assurance Committee (previously called Assurance of Learning Committee) supports the college infrastructure for quality assurance and in particular, in serving the AACSB requirements.
- The newly created Massey Business School Doctoral Committee (MBSDC) provides a forum for cross-College management of doctoral matters.
- Accreditation Steering Group also reports to College Board. It is stood up periodically when we are preparing for a major accreditation activity.

CBB contributes to building a Tiriti-led University environment by ensuring each academic proposal considers the Tiriti implications. In addition, the Associate Dean Māori reports at each meeting on relevant matters. Each meeting starts with a mihi.

#### **OTHER RELEVANT CONTRIBUTIONS**

In addition, we note that CBB supports the University's strategy in several ways. This includes working with students as partners (Priority 5) by ensuring student membership of the board, with an allocation of time at each meeting for those members to raise any concerns and encouragement to offer their perspectives on all agenda items. The Associate Dean Teaching and Learning also has an allocation of time at every board meeting highlight issues that enable the board to contribute to delivering an excellent learning environment (Priority 3).

Meetings are held monthly, via Zoom, and are normally chaired by the Deputy Pro Vice-Chancellor. Most of the meeting is conducted in public (Part 1), with limited use of Part 2 and only for reasons of privacy or commercial sensitivity. Standard meeting protocols are followed, including the circulation of agendas and related documents a week in advance.

#### **RECOMMENDATION**

That Academic Board receives this biennial report from the College of Business College Board.

## Memorandum

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**To:** Chair, CoHSS Academic Programmes Committee  
Chair, CoHSS College Board  
Chair, Academic Committee  
Chair, Academic Board

**From:** Associate Professor Peter Rawlins, Director of Academic Quality CoHSS

**Date:** 8 May 2024

**Subject:** Retirement of **Certificate of Proficiency (Humanities and Social Sciences)** and  
**Certificate of Proficiency: Other Unis - College of Hum&SocSc**

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The College of Humanities and Social Sciences is proposing to retire two Certificate of Proficiency (CoP) qualifications:

- Certificate of Proficiency (Humanities and Social Sciences)
- Certificate of Proficiency: Other Unis - College of Hum&SocSc

The CoPs have not been actively offered for at least the last five years and students studying under a CoP now study under one of the University-based CoPs. For this reason, a College-based CoP is no longer required.

We propose to retire these two qualifications.

# Qualification Comparison



**CPHMS Certificate of Proficiency (Humanities and Social Sciences) Certificate of Proficiency (Humanities Soc Sci) v2.0 DRAFT**

*compared to*

**CPHMS Certificate of Proficiency (Humanities and Social Sciences) Certificate of Proficiency (Humanities Soc Sci) v1.0 APPROVED**

[Show Legend](#)

Show Changes  Expand All Changes

<b>Number of Years</b>	1 Year
<b>Professional Body</b>	
<b>Effective From</b>	<b>Interim Date</b>
<b>Contact Person</b>	
<b>Notes</b>	
No Professional Body Recognition Assigned	
<b>Year of Implementation</b>	2025 <del>2023</del>
<b>Qualification Code</b>	CPHMS
<b>Qualification Title</b>	Certificate of Proficiency (Humanities and Social Sciences)
<b>Reporting Title</b>	Certificate of Proficiency (Humanities Soc Sci)
<b>Abbreviated Title</b>	CPHMS
<b>Credit Value</b>	-1
<b>Language of Instruction</b>	English (EN)
<b>Qualification Duration</b>	1 Year
<b>Maximum Time to Completion</b>	8
<b>Qualification Type</b>	Other qualification
<b>Qualification Subtype</b>	Certificate of Proficiency
<b>No New Enrolment</b>	No
<b>Without Specialisation?</b>	
<b>Allows Minors from other Qualifications</b>	No
<b>Qualification Lead</b>	JENNY COLEMAN (7 May 2024 to ---) <del>JENNY COLEMAN (6 Jun 2018 to ---)</del>
<b>Owning Organisation</b>	College of Humanities and Social Sciences (MU00009)
<b>Proposed Review Dates</b>	
<b>Date Types</b>	<b>Date</b>
No dates assigned	

## Qualification Graduate Attributes (QGAs)

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

#	Description	Graduate Profile	Educational Objectives
None			
<b>Graduate Profile</b>			
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	

## Schedule to be added to

## QGA-CLO Mapping

Displaying current status - no comparison done

None	
<b>TEC Code</b> 	
<b>Code</b>	
MY0600	
<b>QAC, NZQF and ISCED</b> 	25 - Certificate of Proficiency
<b>NZSCED</b> 	Other Mixed Field Programmes
<b>Workload Limit</b> 	Yes
<b>Eligible for StudyLink</b> 	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

NaN


**Teaching Hrs/wk** 

0


**Work Experience Hrs/Wk** 

0



**Self-Directed Learning Hrs/Wk** 

0

**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** 

04129

\*

**Change Scale** 

0

**Academic Contact and Purpose of the Proposal** 

Associate Professor Peter Rawlins.


To retire this College based CoP.

**Proposal Summary** 

Retire the Certificate of Proficiency (Humanities and Social Sciences).

**Justification/ Rationale** 


Students studying under a Certificate of Proficiency study under one of the University based CoPs. As such this College based CoP is no longer needed. There have been no students in this qualification for at least the last 5 years.

**Treaty of Waitangi Implications** 

Nil. Has not been actively offered for at least the last 5 years and other University based CoPs available.

**Year of Implementation and First Year Teaching Plan** 

2025

<b>Committee References</b> 	Changed Qualification Type to Other qualification below degree level and Subtype to Certificate of Proficiency via an edit so as to ensure they are not included in the Calendar. PB, 29/8/23
---	---

**Status Log** 

Initial Status	End Status	User	Date	Comment
	Draft	FIONA PAEWAI	07 May 2024 14:46 pm	No longer required

<b>Collaborating Staff</b> 	
Name	
FIONA PAEWAI	
SHARON SIMMONS	
PETER RAWLINS	
ANNE MEREDITH	

# Qualification Comparison



**CPOHM Certificate of Proficiency: Other Unis - College of Hum&SocSc Certificate of Proficiency: Other Unis - Hum&SocSc v2.0 DRAFT**

*compared to*

**CPOHM Certificate of Proficiency: Other Unis - College of Hum&SocSc Certificate of Proficiency: Other Unis - Hum&SocSc v1.0 APPROVED**

[Show Legend](#)

Show Changes  Expand All Changes

<b>Number of Years</b>	1 Year
<b>Professional Body</b>	
<b>Effective From</b>	<b>Interim Date</b>
<b>Contact Person</b>	
<b>Notes</b>	
No Professional Body Recognition Assigned	
<b>Year of Implementation</b>	2025 <del>2005</del>
<b>Qualification Code</b>	CPOHM
<b>Qualification Title</b>	Certificate of Proficiency: Other Unis - College of Hum&SocSc
<b>Reporting Title</b>	Certificate of Proficiency: Other Unis - Hum&SocSc
<b>Abbreviated Title</b>	CPOHM
<b>Credit Value</b>	-1
<b>Language of Instruction</b>	English (EN)
<b>Qualification Duration</b>	1 Year
<b>Maximum Time to Completion</b>	8
<b>Qualification Type</b>	Other qualification
<b>Qualification Subtype</b>	Certificate of Proficiency
<b>No New Enrolment</b>	No
<b>Without Specialisation?</b>	
<b>Allows Minors from other Qualifications</b>	No
<b>Qualification Lead</b>	JENNY COLEMAN (7 May 2024 to ---) <del>JENNY COLEMAN (6 Jun 2018 to ---)</del>
<b>Owning Organisation</b>	College of Humanities and Social Sciences (MU00009)
<b>Proposed Review Dates</b>	
<b>Date Types</b>	<b>Date</b>
No dates assigned	

## Qualification Graduate Attributes (QGAs)

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

#	Description	Graduate Profile	Educational Objectives
None			
<b>Graduate Profile</b>			
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	

## Schedule to be added to

## QGA-CLO Mapping

Displaying current status - no comparison done

None	
<b>TEC Code</b> 	
<b>Code</b>	
MY1045	
<b>QAC, NZQF and ISCED</b> 	25 - Certificate of Proficiency
<b>NZSCED</b> 	Other Mixed Field Programmes
<b>Workload Limit</b> 	Yes
<b>Eligible for StudyLink</b> 	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

**ISCED Subsequent Destination**

Not Set

**Source of Funding**

Not Set

**Distance Learning Available**

Not Set

**Proposal ID**

04130

\*

**Change Scale**

0

**Academic Contact and Purpose of the Proposal**

Associate Professor Peter Rawlins.

To retire this College based CoP.

**Proposal Summary**

Retire the Certificate of Proficiency (Other Unit - College of Hum&SocSc).

**Justification/ Rationale**

Students studying under a Certificate of Proficiency study under one of the University based CoPs. As such this College based CoP is no longer needed. There have been no students in this qualification for at least the last 5 years.

**Treaty of Waitangi Implications**

Nil. Has not been actively offered for at least the last 5 years and other University based CoPs available.

**Year of Implementation and First Year Teaching Plan**


2025

**Committee References**

**Status Log**

Initial Status	End Status	User	Date	Comment

	Draft	FIONA PAEWAI	07 May 2024 14:48 pm	No longer required
--	-------	--------------	----------------------	--------------------

<b>Collaborating Staff</b> 	
<b>Name</b>	
FIONA PAEWAI	
SHARON SIMMONS	
PETER RAWLINS	
ANNE MEREDITH	

# Qualification Comparison



UCPCD Certificate in Pacific Development Certificate Pacific Development v2.0 COLLEGE SUB-COMMITTEE

compared to

UCPCD Certificate in Pacific Development Certificate Pacific Development v1.0 APPROVED

[Show Legend](#)

Show Changes  Expand All Changes

<b>Number of Years</b>	6 Months
<b>Professional Body</b>	
<b>Effective From</b>	<b>Interim Date</b>
No Professional Body Recognition Assigned	
<b>Year of Implementation</b>	2025 <del>2010</del>
<b>Qualification Code</b>	UCPCD
<b>Qualification Title</b>	Certificate in Pacific Development
<b>Reporting Title</b>	Certificate Pacific Development
<b>Abbreviated Title</b>	CertPacificDev
<b>Credit Value</b>	60
<b>Language of Instruction</b>	English (EN)
<b>Qualification Duration</b>	6 Months
<b>Maximum Time to Completion</b>	8
<b>Qualification Type</b>	Undergraduate
<b>Qualification Subtype</b>	Undergraduate Certificate
<b>No New Enrolment</b>	Yes
<b>Without Specialisation?</b>	nosp
<b>Allows Minors from other Qualifications</b>	No
<b>Qualification Lead</b>	STEPHEN HILL (6 Jun 2024 to ---) <del>STEPHEN HILL (6 Jun 2018 to ---)</del>
<b>Owning Organisation</b>	College of Humanities and Social Sciences (MU00009)
<b>Proposed Review Dates</b>	
<b>Date Types</b>	<b>Date</b>
No dates assigned	

### Qualification Graduate Profile

Graduates will have sound knowledge and understanding of Pacific cultures, values and traditions and will be able to develop basic skills in working effectively with Pacific peoples and Pacific communities .

They will also gain an appreciation of some of the current issues faced by developing countries and have an understanding of issues faced by Pacific communities in the Pacific as well as in New Zealand.

## Qualification Graduate Attributes (QGAs)

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

#	Description	Graduate Profile	Educational Objectives
None			
<b>Graduate Profile</b>			
<ol style="list-style-type: none"> <li>1. Scholarly 1 - Disciplinary knowledge and skills</li> <li>2. Scholarly 2 - Creativity and innovation</li> <li>3. Scholarly 3 - Resilience and adaptability</li> <li>4. Cultural 1 - Cultural awareness</li> <li>5. Cultural 2 - Māori knowledge and understanding</li> <li>6. Social 1 - Social responsibility</li> <li>7. Social 2 - Communication and collaboration</li> <li>8. Social 3 - Global engagement</li> </ol>			

## Qualification Graduate Attributes and Competencies Mapping

Qualification Graduate Attribute	Competencies
None	

### Admission

1. Admission to the Certificate in Pacific Development requires that the candidate will meet the University admission requirements as specified.

### Qualification Requirements

2. Candidates for the Certificate in Pacific Development shall follow a flexible programme of study, which shall consist of courses totalling at least 60 credits from the Schedule to the Certificate; and including:

- (a) the compulsory courses listed in the Schedule;
- (b) attending Contact Workshops, block courses, field trips, studios, workshops, tutorials, and laboratories as required.

### Specialisations

3. The Certificate in Pacific Development is awarded without specialisation.

### Completion Requirements

4. Any timeframes for completion as outlined in the General Regulations for Undergraduate Degrees, Undergraduate Diplomas, Undergraduate Certificates, Graduate Diplomas and Graduate Certificates will apply.

5. Candidates may be graduated when they meet the Admission, Qualification and Academic requirements within the prescribed timeframes.


### Academic Progress

6. The general Unsatisfactory Academic Progress regulations will apply.

## Schedule to be added to


### Compulsory courses

30 credits

Specialisations and Courses 			
Code	Credits	Title	Show Courses
179230	15	Tangata Moana Perspectives and Practices for Transformation	
230102	15	Pacific Peoples in New Zealand	

### Elective courses

30 credits

Specialisations and Courses 			
Code	Credits	Title	Show Courses
146102	15	Endangered Cultures	
179110	15	Creating a Foundation for Social and Community Work	

254337	15	Teaching and Learning with Pasifika Peoples in NZ
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## QGA-CLO Mapping 🗨

Displaying current status - no comparison done

None
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<b>TEC Code</b> <span>🗨</span>
<b>Code</b>
MY1071

<b>QAC, NZQF and ISCED</b> <span>🗨</span>	33 - Undergraduate Certificate
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<b>NZSCED</b> <span>🗨</span>	Cultural Studies
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<b>Workload Limit</b> <span>🗨</span>	Yes
--------------------------------------	-----

<b>Eligible for StudyLink</b> <span>🗨</span>	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

**ISCED Subsequent Destination** 🗨

Not Set

**Source of Funding** 🗨

Not Set

**Distance Learning Available** 🗨



Not Set

**Proposal ID**

04115

**Change Scale**

0

**Academic Contact and Purpose of the Proposal**

Bethan Greener HoS People Environment and Planning

Retire the qualification Certificate in Pacific Development

**Justification/ Rationale**

NNE since 2017, students either taught out or abandoned studies.

**Year of Implementation and First Year Teaching Plan**

2025

**Internal and External Consultation**

Associate Professor Peter Rawlins Director of Academic Quality has consulted with Beth Greener HoS PEP.

**Committee References**

13/04/21 Edit: Consequential amendments to undergraduate completion and transition regulations following removal of eight year time to completion from the General Regulations (AC21/03/102).

30/05/18 Pat Hickson Corrected TEC QAC, NZQF to Undergraduate Certificate Level 5 (was Diploma)  
7.5.18 FCoot corrected abbrev title, changed duration, formatted GP, formatted Regs

**Status Log**

Initial Status	End Status	User	Date	Comment
HOD Approval	College Sub-Committee	BETHAN GREENER	10 Jun 2024 12:16 pm	Approve.
Draft	HOD Approval	LANCE GRAY	06 Jun 2024 13:46 pm	Yes
	Draft	LANCE GRAY	06 Jun 2024 13:10 pm	NNE since 2017, students either taught out or abandoned studies

**Collaborating Staff**

**Name**

FIONA PAEWAI

SHARON SIMMONS

LANCE GRAY

PETER RAWLINS

BETHAN GREENER

ANNE MEREDITH

# Qualification Comparison



UCERY Certificate in Early Years Education Certificate Early Years Education v2.0 DRAFT

compared to

UCERY Certificate in Early Years Education Certificate Early Years Education v1.0 APPROVED

[Show Legend](#)

Show Changes  Expand All Changes

<b>Number of Years</b>	6 Months		
<b>Professional Body</b>			
<b>Effective From</b>	<b>Interim Date</b>	<b>Contact Person</b>	<b>Notes</b>
No Professional Body Recognition Assigned			
<b>Year of Implementation</b>	2025 <del>2024</del>		
<b>Qualification Code</b>	UCERY		
<b>Qualification Title</b>	Certificate in Early Years Education		
<b>Reporting Title</b>	Certificate Early Years Education		
<b>Abbreviated Title</b>	CertEryYrs		
<b>Credit Value</b>	60		
<b>Language of Instruction</b>	English (EN)		
<b>Qualification Duration</b>	6 Months		
<b>Maximum Time to Completion</b>	8		
<b>Qualification Type</b>	Undergraduate		
<b>Qualification Subtype</b>	Undergraduate Certificate		
<b>No New Enrolment</b>	Yes		
<b>Without Specialisation?</b>	nosp		
<b>Allows Minors from other Qualifications</b>	No		
<b>Qualification Lead</b>	JOSIE GRACE (3 Apr 2024 to ---) <del>JOSIE GRACE (6 Jun 2018 to ---)</del>		
<b>Owning Organisation</b>	College of Humanities and Social Sciences (MU00009)		
<b>Proposed Review Dates</b>			
<b>Date Types</b>	<b>Date</b>		
No dates assigned			

## Qualification Graduate Attributes (QGAs)

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

#	Description	Graduate Profile	Educational Objectives
None			
<b>Graduate Profile</b>			
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	

## Schedule to be added to

## QGA-CLO Mapping

Displaying current status - no comparison done

None
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TEC Code
<b>Code</b>
MY6043

QAC, NZQF and ISCED	33 - Undergraduate Certificate
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NZSCED	Nannying and Early Childhood Care
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Workload Limit	Yes
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Eligible for StudyLink	Yes
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**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**

Not Set

**Proposal ID**

03945

**Change Scale**

0

**Academic Contact and Purpose of the Proposal**

Associate Professor Vijaya Dharan  
To retire the qualification.

**Justification/ Rationale**

This qualification was last offered in 2012 and the last enrolled student passed out in 2014. It is no longer required and will be retired.

**Year of Implementation and First Year Teaching Plan**

2025

<b>Committee References</b>	30/05/18 Pat Hickson Corrected TEC QAC, NZQF to Undergraduate Certificate Level 5 7.5.18 FCoote Closed, should be deleted.
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## Status Log

Initial Status	End Status	User	Date	Comment
	Draft	FIONA PAEWAI	03 Apr 2024 15:33 pm	Qualification retirement

<b>Collaborating Staff</b>
Name
FIONA PAEWAI
JULIE MCKENZIE
ALISON KEARNEY
SHARON SIMMONS
PETER RAWLINS
VIJAYA MURALIDHARAN
ANNE MEREDITH



# Qualification Comparison



UEDES Diploma for Education Support Workers Diploma Education Support Workers v4.0 COLLEGE SUB-COMMITTEE compared to

UEDES Diploma for Education Support Workers Diploma Education Support Workers v3.1 APPROVED

[Show Legend](#)

Show Changes  Expand All Changes

<b>Number of Years</b>	1 Year		
<b>Professional Body</b>	No Professional Body Recognition Assigned		
<b>Effective From</b>	<b>Interim Date</b>	<b>Contact Person</b>	<b>Notes</b>
<b>Year of Implementation</b>	2025 <del>2024</del>		
<b>Qualification Code</b>	UEDES		
<b>Qualification Title</b>	Diploma for Education Support Workers		
<b>Reporting Title</b>	Diploma Education Support Workers		
<b>Abbreviated Title</b>	DipEducSuppWkrs		
<b>Credit Value</b>	120		
<b>Language of Instruction</b>	English (EN)		
<b>Qualification Duration</b>	1 Year		
<b>Maximum Time to Completion</b>	8		
<b>Qualification Type</b>	Undergraduate		
<b>Qualification Subtype</b>	Undergraduate Diploma		
<b>No New Enrolment</b>	Yes		
<b>Without Specialisation?</b>	nosp		
<b>Allows Minors from other Qualifications</b>	No		
<b>Qualification Lead</b>	JOSIE GRACE (3 Apr 2024 to ---) <del>JOSIE GRACE (31 Jan 2024 to ---)</del>		
<b>Owning Organisation</b>	College of Humanities and Social Sciences (MU00009)		
<b>Proposed Review Dates</b>	No dates assigned		
<b>Date Types</b>			<b>Date</b>

### Qualification Graduate Profile

Graduates of the Diploma for Education Support Workers will demonstrate the following attributes:

- Knowledge, understanding and application of teaching and learning theory and practice in relation to learners with diverse educational needs.

- Understanding and application of contemporary research on language, literacy, and learning particularly in the context of diverse cultural contexts and with reference to the Treaty of Waitangi considerations.
- Knowledge and understanding of the roles and practices of various professionals working with diverse learners in educational settings and the methods and practices of consultation and collaboration.

## Qualification Graduate Attributes (QGAs)

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

#	Description	Graduate Profile	Educational Objectives
None			
<b>Graduate Profile</b>			
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 Diploma for Education Support Workers requires that the candidate will meet the University admission requirements as specified.

### Qualification Requirements

2. Candidates for the Diploma for Education Support Workers shall follow a flexible programme of study, which shall consist of courses totalling at least 120 credits, comprising:

(a) at least 75 credits at 100 level or above; and including:

(b) any compulsory courses;

(c) attending Contact Workshops, block courses, field trips, studios, workshops, tutorials, and laboratories as required.

### Specialisations

3. The Diploma for Education Support Workers is awarded without an endorsement.

### Completion Requirements

4. Any timeframes for completion as outlined in the General Regulations for Undergraduate Degrees, Undergraduate Diplomas, Undergraduate Certificates, Graduate Diplomas and Graduate Certificates will apply.

5. 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 graduation may, subject to the approval of Academic Board, be awarded a Certificate in Arts should they meet the relevant Qualification requirements.


### Academic Progress

6. The general Unsatisfactory Academic Progress regulations will apply.

## Schedule to be added to

### Compulsory courses

45 credits

Specialisations and Courses 			
Code	Credits	Title	Show Courses
None			

### Elective courses

75 credits

Specialisations and Courses			
Code	Credits	Title	Show Courses
249384	15	Consultation and Collaboration in Inclusive Education	
275102	15	Human Development	
271150	15	Holistic Approaches to Communication Disorders	
258301	15	Language, Literacy and Cognitive Development	
249286	15	Equity and Diversity in Education	
269232	15	Multicultural Education	

## QGA-CLO Mapping

Displaying current status - no comparison done

None
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<b>TEC Code</b>
<b>Code</b>
MY1090

<b>QAC, NZQF and ISCED</b>	33 - Undergraduate Diploma (Level 5)
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<b>NZSCED</b>	Education - nec
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<b>Workload Limit</b>	Yes
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<b>Eligible for StudyLink</b>	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**

Not Set

**ISCED Subsequent Destination**

Not Set

**Source of Funding**

Not Set

**Distance Learning Available**

Not Set

**Proposal ID**

03946

~~03739~~

**Change Scale**

0



**Academic Contact and Purpose of the Proposal**

Associate Professor Vijaya Dharan

Retirement of the qualification.

Linked proposals:

258301 Language, Literacy and Cognitive Development

269232 Multicultural Education

~~Admin edit, 31/1/24: remove expired transitions~~

~~**Academic contact:** Associate Professor Alison Kearney~~

~~**Purpose:** To close this qualification to new enrolments from 2021~~

~~**Main proposal:**~~

~~UDEDS Diploma for Education Support Workers, Version 3~~

**Proposal Summary**

The qualification was closed to new enrolments in 2021 due to very low numbers. Those enrolled have since completed the qualification.

~~Proposed closure of Diploma for Education Support Worker qualification to new enrolments from 2021 with students being managed to completion or exit by December 2023. At which time the qualification will be retired.~~

**Justification/ Rationale**

The qualification content is now obsolete. There are more contemporary courses offered within the Institute of Education that can meet the requirements of Educational Support workers who take up higher studies.

~~The qualification content has not kept pace with the significant changes in the Learning Support sector in New Zealand. It has had declining enrolments over the years.~~

**Treaty of Waitangi Implications**

N/A

~~There are no direct implications as a result of this proposal.~~

**Acceptability**

N/A

~~Students who are/or have been enrolled in the programme during the past 3 academic years will be notified of the programme closure and they will be managed to completion or exit by December 2023.~~

**Year of Implementation and First Year Teaching Plan**

N/A

~~2021~~

**Proposal Details**

The qualification has had decreasing enrolment numbers over the years probably due to Education Support Workers not being incentivised or acknowledged for the extra qualification. It was closed to new enrolments in 2021 and all enrolled students have since graduated.

~~The programme has not kept pace with the significant changes in the Learning Support sector in New Zealand. It has had declining enrolments over the years.~~

~~In 2019, the Ministry of Education approached Massey University to discuss the potential for this qualification to be offered to approximately 250 Education Support Workers who are employed by the Ministry of Education. After a series of email conversations, a team from Massey University met twice at the Ministry of Education, first to outline the qualification, and second (via zoom) to demonstrate a similar programme that could be developed for this group of Ministry of Education employees, and better meet the needs of this workforce.~~

~~From these meetings and discussions, Massey University was asked to develop and present a proposal for a qualification based on an online community of learners (for ESW) to be delivered in 2021.~~

~~Whilst the Ministry of Education is committed to offering something for these workers they are unable to commit to timeframes nor has there been a clear vision for a programme.~~

~~Therefore we believe it is not appropriate to continue offering this qualification.~~

**Students**

The currently enrolled students will not be adversely impacted, they will be notified of the closure and managed to completion of exit.

**Academic Staff**

Workload for the relevant academic staff remains high after this closure.

**International**

Not Applicable

**Information Technology**

No Impact

**Student Management System**

Qualification information will need to be updated to reflect the change. Student administration teams will need to be notified.

**Facilities Management**

Minimal impact as the only courses offered internally are used in other programmes.

**Teaching & Learning Services**

Possibly very slight reduction in demand for services.

**Student Learning Services**

Possibly very slight reduction in demand for services.

<b>Committee References</b>	29/04/21 Reporting title corrected to match SMS. 13/04/21 Edit: Consequential amendments to undergraduate completion and transition regulations following removal of eight year time to completion from the General Regulations (AC21/03/102).  No sub-committee no.
-----------------------------	---

**Status Log**

Initial Status	End Status	User	Date	Comment
HOD Approval	College Sub-Committee	ALISON KEARNEY	08 Apr 2024 11:18 am	approved
Draft	HOD Approval	FIONA PAEWAI	05 Apr 2024 9:26 am	For approval
	Draft	FIONA PAEWAI	03 Apr 2024 15:39 pm	Qualification retirement

Collaborating Staff
Name
FIONA PAEWAI
ALISON KEARNEY
PETER RAWLINS
VIJAYA MURALIDHARAN
PHIL BRONN
ANNE MEREDITH
JENNIFER POSKITT
FIONA COOTE
JENNY COLEMAN
PAT HICKSON
JOSIE GRACE
TRISH HUTTON
LINDA LOWE

## Memorandum

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**To:** Chair, CoHSS Academic Programmes Committee  
Chair, CoHSS College Board  
Chair, Academic Committee  
Chair, Academic Board

**From:** Associate Professor Peter Rawlins, Director of Academic Quality CoHSS

**Date:** 8 May 2024

**Subject:** Retirement of **Postgraduate Diploma of Cognitive Behaviour Therapy** and **Postgraduate Diploma in Industrial and Organisational Psychology**, and associated courses

---

The College of Humanities and Social Sciences is proposing to retire two Postgraduate Diploma qualifications.

### **Postgraduate Diploma in Cognitive Behaviour Therapy**

The qualification was closed to new enrolments in 2018 due to low numbers and has reached the maximum period permitted by CUAP to have not been offered and therefore would require formal CUAP approval to reopen. This qualification is not aligned with our strategic direction in the postgraduate psychology space. All students have been taught out or have abandoned their studies.

We propose to retire this qualification along with four courses only appearing on the qualification schedule.

Qualification	Related courses
Postgraduate Diploma in Cognitive Behaviour Therapy	175762 Cognitive Behaviour Therapy for Depression 175763 Cognitive Behaviour Therapy for Anxiety Disorders 175764 Cognitive Behaviour Therapy for Chronic and Complex Disorders 175765 Cognitive Behaviour Therapy Clinical Practicum

**Postgraduate Diploma in Industrial and Organisational Psychology**

The qualification has not been offered since 2019 due to low numbers and has reached the maximum period permitted by CUAP to have not been offered and therefore would require formal CUAP approval to reopen. This qualification is not aligned with our strategic direction in the postgraduate psychology space. All students have been taught out or have abandoned their studies.

We propose to retire this qualification along with two courses only appearing on the qualification schedule.

Qualification	Related courses
Postgraduate Diploma in Industrial/Organisational Psychology	175821 Professional Issues in the Practice of Industrial/Organisational Psychology 175822 Practicum in Industrial/Organisational Psychology

# Qualification Comparison



**PDCGB Postgraduate Diploma in Cognitive Behaviour Therapy PGDip Cognitive Behaviour Therapy v2.0 COLLEGE SUB-COMMITTEE**

*compared to*

**PDCGB Postgraduate Diploma in Cognitive Behaviour Therapy PGDip Cognitive Behaviour Therapy v1.0 APPROVED**

[Show Legend](#)

Show Changes  Expand All Changes

<b>Number of Years</b>	1 Year		
<b>Professional Body</b>			
<b>Effective From</b>	<b>Interim Date</b>	<b>Contact Person</b>	<b>Notes</b>
No Professional Body Recognition Assigned			
<b>Year of Implementation</b>	2025 <del>1933</del>		
<b>Qualification Code</b>	PDCGB		
<b>Qualification Title</b>	Postgraduate Diploma in Cognitive Behaviour Therapy		
<b>Reporting Title</b>	PGDip Cognitive Behaviour Therapy		
<b>Abbreviated Title</b>	PGDipCogBehTher		
<b>Credit Value</b>	120		
<b>Language of Instruction</b>	English (EN)		
<b>Qualification Duration</b>	1 Year		
<b>Maximum Time to Completion</b>	4		
<b>Qualification Type</b>	Postgraduate		
<b>Qualification Subtype</b>	Postgraduate Diploma		
<b>No New Enrolment</b>	Yes		
<b>Without Specialisation?</b>	nosp		
<b>Allows Minors from other Qualifications</b>	No		
<b>Qualification Lead</b>	STEPHEN HILL (8 May 2024 to ---) <del>STEPHEN HILL (6 Jun 2018 to ---)</del>		
<b>Owning Organisation</b>	College of Humanities and Social Sciences (MU00009)		
<b>Proposed Review Dates</b>			
<b>Date Types</b>			<b>Date</b>
No dates assigned			
<b>Qualification Graduate Profile</b>			

At the successful conclusion of the Massey University Postgraduate Diploma in Cognitive Behaviour Therapy, graduates will have a detailed knowledge of the theory, models and empirical status of Cognitive Behaviour Therapy.

On successful completion of the Postgraduate Diploma in Cognitive Behaviour Therapy, graduates should be able to:

**Personal Capabilities**

- Set individual learning objectives.

**Discipline Specific Competencies**

- Obtain and analyse clients’ health-related information using the Cognitive model.
- Assess a client’s suitability for Cognitive Behaviour Therapy.
- Develop an individualised case conceptualisation, and use this to determine the appropriate course of treatment.
- Design, implement and evaluate a programme of Cognitive Behavioural Therapy in collaboration with a client.
- Locate, analyse, critique and evaluate a wide range of Cognitive Behaviourally based psychotherapies utilising information from a wide range of sources.

**Professional Attributes**

- Work effectively in multi-disciplinary teams.
- Relate to clients with a wide range of backgrounds.

**Ethical and Social Attributes**

- Maintain a high level of ethical and professional practice.

**Educational Pathways**

- Graduates will possess the necessary foundations to pursue postgraduate studies in cognitive behaviour therapy, subject to appropriate academic standing.

**Employment Pathways**

- Graduates will gain skills and experiences that they will be able to use in a range of mental health settings. Please note that this qualification does not lead to registration with a professional body, such as the Psychologist’s Board.

## Qualification Graduate Attributes (QGAs)

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

#	Description	Graduate Profile	Educational Objectives
None			
<b>Graduate Profile</b>			
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 Postgraduate Diploma in Cognitive Behaviour Therapy requires that the candidate will:

- (a) have met the University admission requirements as specified; and
- (b) have been awarded or qualified for a relevant Bachelor’s degree from a New Zealand tertiary institution, or equivalent; and
- (c) have completed relevant work experience in mental health, undertaken within five years of application for admission to the programme, as approved by the Academic Board or their delegate.

**Qualification Requirements **

2. Candidates for the Postgraduate Diploma in Cognitive Behaviour Therapy shall follow a flexible course of study, which shall consist of 700-level courses totalling at least 120 credits, comprising:

- (a) courses specified in the Schedule to the Diploma; and including

(b) attending contact courses, block courses, workshops, tutorials and carrying out supervised practice as required.

**Specialisations**

3. The Postgraduate Diploma in Cognitive Behaviour Therapy is awarded without endorsement.

**Academic Requirements**

4. Every candidate for the Postgraduate Diploma in Cognitive Behaviour Therapy shall perform to the satisfaction of the Academic Board or their delegate clinical practice in accordance with the requirements of the following course: 175.765 Cognitive Behaviour Therapy Clinical Practicum.

**Student Progression**

5. Before enrolling in the Clinical Practicum, candidates shall provide evidence to the satisfaction of Academic Board or their delegate that they have prior experience in mental health and a current supervised caseload in an institution or institutions approved for this purpose by the Academic Board or their delegate.

6. In cases of sufficient merit, the Postgraduate Diploma in Cognitive Behaviour Therapy may be awarded with distinction or merit.

**Completion Requirements**

7. Candidates may be graduated when they meet the Admission, Qualification and Academic requirements within the prescribed timeframes.

**Academic Progress**

8. The general Unsatisfactory Academic Progress regulations will apply.

## Schedule to be added to

### Compulsory Subject courses

60 credits

Specialisations and Courses			
Code	Credits	Title	Show Courses
175761	15	Theory and Practice of Cognitive Behaviour Therapy	
175762	15	Cognitive Behaviour Therapy for Depression	
175763	15	Cognitive Behaviour Therapy for Anxiety Disorders	
175764	15	Cognitive Behaviour Therapy for Chronic and Complex Disorders	

### Compulsory Practicum course

Specialisations and Courses			
Code	Credits	Title	Show Courses
175765	60	Cognitive Behaviour Therapy Clinical Practicum	

## QGA-CLO Mapping

Displaying current status - no comparison done

None	
<b>TEC Code</b>	
Code	
MY0241	
<b>QAC, NZQF and ISCED</b>	13 - Post Graduate Diplomas
<b>NZSCED</b>	Health Education, Promotion, Counselling
<b>Workload Limit</b>	Yes
<b>Eligible for StudyLink</b>	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** 

Not Set

**Proposal ID** 

04136


**Change Scale** 

0

**Academic Contact and Purpose of the Proposal** 

Associate Professor Stephen Hill

Retirement of the qualification.

**Proposal Summary** 

The proposal is to retire the Postgraduate Diploma in Cognitive Behaviour Therapy qualification (main proposal) and 4 associated courses.

**Linked proposals:**

175762 Cognitive Behaviour Therapy for Depression

175763 Cognitive Behaviour Therapy for Anxiety Disorders

175764 Cognitive Behaviour Therapy for Chronic and Complex Disorders

175765 Cognitive Behaviour Therapy Clinical Practicum

**Justification/ Rationale** 




The qualification was closed to new enrolments in 2018 due to low numbers and has reached the maximum period permitted by CUAP to have not been offered and therefore would require formal CUAP approval to reopen. This qualification is not aligned with our strategic direction in the postgraduate psychology space. All students have been taught out or have abandoned their studies.

**Treaty of Waitangi Implications** 

Nil


**Year of Implementation and First Year Teaching Plan** 

2025

<b>Committee References</b> 	<p>1/11/18, PB: corrected the abbreviated title.</p> <p>AC17/9/310; HSS CB 17/08/179 NNE from 2018 DJ 27/4/2018</p> <p>Audited by: Deb Just  Checked on: 27/04/2018  Issues Found: No</p>
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**Status Log** 

Initial Status	End Status	User	Date	Comment
HOD Approval	College Sub-Committee	SHARON SIMMONS	17 May 2024 13:57 pm	On behalf Kirsty Ross and Stephen Hill.
Draft	HOD Approval	FIONA PAEWAI	13 May 2024 13:29 pm	For approval
	Draft	FIONA PAEWAI	08 May 2024 11:15 am	Retirement of qualification, NNE since 2018

**Collaborating Staff** 

Name
FIONA PAEWAI
SHARON SIMMONS
STEPHEN HILL
PETER RAWLINS
KIRSTY ROSS
ANNE MEREDITH

# Qualification Comparison



**PDINO Postgraduate Diploma in Industrial / Organisational Psychology PGDip Industrial / Organisational Psychology v2.0 COLLEGE SUB-COMMITTEE**

*compared to*

**PDINO Postgraduate Diploma in Industrial / Organisational Psychology PGDip Industrial / Organisational Psychology v1.0 APPROVED**

[Show Legend](#)

Show Changes  Expand All Changes

<b>Number of Years</b>	1 Year
<b>Professional Body</b>	
<b>Effective From</b>	<b>Interim Date</b>
<b>Contact Person</b>	
<b>Notes</b>	
No Professional Body Recognition Assigned	
<b>Year of Implementation</b>	2025 <del>2023</del>
<b>Qualification Code</b>	PDINO
<b>Qualification Title</b>	Postgraduate Diploma in Industrial / Organisational Psychology
<b>Reporting Title</b>	PGDip Industrial / Organisational Psychology
<b>Abbreviated Title</b>	PGDipI/OPsych
<b>Credit Value</b>	120
<b>Language of Instruction</b>	English (EN)
<b>Qualification Duration</b>	1 Year
<b>Maximum Time to Completion</b>	4
<b>Qualification Type</b>	Postgraduate
<b>Qualification Subtype</b>	Postgraduate Diploma
<b>No New Enrolment</b>	No
<b>Without Specialisation?</b>	nosp
<b>Allows Minors from other Qualifications</b>	No
<b>Qualification Lead</b>	STEPHEN HILL (8 May 2024 to ---) <del>STEPHEN HILL (6 Jun 2018 to ---)</del>
<b>Owning Organisation</b>	College of Humanities and Social Sciences (MU00009)
<b>Proposed Review Dates</b>	
<b>Date Types</b>	<b>Date</b>
No dates assigned	

**Qualification Graduate Profile**

Graduates of the Massey University Post Graduate Diploma in Industrial/Organisational Psychology are distinguished by their deep understanding of the scientific research basis, theoretical frameworks, central notions, approaches, models and principles of industrial/organisational psychology and their advanced knowledge of the foundations on which current theories and models of psychology rest. The qualification equips students with the competencies, aptitudes, knowledge, and procedural skills required for best practice in industrial/organisational psychology as well as the ethical value orientations required for responsible professional practice in industrial/organisational psychology.

On successful completion of the Postgraduate Diploma in Industrial/Organisational Psychology graduates should possess the following attributes:

**Personal capabilities**

- A high level of critical thinking ability, permitting graduates to independently examine and critically evaluate any scientific or practical proposal;
- an appreciation of and commitment to professional ethics as pertinent to the daily practice of an industrial/organisational psychologist;
- a critical awareness of emerging applications in industrial/organisational psychology, economic psychology, occupational and career psychology, and consumer psychology.

**Discipline-specific competencies**

- An advanced understanding of the psychological principles that impact job analysis/work analysis and job evaluation procedures;
- advanced knowledge of the psychological principles underpinning staff recruitment and selection, including applications of psychometrics for predicting work performance;
- mastery of effective techniques for staff development;
- mastery of effective techniques for creating and enhancing occupational health and well-being.

**Professional attributes**

- Advanced knowledge of professional ethics, including the New Zealand Code of Ethics for Psychologists;
- ability to successfully collaborate with members of a team;
- ability to relate to, and work with, a diverse range of individual and organisational clients;
- capacity to design and implement interventions in the area of industrial/organisational psychology, and to critically evaluate the execution and outcome of such interventions

**Ethical and social attributes**

- Ability to recognise and face moral and ethical dilemmas, as well as make and defend ethical decisions in psychological practice;
- cultural competency, including considerations of New Zealand bi-culturalism and multi-culturalism in professional psychological practice;
- ability to practise in a culturally appropriate, respectful, and considerate manner, keeping in mind the ideals of humanistic and positive psychology;
- a holistic and critical understanding of the social, societal, and environmental context surrounding psychological practice in New Zealand.

**Education pathways**

- Graduates will have the necessary foundations to pursue further study at post-graduate level.

**Employment pathways**

- Graduates will possess the necessary requirements to apply for full registration as a Psychologist in New Zealand;
- they will have the knowledge, abilities, skills and attitudes to enable graduates to practise as an industrial/organisational psychologist in New Zealand.

## Qualification Graduate Attributes (QGAs)

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

#	Description	Graduate Profile	Educational Objectives
None			
<b>Graduate Profile</b>			
		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 Industrial/Organisational Psychology requires that the candidate will:

(a) have met the University admission requirements as specified; and

(b) have been awarded or qualified for a Master's or Doctoral degree specialising in Industrial/Organisational Psychology, which includes a relevant thesis and which is approved by the Academic Board or their delegate as providing sufficient Industrial/Organisational Psychology background for entry into the Diploma; and

- (c) have been selected into the Diploma following a selection process which will include a written application, consideration of referees reports and interview; and
- (d) have provided evidence to the satisfaction of the Academic Board or their delegate that they are in paid or unpaid employment in a work place in which Industrial/Organisational Psychology practice is a significant component, and where the organisation supports the candidate's enrolment in the Diploma.
- (e) have met the requirements set down by the Health Practitioners Competence Assurance Act in terms of good character and reputation, and is a fit and proper person to be registered;
- (f) be registered by the New Zealand Psychologists Board as an Intern Psychologist.

**Qualification Requirements**

2. Candidates for the Postgraduate Diploma in Industrial/Organisational Psychology shall follow a flexible course of study, which shall consist of 800-level courses totalling at least 120 credits, comprising:

- (a) courses specified in the Schedule to the Diploma; and including
- (b) attending contact courses, block courses, workshops, tutorials, and laboratories as required.

**Specialisations**

3. The Postgraduate Diploma in Industrial/Organisational Psychology is awarded without endorsement.

**Academic Requirements**

4. Every candidate for the Postgraduate Diploma in Industrial/Organisational Psychology shall perform to the satisfaction of the Academic Board or their delegate, academic and practical work in accordance with the requirements of the following courses: 175.821 Professional Issues in the Practice of Industrial/Organisational Psychology and 175.822 Practicum in Industrial/Organisational Psychology.

**Student Progression**

- 5. A candidate's course of study may not exceed three years from date of first enrolment in a course to be credited to the Postgraduate Diploma in Industrial/Organisational Psychology.
- 6. Notwithstanding Regulation 5, Academic Board or their delegate may approve a period of suspension or extension where they are satisfied that a change in employment circumstances is likely to adversely affect the candidate's programme of study. Suspensions or extensions granted will appear on the academic transcript.
- 7. The Postgraduate Diploma in Industrial/Organisational Psychology is not awarded with distinction or merit.

**Completion Requirements**

8. Candidates may be graduated when they meet the Admission, Qualification and Academic requirements within the prescribed timeframes.

**Academic Progress**

9. The general Unsatisfactory Academic Progress regulations will apply.

## Schedule to be added to

### Compulsory courses

120 credits

Specialisations and Courses			
Code	Credits	Title	Show Courses
175821	60	Professional Issues in the Practice of Industrial/Organisational Psychology	
175822	60	Practicum in Industrial/Organisational Psychology	

## QGA-CLO Mapping

Displaying current status - no comparison done

None	
<b>TEC Code</b>	
Code	
MY0152	
<b>QAC, NZQF and ISCED</b>	13 - Post Graduate Diplomas
<b>NZSCED</b>	Psychology
<b>Workload Limit</b>	Yes
<b>Eligible for StudyLink</b>	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** 

Not Set

**Proposal ID** 

04137

**Change Scale** 

0

**Academic Contact and Purpose of the Proposal** 

Associate Professor Stephen Hill

Retirement of the qualification.

**Proposal Summary** 

The proposal is to retire the Postgraduate Diploma in Industrial / Organisational Psychology qualification (main proposal) and 2 associated courses.

**Linked proposals:**

175821 Professional Issues in the Practice of Industrial/Organisational Psychology

175822 Practicum in Industrial/Organisational Psychology

**Justification/ Rationale**

The qualification has not been offered since 2019 due to low numbers and has reached the maximum period permitted by CUAP to have not been offered and therefore would require formal CUAP approval to reopen. This qualification is not aligned with our strategic direction in the postgraduate psychology space. All students have been taught out or have abandoned their studies.

**Treaty of Waitangi Implications**

Nil

**Year of Implementation and First Year Teaching Plan**

2025

<b>Committee References</b>	1/11/18, PB: corrected abbreviated title 1.05.2018 Claire Sewell Unticked NNE Formatted profile Formatted regulations
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**Status Log**

Initial Status	End Status	User	Date	Comment
HOD Approval	College Sub-Committee	SHARON SIMMONS	17 May 2024 13:57 pm	On behalf Kirsty Ross and Stephen Hill.
Draft	HOD Approval	FIONA PAEWAI	13 May 2024 13:30 pm	For approval
	Draft	FIONA PAEWAI	08 May 2024 12:22 pm	Qualification retirement, not offered since 2019

<b>Collaborating Staff</b>	
Name	
FIONA PAEWAI	
SHARON SIMMONS	
STEPHEN HILL	
PETER RAWLINS	
KIRSTY ROSS	
ANNE MEREDITH	

## Memorandum

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**To:** Chair, CoHSS Academic Programmes Committee  
Chair, CoHSS College Board  
Chair, Academic Committee  
Chair, Academic Board

**From:** Associate Professor Peter Rawlins, DAQ CoHSS

**Date:** 8 May 2024

**Subject:** Retirement of **Postgraduate Certificate/Postgraduate Diploma in Whānau Development** and **Postgraduate Diploma in Te Reo Māori**, and associated courses

---

The College of Humanities and Social Sciences is proposing to retire three qualifications - two Postgraduate Diplomas and one Postgraduate Certificate.

### **Postgraduate Certificate/Postgraduate Diploma in Whānau Development**

The qualifications were closed to new enrolments in 2017 due to low numbers and have reached the maximum period permitted by CUAP to have not been offered and therefore would require formal CUAP approval to reopen. This qualification is not aligned with our strategic direction in the postgraduate space. All students have been taught out or have abandoned their studies.

We propose to retire these qualifications along with three courses only appearing on the qualification schedules.

Qualification	Related courses
Postgraduate Certificate/ Postgraduate Diploma in Whānau Development	150722 Te Tū Whānau: Whānau and Society 150723 Ngā Momo Whānau: Whānau Form and Function 150724 Whakapiki Whānau: Whānau

**Postgraduate Diploma in Te Reo Māori**

The qualification was closed to new enrolments in 2015 due to low numbers and has reached the maximum period permitted by CUAP to have not been offered and therefore would require formal CUAP approval to reopen. This qualification is not aligned with our strategic direction in the postgraduate space. All students have been taught out or have abandoned their studies.

We propose to retire this qualification.



# Qualification Comparison



**PDTER Postgraduate Diploma in Te Reo Māori PGDip Te Reo Māori v2.0 DRAFT**

*compared to*

**PDTER Postgraduate Diploma in Te Reo Māori PGDip Te Reo Māori v1.0 APPROVED**

[Show Legend](#)

Show Changes  Expand All Changes

<b>Number of Years</b>	1 Year
<b>Professional Body</b>	
<b>Effective From</b>	<b>Interim Date</b>
No Professional Body Recognition Assigned	
<b>Year of Implementation</b>	2025 <del>1933</del>
<b>Qualification Code</b>	PDTER
<b>Qualification Title</b>	Postgraduate Diploma in Te Reo Māori
<b>Reporting Title</b>	PGDip Te Reo Māori
<b>Abbreviated Title</b>	PGDipReoM
<b>Credit Value</b>	120
<b>Language of Instruction</b>	English (EN)
<b>Qualification Duration</b>	1 Year
<b>Maximum Time to Completion</b>	4
<b>Qualification Type</b>	Postgraduate
<b>Qualification Subtype</b>	Postgraduate Diploma
<b>No New Enrolment</b>	Yes
<b>Without Specialisation?</b>	nosp
<b>Allows Minors from other Qualifications</b>	No
<b>Qualification Lead</b>	HUIA JAHNKE (9 May 2024 to ---) <del>HUIA JAHNKE (8 May 2024 to ---), KAREN KAHUKOTI (6 Jun 2018 to 7 May 2024)</del>
<b>Owning Organisation</b>	College of Humanities and Social Sciences (MU00009)
<b>Proposed Review Dates</b>	
<b>Date Types</b>	<b>Date</b>
No dates assigned	

**Qualification Graduate Profile**

Graduates of the Massey University Postgraduate Diploma in Te Reo Māori should have a high proficiency in Te Reo Māori, and a deep understanding of the linguistic demands modernity places on Māori citizens. Graduates are expected to have a capacity for making culturally appropriate choices in lexis, syntax,

Māori expressions and text-types that the Māori language community expects.

On successful completion of the Postgraduate Diploma in Te Reo Māori graduates should be able to:

**Personal Capabilities**

- Show excellent oral and written communication skills in Te Reo Māori.
- Show knowledge of a range of Māori language functions.
- Display commitment to language revitalisation and the normalisation of Te Reo Māori.
- Reflect critically upon their personal, professional and cultural development with a strong commitment to lifelong learning in Te Reo Māori me ōna tikanga.
- Develop and present ideas and relevant contemporary topics in accordance with a Māori audience.
- Work independently.

**Discipline-specific competencies**

- Show receptive and productive control of an authentic Māori language reflecting mātauranga Māori world views, tikanga customary practices and belief systems, and the cultural heritage and ancestral legacy of Te Reo.
- Extend the ability to apply linguistic knowledge to diverse language domains.
- Analyse and reproduce the style of notable Māori orators and scribes.

**Professional Attributes**

- Apply linguistic principles studied to produce a range of appropriate Māori discourse.
- Undertake research and critically evaluate relevant historical and modern literary sources.
- Engage in in-depth linguistic and cultural analysis of a range of Māori discourse.
- Show practical knowledge in the use of information and communication technology (ICT) for Māori language research and self-directed learning.

**Ethical and social attributes**

- Participate in a Māori language community.
- Shift registers to relate to different groups and age groups.

**Education pathways**

- Graduates should possess the necessary foundations to pursue further postgraduate study, subject to appropriate academic standing.

**Employment pathways**

Graduates should gain skills and experience that will prepare them for careers as:

- Translators
- Policy analysts
- Iwi liaison Officers
- Tribal researchers
- Family language planners
- Māori language editors
- Teachers

## Qualification Graduate Attributes (QGAs)

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

#	Description	Graduate Profile	Educational Objectives
None			
<b>Graduate Profile</b>			
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	

## Schedule to be added to

## QGA-CLO Mapping

Displaying current status - no comparison done

None
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<b>TEC Code</b>	
<b>Code</b>	
	MY0219
<b>QAC, NZQF and ISCED</b>	13 - Post Graduate Diplomas
<b>NZSCED</b>	Te Reo Maori
<b>Workload Limit</b>	Yes
<b>Eligible for StudyLink</b>	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

NaN

**Teaching Hrs/wk**

0

**Work Experience Hrs/Wk**

0

**Self-Directed Learning Hrs/Wk**

0

**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**

04140

**Change Scale**

0

**Academic Contact and Purpose of the Proposal**

Professor Huia Jahnke

Retirement of the qualification.

**Proposal Summary**

Qualification retirement.

**Justification/ Rationale** 


The qualification was closed to new enrolments in 2017 due to low numbers and is no longer aligned with the strategic direction of Te Pūtahi-a-Toi in the postgraduate space. All students have been taught out or have abandoned their studies.

**Committee References** 

3.05.2018  
 Claire Sewell  
 Formatted profile

**Status Log** 

Initial Status	End Status	User	Date	Comment
	Draft	FIONA PAEWAI	09 May 2024 9:21 am	Qualification retirement

**Collaborating Staff** 

**Name**

FIONA PAEWAI

HUIA JAHNKE

SHARON SIMMONS

PETER RAWLINS

ANNE MEREDITH

Hemi Whaanga

Hori Manuirangi

# Qualification Comparison



**PDWHD Postgraduate Diploma in Whānau Development PGDip Whānau Development v2.0 DRAFT**

*compared to*

**PDWHD Postgraduate Diploma in Whānau Development PGDip Whānau Development v1.1 APPROVED**

[Show Legend](#)

Show Changes  Expand All Changes

<b>Number of Years</b>	1 Year
<b>Professional Body</b>	
<b>Effective From</b>	<b>Interim Date</b>
No Professional Body Recognition Assigned	
<b>Year of Implementation</b>	2025 <del>2022</del>
<b>Qualification Code</b>	PDWHD
<b>Qualification Title</b>	Postgraduate Diploma in Whānau Development
<b>Reporting Title</b>	PGDip Whānau Development
<b>Abbreviated Title</b>	PGDipWhānauDev
<b>Credit Value</b>	120
<b>Language of Instruction</b>	English (EN)
<b>Qualification Duration</b>	1 Year
<b>Maximum Time to Completion</b>	4
<b>Qualification Type</b>	Postgraduate
<b>Qualification Subtype</b>	Postgraduate Diploma
<b>No New Enrolment</b>	Yes
<b>Without Specialisation?</b>	nosp
<b>Allows Minors from other Qualifications</b>	No
<b>Qualification Lead</b>	HUIA JAHNKE (8 May 2024 to ---) <del>HUIA JAHNKE (8 May 2024 to ---), STEPHEN HILL (27 Apr 2021 to 7 May 2024)</del>
<b>Owning Organisation</b>	College of Humanities and Social Sciences (MU00009)
<b>Proposed Review Dates</b>	
<b>Date Types</b>	<b>Date</b>
No dates assigned	

**Qualification Graduate Profile**

PGDipWhānauDev graduates will demonstrate the following attributes:

**Personal**

- An ability to communicate with confidence in written, oral, and electronic forms.
- Confidence in interacting with whānau and with Māori communities.
- Knowledge in relation to whānau endeavours.
- Knowledge in implementing holistic practices in communities for whānau wellbeing.
- An ability to contribute to strategic planning and project implementation.

**Programme Related**

- An understanding of whānau dynamics and whānau in society.
- A capacity to discuss barriers and opportunities, and the implications for whānau.
- An understanding of whānau structures, functional capacities, and indicators of whānau wellbeing.
- An ability to utilise research to inform whānau development practice.
- An advanced understanding of whānau dynamics and the impact of policies on whānau.
- A capacity to analyse multiple data sets in order to determine implications for whānau.
- An ability to plan and implement interventions in a particular area of whānau development.
- An ability to undertake research relating to whānau development.

## Qualification Graduate Attributes (QGAs)

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

#	Description	Graduate Profile	Educational Objectives
None			
<b>Graduate Profile</b>			
<ol style="list-style-type: none"> <li>1. Scholarly 1 - Disciplinary knowledge and skills</li> <li>2. Scholarly 2 - Creativity and innovation</li> <li>3. Scholarly 3 - Resilience and adaptability</li> <li>4. Cultural 1 - Cultural awareness</li> <li>5. Cultural 2 - Māori knowledge and understanding</li> <li>6. Social 1 - Social responsibility</li> <li>7. Social 2 - Communication and collaboration</li> <li>8. Social 3 - Global engagement</li> </ol>			

## Qualification Graduate Attributes and Competencies Mapping

Qualification Graduate Attribute	Competencies
None	

**Admission** 

1. Before enrolment, a candidate for the PGDipWhānauDev shall have:
  - (a) satisfied the requirements for a Bachelor’s degree in a relevant discipline; or
  - (b) satisfied the requirements of the PGCertWhānauDev; or
  - (c) (i) been admitted with equivalent status as eligible to proceed to the PGDipWhānauDev; and  
(ii) have relevant work in a related area to whānau development within three years of application for admission.

**Qualification Requirements** 

2. A candidate shall follow a programme of study comprising courses to the value of 120 credits selected from those listed in the Schedule for the PGCertWhānauDev and PGDipWhānauDev.
3. In order for the Postgraduate Diploma to be awarded there shall be 90 credits comprising compulsory courses, and 30 credits selected from the research methods courses outlined in the Schedule.
4. A candidate who has been awarded or qualified for the PGCertWhānauDev may apply for credit in accordance with the limits specified in the Recognition of Prior Learning regulations.


**Academic Progress** 

5. A candidate’s programme of study shall not exceed five calendar years of part-time study for the PGDipWhānauDev, unless a specified time of suspension or extension is approved by the Academic Board.

## Schedule to be added to

**Compulsory courses**

90 credits

Specialisations and Courses 			
Code	Credits	Title	Show Courses

150722	30	Te Tū Whānau: Whānau and Society	
150723	30	Ngā Momo Whānau: Whānau Form and Function	
150724	30	Whakapiki Whānau: Whānau Intervention	

30 credits from

30 credits

Specialisations and Courses			
Code	Credits	Title	Show Courses
168711	30	Health Research Design and Method	
150714	30	Ta Te Māori Rangahau Korero: Māori Research Methodologies	
179702	30	Advanced Research Methods	

## QGA-CLO Mapping

Displaying current status - no comparison done

None
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<b>TEC Code</b>	
<b>Code</b>	MY0229

<b>QAC, NZQF and ISCED</b>	13 - Post Graduate Diplomas
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<b>NZSCED</b>	Tikanga É Maori Customs
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<b>Workload Limit</b>	Yes
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<b>Eligible for StudyLink</b>	Yes
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**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

**Proposal ID**

04139

~~01855~~

**Change Scale**

0

**Academic Contact and Purpose of the Proposal**

Professor Huia Jahnke

Retirement of the qualification.

~~27/04/21 Admin Edit: Consequential amendments to regulations following changes to RPL regulations approved by Academic Committee July 2020 (AC20/07/230).~~

**Proposal Summary**

The proposal is to retire the Postgraduate Diploma in Whānau Development qualification (main proposal), Postgraduate Certificate in Whānau Development qualification and 3 associated courses.

**Linked proposals:**

Postgraduate Certificate in Whānau Development

150722 Te Tū Whānau: Whānau and Society

150723 Ngā Momo Whānau: Whānau Form and Function

150724 Whakapiki Whānau: Whānau

**Justification/ Rationale**

The qualification was closed to new enrolments in 2017 due to low numbers and is no longer aligned with the strategic direction of Te Pūtahi-a-Toi in the postgraduate space. All students have been taught out or have abandoned their studies.

**Year of Implementation and First Year Teaching Plan**

2025

**Committee References**

27/04/21 Admin Edit: Consequential amendments to regulations following changes to RPL regulations approved by Academic Committee July 2020 (AC20/07/230).

**Status Log**

Initial Status	End Status	User	Date	Comment
	Draft	FIONA PAEWAI	08 May 2024 16:15 pm	Qualification retirement

**Collaborating Staff**

**Name**

FIONA PAEWAI

PAT HICKSON

PHIL BRONN



# Qualification Comparison



**PCWHD Postgraduate Certificate in Whānau Development PGCert Whānau Development v2.0 DRAFT**

*compared to*

**PCWHD Postgraduate Certificate in Whānau Development PGCert Whānau Development v1.0 APPROVED**

[Show Legend](#)

Show Changes  Expand All Changes

<b>Number of Years</b>	1 Year		
<b>Professional Body</b>			
<b>Effective From</b>	<b>Interim Date</b>	<b>Contact Person</b>	<b>Notes</b>
No Professional Body Recognition Assigned			
<b>Year of Implementation</b>	2025 <del>2009</del>		
<b>Qualification Code</b>	PCWHD		
<b>Qualification Title</b>	Postgraduate Certificate in Whānau Development		
<b>Reporting Title</b>	PGCert Whānau Development		
<b>Abbreviated Title</b>	PGCertWhānauDev		
<b>Credit Value</b>	60		
<b>Language of Instruction</b>	English (EN)		
<b>Qualification Duration</b>	1 Year		
<b>Maximum Time to Completion</b>	2		
<b>Qualification Type</b>	Postgraduate		
<b>Qualification Subtype</b>	Postgraduate Certificate		
<b>No New Enrolment</b>	Yes		
<b>Without Specialisation?</b>	nosp		
<b>Allows Minors from other Qualifications</b>	No		
<b>Qualification Lead</b>	HUIA JAHNKE (8 May 2024 to ---) <del>HUIA JAHNKE (8 May 2024 to ---), STEPHEN HILL (6 Jun 2018 to 7 May 2024)</del>		
<b>Owning Organisation</b>	College of Humanities and Social Sciences (MU00009)		
<b>Proposed Review Dates</b>			
<b>Date Types</b>			<b>Date</b>
No dates assigned			

**Qualification Graduate Profile**

PGCertWhānauDev graduates will demonstrate the following attributes:

Personal

An ability to communicate with confidence in written, oral, and electronic forms

Confidence in interacting with whānau and with Māori communities

Knowledge in relation to whānau endeavours

Programme Related

An understanding of whānau dynamics and whānau in society

A capacity to discuss barriers and opportunities, and the implications for whānau

An understanding of whānau structures, functional capacities, and indicators of whānau wellbeing

An ability to utilise research to inform whānau development practice

## Qualification Graduate Attributes (QGAs)

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

#	Description	Graduate Profile	Educational Objectives
None			
<b>Graduate Profile</b>			
<ol style="list-style-type: none"> <li>1. Scholarly 1 - Disciplinary knowledge and skills</li> <li>2. Scholarly 2 - Creativity and innovation</li> <li>3. Scholarly 3 - Resilience and adaptability</li> <li>4. Cultural 1 - Cultural awareness</li> <li>5. Cultural 2 - Māori knowledge and understanding</li> <li>6. Social 1 - Social responsibility</li> <li>7. Social 2 - Communication and collaboration</li> <li>8. Social 3 - Global engagement</li> </ol>			

## Qualification Graduate Attributes and Competencies Mapping



Qualification Graduate Attribute	Competencies
None	

**Admission** 

### Eligibility

1. Before enrolment, a candidate for the PGCertWhānauDev shall have;
  - (a) satisfied the requirements for a Bachelor’s degree in a relevant discipline; or
  - (b) (i) been admitted with equivalent status as eligible to proceed to the Postgraduate Certificate; and
  - (ii) have relevant work in a related area to whānau development within three years of application for admission.

**Qualification Requirements** 


2. A candidate shall follow a programme of study consisting of the courses 150.722 Te Tū Whānau: Whānau and Society, and 150.723 Ngā Momo Whānau: Whānau Form and Function.

**Academic Progress** 

3. A candidate’s programme of study shall not exceed three calendar years of part-time study for the PGCertWhānauDev, unless a specified time of suspension or extension is approved by the Academic Board.

## Schedule to be added to

Schedules to the Postgraduate Certificate in Whānau Development

<b>Specialisations and Courses</b> 			
Code	Credits	Title	Show Courses
150722	30	Te Tū Whānau: Whānau and Society	
150723	30	Ngā Momo Whānau: Whānau Form and Function	

## QGA-CLO Mapping 🗨

Displaying current status - no comparison done

None	
<b>TEC Code</b> <span>🗨</span>	
<b>Code</b>	
MY1067	
<b>QAC, NZQF and ISCED</b> <span>🗨</span>	14 - Post Graduate Certificates
<b>NZSCED</b> <span>🗨</span>	Tikanga É Maori Customs
<b>Workload Limit</b> <span>🗨</span>	Yes
<b>Eligible for StudyLink</b> <span>🗨</span>	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

NaN

**Teaching Hrs/wk** 🗨

0

**Work Experience Hrs/Wk** 🗨

0

**Self-Directed Learning Hrs/Wk** 🗨

0

**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** 🗨

04139

**Change Scale** 🗨

0

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

Professor Huia Jahnke

Retirement of the qualification.

**Proposal Summary**

The proposal is to retire the Postgraduate Certificate in in Whānau Development qualification, Postgraduate Diploma Whānau Development qualification (main proposal) and 3 associated courses.

**Linked proposals:**

Postgraduate Diploma in Whānau Development (main proposal)

150722 Te Tū Whānau: Whānau and Society

150723 Ngā Momo Whānau: Whānau Form and Function

150724 Whakapiki Whānau: Whānau

**Justification/ Rationale**

The qualification was closed to new enrolments in 2017 due to low numbers and is no longer aligned with the strategic direction of Te Pūtahi-a-Toi in the postgraduate space. All students have been taught out or have abandoned their studies.

**Year of Implementation and First Year Teaching Plan**

2025

**Committee References**

1.5.18 FCoot corrected abbrev title, formatted GP including Macrons, formatted Regs

**Status Log**

Initial Status	End Status	User	Date	Comment
	Draft	FIONA PAEWAI	08 May 2024 16:08 pm	Qualification retirement

**Collaborating Staff**

**Name**

FIONA PAEWAI

HUIA JAHNKE

SHARON SIMMONS

PETER RAWLINS

ANNE MEREDITH

Hemi Whaanga

Hori Manuirangi

## Memorandum

**To:** Chair, CoHSS Academic Programmes Committee  
 Chair, CoHSS College Board  
 Chair, Academic Committee  
 Chair, Academic Board

**From:** Associate Professor Peter Rawlins, Director of Academic Quality CoHSS

**Date:** 9 May 2024

**Subject:** Retirement of **Spanish (MA), Spanish (BA Hons) and Second Language Teaching (MA) specialisations**, and associated courses

The College of Humanities and Social Sciences is proposing to retire three language specialisations in the Master of Arts and Bachelor of Arts (Hons).

### **Spanish (Master of Arts) / Spanish (Bachelor of Arts (Hons))**

These specialisations were closed to new enrolments in 2021 due to low numbers. There are no students in the Hons programme and the last student in the MA has submitted their thesis and it is being examined. The specialisations are not aligned with our strategic direction.

We propose to retire these specialisations along with 10 courses only appearing on the specialisation schedule.

Specialisations	Related courses
Spanish (Master of Arts) Spanish (Bachelor of Arts (Hons))	245700 Advanced Spanish Communication 245701 Latin American Cultural Identities 245702 Hispanic Postcolonial Representations 245798 Research Report 245816 Thesis 120 Credit Part 1 245817 Thesis 120 Credit Part 2 245881 Thesis 90 Credit Part 1 245882 Thesis 90 Credit Part 2

	245883 Thesis 90 Credit 245899 Thesis 120 Credit
--	---

**Second Language Teaching (Master of Arts)**

The specialisation has had no students for the last five years and has reached the maximum period permitted by CUAP to have not been offered and therefore would require formal CUAP approval to reopen. This specialisation is not aligned with our strategic direction.

We propose to retire this specialisation along with 3 courses only appearing on the specialisation schedule.

Qualification	Related courses
Second Language Teaching (Master of Arts)	272881 Thesis 90 Credit Part 1 272882 Thesis 90 Credit Part 2 272883 Thesis 90 Credit

# Specialisation Comparison



**PMART1SSPNS1 Spanish v3.0 COLLEGE SUB COMMITTEE APPROVAL**

*compared to*

**PMART1SSPNS1 Spanish v2.0 APPROVED**

[Show Legend](#)

Show Changes  Expand All Changes

Affiliated Entities			
Entity Code	Entity Title	Entity Version	Entity Type
PMART	Master of Arts	v6.0	Qualification
Year of Implementation	<div style="background-color: #90EE90; padding: 2px;">2025</div> <div style="background-color: #FFC0CB; padding: 2px;"><del>2022</del></div>		
Specialisation Code	PMART1SSPNS1		
Specialisation Title	Spanish		
Abbreviated Title	SPANISH		
Credit Value	180		
Specialisation Type	Subject		
No New Enrolment	Yes		
MOE Subject	Spanish		
Specialisation Lead	<div style="background-color: #90EE90; padding: 2px;">TINA SHEEHAN (9 May 2024 to ---)</div> <div style="background-color: #FFC0CB; padding: 2px;"><del>TINA SHEEHAN (2 Jun 2021 to ---)</del></div>		
Collaborating Staff			
Staff Member	SHARON SIMMONS		
JULIE MCKENZIE			
KERRY TAYLOR			
PETER RAWLINS			
ANNE MEREDITH			
FIONA PAEWAI			
Owning Organisation	College of Humanities and Social Sciences (MU00009)		
Proposed Review Dates			
Date Types	Date	No dates assigned	
Graduate Profile	Graduates with a Master of Arts in Spanish will: <ol style="list-style-type: none"> <li>1. demonstrate specialised knowledge of current scholarship to an advanced level in the field of Hispanic literary and cultural studies;</li> <li>2. apply advanced knowledge of those areas of Hispanic studies that encourage cross-disciplinary and inter-sectoral collaboration;</li> <li>3. employ appropriate methodologies and approaches with analytic rigour, in an original manner, and to internationally recognised standards;</li> <li>4. demonstrate linguistic competence and fluency in Spanish at an advanced proficiency level;</li> <li>5. show an advanced level of intellectual independence and self-directed learning; and</li> <li>6. conceptualise, plan and undertake a programme of supervised research in Hispanic studies at an advanced level.</li> </ol>		

## Schedule

Part One: Research Pathway only  
90 credits

## Courses

Code	Credits	Title
None		

Compulsory courses

## Courses

Code	Credits	Title
245700	30	Advanced Spanish Communication
245701	30	Latin American Cultural Identities
245702	30	Hispanic Postcolonial Representations

Part Two  
Between 90 and 120 credits

## Courses

Code	Credits	Title
245881	45	Thesis 90 Credit Part 1
245882	45	Thesis 90 Credit Part 2
245883	90	Thesis
245816	60	Thesis 120 Credit Part 1
245817	60	Thesis 120 Credit Part 2
245899	120	Thesis

## 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 

03859

~~01894~~

Change Scale 

0

**1. All Proposals - Complete the sections below for all proposals**



**Academic Contact and Purpose of the Proposal**

Professor Kerry Taylor

The proposal is to retire the Spanish (Master of Arts) specialisation (main proposal), the Spanish (Bachelor of Arts (Hons)) specialisation and 10 associated courses.

**Linked proposals:**

Spanish (Bachelor of Arts (Hons)) specialisation

245700 Advanced Spanish Communication

245701 Latin American Cultural Identities

245702 Hispanic Postcolonial Representations

245798 Research Report

245816 Thesis 120 Credit Part 1

245817 Thesis 120 Credit Part 2

245881 Thesis 90 Credit Part 1

245882 Thesis 90 Credit Part 2

245883 Thesis 90 Credit

245899 Thesis 120 Credit

Academic Contact: Associate Professor Leonel Alvarado (Programme Coordinator — Spanish)

Purpose: To close this specialisation to new enrolments from 2022

See full proposal, PHART1SSPNS1 Spanish v2.0

**Proposal Summary**

Proposed closure of Bachelor of Arts (Honours) (Spanish) and Master of Arts (Spanish) to new enrolments from 2022 with students managed to completion or exit by December 2023 at which time the specialisations will be retired.

**Justification/ Rationale**

The specialisation has been closed to new enrolments since 2021 due to low numbers and students have been taught out. The specialisation is not aligned with the strategic direction of the School.

Spanish in the Bachelor of Arts (Honours) and Master of Arts was first offered in 2016 to fill a market gap in distance provision of postgraduate qualifications in Spanish, providing students with an advanced knowledge of Spanish and Latin American language, culture, and literature. A target market was secondary school teachers of Spanish seeking to upskill, however, although there were many expressions of interest from that group, these did not follow through to enrolments.

A further cohort of students was anticipated following an Agreement between the University of New England (UNE), Australia, and Massey University to establish postgraduate qualifications to be taught by distance by Massey University. However, despite assurance from UNE that provision of postgraduate qualifications in Spanish was part of their future strategic planning as well as expressions of interests for postgraduate qualifications through the Massey Spanish@UNE Agreement from UNE students enrolled in the upper level undergraduate courses, these did not follow through to enrolments.

A Graduating Year Review was completed in 2021 by which time only one student had graduated from the Bachelor of Arts (Hons) (Spanish) and one student from the Master of Arts (Spanish), with only one part-time student currently enrolled in the Master of Arts (Spanish). No extenuating circumstances that would explain the low numbers have been identified and there is no future growth predicted. The recommendation of the Graduating Year Review panel was to discontinue both specialisations.

**Acceptability**

The one remaining student enrolled in the Master of Arts (Spanish) will be managed to completion by the end of 2023.

**Year of Implementation and First Year Teaching Plan**

2025

2022

**Proposal Details**

Closure of the Bachelor of Arts (Hons) (Spanish) and the Master of Arts (Spanish) to new enrolments from 2022 with the remaining student enrolled in the Master of Arts (Spanish) managed to completion by December 2023 at which time the qualification and associated courses will be retired.

**Treaty of Waitangi Implications**

There are no Treaty of Waitangi implications as a result of the proposed closure.

## 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**

No impact.

**Students**

The student currently enrolled in the Master of Arts (Spanish) will be managed to completion by December 2023.

**Academic Staff**

The decision to close and retire the specialisations has been discussed with relevant academic staff.

**International**

No impact.

**Information Technology**

No impact.

**Student Management System**

Qualification information will need to be updated to reflect the change. Student administration teams will need to be notified.

**Teaching and Learning Services**

No impact.

**Student Learning Services**

No impact.

**Limitations on Numbers**

NA

**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 

<b>Committee References</b> 	AC21/08/279 HSS CB 21/07/226: HSS APC 21/06/493
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## Status Log

Initial Status	End Status	User	Date	Comment
HOD Approval	College Sub Committee Approval	KERRY TAYLOR	14 May 2024 9:53 am	approve
Draft	HOD Approval	FIONA PAEWAI	13 May 2024 14:52 pm	For approval
	Draft	FIONA PAEWAI	09 May 2024 15:57 pm	Specialisation retirement.

# Specialisation Comparison



PHART1SSPNS1 Spanish v3.0 COLLEGE SUB COMMITTEE APPROVAL

compared to

PHART1SSPNS1 Spanish v2.0 APPROVED

[Show Legend](#)

Show Changes  Expand All Changes

Affiliated Entities	
Entity Code	Entity Title
PHART	Bachelor of Arts (Honours)
	Entity Version: v6.0
	Entity Type: Qualification
Year of Implementation	<div style="background-color: #90EE90; padding: 2px;">2025</div> <div style="background-color: #FFC0CB; padding: 2px;"><del>2022</del></div>
Specialisation Code	PHART1SSPNS1
Specialisation Title	Spanish
Abbreviated Title	SPANISH
Credit Value	120
Specialisation Type	Subject
No New Enrolment	Yes
MOE Subject	Spanish
Specialisation Lead	<div style="background-color: #90EE90; padding: 2px;">TINA SHEEHAN (10 May 2024 to ---)</div> <div style="background-color: #FFC0CB; padding: 2px;"><del>TINA SHEEHAN (2 Jun 2021 to ---)</del></div>
Collaborating Staff	
Staff Member	
	KERRY TAYLOR
	PETER RAWLINS
	ANNE MEREDITH
	FIONA PAEWAI
	SHARON SIMMONS
	JULIE MCKENZIE
Owning Organisation	College of Humanities and Social Sciences (MU00009)
Proposed Review Dates	
Date Types	Date
No dates assigned	
Graduate Profile	<p>Bachelor of Arts with Honours in Spanish</p> <p>In conjunction with the generic skills and competencies expected of a Bachelor of Arts Honours Graduate, those with an endorsement in Spanish will:</p> <ol style="list-style-type: none"> <li>demonstrate the language ability necessary to be able to work at a professional level of study at advanced postgraduate level in the Spanish-speaking world;</li> <li>display increased awareness of the variety and complexity within the Hispanic world, as well as its commonality; and</li> <li>have extended knowledge of specific issues within the Hispanic world, and an enhanced familiarity with theory and methodology.</li> </ol>

## Schedule

Compulsory courses  
90 credits

## Courses

Code	Credits	Title
245700	30	Advanced Spanish Communication
245701	30	Latin American Cultural Identities
245702	30	Hispanic Postcolonial Representations

Research report

## Courses

Code	Credits	Title
245798	30	Research Report

## 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 

03859

01094PR

Change Scale 

0

### 1. All Proposals - Complete the sections below for all proposals

Academic Contact and Purpose of the Proposal 

Professor Kerry Taylor

Retirement of the specialisation.

Academic Contact: Associate Professor Leonel Alvarado (Programme Coordinator — Spanish)

Purpose: To close this specialisation to new enrolments from 2022

-

Proposal Summary 

The proposal is to retire the Spanish (Bachelor of Arts (Hons)) specialisation, see main proposal.

**Linked proposals:**

Spanish (Master of Arts) specialisation (main proposal)

245700 Advanced Spanish Communication

245701 Latin American Cultural Identities

245702 Hispanic Postcolonial Representations

245798 Research Report

245816 Thesis 120 Credit Part 1

245817 Thesis 120 Credit Part 2

245881 Thesis 90 Credit Part 1

245882 Thesis 90 Credit Part 2

245883 Thesis 90 Credit

245899 Thesis 120 Credit

~~Proposed closure of Bachelor of Arts (Honours) (Spanish) and Master of Arts (Spanish) to new enrolments from 2022 with students managed to completion or exit by December 2023 at which time the specialisations will be retired.~~

**Justification/ Rationale** 

The specialisation has been closed to new enrolments since 2021 due to low numbers and students have been taught out. The specialisation is not aligned with the strategic direction of the School.

~~Spanish in the Bachelor of Arts (Honours) and Master of Arts was first offered in 2016 to fill a market gap in distance provision of postgraduate qualifications in Spanish, providing students with an advanced knowledge of Spanish and Latin American language, culture, and literature. A target market was secondary school teachers of Spanish seeking to upskill, however, although there were many expressions of interest from that group, these did not follow through to enrolments.~~

~~A further cohort of students was anticipated following an Agreement between the University of New England (UNE), Australia, and Massey University to establish postgraduate qualifications to be taught by distance by Massey University. However, despite assurance from UNE that provision of postgraduate qualifications in Spanish was part of their future strategic planning as well as expressions of interests for postgraduate qualifications through the Massey Spanish@UNE Agreement from UNE students enrolled in the upper level undergraduate courses, these did not follow through to enrolments.~~

~~A Graduating Year Review was completed in 2021 by which time only one student had graduated from the Bachelor of Arts (Hons) (Spanish) and one student from the Master of Arts (Spanish), with only one part time student currently enrolled in the Master of Arts (Spanish). No extenuating circumstances that would explain the low numbers have been identified and there is no future growth predicted. The recommendation of the Graduating Year Review panel was to discontinue both specialisations.~~

**Acceptability** 

~~The one remaining student enrolled in the Master of Arts (Spanish) will be managed to completion by the end of 2023.~~

**Year of Implementation and First Year Teaching Plan** 

2025

2022

**Proposal Details** 

~~Closure of the Bachelor of Arts (Hons) (Spanish) and the Master of Arts (Spanish) to new enrolments from 2022 with the remaining student enrolled in the Master of Arts (Spanish) managed to completion by December 2023 at which time the qualification and associated courses will be retired.~~

**Treaty of Waitangi Implications** 

~~There are no Treaty of Waitangi implications as a result of the proposed closure.~~

**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 

No impact.

Students 

The student currently enrolled in the Master of Arts (Spanish) will be managed to completion by December 2023.

Academic Staff 


The decision to close and retire the specialisations has been discussed with relevant academic staff.

International 


No impact.

Information Technology 

No impact.

Student Management System 

Qualification information will need to be updated to reflect the change. Student administration teams will need to be notified.

Teaching and Learning Services 

No impact.

Student Learning Services 

No impact.

Limitations on Numbers 

NA

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 

<b>Committee References</b> 	AC21/08/279 HSS CB 21/07/225: HSS APC 21/06/494
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## Status Log

Initial Status	End Status	User	Date	Comment
HOD Approval	College Sub Committee Approval	KERRY TAYLOR	14 May 2024 9:53 am	approve
Draft	HOD Approval	FIONA PAEWAI	13 May 2024 14:52 pm	For approval
	Draft	FIONA PAEWAI	10 May 2024 11:14 am	Specialisation retirement



# Specialisation Comparison



**PMART1SSCLT1 Second Language Teaching v2.0 COLLEGE SUB COMMITTEE APPROVAL**

*compared to*

**PMART1SSCLT1 Second Language Teaching v1.0 APPROVED**

[Show Legend](#)

Show Changes  Expand All Changes

Affiliated Entities			
Entity Code	Entity Title	Entity Version	Entity Type
PMART	Master of Arts	v6.0	Qualification
Year of Implementation	2025 <del>2016</del>		
Specialisation Code	PMART1SSCLT1		
Specialisation Title	Second Language Teaching		
Abbreviated Title	SCND LANG TCHG		
Credit Value	180		
Specialisation Type	Subject		
No New Enrolment	Yes		
MOE Subject	English as Second Language Teaching		
Specialisation Lead	TINA SHEEHAN (9 May 2024 to ---) <del>TINA SHEEHAN (2 May 2024 to ---), JOSIE GRACE (6 Jun 2018 to 1 May 2024)</del>		
Collaborating Staff			
Staff Member	KERRY TAYLOR PETER RAWLINS ANNE MEREDITH FIONA PAEWAI SHARON SIMMONS JULIE MCKENZIE		
Owning Organisation	College of Humanities and Social Sciences (MU00009)		
Proposed Review Dates			
Date Types	Date		
No dates assigned			
Graduate Profile			

## Schedule

Part One: Coursework Pathway (120 credits) or Research Pathway (Between 60 and 90 credits)

## Courses

Code	Credits	Title
272702	30	Second Language Learning Theories and Processes
272703	30	Contemporary Approaches to Language Teaching Methodology
272704	30	Contextualising Curriculum and Materials Design

**Part Two: Coursework Pathway**

60 credits

**Courses**

Code	Credits	Title
272873	60	Research Report

**Part Two: Research Pathway**

Between 90 and 120 credits

**Courses**

Code	Credits	Title
272899	120	Thesis
272816	60	Thesis 120 Credit Part 1
272817	60	Thesis 120 Credit Part 2
272883	90	Thesis
272881	45	Thesis 90 Credit Part 1
272882	45	Thesis 90 Credit Part 2

**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

03860

Change Scale

0

**1. All Proposals - Complete the sections below for all proposals**

Academic Contact and Purpose of the Proposal

Professor Kerry Taylor

The proposal is to retire the Second Language Teaching (Master of Arts) specialisation (main proposal), and 3 associated courses.

**Linked proposals:**

272881 Thesis 90 Credit Part 1

272882 Thesis 90 Credit Part 2

272883 Thesis 90 Credit

**Proposal Summary** 

**Justification/ Rationale** 

The specialisation has had no students for the last five years and is not aligned with the strategic direction of the School.

**Acceptability** 

**Year of Implementation and First Year Teaching Plan** 

2025

**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 

<b>Committee References</b> 	7.5.18 FCoote Added owning org, added credits, ticked NNE flag
--	---

## Status Log

Initial Status	End Status	User	Date	Comment
HOD Approval	College Sub Committee Approval	KERRY TAYLOR	14 May 2024 9:53 am	approve
Draft	HOD Approval	FIONA PAEWAI	13 May 2024 14:55 pm	For approval
	Draft	FIONA PAEWAI	09 May 2024 16:04 pm	Specialisation retirement

# Specialisation Comparison



UBMNR1NTESO1 Teaching English to Speakers of Other Languages v2.0 DRAFT

compared to

UBMNR1NTESO1 Teaching English to Speakers of Other Languages v1.0 APPROVED

[Show Legend](#)

Show Changes  Expand All Changes

Affiliated Entities	
Entity Code	Entity Title
None	
Year of Implementation	2025 <del>2016</del>
Specialisation Code	UBMNR1NTESO1
Specialisation Title	Teaching English to Speakers of Other Languages
Abbreviated Title	TCHG ENGL TO SP
Credit Value	60
Specialisation Type	Minor
No New Enrolment	No
MOE Subject	
Specialisation Lead	VIJAYA MURALIDHARAN (5 Jun 2024 to ---)
Collaborating Staff	
Staff Member	SHARON SIMMONS LANCE GRAY PETER RAWLINS FIONA PAEWAI ANNE MEREDITH ALISON KEARNEY
Owning Organisation	
Proposed Review Dates	
Date Types	Date
No dates assigned	
Graduate Profile	

## Schedule

### 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 

04119

Change Scale 

0

### 1. All Proposals - Complete the sections below for all proposals

Academic Contact and Purpose of the Proposal 

Associate Professor Peter Rawlins, Director of Academic Quality

Retire the specialisation UBMNR1NTESO1 Teaching English to Speakers of Other Languages

Proposal Summary 

No affiliation to any programme, last student enrolled 2012 and completed 2016.

Justification/ Rationale 

Specialisation was originally a minor in the Bachelor of Education. This programme is also being retired with a 2025 implementation year.

Acceptability 


No enrolments since 2016 so no impact on current tertiary sector.

Year of Implementation and First Year Teaching Plan 

2025

Proposal Details 


One student completed this BEd minor in 2016. No further enrolments since.

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 

Associate Professor Peter Rawlins Director of Academic Quality has worked with the Institute of Education Head of School Alison Kearney to confirm this specialisation may be retired.

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
	Draft	LANCE GRAY	05 Jun 2024 14:59 pm	No affiliation to any programme, last student enrolled 2012 and completed 2016



## Memorandum

---

**To:** Chair, CoHSS Academic Programmes Committee  
Chair, CoHSS College Board  
Chair, Academic Committee  
Chair, Academic Board

**From:** Associate Professor Peter Rawlins, Director of Academic Quality CoHSS

**Date:** 4 June 2024

**Subject:** Retirement of **Women's Studies (BA Minor), Women's Studies (DipArts)** and associated courses

---

The College of Humanities and Social Sciences is proposing to retire two Women's Studies specialisations in the Bachelor of Arts (Minor) and Diploma of Arts.

### **Women's Studies (BA Minor), Women's Studies (DipArts)**

These specialisations were closed to new enrolments in 2017 due to low numbers and there are no students in either programme. The specialisations are not aligned with our strategic direction.

We propose to retire these specialisations along with 3 courses only appearing on the specialisation schedules.

Specialisations	Related courses
Women's Studies (BA Minor)	145218 Development and Inequality
Women's Studies (DipArts)	170102 Women of Ideas and Action
	170201 What is Feminism?

# Specialisation Comparison



UBMNR1NWMST1 Women's Studies v2.0 COLLEGE SUB COMMITTEE APPROVAL

compared to

UBMNR1NWMST1 Women's Studies v1.0 APPROVED

[Show Legend](#)

Show Changes  Expand All Changes

Affiliated Entities	
Entity Code	Entity Title
UBART	Bachelor of Arts
	v10.1
	Qualification
Year of Implementation	2025
	2016
Specialisation Code	UBMNR1NWMST1
Specialisation Title	Women's Studies
Abbreviated Title	Women's Studies
Credit Value	75
Specialisation Type	Minor
No New Enrolment	Yes
MOE Subject	Womens Studies
Specialisation Lead	SHARON SIMMONS (6 Jun 2024 to ---)
	SHARON SIMMONS (6 Jun 2018 to ---)
Collaborating Staff	
Staff Member	SHARON SIMMONS
	BETHAN GREENER
	PETER RAWLINS
	ANNE MEREDITH
	FIONA PAEWAI
	LANCE GRAY
Owning Organisation	College of Humanities and Social Sciences (MU00009)
Proposed Review Dates	
Date Types	Date
No dates assigned	
Graduate Profile	

## Schedule

Compulsory course

## Courses

Code	Credits	Title
170201	15	What is Feminism?

No more than 15 credits from

No more than 15 credits

## Courses

Code	Credits	Title
170102	15	Women of Ideas and Action

No more than 45 credits from

No more than 45 credits

## Courses

Code	Credits	Title
145218	15	Development and Inequality
201211	15	Love and Sexuality in Ancient Greece
146209	15	Food and Eating

At least 15 credits from

At least 15 credits

## Courses

Code	Credits	Title
154302	15	Gender and Race in the Media
175313	15	Gender and Violence
175311	15	Psychology of Women
139376	15	Sexual/Textual Politics
150303	15	Mana Wahine: Māori Women
275304	15	Development of Gender

## 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 

04112

Change Scale 

0

## 1. All Proposals - Complete the sections below for all proposals

### Academic Contact and Purpose of the Proposal

Bethan Greener HoS People Environment and Planning

The proposal is to retire two specialisations: UBMNR1NWMST1 Women's Studies (BA minor) **Main Proposal**, UDART1EWMST1 Women's Studies (DipArts) and retire three associated courses.

### Linked Proposals

UDART1EWMST1 Women's Studies specialisation (DipArts)

145218 Development and Inequality

170102 Women of Ideas and Action

170201 What is Feminism?

### Proposal Summary

Retire UBMNR1NWMST1 Women's Studies specialisation (BA minor).

### Justification/ Rationale

The specialisation was closed to new enrolments in 2017 due to low numbers and there are no students in this programme.

The specialisation is not aligned with our strategic direction and is being retired along with the related DipArts specialisation and 3 courses only appearing on the specialisation schedule.

### Acceptability

### Year of Implementation and First Year Teaching Plan

2025

### 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

Associate Professor Peter Rawlins Director of Academic Quality has consulted with Beth Greener HoS PEP.

### 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 

<b>Committee References</b> 	24Oct18 Pat Hickson Built Minor schedule Audited by: Deb Just Checked on: 12/2/2018 Issues Found: Yes ticked NNE as no new enrolment from 2017
---	---

### Status Log

Initial Status	End Status	User	Date	Comment
HOD Approval	College Sub Committee Approval	BETHAN GREENER	10 Jun 2024 12:16 pm	Approve.
Draft	HOD Approval	LANCE GRAY	06 Jun 2024 14:23 pm	Yes
	Draft	LANCE GRAY	06 Jun 2024 14:03 pm	These specialisations were closed to new enrolments in 2017 due to low numbers and there are no students in either programme. The specialisations are not aligned with our strategic

				direction and are being retired along with 3 courses only appearing on the specialisation schedules.
--	--	--	--	--

## Specialisation Comparison



UDART1EWMST1 Women's Studies v2.0 COLLEGE SUB COMMITTEE APPROVAL

compared to

UDART1EWMST1 Women's Studies v1.1 APPROVED

[Show Legend](#)

Show Changes  Expand All Changes

Affiliated Entities	
Entity Code	Entity Title
UDART	Diploma in Arts
	Entity Version
	v8.3
	Entity Type
	Qualification
Year of Implementation	2025
	2020
Specialisation Code	UDART1EWMST1
Specialisation Title	Women's Studies
Abbreviated Title	Women's Studies
Credit Value	75
Specialisation Type	Undergraduate Endorsement
No New Enrolment	Yes
MOE Subject	Womens Studies
Specialisation Lead	SHARON SIMMONS (6 Jun 2024 to ---)
	SHARON SIMMONS (21 Jul 2020 to ---)
Collaborating Staff	
Staff Member	PHIL BRONN
	LANCE GRAY
	PETER RAWLINS
	SHARON SIMMONS
	ANNE MEREDITH
	BETHAN GREENER
	FIONA PAEWAI
	PAT HICKSON
Owning Organisation	College of Humanities and Social Sciences (MU00009)
Proposed Review Dates	
Date Types	Date
No dates assigned	
Graduate Profile	

## Schedule

At least 75 credits in Women's Studies, including 170.201; 30 credits at 200 and/or 300 level, and 30 credits at any level from the Women's Studies schedule.

## Courses

Code	Credits	Title
146209	15	Food and Eating
201211	15	Love and Sexuality in Ancient Greece
139376	15	Sexual/Textual Politics
150303	15	Mana Wahine: Māori Women
275304	15	Development of Gender
170102	15	Women of Ideas and Action
145218	15	Development and Inequality
170201	15	What is Feminism?
154302	15	Gender and Race in the Media
175311	15	Psychology of Women
175313	15	Gender and Violence

## 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 

04112

~~00670~~

Change Scale 

0

### 1. All Proposals - Complete the sections below for all proposals

Academic Contact and Purpose of the Proposal 

Bethan Greener HoS People Environment and Planning

Retire the specialisation UDART1EWMST1 Women's Studies (DipArts)

#### Linked Proposals

UBMNR1NWMST1 Women's Studies (BA minor) **Main Proposal**

145218 Development and Inequality

170102 Women of Ideas and Action

170201 What is Feminism?

Correction: NNE flag ticked — has been NNE since 2017 (AC16/06/180)

Proposal Summary 

Justification/ Rationale 

The specialisation was closed to new enrolments in 2017 due to low numbers and there are no students in the programme.



The specialisation is not aligned with our strategic direction and is being retired with a related specialisation and 3 courses only appearing on the specialisation schedules.

Acceptability 

Year of Implementation and First Year Teaching Plan 

2025


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 

Associate Professor Peter Rawlins Director of Academic Quality has consulted with Beth Greener HoS PEP.

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 

<b>Committee References</b> 	21/07/20 Correction: NNE flag ticked - has been NNE since 2017 (AC16/06/180)
---	--

## Status Log

Initial Status	End Status	User	Date	Comment
HOD Approval	College Sub Committee Approval	BETHAN GREENER	10 Jun 2024 12:16 pm	Approve.
Draft	HOD Approval	LANCE GRAY	06 Jun 2024 14:33 pm	Yes
	Draft	LANCE GRAY	06 Jun 2024 14:24 pm	These specialisations were closed to new enrolments in 2017 due to low numbers and there are no students in either programme. The specialisations are not aligned with our strategic direction and are being retired along with 3 courses only appearing on the specialisation schedules.

# Specialisation Comparison



**UBRSE1NSLES1 Soil/Earth Science v5.0 COLLEGE SUB COMMITTEE APPROVAL**

*compared to*

**UBRSE1NSLES1 Soil/Earth Science v4.0 APPROVED**

[Show Legend](#)

Show Changes  Expand All Changes

Affiliated Entities																	
Entity Code	Entity Title	Entity Version	Entity Type														
UBRSE	Bachelor of Resource and Environmental Planning	v4.1	Qualification														
<b>Year of Implementation</b>	<div style="background-color: #90EE90; padding: 2px;">2025</div> <div style="background-color: #FFDAB9; padding: 2px;"><del>2022</del></div>																
<b>Specialisation Code</b>	UBRSE1NSLES1																
<b>Specialisation Title</b>	Soil/Earth Science																
<b>Abbreviated Title</b>	Soil/Earth Sc																
<b>Credit Value</b>	120																
<b>Specialisation Type</b>	Minor																
<b>No New Enrolment</b>	Yes																
<b>MOE Subject</b>	Earth Sciences																
<b>Specialisation Lead</b>	<div style="background-color: #90EE90; padding: 2px;">BETHAN GREENER (7 Jun 2024 to ---), SIMON HALL (6 Jun 2024 to 6 Jun 2024)</div> <div style="background-color: #FFDAB9; padding: 2px;"><del>SIMON HALL (28 Jan 2021 to ---)</del></div>																
<b>Collaborating Staff</b>	<table border="1"> <thead> <tr> <th>Staff Member</th> </tr> </thead> <tbody> <tr><td>SHARON SIMMONS</td></tr> <tr><td>JENNY LOVEDAY</td></tr> <tr style="background-color: #90EE90;"><td>LANCE GRAY</td></tr> <tr style="background-color: #90EE90;"><td>PETER RAWLINS</td></tr> <tr style="background-color: #90EE90;"><td>FIONA PAEWAI</td></tr> <tr style="background-color: #90EE90;"><td>ANNE MEREDITH</td></tr> <tr style="background-color: #FFDAB9;"><td>PAT HICKSON</td></tr> <tr style="background-color: #FFDAB9;"><td>LINDA LOWE</td></tr> <tr style="background-color: #FFDAB9;"><td>JENNY COLEMAN</td></tr> <tr style="background-color: #FFDAB9;"><td>TRISH HUTTON</td></tr> <tr style="background-color: #FFDAB9;"><td>GLENN BANKS</td></tr> <tr style="background-color: #FFDAB9;"><td>IMRAN MUHAMMAD</td></tr> <tr style="background-color: #FFDAB9;"><td>MATTHEW HENRY</td></tr> </tbody> </table>			Staff Member	SHARON SIMMONS	JENNY LOVEDAY	LANCE GRAY	PETER RAWLINS	FIONA PAEWAI	ANNE MEREDITH	PAT HICKSON	LINDA LOWE	JENNY COLEMAN	TRISH HUTTON	GLENN BANKS	IMRAN MUHAMMAD	MATTHEW HENRY
Staff Member																	
SHARON SIMMONS																	
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LANCE GRAY																	
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FIONA PAEWAI																	
ANNE MEREDITH																	
PAT HICKSON																	
LINDA LOWE																	
JENNY COLEMAN																	
TRISH HUTTON																	
GLENN BANKS																	
IMRAN MUHAMMAD																	
MATTHEW HENRY																	
<b>Owning Organisation</b>	College of Humanities and Social Sciences (MU00009)																
<b>Proposed Review Dates</b>	<table border="1"> <thead> <tr> <th>Date Types</th> <th>Date</th> </tr> </thead> <tbody> <tr> <td colspan="2">No dates assigned</td> </tr> </tbody> </table>			Date Types	Date	No dates assigned											
Date Types	Date																
No dates assigned																	
<b>Graduate Profile</b>																	

## Schedule

Selection from

## Courses

Code	Credits	Title
189151	15	Principles of Soil Science
189251	15	Soil Fertility Management
189362	15	Integrated Farm and Environmental Management
196101	15	Ecology, Evolution and Behaviour
233105	15	Our Dynamic Earth
233211	15	Earth Materials
233212	15	Earth Surface Processes
233213	15	Earth Science Fieldwork
233214	15	GIS and Spatial Statistics
121313	15	Applied River Management
233312	15	Natural Hazards

## 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 

04117

~~01510~~

Change Scale 

0

±

## 1. All Proposals - Complete the sections below for all proposals

Academic Contact and Purpose of the Proposal 

Bethan Greener HoS People Environment and Planning

Retire the Soil/Earth Science specialisation from the Bachelor of Resource and Environmental Planning

**Academic Lead:** Assoc Prof Imran Muhammad

**Purpose:**

To revise the Bachelor of Resource and Environmental Planning (Geography) (Soil/Earth Science) (Property Management) Minor schedules, removing elective courses that will no longer be offered and, for Geography and Soil/Earth Science only, adding two replacement courses.

**Main proposal:**

UBRSE1NGGRP1-Geography v4.0—schedule amendments

**Related proposals:**

UBRSE1NSLES1 Soil/Earth Science v4.0 — schedule amendments

UBRSE1NPRMN1 Property Management v2.0 — schedule amendments

**Proposal Summary** 

**Justification/ Rationale** 

NNE since 2019, students either taught out or abandoned studies.

**Acceptability** 

Low to no student enrolments in this BREP minor.

**Year of Implementation and First Year Teaching Plan** 

2025

**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** 

Associate Professor Peter Rawlins Director of Academic Quality has consulted with Beth Greener HoS PEP.

**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 

<b>Committee References</b> 	HSS CB 21/03/113: HSS APC 21/02/187
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## Status Log

Initial Status	End Status	User	Date	Comment
HOD Approval	College Sub Committee Approval	BETHAN GREENER	10 Jun 2024 12:15 pm	Approve.
Draft	HOD Approval	LANCE GRAY	06 Jun 2024 13:57 pm	Yes
	Draft	LANCE GRAY	06 Jun 2024 9:47 am	NNE since 2019, students either taught out or abandoned studies

# Specialisation Comparison



PDART1ESCWR1 Social Work v2.0 DRAFT

compared to

PDART1ESCWR1 Social Work v1.0 APPROVED

[Show Legend](#)

Show Changes  Expand All Changes

Affiliated Entities			
Entity Code	Entity Title	Entity Version	Entity Type
PDART	Postgraduate Diploma in Arts	v5.2	Qualification
Year of Implementation	2025		
	<del>2016</del>		
Specialisation Code	PDART1ESCWR1		
Specialisation Title	Social Work		
Abbreviated Title	SOCIAL WORK		
Credit Value	120		
Specialisation Type	Postgraduate Endorsement		
No New Enrolment	Yes		
MOE Subject	Social Work		
Specialisation Lead	BETHAN GREENER (7 Jun 2024 to ---), SHARON SIMMONS (6 Jun 2024 to 6 Jun 2024)		
	<del>SHARON SIMMONS (6 Jun 2018 to ---)</del>		
Collaborating Staff			
Staff Member	LANCE GRAY		
	PETER RAWLINS		
	FIONA PAEWAI		
	ANNE MEREDITH		
	SHARON SIMMONS		
Owning Organisation	College of Humanities and Social Sciences (MU00009)		
Proposed Review Dates			
Date Types	Date		
No dates assigned			
Graduate Profile			

## Schedule

### 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 

04116

Change Scale 

0

### 1. All Proposals - Complete the sections below for all proposals

Academic Contact and Purpose of the Proposal 

Bethan Greener HoS People Environment and Planning

Retire the Social Work specialisation from the PGDipArts

Proposal Summary 

Justification/ Rationale 


NNE since 2018, students either taught out or abandoned studies. Social Work now belongs with the College of Health, not part of CoHSS current academic offer.

Acceptability 

Year of Implementation and First Year Teaching Plan 

2025

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 

Associate Professor Peter Rawlins Director of Academic Quality has consulted with Beth Greener HoS PEP.

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 

<b>Committee References</b> 	18.04.2018 Claire Sewell Added owning organisation Added tot he Schedule Updated credit value Ticked NNE
---	---

## Status Log

Initial Status	End Status	User	Date	Comment
	Draft	LANCE GRAY	06 Jun 2024 9:35 am	NNE since 2018, students either taught out or abandoned studies

# Specialisation Comparison



**PMART1SPSHP1 Psychology - Health Psychology v2.0 DRAFT**

*compared to*

**PMART1SPSHP1 Psychology - Health Psychology v1.0 APPROVED**

[Show Legend](#)

Show Changes  Expand All Changes

Affiliated Entities	
Entity Code	Entity Title
PMART	Master of Arts
	v6.0
	Qualification
Year of Implementation	2025
	2016
Specialisation Code	PMART1SPSHP1
Specialisation Title	Psychology - Health Psychology
Abbreviated Title	HEALTH PSYCHOL
Credit Value	180
Specialisation Type	Subject
No New Enrolment	Yes
MOE Subject	Psychology
Specialisation Lead	STEPHEN HILL (5 Jun 2024 to ---)
	STEPHEN HILL (6 Jun 2018 to ---)
Collaborating Staff	
Staff Member	LANCE GRAY
	FIONA PAEWAI
	PETER RAWLINS
	SHARON SIMMONS
	KIRSTY ROSS
	ANNE MEREDITH
Owning Organisation	College of Humanities and Social Sciences (MU00009)
Proposed Review Dates	
Date Types	Date
No dates assigned	
Graduate Profile	

## Schedule

### 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 

04118

Change Scale 

0

### 1. All Proposals - Complete the sections below for all proposals

Academic Contact and Purpose of the Proposal 

Associate Professor Peter Rawlins Director of Academic Quality

Retire the specialisation PMART1SPSHP1 Psychology - Health Psychology

Proposal Summary 

Justification/ Rationale 

NNE since 2018, no students remaining in specialisation.

Acceptability 

No impact on tertiary sector as students may currently select this specialisation as part of the Master of Science.

Year of Implementation and First Year Teaching Plan 

2025

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 

Associate Professor Peter Rawlins Director of Academic Quality has worked with specialisation lead Stephen Hill to confirm retirement.

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 

7.5.18 FCoote  
Added owning org, added credits, ticked NNE flag, deleted Cert Sci/Tech GP

## Status Log

Initial Status	End Status	User	Date	Comment
	Draft	LANCE GRAY	05 Jun 2024 16:00 pm	NNE since 2018, no students remaining in specialisation

## Memorandum

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**To:** Chair, CoHSS Academic Programmes Committee  
Chair, CoHSS College Board  
Chair, Academic Committee  
Chair, Academic Board

**From:** Professor Alison Kearney  
Head of Institute of Education

**Date:** 25 June 2024

**Subject:** **Retirement of the Master of Specialist Teaching (Autism Spectrum Disorder) and Postgraduate Diploma in Specialist Teaching (Autism Spectrum Disorder) specialisations, and allied courses**

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The College of Humanities and Social Sciences is proposing to retire the Autism Spectrum Disorder specialisations in the Master of Specialist Teaching and the Postgraduate Diploma in Specialist Teaching qualifications.

The specialisations have been closed to new enrolments since 2021. All students enrolled in these specialisations have completed their studies. As part of the refreshed Specialist Teaching contract with the Ministry of Education, Autism is no longer a separate specialisation, but has changed to Neurodiversity which is now integrated into other specialist endorsements of the programme.

We propose to retire these specialisations and three ringfenced courses with effect from 2026.

Specialisation	Associated courses
Master of Specialist Teaching (Autism Spectrum Disorder)	249745 Theory and Foundations of Autism Spectrum Disorder
	249749 Evidence-based Interprofessional Practice in Autism Spectrum Disorder
PG Diploma in Specialist Teaching (Autism Spectrum Disorder)	249750 Practicum Autism Spectrum Disorder

Professor Alison Kearney



Head of the Institute of Education

# Specialisation Comparison



**PMSPT1SATSD1 Autism Spectrum Disorder v3.0 COLLEGE SUB COMMITTEE APPROVAL**

*compared to*

**PMSPT1SATSD1 Autism Spectrum Disorder v2.0 APPROVED**

[Show Legend](#)

Show Changes  Expand All Changes

Affiliated Entities	
Entity Code	Entity Title
PMSPT	Master of Specialist Teaching
	Entity Version: v5.0
	Entity Type: Qualification
Year of Implementation	2026
	<del>2021</del>
Specialisation Code	PMSPT1SATSD1
Specialisation Title	Autism Spectrum Disorder
Abbreviated Title	AUTISMSPTMDSDR
Credit Value	90
Specialisation Type	Subject
No New Enrolment	Yes
MOE Subject	Education/Educational Studies
Specialisation Lead	VIJAYA MURALIDHARAN (21 Jun 2024 to ---)
	<del>VIJAYA MURALIDHARAN (14 Jan 2020 to ---)</del>
Collaborating Staff	
Staff Member	FIONA PAEWAI
	MANDIA MENTIS
	ALISON KEARNEY
	VIJAYA MURALIDHARAN
	PETER RAWLINS
	ANNE MEREDITH
	WENDY HOLLEY-BOEN
	SHARON SIMMONS
	JOSIE GRACE
	JENNY COLEMAN
	LINDA LOWE
	JENNIFER POSKITT
	PAT HICKSON
	TRISH HUTTON
Owning Organisation	College of Humanities and Social Sciences (MU00009)
Proposed Review Dates	
Date Types	Date
No dates assigned	



AC24/09/290  
HSS CB 24/07/339  
HSS APC 24/07/284

<b>Graduate Profile</b>	<p>Graduates of the Master of Specialist Teaching will develop the skills and capacities to:</p> <ul style="list-style-type: none"> <li>• understand the elements of interdisciplinary practice and work effectively in an interdisciplinary environment;</li> <li>• exhibit cultural responsiveness;</li> <li>• work in partnership with family/whanau;</li> <li>• assess learning and behaviour differences and strengths;</li> <li>• apply solution-focused approaches to individual programme planning;</li> <li>• apply strategies for supporting collaborative strength-based solutions;</li> <li>• apply strategies for supporting behaviour change for teachers, parents, children (including fundamental behavioural change processes);</li> <li>• identify, evaluate and apply evidence-based practices;</li> <li>• implement strategies for ongoing evaluation of interventions;</li> <li>• demonstrate the qualities of a reflective practitioner;</li> <li>• demonstrate qualities of scholarship in teaching and research</li> </ul>
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## Schedule

Subject courses

## Courses

Code	Credits	Title
249745	30	Theory and Foundations of Autism Spectrum Disorder
249749	30	Evidence-based Interprofessional Practice in Autism Spectrum Disorder
249750	30	Practicum Autism Spectrum Disorder

## 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

04121

~~00024~~

Change Scale

0

### 1. All Proposals - Complete the sections below for all proposals

Academic Contact and Purpose of the Proposal

**Academic Contact:** Associate Professor Wendy Holley-Boen, Programme Coordinator

**Purpose:** To retire the Autism Spectrum Disorder specialisations in the Master of Specialist Teaching (main proposal) and Postgraduate Diploma in Specialist Teaching, and 3 associated courses only appearing in the specialisations.

**Linked Proposals:**

PMSPT1SATSD1 Autism Spectrum Disorder (Master of Specialist Teaching) - **main proposal**

PDSPT1EATSD1 Autism Spectrum Disorder (PGDip in Specialist Teaching)

249745 Theory and Foundations of Autism Spectrum Disorder

249749 Evidence-based Interprofessional Practice in Autism Spectrum Disorder

249750 Practicum Autism Spectrum Disorder

**Academic contacts:** A/Prof Alison Kearney and A/Prof Mandia Mentis

**Purpose:**

Closure of Autism Spectrum Disorder (PDDip Specialist Teaching and Master of Specialist Teaching) specialisations to new enrolments as part of significant amendments to Specialist Teaching Qualifications (Postgraduate Certificate, Postgraduate Diploma and Masterate) including addition of two new endorsements/subjects (Deaf and Hard of Hearing; Early Intervention) to the PGDip and Masterate.

**Main proposal:**

PDSPT Postgraduate Diploma in Specialist Teaching, Version 2— Significant amendment to Specialist Teaching Qualifications (PGCert/PGDip/Master Specialist Teaching) including addition of two new PGDip/Masterate endorsements/subjects (Deaf and Hard of Hearing; Early Intervention); increase in qualification core from 30 to 60 credits; decrease in size of endorsements/subjects (90 to 60 credits).

**Related proposals:**

PMSPT Master of Specialist Teaching, Version 2— significant amendment including addition of two new subjects (Deaf and Hard of Hearing; Early Intervention); increase in qualification core from 30 to 60 credits; decrease in size of subjects (90 to 60 credits)

PCSPT Postgraduate Certificate in Specialist Teaching, Version 2— Addition/Deletion of courses to/from schedule

PDSPT1EDFHH1 Deaf and Hard of Hearing, Version 1— New Postgraduate Diploma in Specialist Teaching endorsement

PMSPT1SDFHH1 Deaf and Hard of Hearing, Version 1— New Master of Specialist Teaching subject

PMSPT1SERIN1 Early Intervention, Version 1— New Postgraduate Diploma in Specialist Teaching endorsement

PDSPT1EERIN1 Early Intervention, Version 1— New Master of Specialist Teaching subject

PDSPT1EATSD1 Autism Spectrum Disorder in Postgraduate Diploma in Specialist Teaching, Version 2— closure of endorsement to new enrolments

PMSPT1SATSD1 Autism Spectrum Disorder in Master of Specialist Teaching, Version 2— closure of subject to new enrolments **[current proposal]**

PMSPT1SBLV1 Blind and Low Vision in Master of Specialist Teaching, Version 2— amendment, removing course, reducing size to 60 credits

PDSPT1EBLLV1 Blind and Low Vision in Postgraduate Diploma in Specialist Teaching, Version 2— amendment, removing course, reducing size to 60 credits

PMSPT1SCMEN1 Complex Educational Needs in Master of Specialist Teaching, Version 2— amendment, removing course, reducing size to 60 credits

PDSPT1SCMEN1 Complex Educational Needs in Postgraduate Diploma in Specialist Teaching, Version 2— amendment, removing course, reducing size to 60 credits

PMSPT1SGFTE1 Gifted and Talented Education in Master of Specialist Teaching, Version 2— amendment, removing course, reducing size to 60 credits

PDSPT1EGFTE1 Gifted and Talented Education in Postgraduate Diploma in Specialist Teaching, Version 2— amendment, removing course, reducing size to 60 credits

PMSPT1SLRBH1 Learning and Behaviour in Master of Specialist Teaching, Version 2— amendment, removing course, reducing size to 60 credits

PDSPT1ELRBH1 Learning and Behaviour in Postgraduate Diploma in Specialist Teaching, Version 2— amendment, removing course, reducing size to 60 credits

254766 Professional Learning Pathways— new core course

254767 Community based Practice— new core course

249740 Theory and Practice of Deaf and Hard of Hearing— new course

249743 Practicum in Deaf and Hard of Hearing— new course

249747 Theory and Practice of Early Intervention— new course

249748 Practicum in Early Intervention— new course

**Proposal Summary**

**Justification/ Rationale**

The specialisations have been closed to new enrolments since 2021 and all students enrolled in these specialisations have completed their studies. As part of the refreshed Specialist Teaching contract with the Ministry of Education, Autism is no longer a separate specialisation, but has changed to Neurodiversity which is now integrated into other specialist endorsements of the programme. Two specialisations and three ringfenced courses will be retired.

Consultation has taken place between Associate Professors Wendy Holley-Boen, Mandia Mentis and Vijaya Dharan, HoU Professor Alison Kearney and DAQ Associate Professor Peter Rawlins.

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 

<b>Committee References</b> 	AC20/03/93; HSS CB 20/02/033: No Sub-Committee no. went direct to CB
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## Status Log

Initial Status	End Status	User	Date	Comment
HOD Approval	College Sub Committee Approval	FIONA PAEWAI	26 Jun 2024 11:13 am	Approved on behalf of Mandia Mentis (Acting HoU)
Draft	HOD Approval	FIONA PAEWAI	26 Jun 2024 10:49 am	For approval
	Draft	FIONA PAEWAI	21 Jun 2024 12:52 pm	Specialisation retirem

# Specialisation Comparison



**PDSPT1EATSD1 Autism Spectrum Disorder v3.0 COLLEGE SUB COMMITTEE APPROVAL**

*compared to*

**PDSPT1EATSD1 Autism Spectrum Disorder v2.0 APPROVED**

[Show Legend](#)

Show Changes  Expand All Changes

Affiliated Entities			
Entity Code	Entity Title	Entity Version	Entity Type
PDSPT	Postgraduate Diploma in Specialist Teaching	v5.0	Qualification
<b>Year of Implementation</b>	<div style="background-color: #90EE90; padding: 2px;">2026</div> <div style="background-color: #FFC0CB; padding: 2px;"><del>2021</del></div>		
<b>Specialisation Code</b>	PDSPT1EATSD1		
<b>Specialisation Title</b>	Autism Spectrum Disorder		
<b>Abbreviated Title</b>	AUTISMSPTMDSDR		
<b>Credit Value</b>	90		
<b>Specialisation Type</b>	Postgraduate Endorsement		
<b>No New Enrolment</b>	Yes		
<b>MOE Subject</b>	Education/Educational Studies		
<b>Specialisation Lead</b>	<div style="background-color: #90EE90; padding: 2px;">VIJAYA MURALIDHARAN (21 Jun 2024 to ---)</div> <div style="background-color: #FFC0CB; padding: 2px;"><del>VIJAYA MURALIDHARAN (14 Jan 2020 to ---)</del></div>		
<b>Collaborating Staff</b>			
<b>Staff Member</b>			
ALISON KEARNEY			
MANDIA MENTIS			
FIONA PAEWAI			
PETER RAWLINS			
ANNE MEREDITH			
SHARON SIMMONS			
WENDY HOLLEY-BOEN			
VIJAYA MURALIDHARAN			
JOSIE GRACE			
JENNY COLEMAN			
JENNIFER POSKITT			
LINDA LOWE			
PAT HICKSON			
TRISH HUTTON			
<b>Owning Organisation</b>	College of Humanities and Social Sciences (MU00009)		
<b>Proposed Review Dates</b>			
<b>Date Types</b>	<b>Date</b>		
No dates assigned			

Graduate Profile 

## Schedule

Endorsement courses

## Courses

Code	Credits	Title
249745	30	Theory and Foundations of Autism Spectrum Disorder
249749	30	Evidence-based Interprofessional Practice in Autism Spectrum Disorder
249750	30	Practicum Autism Spectrum Disorder

## 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 

04122

00014

Change Scale 

0

### 1. All Proposals - Complete the sections below for all proposals

Academic Contact and Purpose of the Proposal 

**Academic Contact:** Associate Professor Wendy Holley-Boen, Programme Coordinator

**Purpose:** To retire the Autism Spectrum Disorder specialisations in the Master of Specialist Teaching (main proposal) and Postgraduate Diploma in Specialist Teaching, and 3 associated courses only appearing in the specialisations.

**Linked Proposals:**

PMSP1SATSD1 Autism Spectrum Disorder (Master of Specialist Teaching) - **main proposal**

PDSPT1EATSD1 Autism Spectrum Disorder (PGDip in Specialist Teaching)

249745 Theory and Foundations of Autism Spectrum Disorder

249749 Evidence-based Interprofessional Practice in Autism Spectrum Disorder

249750 Practicum Autism Spectrum Disorder

**Academic contacts:** A/Prof Alison Keane and A/Prof Mandia Mentis

**Purpose:**

Closure of Autism Spectrum Disorder (PDDip Specialist Teaching and Master of Specialist Teaching) specialisations to new enrolments as part of significant amendments to Specialist Teaching Qualifications (Postgraduate Certificate, Postgraduate Diploma and Masterate) including addition of two new endorsements/subjects (Deaf and Hard of Hearing; Early Intervention) to the PGDip and Masterate.

**Main proposal:**

PDSPT Postgraduate Diploma in Specialist Teaching, Version 2— Significant amendment to Specialist Teaching Qualifications (PDSPT/PGDip/Master Specialist Teaching) including addition of two new PGDip/Masterate endorsements/subjects (Deaf and Hard of Hearing; Early Intervention); increase in qualification core from 30 to 60 credits; decrease in size of endorsements/subjects (90 to 60 credits).-

**Related proposals:**

PMSPT Master of Specialist Teaching, Version 2— significant amendment including addition of two new subjects (Deaf and Hard of Hearing; Early Intervention); increase in qualification core from 30 to 60 credits; decrease in size of subjects (90 to 60 credits)

PCSPT Postgraduate Certificate in Specialist Teaching, Version 2— Addition/Deletion of courses to/from schedule

PDSPT1EDFHH1 Deaf and Hard of Hearing, Version 1— New Postgraduate Diploma in Specialist Teaching endorsement

PMSPT1SDFHH1 Deaf and Hard of Hearing, Version 1— New Master of Specialist Teaching subject

PMSPT1SERIN1 Early Intervention, Version 1— New Postgraduate Diploma in Specialist Teaching endorsement

PDSPT1EERIN1 Early Intervention, Version 1— New Master of Specialist Teaching subject

PDSPT1EATSD1 Autism Spectrum Disorder in Postgraduate Diploma in Specialist Teaching, Version 2— closure of endorsement to new enrolments

**[current proposal]**

PMSPT1SATSD1 Autism Spectrum Disorder in Master of Specialist Teaching, Version 2— closure of subject to new enrolments

PMSPT1EBLLV1 Blind and Low Vision in Master of Specialist Teaching, Version 2— amendment, removing course, reducing size to 60 credits

PDSPT1EBLLV1 Blind and Low Vision in Postgraduate Diploma in Specialist Teaching, Version 2— amendment, removing course, reducing size to 60 credits

PMSPT1SCMEN1 Complex Educational Needs in Master of Specialist Teaching, Version 2— amendment, removing course, reducing size to 60 credits

PDSPT1SCMEN1 Complex Educational Needs in Postgraduate Diploma in Specialist Teaching, Version 2— amendment, removing course, reducing size to 60 credits

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PDSPT1EGFTE1 Gifted and Talented Education in Postgraduate Diploma in Specialist Teaching, Version 2— amendment, removing course, reducing size to 60 credits

PMSPT1SLRBH1 Learning and Behaviour in Master of Specialist Teaching, Version 2— amendment, removing course, reducing size to 60 credits

PDSPT1ELRBH1 Learning and Behaviour in Postgraduate Diploma in Specialist Teaching, Version 2— amendment, removing course, reducing size to 60 credits

254766 Professional Learning Pathways— new core course

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249740 Theory and Practice of Deaf and Hard of Hearing— new course

249743 Practicum in Deaf and Hard of Hearing— new course

249747 Theory and Practice of Early Intervention— new course

249748 Practicum in Early Intervention— new course

**Proposal Summary**

**Justification/ Rationale**

See main proposal for details.

**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 



AC24/09/291  
~~HSS CB 24/08/340~~  
HSS APC 24/07/285

<b>Committee References</b>	AC20/03/92; HSS CB 20/02/032; No Sub-Committee no. went direct to CB
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## Status Log

Initial Status	End Status	User	Date	Comment
HOD Approval	College Sub Committee Approval	FIONA PAEWAI	26 Jun 2024 11:13 am	Approved on behalf of Mandia Mentis (Acting HoU)
Draft	HOD Approval	FIONA PAEWAI	26 Jun 2024 10:49 am	For approval
	Draft	FIONA PAEWAI	21 Jun 2024 15:01 pm	Specialisation retirement



## ACADEMIC COMMITTEE MEETING

Tuesday 2 July 2024 at 1.30 pm

By Zoom

### MINUTES - PART I

**Present:** Giselle Byrnes (Chair), Jade Berridge, Fiona Coote, Stephen Croucher, Jo Cullinane, Ray Geor, Maggie Hartnett, Jean Jacoby, Faith Kane, Diana Kessler, Jill McCutcheon, Liz Norman, Kieran O'Donoghue, Jenny Poskitt, Peter Rawlins, Ina Te Wiata

**In attendance:** Leanne Robinson (Secretary)

#### 1. INTRODUCTION

##### 1.1 Welcome

The Chair thanked everyone for attending today's meeting. Jenny Poskitt shared a karakia to open the meeting.

##### 1.2 Apologies:

For absence: Jessica Board, Tasa Havea

##### 1.3 Confirmation of Agenda

##### 1.4 Confirmation of Minutes – 4 June 2024

AC24/07/190

##### AMENDMENTS:

Item 3.2 Front End Calendar Report, page 3, paragraph 5.

Replace: One college suggested two changes to the Glossary. To replace *Aegrotat Consideration* with *Aegrotat Application* and to add *Impaired Performance*.

With: One college suggested two changes to the Glossary. To replace *Aegrotat Consideration* with *Aegrotat Application* and to suggest that the definition of impaired performance also be modified to be consistent with proposed modifications to the definition of *aegrotat consideration*.

Item 3.4 Re-taking of Passed Courses, page 5:

paragraph 1, sentence 3

Replace *if* with *is*.

paragraph 5

Replace *number* with *proportion*.

paragraph 6

Replace *a first year* with *the first 60 credits*.

Item 4.1 Learning and Teaching Committee, page 6, paragraph 4.

Replace *Murray* with *Murrie*.

**RESOLVED:**

**(Agreed)**

**THAT the minutes of the Academic Committee meeting held on 7 May 2024 [Part I Public] be confirmed as a true and correct record subject to the agreed amendments.**

**Carried**

**1.5 Matters Arising**

None.

**1.6 Action List**

**AC24/07/191**

Discussed and updated.

**2. CHAIR'S REPORT**

Our institutional one-year draft response to the Cycle 6 Audit Report has been submitted to AQA. The Chair thanked Fiona, Micaela and everyone who was involved in the response. Note there may be minor editorial changes to the version submitted. The Chair is discussing with AQA later this month.

On behalf of the University, the Chair noted they had issued an apology to students for the recent Online Supervised Exams (OSE) outage that significantly impacted both students' ability to complete their online supervised exams as scheduled and staff workload in urgently making alternative arrangements. The Chair noted that while the OSE is a third-party service to Massey, the University takes responsibility for the continuity of service. An independent review underway and expected to be completed by the middle of July. The Future of Exam Requirements Working Group has been reconvened under the auspices of the Learning and Teaching Committee. Peter Rawlins was thanked for agreeing to chair the Working Group.

There has been interest, including from news media, around Generative AI, particularly in relation to academic quality, assurance and assessment. We are currently trying to provide advice to staff and students about best practice, but it is challenging due to the pace it is moving. We have a *Staff Use of Generative AI* discussion paper on today's agenda. A reminder that there is another *Teach Together* webinar on 10 July and there will be guest speaker from Deakin University who will speak about Generative AI in the context of learning and teaching and academic integrity. Maggie Hartnett was thanked for organising the webinar.

All our CUAP proposals for Round 2 have been approved by the other universities.

The DVCs Academic will meet on 17 July and Jean Jacoby will represent Massey. The discussions will include the new Terms of Reference for the Learning and Teaching Committee as it will become under the UNZ Vice-Chancellor's Committee and other standing items around Generative AI, academic integrity, English language requirements.

AC24/08/229

Some of the Provost's teams, particularly OAQRA, are seeing several requests for changes that necessitate ad hoc work. Referring to the conversation held approximately six months ago, in future it will be useful to have an overview of anticipated planned changes from colleges to programmes, especially where there are CUAP changes. This will allow for the planned changes to be scheduled into the team's workload.

### 3. ACADEMIC DISCUSSIONS/DECISIONS

#### 3.1 Staff Use of Generative AI

AC24/07/192

The Chair thanked Maggie, the Learning and Teaching Committee and the Working Group for their time invested in providing guidance with managing Gen AI.

Maggie thanked everyone who provided feedback which was helpful with the next iteration of the guidelines. There is a summary of the main changes and an updated set of guidelines included in the document. Bullet point 2.2 was discussed and the recommendation was to delete the last sentence. The use of the words 'may not' was questioned in a set of guidelines and it was suggested these be removed. Maggie supported the suggestion to remove any repetitive information in the guidelines. It was commented that Gen AI is changing so rapidly these guidelines need to be 'nimble'. The question was asked about acknowledging the notion of credibility because there could be questions of credibility depending on how extensively we use or don't use AI and possibly authenticity. The Chair commented that the guidelines will be accessed externally, and we need to ensure that we are upholding the integrity of student work and of the University's work as a first principle. As the goal is to create guidelines that staff will find useful and not rigid, reference to the words 'should' and 'must' be removed.

The Chair advised these guidelines relate to the Use of Artificial Intelligence Policy developed last year. The guidelines to be reviewed at six monthly intervals to ensure they remain current.

The Chair offered to amend the guidelines as per today's discussions. The Chair to discuss the paper with the Chair of Academic Board and the recommendation that a University Gen AI group is established to provide ongoing guidance and direction.

With the inclusion of the points discussed above and with a minor change in tone, there was a consensus for the paper to be endorsed.

**Action:** The Chair to amend the guidelines and to discuss with Academic Board Chair before the meeting and to advise of the recommendation to establish a University Gen AI group.

**RESOLVED:**

(Agreed)

**THAT the Academic Committee endorse document AC24/07/192 with the agreed amendments and forward for consultation with Academic Board and subsequent approval by SLT.**

Carried

#### 3.2 Front End Calendar Report

AC24/06/113Rev1

Fiona Coote advised that the changes are highlighted in yellow on the revised report.

The recommended proposed changes are:

AC24/08/229

- 4.2.2 Remove the statement relating to RPL for the AES Regulations 22. and 23. because it is superfluous as this is covered in the RPL Regulations, and the statement is not in the other clauses in that Regulation.
- 4.2.4 The proposal was to remove the sentence: *The part-time classification must be established at enrolment*; but from a discussion with Student Registry this clause is required because it needs to be established at enrolment to prevent students changing during their thesis from part-time to full time.
- 4.3.5 The late change advised at the June meeting was that not all 800-level courses are research report or thesis courses. The proposed recommendation is to remove research report or thesis and replace it with 800-level courses.
- 4.3.8 The actions from the June meeting asked for clarification on what other New Zealand universities do in this space and to check the progress of the *Credit Transfer Project* for alignment purposes have been completed. The proposed recommendation is for a graduate qualification all of the highest-level credits must be completed at Massey University. For the graduate certificate 45 credits at 300 level or higher and for the graduate diploma at least 75 credits at 300 level or higher. This aligns with both the bachelor's degrees and the *Credit Transfer Project*.
- 4.3.9 The proposed recommendation for students on a Student Exchange programme is to add the requirement that at least 30 credits in the minor subject be completed at Massey University.
- 4.3.10 To align with the *Credit Transfer Project*, the Committee agreed these changes should be made now and are included in the revision. ITS has confirmed that no system changes are required for these.
- 4.3.11 The Committee agreed to retain these regulations status quo.
- 4.5.5 The changes proposed for the Glossary are to replace Aegrotat Consideration and Impaired Performance Consideration to Aegrotat Application and Impaired Performance Application respectively.
- 4.5.9 The recommendation is to add *closed book* to describe the Online Supervised Exam and add *open book* to describe the Time Constrained Assessments.

Fiona thanked Diana's team for their input into the report.

Academic Committee was asked to approve recommendations 8.1 to 8.30, excluding 8.4, and to note the changes to the definition of plagiarism and intellectual property.

**RESOLVED:****(Agreed)****THAT the Academic Committee approve document AC24/06/113Rev1.****Carried****3.3 Curriculum Transformation Discussion Paper****AC24/07/194**

On behalf of the SLT as part of the financial recovery plan, the Chair, with Jean Jacoby's assistance in facilitating several group discussions and workshops, is leading the consultation phase for the Curriculum Transformation Discussion Paper released by the Vice-Chancellor and on behalf of the SLT. The Chair has received feedback from some staff that the initial deadline of 12 July for receipt of comments on this version of the paper was too tight; the deadline has now been extended to 31 August. Committee members were invited to share their views on the high-level discussion paper.

The main discussion points were:

Some staff have expressed the concern in reading this paper is the tension between consistency University-wide and autonomy by staff and by units. It is important to strike the right balance in terms of having a strategic direction and a way of working in teaching and learning while also allowing that responsiveness to students to changing circumstances and to the discipline area.

From the Student Registry's perspective, the wording for 'internal offering' needs to be clearer for international students.

There is tension between learning for assessment and assessment for learning. As a university we do need to accredit people or certify them with a qualification and yet we are wanting students not only to have that achievement, but to become lifelong learners and to refine and develop their skills and learning.

The document does not mention the outcome for certain cohorts, e.g., Māori and others, if the proposed Curriculum Transformation is executed in the University.

The University is aspiring to being Te Tiriti-led and at the heart of that is relationships and working with people in partnership. The concern was expressed regarding who has been involved in constructing this discussion paper.

One issue that is challenging are matters around accreditation and there will be some concerns with how these changes could impact accreditations within the MBS. A further concern is with transnational agreements and the potential impact that could have, not only on what we offer, but also the financial impact on MBS and the University as a whole. The Chair thanked an MBS rep for sharing these points and would like the feedback to be supported with examples.

The Library welcomed the proposed changes from a student's perspective for the whole consistent experience because they see a variety of things that students experience in their learning. There will be real opportunities in terms of embedding information literacy and the idea of core courses but not to become a dumping ground for generic things. The adoption of consistency can be considered challenging for some staff who feel they may not have the same autonomous control.

The proposal suggests there will be no summer intake and questioned whether we maximise this opportunity because often the international students want to complete their qualification as quickly as possible. It was suggested to have a three-trimester model rather than the current summer school and connecting this to the design of each campus to ensure we are meeting the market.

#### 4. STANDING ITEMS

##### 4.1 Learning and Teaching Committee

Maggie advised Massey has received reaccreditation with Advance HE. This is a recognition scheme that we offer for associate fellows, fellows and senior fellows. We have received reaccreditation on the PSF 2023 for a further four years and we will be rolling out the new pathways at the beginning of 2025.

##### ★ 4.2 Year-to-date Academic Committee Business

AC24/07/195

AC24/08/229

## 5. COLLEGE OF CREATIVE ARTS

## 5.1 Memo requesting adjustments to non-CUAP qualification amendments AC24/07/200

Document AC24/07/200 was withdrawn. A new document will be circulated to the Committee to seek out of session approval prior to the next Academic Committee meeting.

**Action:** Faith to consult with OAQRA and prepare a new document for circulating to the Committee.

## 6. COLLEGE OF HEALTH

## 6.1 Closure to New Enrolments: AC24/07/196

Health specialisation in the Master of Analytics

It is proposed to close the abovenamed specialisation to new enrolments from 2025 due to low enrolments.

## 6.2 Non-CUAP Specialisation Amendment: AC24/07/197

Exercise and Sport Science Minor (in the Bachelor of Science)

The proposal is to amend the Exercise and Sport Science minor in the Bachelor of Science by removing the prerequisites for courses 234222 and 234312. This change will allow students enrolled and majoring in Human Nutrition or other Bachelor of Science's majors to enrol in this minor.

**RESOLVED:** (Agreed)

**THAT the Academic Committee approve documents AC24/07/196 and AC24/07/197.**

**Carried**

## ★ 6.3 Summary of Minor Regulatory Changes and Specialisation Location Changes – June 2024 AC24/07/198

Document AC24/07/198 was noted.

## 7. COLLEGE OF HUMANITIES AND SOCIAL SCIENCES

## 7.1 Memo – Retiring of Doctor of Education AC24/06/159

**CUAP Reported Qualification Retirement:**

Doctor of Education

AC24/06/150

The abovenamed qualification had decreasing enrolments over a period, was closed to new enrolment in 2016 and can be retired now.

**RESOLVED:** (Agreed)

**THAT the Academic Committee approve documents AC24/06/150 and AC24/06/159 for forwarding to Academic Board for recommendation to the Vice-Chancellor for approval and then to CUAP for noting.**

AC24/08/229

Carried**7.2 Course Retirements:**

AC24/07/199

The proposal is to retire 51 courses.

**RESOLVED:**

(Agreed)

**THAT the Academic Committee approve document AC24/07/199.**

Carried**8. COLLEGE OF SCIENCES****8.1 Proposal summary for the new qualification - Bachelor of Earth and Environmental Science**

AC24/07/201

**8.2 CUAP New Qualification:****8.2.1 Bachelor of Earth and Environmental Science**

AC24/07/202

**CUAP New Specialisations:****8.2.2 Geoscience Major**

AC24/07/203

**8.2.3 Geoscience Minor**

AC24/07/204

**8.2.4 Land and Water Science Major**

AC24/07/205

**8.2.5 Land and Water Science Minor**

AC24/07/206

**New Courses:**

AC24/07/207

121101 Climate and the Environment  
 233215 Earth Surface Processes and Landforms  
 233309 Earth's Changing Climate  
 233209 Earth's Critical Resources  
 121200 Environmental Monitoring and Field Skills  
 233303 Natural Hazards and Climate Change  
 247220 Pūtaiao: Mātauranga and the Environment

The proposals are to introduce a Bachelor of Earth and Environmental Science qualification, Geoscience and Land and Water Science major with corresponding minors, and seven new courses for implementation in 2025. In addition to the proposal summary memo that gives an overview of the rationale, feedback has been received that the consultation and collaboration with Te Pūtahi-a-Toi is not very clear in the document. The College of Sciences representative assured the Committee that there has been consultation with staff in Te Pūtahi-a-Toi about the new qualification and the new course 247220 Pūtaiao: Mātauranga and the Environment is being co-designed with them. Document AC24/07/202 to be revised to clarify the consultation point raised and to add a small omission in the Market Research and Competitive section. Document AC24/07/207 to be revised to clarify the consultation point raised.

The Chair noted there are two majors and a choice of minors and asked is the rationale around this structure about giving students more choice? The College of Sciences representative explained that this is a common structure across the sciences qualifications, it allows students from other qualifications to take minors in those specialisations and gives students a coherent group of courses to take if they are interested in another area in addition to their current qualification. The Chair's understanding is that currently minors do



AC24/08/229

not appear on testamur due to a system issue and this needs to be addressed if the University retains minors.

The College of Sciences representative shared that the proposed new qualification and affiliated specialisations have been in the development phase for some time which has been advantageous in strengthening and refining it.

### 8.3 CUAP New Specialisation:

#### 8.3.1 Horticultural Management Major (in the Bachelor of Agribusiness) AC24/07/208

The proposal to introduce the abovenamed major in the Bachelor of Agribusiness will provide a pathway for students interested in the business and management aspects of the horticulture industry. Horticulture is one of the fastest growing industries and from interactions with key stakeholders across the horticultural industry, this proposed specialisation will address the current gap in the industry. The Bachelor of Agribusiness is jointly offered by College of Sciences and Massey Business School. Massey Business School support this proposal. This new specialisation will also complement the existing Bachelor of Horticultural Science.

### 8.4 CUAP Offshore Offering of Existing Qualification: Bachelor of Information Sciences

#### 8.4.1 Singapore Offshore Proposal AC24/07/209

This proposal is to introduce an offshore offering of the Bachelor of Information Sciences (double major in Computer Science and Information Technology) in Singapore.

#### RESOLVED:

(Agreed)

THAT the Academic Committee approve documents AC24/07/201 – AC24/07/206 and AC24/07/208 and AC24/07/209 for forwarding to Academic Board for recommendation to the Vice-Chancellor and then to CUAP for approval.

Carried

### 8.5 Non-CUAP Qualification Amendment:

#### 8.5.1 Bachelor of Science AC24/07/211

#### Non-CUAP Specialisation Amendments:

#### 8.5.2 Earth Science Major (in the Bachelor of Science) AC24/07/212

#### 8.5.3 Earth Science Minor (in the Bachelor of Science) AC24/07/213

#### New Course:

#### 246100 Climate Science Consciousness AC24/07/214

The abovenamed proposals for documents AC24/07/211 – AC24/07/214 are proposing non-CUAP qualification and specialisation amendments as the consequence of the proposed new Bachelor of Earth and Environmental Science qualification. The proposed new course 246100 Climate Science Consciousness to be added as an elective course to the Bachelor of Science. This is an initial step toward a planned new major in the Bachelor of Science area of climate change. There has been strong interest in creating a course in climate science consciousness and this course will suffice the current gap.

#### RESOLVED:

(Agreed)

THAT the Academic Committee approve documents AC24/07/207, AC24/07/211-

AC24/08/229

AC24/07/214.

Carried**8.6 Non-CUAP Specialisation Amendments:****8.6.1** Animal Science (in the Master of Science)

AC24/07/215

**8.6.2** Earth Science (in the Master of Science)

AC24/07/216

The two abovenamed specialisation amendments include adding course 162760 Research Methods and Communication in the Biosciences as a compulsory course selection of Part A of the Animal Science and Earth Science specialisations in the Master of Science. The College of Sciences representative acknowledged while the word *Biosciences* in the course title may not make sense for the specialisation titled Earth Science, the course's content is relevant for this specialisation. This is the first step in a planned change to the research methods teaching across the whole of science where the aim is to reduce the number of research methods courses and have common research methods courses across all the master level qualifications.

Documents AC24/07/215 and AC24/07/216 were noted.

**9. MASSEY BUSINESS SCHOOL /COLLEGE OF BUSINESS****9.1 Non-CUAP Qualification Amendment:**

Executive Master of Business Administration (MEBA)

AC24/07/217

**New Course**

AC24/07/218

295705 Engage, Motivate, Persuade: Global Leadership Communication in Action

Massey Business School proposes to introduce course 295705 to replace course 115709 to reflect the imperatives of ensuring the EMBA remains up to date.

**9.2 Course Retirements:**

AC24/07/219

110800 MPhil Accounting

110899 Thesis

The proposal is to retire the abovenamed courses that are no longer offered.

**RESOLVED:**

(Agreed)

**THAT the Academic Committee approve documents AC24/07/217 – AC24/07/219.**Carried**10. MASSEY UNIVERSITY COLLEGE**★ **10.1 Summary of Minor Regulatory Changes –November 2023**

AC24/07/220

Document AC24/07/220 was noted.

**11. Office of Academic Quality, Reporting and Assurance****11.1 Closed Qualifications for CUAP Retirement**

AC24/07/221

In an exercise to ensure that the TEC Qualification Register matches Massey University's active qualifications, several qualifications were identified that appear on the Register but have been closed internally. It is proposed to formally close the qualifications listed in document AC24/07/221.

**RESOLVED:**

**(Agreed)**

**THAT the Academic Committee approve document AC24/06/221 for forwarding to Academic Board for recommendation to the Vice-Chancellor for approval and then to CUAP for noting.**

**Carried**

**12. DOCUMENT FOR NOTING**

- ★ **12.1 Assessment Policy and Procedures Revision Update** AC24/07/222
- ★ **12.2 ITS Project: Course Planner - Update** AC24/07/223
- ★ **12.3 AQA Cycle 6 Audit Report Response – 12 June 2024 and Memo** AC24/07/224
- ★ **12.4 Learning and Teaching Minutes Part I – 19 April 2024** AC24/07/225

Documents AC24/07/222 - AC24/07/225 were noted.

**13. 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.**

<b>Subject</b>	<b>Reason for Proposed Exclusion</b>
<b><u>Item 1</u> – Graduating Year Review Reports</b>	To prevent the disclosure or use of official information for improper gain or improper advantage (Reference s7(2)(a) or s7(2)(j).
<b><u>Item 2</u> – Qualification Review Report Response</b>	To prevent the disclosure or use of official information for improper gain or improper advantage (Reference s7(2)(a) or s7(2)(j).



**ACADEMIC COMMITTEE MEETING**

**Tuesday 6 August 2024 at 1.30 pm**

**By Zoom**

**MINUTES - PART I**

**Present:** Giselle Byrnes (Chair), Jade Berridge, Fiona Coote, Jo Cullinane, Ray Geor, Jean Jacoby, Faith Kane, Diana Kessler, Claire Matthews, Jill McCutcheon, Liz Norman, Kieran O'Donoghue, Linda Palmer, Jenny Poskitt, Peter Rawlins, Ina Te Wiata

**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: Jessica Board, Stephen Croucher (Claire Matthews attended as proxy for Stephen Croucher), Maggie Hartnett, Tasa Havea

For early departure: Jenny Poskitt (departed the meeting at 2.15 pm)

**1.3 Confirmation of Agenda**

**1.4 Confirmation of Minutes – 2 July 2024**

**AC24/08/229**

**RESOLVED:**

**(Agreed)**

**THAT the minutes of the Academic Committee meeting held on 2 July 2024 [Part I Public] be confirmed as a true and correct record.**

**Carried**

**1.5 Matters Arising**

None.

**1.6 Action List**

**AC24/08/231**

Discussed and updated.

## 2. CHAIR'S REPORT

The Curriculum Transformation Discussion Paper's feedback deadline has been extended to 31 August 2024. This paper is a 'discussion paper' and not an implementation plan or a policy. From the feedback received to date there is strong support for some aspects and specific proposals and some concerns expressed regarding other proposals in the paper. Some feedback has focused on the process rather than the content of the proposal. The timeframe for any possible changes has been discussed and clarification has been provided that this is not months, but years. It has been noted through the consultation that several of the proposals in the paper are modest changes in terms of benchmarking our quality assurance with other institutions internationally. The next iteration of the discussion paper will reflect on the feedback received. Confirmation has been received that there will be an in-person forum for students on each campus and an evening online forum for distance students.

Academic Board approved the proposals submitted by Academic Committee at their July meeting. The Chair formally acknowledged and thanked Claire Matthews for her excellent leadership of Academic Board. Academic Board supported the *Guidelines on the Staff Use of Generative AI* and agreed to be the owner of the Guidelines. The Chair also expressed thanks to those who contributed towards the Guidelines. This resource will be available on SharePoint for staff and eventually available for external audiences.

The Chair met with Sheelagh Matear, Executive Director for Academic Quality Agency (AQA) and Helen Nicholson, Chair of Massey's Cycle 6 Academic Audit Review Panel. The meeting coincided with the submission of Massey's one year report on the audit. They are pleased with the progress we have made thus far and understand the context of change Massey has been experiencing for the last year. Massey is now to submit the final written report and our next report is due in one year's time.

The Chair thanked Peter Rawlins for chairing the Future of Examinations Requirements Working Group. This Group reconvened recently following the OSEs outage and have been working intensely to consider the options for future exams. Their recommendation is to not proceed with OSEs for semester two 2024 and summer semester 2024/25 and are finalising a proposal and a set of recommendations for Academic Committee. The University commissioned an independent report on the OSEs outage. This report is due imminently and will be appropriately shared. A member commented that staff who were interviewed about the outage were informed they would see the interview notes, but this has not occurred. The Chair offered to follow up.

## 3. ACADEMIC DISCUSSION/DECISION

### 3.1 Re-taking of Passed Courses

AC24/08/275

Fiona Coote commented the initial Re-taking of Passed Courses paper was presented at the March Academic Committee meeting in response to an increased number of requests for students to re-take past courses. Today's paper includes an analysis from other universities: three universities have regulations that explicitly allow the re-taking of passed courses; three universities have regulations that imply it is possible; one university does not allow this unless there is an exceptional circumstance. Fiona has received suggestions to amend some of the regulations for clarity and to include that carry forward of coursework is not permitted in these circumstances. The recommendation in the paper is to allow the re-taking of courses under certain circumstances but as further consultation with the colleges is

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required to give them the opportunity to look at their qualification regulations, the recommendation is not to approve the paper at this stage.

The Tertiary Education Commission (TEC) has confirmed that the Student Achievement Component (SAC) funding may be claimed for the re-taking of a course on the condition there is additional learning and or teaching. Hence, while students cannot carry forward course work, they must resubmit new assessments and actively engage in the second attempt.

The College of Sciences representative commented that delaying the approval of the Re-taking of Passed Courses paper gives the College the opportunity to consider four main concerns:

- In some qualifications, e.g., the Veterinary programme, we would want to allow more than just one course can be repeated.
- In the master's qualifications where students are progressing from Part I to Part II, we also apply a selection criterion. The criterion needs to include not only the standard reached but the time it takes to reach that as an indicator of potentially the time it will take for them to complete their thesis or research. If a student takes longer, then the additional time is unfunded supervisory activity and an expense for the College.
- While the regulations do specify that one course can be repeated it does not mention about the size of that course in proportion to the qualification. Would we allow a student who has passed a master's thesis to re-take it and could the College support that?
- Do the regulations need to be different for undergraduate and postgraduate qualifications?

Massey Business School (MBS) raised a point regarding the recognition of prior learning. When a recognition of prior learning evaluation is undertaken, it considers how it will fit into the student's programme. If a student changes their programme and we need to reevaluate the recognition of prior learning and if courses are not ring-fenced to a particular programme, then we are in a quandary. For example, if the student is completing a Bachelor of Accountancy, we would probably decline it because this programme is more restrictive, and the course will not fit but if a student was doing a Bachelor of Business, we would include more recognition of prior learning because it would fit into this programme.

The Chair thanked the College of Sciences and Massey Business School for their comments sent in advance of today's meeting.

Fiona withdrew the paper to rework it to include the points raised. A new version will be shared with College Boards by the end of the week for them to discuss. A revised version will be available for the Committee before the end of the year.

**Action:** Fiona to revise the paper with the points raised and send to College Boards for discussion and advice.

### 3.2 Semester End Dates

AC24/08/281

At the April meeting, the Committee requested additional information on the pros and cons of the options of aligning, or not aligning, the end of semester dates and to investigate whether it is possible to change the administrative date to align with the semester dates.

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Fiona reported that other universities do not incur problems with their dates because they use different systems. The end date for Massey is 11 November and the other universities end dates range from 1 to 11 November. If the Monday is dropped from semester 2, and given the latest circumstances around the exams, it is likely the exam period will be shorter. The 2025 dates have been published therefore any changes would be effective for 2026. If the Monday is dropped and the exams finish on the Saturday, there will be one less week of allowances and loans for students. The recommendation is to leave the dates status quo for 2025. Once the University decides on whether the exam periods will be shorter, then the dates for 2026 can be considered. The Key Dates for 2026 will come to Academic Committee in April/May next year and the Chair agreed with the comment that there is an explicit review of the exam dates as part of the key dates for 2026.

**RESOLVED:****(Agreed)****THAT the Academic Committee approve document AC24/08/281.****Carried****3.3 Academic Proposal Timelines and Delegations****AC24/08/232**

Fiona explained there have been changes and additions to the processes around academic approvals and delegations. The intention of this paper is to provide timelines for academic proposals, the delegation points for final approval, and to be a reference guide for staff.

The paper includes the Academic Committee decision made earlier in the year that College Boards approve the location closures of specialisations and qualifications, and Academic Committee note these changes.

There is an issue with implementing course amendment changes, permissible up to two weeks prior to a semester starting, because no or few College Boards meet in December or January. Included in the paper is a process to explicitly address this issue.

There is a recommendation that Round 3 CUAP is reserved for minor CUAP amendments for implementation in the following academic year. This recommendation is because of the work involved in implementing a significant qualification amendment or new qualification in the systems and for the information to be available for enrolment opening 1 October. It was suggested to revise the paper to include CUAP Round 3 can have proposals for new qualifications for implementation in the second calendar year.

While the comment was noted that the deadline for closures for no new enrolments does not need to be 1 October, the reason for this date is so the new students applying will not have been confirmed into the programme and consequently will not be included in the teach out year which means reducing that by one year.

While there is no deadline for reporting a qualification or specialisation retirement, the reason for suggesting 1 October is because CUAP notes the retirements by the last CUAP meeting of the year in mid-October. This point will be explicitly added to the paper.

There was a comment regarding our agility with programme development and implementation and to question are we agile if we work to lengthy timeframes that may take a two-year timeframe to implement a particular change. The Chair agreed and noted it is the architecture of our decision-making system, which we are part of, and if we are not agile enough then this Committee could be seen as being part of the problem. While the

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Chair considers CUAP a positive addition to our system, does CUAP make us less agile because of the timelines? It was noted that UAG are currently canvassing these questions.

The Chair thanked MBS for their feedback sent in advance of today's meeting which Fiona has addressed. In addition to the changes already noted, Fiona to update the document to: simplify Appendix A by removing the duplicated information; note in the table the relevant Academic Committee meetings where course amendment changes can be noted without manual notification and when it is necessary to raise an Assyst job; to include in the table the process for managing students who are in the admission process of a specialisation or qualification that has been approved for closure to new enrolments after 1 October.

With the agreed changes, Fiona asked Academic Committee to note the information detailed in the guide and approve the business practice that only minor CUAP proposals are considered for Round 3 in the immediately following year unless in exceptional circumstances. The revised paper to be promulgated to Colleges, via College Boards, Academic Managers and College CM Administrators.

**Action:** Fiona to revise the paper and promulgate to Colleges via College Boards, Academic Managers and College CM Administrators.

**RESOLVED:**

(Agreed)

**THAT the Academic Committee approve document AC24/08/232 with the agreed amendments.**

Carried

**3.4 Consultation on the draft revised Research and Consultancy Activities Policy and Procedures AC24/08/233**

The draft revised Research and Consultancy Activities Policy and Procedures encompass and will replace the five current research and consultancy related policies and procedures (listed in the cover memo) due for revision.

MBS raised two concerns: With reference to clause 10.5 of the procedures there appears to be words missing because the statements are not clear. A key concern for staff is the inability to carryover funds between financial years, and we suggest it would be helpful if this could be addressed in the document. *The Chair needs to take advice on whether a policy and procedures should be explicit because there are a range of complex issues around the carryover of funds particularly for the operational budget.* The College of Sciences has experience on how to approach and manage funds that go over the calendar year but still adhere to the accounting rules and are happy to discuss with MBS.

As part of the feedback the question was asked what expectation is there of practical support and advice from Research Operations on procedural matters? To encourage externally funded research, academic staff need to be offered practical support - rather than a feeling of additional compliance tasks. We may also need to consider the language that is dominated by 'should', 'expected', 'required to', to consider provision of advice and support for researchers, and encouragement to seek it.

The Chair thanked those who contributed to the discussion and provided feedback.



AC24/09/284

**3.5 Consultation on the draft Master's Thesis Examination Policy**

AC24/08/234

This is a new policy for Massey and has been developed by Tracy Riley, Dean Postgraduate Research. The Graduate Research School (GRS) is increasingly being asked to provide guidance and advice, not only for masters, thesis supervisors but also for students. The GRS is willing to make available professional development opportunities, support and advice to both students and staff. It was noted that as a university we have a responsibility to respond to a key recommendation in the recent Cycle 6 Academic Audit Report, which concerns Massey having a more coordinated and collaborative joint approach to support master's theses and the examination process supporting master's theses. In recent years, the Colleges have also been asking for support, guidance and advice. The purpose of the policy is to provide a coherent set of guiding principles to underpin master's student thesis examination practices, to assist students, supervisors and examiners in the successful and timely completion of a master's thesis. The Chair thanked those who have provided comments in advance of today's meeting.

MBS acknowledged the rationale for developing this policy, but inquired why the examination processes need to be centralised; they suggested 'guidelines' in lieu of a policy. MBS noted they have accreditation requirements in relation to the literature review portion of the thesis and these need to be accommodated. The Chair commented that in the last three years the GRS has been approached by several staff and leaders in Colleges asking for more consistency and more coordinated, centralised support for master's theses examinations; in part, this paper has been developed in response to what the University community is requesting. The Chair and the Dean Postgraduate Research are sensitive to the optics around the GRS being seen to move in a more centralised way without the expressed endorsement of the academic community. The Chair commented a centralised approach to student support can still provide for individual needs of programmes and that centralisation does not mean the local academic agency is redundant, but it is about getting the balance right between respecting autonomy, particularly at the discipline level, and recognising that we need to coordinate and manage risks at the University level. The key goal here is how to provide the best quality support to all research students.

The policy refers to how to determine what the grade will be for a thesis but there is no reference to a mark and SMS requires both a grade and a mark. A statement needs to be included to explain how the mark is going to be allocated in association with the grade.

**3.6 Phase 2 UAG - Te Kunenga ki Pūrehuroa Massey University Submission**

AC24/08/235

The Chair provided a brief update on the University Advisory Group's (UAG) purpose as detailed in the cover memo. Individuals and groups may directly submit to UAG on the 17 Phase 2 questions and are invited to contribute to the University's institutional submission. Please send comments to Mel Barnes by Friday 23 August 2024. The Tertiary Education Commission confirmed there will not be a step in the process whereby the panel publicly reflects on Phase 1 questions before the Phase 2 questions are released; hence there is no interim period of reflection. The panel has requested to meet with various University staff and researchers in late August, and they have provided a set of questions in advance. There are questions that relate to quality assurance and Sir Peter Gluckman has indicated they are interested in considering current academic quality assurance arrangements.

AC24/09/284

The main points raised were:

Should we propose a change to the current CUAP process? We need to consider how to have an effective peer review process but not encourage anti-competitive behaviour.

With reference to question 12 relating to international students, it was suggested that we respond that it depends on how much the government is prepared to fund the universities to support this activity.

A view was expressed that the current CUAP process slows down the approval process. From experience with being involved in the CUAP process, a member questioned whether other universities' feedback is valuable because often it is a request to supply 'base information' and does not necessarily improve the proposal.

The United Kingdom uses a quality assurance process (akin to our qualification reviews process) that uses external examiners for their programmes. This process is agile, and the university controls the timelines. While a member supported the view that CUAP rounds are necessary because of the infrastructure that is needed, they also questioned if they add sufficiently to make it worth the lack of agility.

The Chair agreed with the comment that the rationale driving the questions is not especially clear. There may be an assumption underlying these questions that the university programme approval process is not sufficiently nimble and agile and therefore not meeting the needs of business and industry. It was noted that the sector is labouring under the burden of excessive compliance and decreasing real funding (especially over the last 10 years). There was a comment that from talking to business and industry CEOs, there is the view that universities are not well connected to them. The question to ask is what is required to meet the business and industry's expectations.

The Chair, as the University's CUAP representative, suggested we need to be thoughtful in reconsidering our quality assurance options; there is a view that CUAP does work well and focuses on improving proposals. There may be serious implications of decentralising this QA process for each of the eight universities; for example, a shift to a system of self-accreditation would have implications for each university's academic governance architecture and QA systems.

### 3.7 Academic Committee's Terms of Reference (ToR) – for review

AC24/08/236

Fiona advised that the revised ToR have minor updates as shown in the tracked changes. The most significant change is the addition of the clause about the College Board approval of location specific offering closures. Fiona suggested that the ToR next review is 2026 not 2025.

**Action:** Fiona to write a covering memo to accompanying the revised ToR.

**RESOLVED:**

(Agreed)

**THAT the Academic Committee endorse document AC24/08/236 for forwarding to Academic Board for approval.**

Carried

**4. STANDING ITEMS****4.1 Learning and Teaching Committee (LTC)**

Liz Norman, Deputy Chair of LTC reported the *Teach Together* webinar session on 'Challenges of Assessment in the Time of AI' by Margaret Bearman was well attended.

LTC has a working group on the Assessment Policy and Procedures which is progressing well.

- ★ **4.2 Year-to-date Academic Committee Business** **AC24/08/237**

**5. COLLEGE OF HEALTH**

- ★ **5.1 Change to Assessments in the Bachelor of Sport and Exercise and Course Enrolments for the BSc (Exercise and Sport Science) Minor** **AC24/08/238**
- ★ **5.2 Changes to Master of Clinical Practice (Nursing) courses with Online Supervised Exams** **AC24/08/239**

Documents AC24/08/238 and AC24/08/239 were noted.

**6. COLLEGE OF HUMANITIES AND SOCIAL SCIENCES****6.1 CUAP Reported Qualification Retirements**

- 6.1.1 Memo – retirement of Certificate of Proficiency** **AC24/08/240**  
**Certificate of Proficiency (Humanities and Social Sciences)** **AC24/08/241**  
**Certificate of Proficiency: Other Unis – CoHSS** **AC24/08/242**

The College of Humanities and Social Sciences representative confirmed that all the students have been taught out or have abandoned their studies in the 20 proposed qualification and specialisation CUAP reported retirements.

The Certificate of Proficiency (Humanities and Social Sciences) and Certificate of Proficiency: Other Unis – CoHSS qualifications have been superseded by the University-owned Certificates of Proficiency.

Fiona advised that all the Colleges have legacy Certificates of Proficiency (CoP) and the Colleges can contact OAQRA if they wish to initiate retirement of these superseded Certificates.

In response to the query about SAC funding category for the University-level CoP compared to the College specific CoP, Diana Kessler advised that when the funding changed recently, courses undertaken under certificates are costed lower than if that same course was taken under degrees. CoPs however have the same funding as a degree level course. Students who identify in the application that they don't intend to complete a qualification are encouraged to move into the CoPs.

AC24/09/284

**6.1.2 Postgraduate Diploma in Social Sector Evaluation Research AC24/08/243**

The abovenamed qualification was closed to new enrolments in 2020 so it can now be retired.

**6.1.3 Certificate in Pacific Development AC24/08/244**

The abovenamed qualification was closed to new enrolments in 2017 so it can now be retired.

**6.1.4 Certificate in Early Years Education AC24/08/245**

The abovenamed qualification was closed to new enrolments in 2001 and has had no students enrolled since 2014 so it can now be retired.

**6.1.5 Diploma for Education Support Workers AC24/08/246**

The abovenamed qualification was closed to new enrolments in 2022 so it can now be retired.

**6.1.6 Memo – retirement of Postgraduate Diploma in Cognitive Behaviour Therapy and Postgraduate Diploma in Industrial/Organisational Psychology and courses**

**Postgraduate Diploma of Cognitive Behaviour Therapy AC24/08/248**

**Postgraduate Diploma in Industrial/Organisational Psychology AC24/08/249**

The Postgraduate Diploma in Cognitive Behaviour Therapy was closed to new enrolments in 2018. The Postgraduate Diploma in Industrial/Organisational Psychology has not been closed to new enrolments but has not been offered since 2019 and has reached the maximum time permitted by CUAP to have a programme not offered so both qualifications can now be retired.

**6.1.7 Memo – retirement of Postgraduate Diploma in Te Reo Māori and Postgraduate Certificate and Postgraduate Diploma in Whānau Development AC24/08/250**

**Postgraduate Diploma in Te Reo Māori AC24/08/251**

**Postgraduate Diploma in Whānau Development AC24/08/252**

**Postgraduate Certificate in Whānau Development AC24/08/253**

The Postgraduate Diploma in Whānau Development and Postgraduate Certificate in Whānau Development were closed to new enrolments in 2017 and the Postgraduate Diploma in Te Reo Māori was closed to new enrolments in 2015 so they can now be retired.

With the proposal to retire the abovenamed qualifications, the College is considering developing two pathways for Māori studies; one is through the Master of Education which will be suitable for those in the teaching profession and the other one is through the Master of Arts. Neither are suitable for postgraduate Māori education type qualifications because a teaching background is required for the Master of Education and the Master of Arts' admission regulations are complex due to the number of specialisations.

**6.2 CUAP Reported Specialisation Retirements**

- 6.2.1 Memo – retirement of Spanish (in the Master of Arts and Bachelor of Arts (Hons)) and Second Language Teaching (in the Master of Arts) and courses** AC24/08/254
- Spanish (Master of Arts)** AC24/08/255
- Spanish (Bachelor of Arts (Hons))** AC24/08/256
- Second Language Teaching (Master of Arts)** AC24/08/257

The Spanish specialisation was closed to new enrolments in 2021 due to low enrolments. The Second Language Teaching specialisation has had no students for the last five years and has reached the maximum period permitted by CUAP to have not been offered. We propose to retire both specialisations. The College confirmed that the Spanish specialisation is available in the Bachelor of Arts qualification.

- 6.2.2 Teaching English to Speakers of Other Languages (in the Bachelor Minor (not a BA Minor))** AC24/08/258

This Teaching English to Speakers of Other Languages specialisation has only had one enrolment. It appears it was created in 2012 for a Bachelor of Business student. As there has been no further enrolments it can now be retired.

- 6.2.3 Memo – retirement of Women’s Studies (in the Bachelor of Arts Minor and Diploma in Arts) and courses** AC24/08/259
- Women’s Studies (Bachelor of Arts Minor)** AC24/08/260
- Women’s Studies (Diploma in Arts)** AC24/08/261

The Women’s Studies specialisation was closed to new enrolments in 2017 due to low enrolments and it can now be retired.

The Chair enquired if Women’s Studies programmes are still available elsewhere in Aotearoa New Zealand; they noted this is an example of a subject that is at risk of disappearing if we do not have coordinated academic planning on a national basis. The Chair acknowledged the introduction of Women’s Studies as a specialisation approximately 40 years’ ago after a long and hard-won struggle. It was noted that this retirement highlights the risk of losing key subject and study areas across the nation.

- 6.2.4 Soil/Earth Science (in the Bachelor of Resource and Environmental Planning)** AC24/08/262

The Soil/Earth Science specialisation was closed to new enrolments in 2019 so it can now be retired. The College of Sciences endorsed this proposal.

- 6.2.5 Social Work (in the Postgraduate Diploma in Arts)** AC24/08/263

The Social Work specialisation was closed to new enrolments in 2018 so it can now be retired. The College of Health have been consulted about this proposal.

AC24/09/284

**6.2.6 Psychology – Health Psychology (in the Master of Arts) AC24/08/264**

The Psychology – Health Psychology specialisation was closed to new enrolments in 2018 so it can now be retired. This specialisation is available in the Master of Science. The College of Sciences endorsed this proposal.

**RESOLVED:** (Agreed)

**THAT the Academic Committee approve documents AC24/08/240 - AC24/08/264 for forwarding to Academic Board for recommendation to the Vice-Chancellor for approval and then to CUAP for noting.**

Carried

**6.3 Course Retirements: AC24/08/265**

The proposal is to retire seven courses.

**RESOLVED:** (Agreed)

**THAT the Academic Committee approve document AC24/08/265.**

Carried

★ **6.4 Memo to advise of closure of locations based offerings AC24/08/266**

★ **6.5 Summary of Minor Regulatory Changes – July 2024 AC24/08/267**

Documents AC24/08/266 and AC24/08/267 were noted.

**7. COLLEGE OF SCIENCES**

★ **7.1 Approved Temporary Assessment Changes for Semester 2, 2024 AC24/08/268**

★ **7.2 Summary of Minor Regulatory Changes - June 2024 AC24/08/269**

★ **7.3 Summary of Minor Regulatory Changes - July 2024 AC24/08/270**

Documents AC24/08/268 – AC24/08/270 were noted.

**8. MASSEY BUSINESS SCHOOL /COLLEGE OF BUSINESS**

**8.1 Course Retirements:**

155900 PhD Business Law AC24/07/271

115709 Applied Personal Leadership AC24/07/272

The proposal is to retire course 155900 because it has not been offered since 2017. The proposal to retire course 115709 is because it has been replaced with the new course 295705.

**RESOLVED:** (Agreed)

**THAT the Academic Committee approve documents AC24/08/271 and AC24/08/272.**

Carried

AC24/09/284

- ★ 8.2 Memo – Semester 2 and Summer School Online Supervised Exams AC24/08/273
- ★ 8.3 Summary of Minor Regulatory Changes - July 2024 AC24/08/274

Documents AC24/08/273 and AC24/08/274 were noted.

**9. DOCUMENT FOR NOTING**

- ★ 9.1 Academic Progression Committee Minutes – 10 July 2024 AC24/08/276
- ★ 9.2 Learning and Teaching Minutes Part I – May 2024 AC24/08/277

Documents AC24/08/276 and AC24/08/277 were noted.

**10. MOVING INTO PART II**

**EXCLUSION OF THE PUBLIC**

**THE CHAIRPERSON MOVEFD 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
<b>Item 1 – Graduating Year Review Reports</b>	To prevent the disclosure or use of official information for improper gain or improper advantage (Reference s7(2)(a) or s7(2)(j).

MBS 2024/162

Minutes Part 1



**MASSEY UNIVERSITY**  
**COLLEGE OF BUSINESS BOARD**

Meeting held on 9 July 2024

By Video Conference at 10 am

Zoom – <https://massey.zoom.us/j/86836711258>

Password – 252326

MINUTES: PART 1

No.	Item	Details	Decision	Paper No.
1	<b>PRESENT</b>	Associate Professor Claire Matthews (Acting Chair, ADAQ & Acting HoS, SoAc), Professor Jo Bensemam (HoS, SoM), Associate Professor David Brougham (ADR), Professor Mohan Dutta (Professorial Rep), Professor Jonathan Elms (PVC), Dr Angela Feekery (Staff rep), JS Imbeau (Staff rep), Associate Professor Craig Fowler (Staff rep), Professor Sasha Molchanov (Acting HoS, SoEF), Mui Kuen Yuen (Associate Director – Pacific), Mary Dawkins (Staff rep), Ashok Poduval (HoS, SoAv), Professor Stephen Croucher (HoS, SCJM), John Murrie (Staff rep), Anushika Rea Prasad (Student Rep)		
	<b>IN ATTENDANCE</b>	Julie Williams (Academic Administration Team Lead), Diana Kessler (Head of Student Registry), Rebecca Izzard (College Executive Manager), Jean Jacoby (Director-Education Futures), Biren Karki (CBAPC Secretary)		
	<b>APOLOGIES</b>	Professor Jo Cullinane (CBB Chair), Associate Professor Elizabeth Gray (ADTL), Professor Matt Roskruge (ADM), Dr Jeffrey Stangl (ADI), Fiona Diesch (Subject Librarian), Rene Puriri-Tuia (Student Rep)		
	<b>GUESTS</b>	Professor Giselle Byrnes (Office of the Provost), Adriana Whittington (SoAv), Prof Andrew Gilbey (SoAv), Anita Baker (Student Rep), Beth Tootell (Associate HoS, SoM), Daniel Parker (PVC's Office, MBS), Dr Debalina Dutta (SCJM), Dianne ten Have (PVC's Office, MBS), Prof Hamish Anderson (SoEF), Hiroko Hodge (PVC's Office, MBS), Janelle Rehutai (Student Registry), Dr Judith Holdershaw (SCJM), Katherine Chisholm (Subject Librarian), Prof Kaye Thorn (Associate HoS, SoM), Kelly Hargreaves (PVC's Office, MBS), Associate Prof Matt Berkahn (SoAc), Nicola Stone (MBS T&LC Secretary), Dr Robyn Mason (SoM), Dr Shafiq Alam (SoM), Shawn Condon (SCJM), Dr Shirley Barnett (SoM), Dr Solomon Opore (SoAc), Dr Tanya Jurado (SOM), Associate Prof Warwick Stent (SoAc), Dr Wayne Macpherson (SoM), Dr Wendy Hsu (SoEF)		



2	<b>INTEREST: DECLARATION AND DISQUALIFICATION</b>	None	
3	<b>MINUTES FOR APPROVAL from CBB Part 1 – 11 June 2024 meeting</b>	RESOLVED THAT this document be approved as a true and accurate record.	<a href="#">MBS 2024/140</a>
4	<b>MATTERS ARISING - PART 1</b>		
4.1	<b>Action Sheet from the last meeting on 11 June 2024</b>	NOTED	<a href="#">MBS 2024/151</a>
4.1.1	<b>MBS Doctoral Committee Terms of Reference, Version 2.0 – June 2024</b> Revised Document with Amendment to Membership		<a href="#">MBS 2024/134/rev1</a>
4.2	<b>Memo: Semester 1 2024 Online Supervised Exams (OSEs) Ameliorations</b> Due to significant issues with OSEs in Semester One, the University's CMT suspended online invigilation. OSEs were converted to TCAs, which are Open Book Open Web assessments. Standard moderation and academic integrity procedures will continue to be applied to ensure student results remain consistent with expectations.	NOTED	<a href="#">MBS 2024/144</a>
4.3	<b>Memo: Semester 2 and Summer School Online Supervised Exams (OSEs)</b> Due to issues in Semester 1, the decision has been made to convert all OSEs to TCAs for Semester 2 and Summer School, as there is no certainty of having suitable software. This decision provides clarity for students and staff, allowing exams to be written for the Open Book Open Web environment.  <u>Amendment</u> Updated the list of courses with OSEs for Semester 2 and Summer School: - Added courses 115113 and 152250. - Removed the duplicated entry for 190306.	NOTED	<a href="#">MBS 2024/152</a>
5	<b>REPORTS</b>		
5.1	<b>Pro Vice-Chancellor</b> The PVC provided updates on several key points: 1. The updated mission statement and values for the MBS strategic plan will be circulated to the college next week for further consultation. These updates incorporate feedback gathered from stakeholders across the college and have recently been endorsed by the college senior management team. 2. A preliminary decision regarding the ICT staff proposal for change will be communicated by the end of the current week. 3. It was highlighted that the university and college are facing a precarious financial situation. Staff were urged to minimize expenses and to utilize accrued leave to reduce the college's liability, which currently stands at approximately one million dollars.		
5.2	<b>Chairperson</b> None		
5.3	<b>Associate Dean Academic Quality</b> The ADAQ provided updates on several matters. 1. It was noted that despite the challenges faced during the exam period, including additional marking and moderation required for OSE courses, all student results were published by the University deadline. This successful outcome was attributed to the dedicated efforts of the		

	<p>staff, and it was highlighted how this positively impacts students transitioning into the second semester.</p> <p>2. Regarding exams, the Associate Dean mentioned that the School of Accountancy is currently reviewing their exam practices. Staff were encouraged to consider future exam requirements and the potential use of software to support exam invigilation. Additionally, the Associate Dean urged staff to evaluate the necessity of exams and consider alternative assessments. If exams are retained, the need for invigilation should also be reassessed.</p>		
5.4	<p><b>Associate Dean Teaching and Learning</b> The ADAQ read the ADTL report due to their absence:</p> <ol style="list-style-type: none"> <li>1. Teaching staff have been contacted by admin team members to provide 'Standing Orders' for processing extension requests via the Portal before Semester 2. Those who have not yet submitted their orders were asked to prioritize this. If standing orders are not provided, extension requests will go to the course coordinator for a decision. It was assured that no extension decisions will be made without the relevant staff's explicit instruction.</li> <li>2. The implications of the Semester 1 exam round are being examined, with meetings held with independent reviewers. Preliminary data shows a higher percentage of students sat the scheduled MBS exams, possibly due to the transformation of OSEs to TCAs. Further analysis will be conducted later.</li> <li>3. The Future of Examinations Requirements working group has been reconvened to consider the long-term future of exams and their delivery. The Associate Dean is part of this group, with Prof. Hamish Anderson representing MBS in their absence.</li> <li>4. Finally, a reminder was issued that applications for the MBS Teaching Awards are due on July 26. Staff considering applying should prepare their materials.</li> </ol> <p>Prof. Hamish Anderson updated the board on the Future of Examinations Requirements Working Group, which has decided to convert Semester 2 and summer OSEs to TCAs for the University. Discussions continue regarding the retention of exams and invigilation for 2025, with a proposed hybrid system offering students on-campus or remote exam options.</p>		
5.5	<p><b>Associate Dean Research</b> The ADR provided an update, mentioning that more funding is becoming available with competitive grants to be announced. An email with details will be sent out within the next month. Submissions for the research translation competition based on journal articles from the last three years were encouraged, with an offer to review any submissions before they are sent out. Currently, there are 5 or 6 submissions due, but more are encouraged.</p> <p>Workload allocations have been sent to heads of schools and received positively. The college was awarded 3 out of 3 PhD scholarships, but there appears to be an under-subscription from PhD students for scholarship applications, so more students are urged to apply. The Matthew Abel Research Awards are scheduled for the end of the year, with a calendar invite to be sent out. This event will also include the awarding of research awards for 2023 and 2024. Furthermore, MURF is confirmed for next year, with updated guidelines to be sent out in August and additional funding available.</p> <p>During the discussion, it was confirmed that the funding is for all staff, with approximately 10 grants of \$5,000 each. Applications can be from teams or individuals.</p>		

5.6	<b>Associate Dean Māori</b> None		
5.7	<b>Student Representatives</b> None		
6	<b>MATTERS REFERRED FROM ACADEMIC COMMITTEE (AC) / OFFICE OF ACADEMIC QUALITY, REPORTING AND ASSURANCE (OAQA)</b>		
6.1	None		
7	<b>MATTERS REFERRED FROM ACADEMIC BOARD (AB) / LEARNING AND TEACHING COMMITTEE (LTC) / OFFICE OF THE PROVOST</b>		
7.1	<b>Academic Board - None</b>		
7.2	<b>Learning and Teaching Committee - None</b>	NOTED	<a href="#">MBS 2024/133</a>
7.3	<p><b>Office of the Provost</b>  <b>CB Curriculum Transformation Discussion Paper</b>  <b>Te Kunenga ki Pūrehuroa Massey University Curriculum Transformation Discussion Paper</b>  <b>Presentation by the Provost</b></p> <p>The meeting began with a presentation on the Curriculum Transformation Discussion Paper. The Provost expressed gratitude for attendees' feedback and noted the extended deadline for feedback of August 31. The paper aims to foster dialogue on creating a more student-centric curriculum and reducing harm, aligning proposed changes with the university's graduate profile and assessment policies to enhance competitiveness in the 21st century.</p> <p>A timeline from 2024 to 2042 highlighted long-term changes, focusing on curriculum, assessment, and academic quality assurance to support a rigorous and world-class educational experience. Feedback and suggestions for improvement were welcomed.</p> <p>Discussion centred on concerns about the proposed changes, particularly regarding academic freedom and the establishment of program committees. Members expressed apprehensions about standardized assessments, cultural competency development, and the logistical challenges of implementing Te Reo pathways.</p> <p>Participants raised issues about teaching capabilities, resource allocation, and the need for comprehensive staff training. Questions were also raised about consultation processes, perceived impacts on student choice and campus vibrancy, and the rationale behind making all course content available from the first day of the semester.</p> <p>In response, the Provost clarified that the proposed changes aim to foster a cohesive learning experience while preserving academic autonomy. She assured the board that ongoing consultations are intended to incorporate diverse perspectives and mitigate potential disruptions. Emphasizing collaborative planning to address implementation challenges and ensure support from faculty and students, the Provost reaffirmed the university's commitment to enhancing educational quality and the student experience through transparent and inclusive processes.</p> <p>The meeting concluded with a commitment to further dialogue and refinement of proposals, aiming for a balanced approach that enhances educational quality and enriches the student experience.</p>	<p>ACTION: The ADTL &amp; ADAQ to draft a response from the MBS to the Curriculum Transformation Discussion Paper</p> <p>DISCUSSED AND NOTED</p>	<p><a href="#">MBS 2024/153</a>  <a href="#">MBS 2024/154</a></p>

	Staff were invited to send feedback on the document to the ADAQ for inclusion in the College submission and/or make a direct submission on the paper.		
7.3.1	<p><b>Research and Consultancy Activities Policy</b></p> <p><b>Consultation on the draft revised Research and Consultancy Activities Policy and draft revised Research and Consultancy Activities Procedures</b></p> <p>The ADR was asked to comment on the policy. The feedback was generally positive regarding the document's intent and detail. However, operational challenges were highlighted, including the lengthy process of bringing external funding into the university, difficulties in spending the funds, and varying overhead rates across different schools. Additionally, issues with carrying funding over into the next year complicate project timelines.</p> <p>Concerns were raised about the restriction that consultancy activities must relate to staff members' teaching, research, and service roles, as some felt this was too prescriptive.</p> <p>Further discussion emphasized the lack of a standardized overhead framework at both the university and college levels, affecting the incentive structure for consultancy work. It was suggested that a standardized overhead structure be established for fairness and clarity.</p> <p>Historically, each school had different structures and contribution requirements to support professional staff managing projects. However, there is now a move towards a more standardized approach across the college, requiring a broader discussion with the senior management team. The Associate Dean was asked to draft a response from the college to the document, due on August 22nd. Any additional comments or feedback should be emailed to the Associate Dean.</p>	<p>ACTION: The ADR to draft a response from the MBS to the Research and Consultancy Activities Policy document</p> <p>DISCUSSED AND NOTED</p>	<p><a href="#">MBS 2024/155</a></p> <p><a href="#">MBS 2024/156</a></p>
<b>8</b>	<b>COLLEGE OF BUSINESS – ACADEMIC PROGRAMMES COMMITTEE (CBAPC)</b>		
8.1	None	NOTED	<a href="#">MBS 2024/139</a>
	<b>COURSE AMENDMENT 2025</b>		
8.2	SCHOOL OF MANAGEMENT	<p><b>152237 Sport Event Management</b></p> <ul style="list-style-type: none"> <li>Proposed to transfer of Ownership to School of Sport &amp; Exercise</li> </ul>	<p>RESOLVED THAT these documents be approved, and details provided to Academic Committee for noting</p> <p><a href="#">MBS 2024/122/rev1</a></p>
		<p><b>157216 Management, Analytics and Decision Making</b></p> <ul style="list-style-type: none"> <li>Proposed change to assessment titles</li> </ul>	<p>RESOLVED THAT these documents be approved, and details provided to Academic Committee for noting</p> <p><a href="#">MBS 2024/126/rev1</a></p>
		<p><b>157240 Social Media Networks for Business</b></p>	<p>RESOLVED THAT these documents be approved, and</p> <p><a href="#">MBS 2024/127/rev1</a></p>

		<ul style="list-style-type: none"> <li>To change assessment, learning outcomes and the prescription</li> </ul>	details provided to Academic Committee for noting	
<b>COURSE RETIREMENT 2025</b>				
8.3	SCHOOL OF ACCOUNTANCY	<b>155900 PhD Business Law</b> <ul style="list-style-type: none"> <li>Proposed to retire this course</li> </ul>	RESOLVED THAT this document be approved, and details provided to Academic Committee for approval.	<a href="#">MBS 2024/143</a>
<b>COURSE RETIREMENT 2026</b>				
8.6	COLLEGE OF BUSINESS – EXECUTIVE EDUCATION AND ENTERPRISE	<b>115709 Applied Personal Leadership</b> <ul style="list-style-type: none"> <li>Proposed to retire this course</li> </ul>	RESOLVED THAT these documents be approved, and details provided to Academic Committee for approval	<a href="#">MBS 2024/142</a>
9	<b>OTHER DOCUMENTS</b>			
9.1	<b>Specialisation PMANL1SHLTH1 - Health</b> <ul style="list-style-type: none"> <li>Proposed closure of Health specialisation in the Master of Analytics to new enrolment from 2025</li> </ul>		NOTED	<a href="#">MBS 2024/157</a>
9.2	<b>MBS Proposed documents for the Bachelor of Business at PSB Academy, Singapore</b> Approval for Teaching Deployment Criteria for Admission and Selection Procedure VC Letter: Support for PSB Academy’s External Degree Programme Application		NOTED	<a href="#">MBS 2024/158</a> <a href="#">MBS 2024/159</a> <a href="#">MBS 2024/160</a>
<b>SUBSIDIARY COMMITTEES</b>				
10	<b>COLLEGE RESEARCH COMMITTEE (CRC)</b>			
10.1	None			
11	<b>MASSEY BUSINESS SCHOOL TEACHING AND LEARNING COMMITTEE (T&amp;L)</b>			
11.1	None			
12	<b>MASSEY BUSINESS SCHOOL QUALITY ASSURANCE COMMITTEE (QAC)</b>			
12.1	Notes from the April 2024 Quality Assurance Committee meeting		NOTED	<a href="#">MBS 2024/161</a>
13	<b>SUPPLEMENTARY ITEMS - PART 1</b>			
	None			
14	<b>EXCLUSION OF THE PUBLIC</b> The Chair moved that members of the press and public be now excluded from the meeting so that for the undernoted reason, 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. The Chair will note that the <b>Committee Secretary</b> will be in attendance for Part II. <b>Grounds: Section 9, of the Official Information Act-</b> (2) (a) to protect the privacy of natural persons, including that of deceased natural persons.			

	<p>(2) (i) to enable organisations holding the information to carry on, without prejudice or disadvantage, commercial activities.</p>
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**MASSEY UNIVERSITY**  
COLLEGE OF HEALTH  
TE KURA HAUORA TANGATA

**COLLEGE BOARD MEETING**

**Tuesday 18 June 2024 at 10am**

Via [Microsoft Teams](#)

**MINUTES**

No.	Item / Details	Actions/Decisions	Doc No.
1.	<p><b>WELCOME and APOLOGIES</b></p> <p><b>Present:</b> Professor Jill McCutcheon (Chair)</p> <p>Professor Ajmol Ali, Dr Rachel Batty, Associate Professor Andy Foskett, Dr Kerri-ann Hughes, Associate Professor Shirley Julich, Fareen Khan, Professor Marlena Kruger, Brooke Mehlhopt, Professor Kieran O'Donoghue, Associate Professor Rachel Page, Associate Professor Wyatt Page, Professor Nicolette Sheridan.</p> <p><b>In attendance:</b> Professor Giselle Byrnes (for item 5 discussed at the start of the meeting), Jill Coatsworth, Deanna Abbott (Secretary), Elizabeth Sturrock</p> <p><b>Apologies:</b> Associate Professor Kathryn Hay, Professor Chris Wilkins, Associate Professor Bevan Erueti, Professor Leigh Signal. Professor Marlena Kruger for early departure at 11am.</p>		
2.	<b>MINUTES FOR APPROVAL – PART I</b>		
2.1.	Minutes of the meeting held 14 May 2024	<p>MOVED that the Minutes of the meeting held on 14 May 2024 be confirmed as a true and correct record.</p> <p style="text-align: right;">CHAIR Carried</p>	<b>COH CB 24/05/099</b>
3.	<b>MATTERS ARISING FROM THE PREVIOUS MINUTES</b>		
	None		
4.	<b>ACADEMIC DECISIONS</b> For approval and forwarding to Academic Committee		
4.1.	<a href="#">School of Health Sciences</a>		
4.1.1.	<p><b>Non-CUAP SPECIALISATION amendment – 2025:</b> Master of Analytics specialisation in <b>Health (PMANL1SHLTH1)</b> - No New Enrolments</p>	<p>MOVED that this document be approved and forwarded to Academic Committee for approval.</p> <p style="text-align: right;">R PAGE/W PAGE Carried</p>	<b>COH CB 24/06/101</b>
4.2.	<a href="#">School of Sport, Exercise and Nutrition</a>		
4.2.1.	<p><b>Non-CUAP SPECIALISATION amendment – 2025:</b> <b>Bachelor of Science minor in Exercise and Sport Science (UBMNR2NEXSS1)</b> <i>Changes to schedule of courses</i></p>	<p>MOVED that document COH CB24/06/102 be approved and forwarded to Academic Committee for approval.</p> <p style="text-align: right;">FOSKETT/HUGHES Carried</p>	<b>COH CB 24/05/102</b>

No.	Item / Details	Actions/Decisions	Doc No.
4.2.2.	<b><u>COURSE AMENDMENTS – 2025:</u></b> 234222 Sport Biomechanics <i>Removal of Prerequisites</i>	MOVED that documents COH CB24/06/103 to COH CB24/06/106 be approved and forwarded to Academic Committee for noting.  FOSKETT/O'DONOGHUE <u>Carried</u>	<b>COH CB 24/05/103</b>
4.2.3.	234312 Advanced Exercise Prescription and Therapy <i>Removal of Prerequisites and amendment to completion requirements</i>		<b>COH CB 24/05/104</b>
4.2.4.	234346 Te Ao Kori and Health Promotion <i>Removal of Prerequisites and completion requirements</i>		<b>COH CB 24/05/105</b>
4.2.5.	<b>Memo – <u>CHANGE OF LOCATION TO SPECIALISATION for 2025</u> for the BSc major and minor in Human Nutrition</b> <i>Creating NEW DISTANCE specialisation offerings and CLOSING AUCKLAND specialisation offerings.</i>		<b>COH CB 24/05/106</b>
<b>5.</b>	<b>ACADEMIC DOCUMENT FOR DISCUSSION</b>		
5.1.	<p><b>Massey University Curriculum Transformation Discussion Paper</b></p> <p>Professor Giselle Byrnes attended the meeting to speak to this discussion paper and provided an overview (link to PowerPoint presentation: <a href="#">Curriculum Transformation presentation June 2024.pptx</a>).</p> <p>The following queries and comments were raised:</p> <ul style="list-style-type: none"> <li>• Curriculum is the recipe for teaching, a set of guidelines, frameworks and rules. The university has a responsibility to manage this, and academics bring ingredients to that recipe. We need to make changes to the curriculum so our programmes should align to graduate profiles, we have to think about a student-centred focus.</li> <li>• What does the University literacy framework look like?</li> <li>• What does the term 'hygiene factors' refer to? - This term is about maintenance.</li> <li>• If this is a collaborative process, how will any changes impact TEC? - TEC is concerned about enrolments.</li> <li>• In regard to the "pass/fail grades" for first year courses, will there be implications for top end students especially in terms of GPA and scholarships?</li> <li>• Where would the budgets be housed how would this happen for the proposed spine of three compulsory university courses? - There have been successful models, imbedded within colleges and EFTS transferred to teaching.</li> <li>• The continued investment in Te Tiriti is aligned with our Nursing programmes, which are currently going for reaccreditation with the NZ Nursing Council. Professional bodies may ask for more.</li> <li>• What are the practicalities of implementing any changes? Will everything need to go through CUAP approval?</li> <li>• We are currently mapping programme graduate profiles and attributes. We have worked hard on the core courses for this. Is this the extreme of what is really required? - Transdisciplinary thinking. Mapping explicit content to skills, enormously valuable</li> </ul>		<b>COH CB 24/06/111</b>



No.	Item / Details	Actions/Decisions	Doc No.
	<p>to map the programmes. University of Auckland have been through a similar process and were not required to submit curriculum changes through to CUAP for approval.</p> <ul style="list-style-type: none"> <li>In terms of a pathway to study in Te Reo Māori, what would be the timeframe and affordability.</li> <li>- It will be based on the capability to deliver, expectations would be in the next 5-10 years. We have students now who have their first language as Te Reo Māori.</li> </ul> <p>Professor McCutcheon thanked Professor Byrnes for attending the meeting and encourages everyone to provide feedback.</p> <p>All staff can provide feedback on the proposal via <a href="#">Curriculum transformation feedback (office.com)</a> by the proposed deadline of 12 July.</p>		
6.	<b>ACADEMIC DOCUMENTS FOR NOTING</b>		
	None		
7.	<b>REPORTS</b>		
7.1.	<p><b>Chair's Report</b> Professor Jill McCutcheon</p> <ul style="list-style-type: none"> <li>Current enrolments – new student numbers are up by 3% for Semester 2 but returning student numbers are low. Good news for the College of Health enrolment numbers are up about 1.9% overall, following the support of marketing for those programmes that have entry in Semester 2.</li> <li>Auckland Campus – there has been a lot of activity with the need for staff to be relocated, A/Prof Andy Foskett and Leanne Menzies are on the working group for staff relocation.</li> <li>Assessments – the College of Health has been fortunate not to be affected by the issues relating to online supervised exams, although students will still be concerned about their online exams, even via Stream. Work still needs to be done to look at various aspects of assessments and Prof O'Donoghue is part of the university working group of future of examinations.</li> </ul>		<b>Verbal</b>
7.2.	<p><b>Director – International</b> Professor Ajmol Ali</p> <p>Report taken as read. Items to highlight:</p> <ul style="list-style-type: none"> <li>International framework/strategy – Prof Ajmol and Jevey presented the international business plan to CoH Executive.</li> <li>International partnerships – exploring opportunity to establish MoU with Fiji National University and possibly Wageningen University in the Netherlands (Wagener).</li> <li>Meeting with University International Research Rankings Advisor, Anita, to discuss potential CoH international research strategy.</li> <li>Good news for the University and CoH we have met international student targets and hopefully by the end of 2025 we will be back to pre-covid levels.</li> <li>Farhana Nalar, Associate Director, Global Engagement would like to speak to schools separately regarding a strategy for increasing international student numbers.</li> </ul>	RECEIVED	<b>COH CB 24/06/107</b>

No.	Item / Details	Actions/Decisions	Doc No.
	Following a discussion about the nuances for most of the CoH programmes, the Chair advised that these matters need to be discussed at CEG first and that Farhana should be invited to a future CEG meeting.		
7.3.	<p><b>Associate Dean – Higher Degree Research</b> Professor Marlena Kruger Report taken as read.</p> <ul style="list-style-type: none"> <li>DRC – policy on Master’s thesis exam thesis tabled. This will be sent out wider for further consultation including College Boards soon.</li> <li>REaDI – Project management workshop is being held on 26<sup>th</sup> June. Springer Nature Online Author Workshop held yesterday went well and the recording will be available on the revamped Paerongo site soon.</li> </ul>	RECEIVED	<b>COH CB 24/06/108</b>
7.4.	<p><b>Associate Dean – Academic / Learning &amp; Teaching</b> Professor Kieran O’Donoghue Report taken as read.</p> <ul style="list-style-type: none"> <li>Academic Committee approved the CoH proposals from last month with a few minor amendments.</li> <li>Specific circumstances, materials coming through the pipelines with the CoH Academic Admin team managing this process.</li> <li>University Learning and Teaching Committee May – Feedback from Academic Committee on the Assessment Policy and the guidelines on staff use of generative AI were discussed. Both items are to be revised and come back to the Committee.</li> <li>The Learning and Teaching Committee approved a request from Assessment Services that the return of examination scripts facility be retired.</li> <li>Congratulations to Dr Rachel Batty, Senior Lecturer in the School of Sport, Exercise, and Nutrition, who is the recipient of the College of Health Teaching Excellence Award for 2023. The award will be presented at a suitable time on the Albany Campus.</li> </ul>	RECEIVED	<b>COH CB 24/06/109</b>
7.5.	<p><b>Associate Dean – Work Integrated Learning</b> Associate Professor Kathryn Hay</p>	RECEIVED	<b>COH CB 24/06/110</b>
7.6.	<p><b>Associate Dean – Research</b> Professor Leigh Signal</p>		<b>No report</b>
7.7.	<p><b>Associate Dean – Māori</b> Associate Professor Bevan Erueti</p>		<b>No report</b>
8.	<b>OTHER BUSINESS</b>		
	The Chair thanked everyone for their time and reminded all to provide feedback on the Curriculum Transformation paper.		
Meeting closed at 11:06am			



**MASSEY UNIVERSITY**  
COLLEGE OF HEALTH  
TE KURA HAUORA TANGATA

COH CB24/08/125  
MINUTES  
August 2024

**COLLEGE BOARD MEETING**

**Tuesday 20 August 2024 at 10am**

Via Teams

**MINUTES**

No.	Item / Details	Actions/Decisions	Doc No.
1.	<p><b>WELCOME and APOLOGIES</b></p> <p><b>Present:</b> Professor Jill McCutcheon (Chair)</p> <p>Professor Ajmol Ali, Associate Professor Bevan Erueti, Dr Kerri-ann Hughes, 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><b>In attendance:</b> Professor Giselle Byrnes (for item 4), Jill Coatsworth, Deanna Abbott (Secretary)</p> <p><b>Apologies:</b> Associate Professor Kathryn Hay, Dr Rachel Batty, Brooke Mehlhopt, Elizabeth Sturrock, Associate Professor Andy Foskett, Fareen Khan.</p>		
2.	<b>MINUTES FOR APPROVAL – PART I</b>		
2.1.	<p>Minutes of the meeting held 18 June 2024</p> <p>Amend item 5.1. Massey University Curriculum Transformation Discussion Paper bullet point 3 to read: “What does the term ‘hygiene factors’ refer to? - This term is about maintenance.”</p>	<p>MOVED that the Minutes of the meeting held on 18 June 2024 be confirmed as a true and correct record, with minor amendment.</p> <p style="text-align: right;">CHAIR Carried</p>	<p><b>COH CB 24/06/112</b></p>
3.	<b>MATTERS ARISING FROM THE PREVIOUS MINUTES</b>		
	None		
4.	<b>CURRICULUM TRANSFORMATION UPDATE</b>		
	<p>Professor Giselle Byrnes attended the meeting to provide an update on <b>Curriculum Transformation</b> given the feedback received to date.</p> <p>A summary of some of the feedback:</p> <ul style="list-style-type: none"> <li>• The deadline for feedback has been extended to the 31 August 2024.</li> <li>• The second iteration will be more nuanced in terms of clear priorities, linked to immediate and short-term future, with further initiatives for longer term to ensure the curriculum is well designed and efficient.</li> <li>• Concern about programme committees. Need to be clear where we already have practices in place, scaling and sharing of initiatives that work well and benchmarking these ideas.</li> <li>• Concern about SLT approving new qualifications. We have two processes – academic through governance and then resource and management.</li> </ul>		

No.	Item / Details	Actions/Decisions	Doc No.
	<ul style="list-style-type: none"> <li>• Concerns about qualification structure and course design and planning. Questions about pass/fail assessments. Students are in support of the structure.</li> <li>• Queries about the delivery mode and semester models. There has been a lot of conversations about this in the past which has received several critiques.</li> <li>• Critique of the process and a lot of cynicism about becoming transdisciplinary. Other universities around the world are already benchmarking these types of proposals.</li> <li>• There has been positive feedback, suggesting that this is brave and long overdue, we need to change and modernise. Better support for overall coordination and scaffolding, ensuring excellent quality assurance. Support for transdisciplinary courses but unsure how they will fit within programmes.</li> <li>• Students were under the impression that we already have a framework in place.</li> <li>• There has been mixed support for removal of exams. Support for clear pathways but concerns about loss of choice.</li> <li>• Support for consistent/even student workloads and consistent stream templates. All course content should be available on Stream from the first day of semester, including lecture videos.</li> </ul> <p>Prof Byrnes will synthesise feedback in September and provide the next iteration of the document which will be different, bearing in mind that we are not looking for sign-off for a direction plan, this is a consultation process and it will be a transformation for the road ahead.</p> <p>Prof Byrnes specifically wanted to acknowledge the korero and feedback from A/Prof Shirley Julich and Prof Nicolette Sheridan.</p> <p>The Chair thanked Prof Byrnes for her time and providing the Board with an update and a reminder to staff to submit feedback.</p>		
5.	<b>RATIFY ELECTRONICALLY APPROVED DOCUMENTS FROM JULY</b>		
5.1.	<p><b><u>COURSE AMENDMENTS – 2025:</u></b> Memo to CoH Board - SoSEN Changes to assessments for 234xxx courses:</p> <ul style="list-style-type: none"> <li>• 234236 Applied Sport Coaching</li> <li>• 234312 Advanced Exercise Prescription and Therapy</li> <li>• 234331 Sport and Physical Activity in a Social Context</li> <li>• 234360 Sport Psychology</li> <li>• 234361 Exercise Psychology</li> <li>• 234243 Sport Pedagogy</li> </ul>	<p>MOVED that the Board ratify the approval of documents COH CB24/07/113 and COH CB24/07/114</p> <p style="text-align: right;">O'DONOGHUE/R PAGE <u>Carried</u></p>	<p><b>COH CB 24/07/113</b></p>
5.2.	<p><b><u>COURSE AMENDMENTS – 2025:</u></b> Memo to CoH Board - SoN changes to assessments for MCP(Nursing) courses</p> <ul style="list-style-type: none"> <li>• 168742 Fundamental Partnerships I</li> <li>• 168743 Fundamental Partnerships II</li> <li>• 168747 Complex Partnerships I</li> </ul>		

No.	Item / Details	Actions/Decisions	Doc No.
6.	<b>ACADEMIC DOCUMENTS FOR DISCUSSION AND NOTING</b>		
6.1.	<p><b>Revised Research and Consultancy Activities Policy and Procedure</b></p> <ul style="list-style-type: none"> <li>Series of policies that have been converted into one.</li> <li>Important that staff are aware of the policies and procedures and their responsibilities.</li> </ul> <p>A few comments were made:</p> <ul style="list-style-type: none"> <li>Further clarification is needed around private research and consultancy activity that doesn't use university resources, especially for managers and Heads of Schools.</li> <li>More work needs to be done to provide necessary guidance in terms of contracts and conflict of interest.</li> <li>How will this align with our workload policy?</li> </ul>	<p><b>ACTION:</b></p> <p>Reminder to staff to provide feedback to Neil Ulrich, Office of the Provost by Thursday 22 August 2024.</p>	<p><b>COH CB 24/07/115</b></p>
6.2.	<p><b>Consultation on Master's Thesis Examination Policy July 2024</b></p> <p>A summary of the comments made from the discussion on this policy:</p> <ul style="list-style-type: none"> <li>Strong agreement that the mark needs to be included alongside the letter grade.</li> <li>In relation to the process rather than the policy, there needs to be more transparency of what stage the applications is at. Supportive of a process like academic promotion has, so we can see where the application is sitting and some way of at least seeing that the process is moving forward.</li> <li>Feedback received from external examiners is that Massey does not pay. If the supervisor nominates examiners and the examiner pushes back, what is the process around payment and finding new examiners, if they decline? It is becoming more difficult to get examiners, but we want the best examiners and feedback for our students.</li> <li>We need to look across New Zealand and get consistency and about paying supervisors for their work. Are we thinking about this and how we align?</li> </ul>	<p>Feedback was due on 9<sup>th</sup> August 2024.</p> <p><b>ACTION:</b></p> <p>Secretary will check to see if this date has been extended.</p>	<p><b>COH CB 24/07/116</b></p>
6.2.1.	<p><b>School of Health Sciences Feedback on Master's Thesis Examination Policy</b></p>	<p>RECEIVED</p> <p><b>ACTION:</b></p> <p>Forward to Neil Ulrich, Office of the Provost.</p>	<p><b>COH CB 25/08/119</b></p>

No.	Item / Details	Actions/Decisions	Doc No.
6.3.	<b>Phase 2 UAG - Te Kunenga ki Pūrehuroa Massey University Submission</b> The UAG Panel will be speaking to SLT and a range of staff and students on the Manawatū Campus.	<b>ACTION:</b> Staff to send feedback to Mel Barnes, Office of the Provost by Friday 23 August 2024.	<b>COH CB 24/08/117</b>
6.4.	<b>CoH Teaching and Learning Committee Feedback on Curriculum Transformation</b>	RECEIVED <b>ACTION:</b> Forward to Office of the Provost.	<b>COH CB 24/08/120</b>
7.	<b>ACADEMIC DOCUMENTS FOR NOTING</b>		
7.1.	<b>Proposal Timelines and Delegations August 2024</b>	Noted	<b>COH CB 24/08/121</b>
8.	<b>REPORTS</b>		
8.1.	<b>Chair's Report</b> Professor Jill McCutcheon <ul style="list-style-type: none"> <li>Open Days – Manawatū and Auckland Campuses held successful open days and the Prof McCutcheon thanked everyone who was involved with these. The number of students and families for this year was similar to last year. Wellington Campus Open Day is being held this Friday.</li> <li>Enrolment figures for this time of the year are sitting on target, it is expected that targets for 2025 may be slightly less.</li> <li>Consolidation of space and the College of Health footprint has now been finalised. Prof McCutcheon thanked the Heads of Units and staff for their work in making this happen.</li> </ul>		<b>Verbal</b>
8.2.	<b>Associate Dean – Higher Degree Research</b> Professor Marlena Kruger Report taken as read. <ul style="list-style-type: none"> <li>Doctoral scholarship – applications for international students have now closed and the number of applications has dropped. Closing round for Domestic applicants is in February.</li> <li>REaDI – Umani presented a Project Management workshop on June 26<sup>th</sup> things are progressing well.</li> </ul>	RECEIVED	<b>COH CB 24/08/122</b>
8.3.	<b>Director – International</b> Professor Ajmol Ali Report taken as read. <ul style="list-style-type: none"> <li>Exploring opportunities in Singapore.</li> <li>Meeting with School representatives about international strategies.</li> <li>Agents meeting with School of Social Work staff.</li> <li>Possibility of offering internal courses to a cohort of students, such as China and Vietnam. To be discussed with CEG at a later date.</li> </ul>	RECEIVED	<b>COH CB 24/08/123</b>
8.4.	<b>Associate Dean – Academic / Learning &amp; Teaching</b> Professor Kieran O'Donoghue Report taken as read. Points to highlight: <ul style="list-style-type: none"> <li>Reminder of the Teach Together webinar series.</li> </ul>	RECEIVED	<b>COH CB 24/08/124</b>

No.	Item / Details	Actions/Decisions	Doc No.
	<ul style="list-style-type: none"> <li>• Congratulations to the School of Nursing team for a very successful accreditation visit with the Nursing Council of New Zealand last week. Prof Sheridan and Prof McCutcheon thanked everyone who was involved especially the College Admin team.</li> </ul>		
8.5.	<p><b>Associate Dean – Research</b> Professor Leigh Signal</p> <ul style="list-style-type: none"> <li>• Reminder to staff about the HRC process workshop to be held on the 4<sup>th</sup> September.</li> <li>• MURF guidelines and process will be available to staff soon. Applications are due at the end of September. A workshop will be held for staff to run through the process and ask any questions.</li> </ul>		<b>Verbal</b>
8.6.	<p><b>Associate Dean – Māori</b> Associate Professor Bevan Erueti</p> <ul style="list-style-type: none"> <li>• A/Prof Erueti acknowledged the sad news this week with the passing of Professor James Liu.</li> <li>• Thank you to those who were able to attend the Kaiārahi seminar on “Supervising in a Tiriti-led university” on 11<sup>th</sup> July. Special thanks to Prof Nicolette Sheridan, Prof Chris Cunningham and Prof Helen Moewaka Barnes. A reminder of the next seminar to be held on 9<sup>th</sup> September.</li> <li>• Kaiārahi initiatives – wānanga set for 2<sup>nd</sup> September. The team have been visiting some of the Schools and the first Te Tiriti workshop for students will be held next week with the Master of Clinical Practice (Nursing) students.</li> <li>• Akonga Māori project – we have 5 Kaihāpai tutors who will be monitored and supported by Serena and Lara. Serena is now covering all nursing students, not just first year students.</li> <li>• Mihi Whakatau to welcome the Nursing Council of New Zealand panel visit to the Manawatū Campus last week.</li> <li>• Kura immersion schools had their own open day here on the Manawatū Campus on Tuesday prior to the general open day.</li> </ul>		
8.7.	<p><b>Associate Dean – Work Integrated Learning</b> Associate Professor Kathryn Hay</p>		<b>No report</b>
9.	<b>OTHER BUSINESS</b>		
	None		



## College Board Meeting

Friday 19 July 2024 at 10.00am

### Minutes Part I confirmed

1. **PRESENT:** Professor Cynthia White (Chair), Professor Bill Fish, Professor Beth Greener, Professor Alison Kearney, Associate Professor Kirsty Ross, Professor Kerry Taylor, Professor Hēmi Whaanga, Associate Professor Peter Rawlins, Dr Tony Fisher, Associate Professor Pania Te Maro, Professor Jenny Poskitt, Dr Timu Niwa, Dr Pita King, Blair Wang, Elva Opuu, Caroline Ryan, Dr Barbara Andersen, Dr Liangni Sally Liu, Dr Karyn Aspden, Dr Stephanie Denne, Professor Fiona Te Momo, Associate Professor Nick Holm, Dr Jared Carpendale

**APOLOGIES:** Professor Jodie Hunter, Heather Reedy, Andrea Flavel (for late arrival)

**IN ATTENDANCE:** Ness Gibson, Caroline Lowe, Anne Meredith (Secretary)

The Chair opened the meeting with a karakia.

2. **CONFIRMATION OF MINUTES**

Confirmation of the Part I Minutes from the meeting held on Friday 21 June 2024

HSS CB 24/06/216

**Moved from the Chair** that the Part I minutes from the meeting held on 21 June 2024 are confirmed as a true and accurate record, with emendations to the start time and attendance as discussed at the meeting.

**Carried**

3. **MATTERS ARISING**

3.1 Action List – June 2024

There are no items in the action list

4. **CHAIRPERSON'S REPORT – Professor Cynthia White**

1) UAG Phase 2

The UAG Phase 2 responses are due on 30 August. It is important that there is a response from the College, as well as from Massey. See Item 15.1.

2) Consolidation of the academic offer

The PVC acknowledges and thanks those who continue to work with the consolidation of the academic offer, which will strengthen the College in the future environment. The College must be able to resource activities affordably when, for example, the number of school leavers is unlikely to increase for some time. Programmes have considerable autonomy to decide what their consolidated offer looks like.

3) Universities New Zealand

The Chief Executive of Universities New Zealand spoke recently about the situation ahead. The \$128 million over two years which the Labour government provided to the eight universities was a top-up, in recognition of the gap between income and expenditure at the time. Inflation since 2019 has been 24%, so Universities NZ will continue to bring to the attention of the current government the fact that universities are not being funded by government in a way that is appropriate for quality institutions.



**4) Kaitautoko Māori**

This position has been advertised. It is funded by the Deputy Vice-Chancellor Māori's office, and the College's Associate Director Māori will assess the applications.

**5) Student success**

The College's student success statistics have lifted significantly. This includes categories such as increased completion, increased progression, and fewer withdrawals.

**6) Marketing campaign**

Massey's marketing campaign for next year will emphasise the added value that university gives people to reach their potential and make them aware of the next steps after university. This approach will work very well for the College. There will be more news about this campaign in the next few months.

**5. PRO VICE-CHANCELLOR'S REPORT – Professor Cynthia White**

See the Chairperson's report.

**6. REPORT FROM DIRECTOR, ACADEMIC QUALITY – Associate Professor Peter Rawlins**

*Received for noting:*

- |   |     |  |                  |
|---|-----|--|------------------|
| ★ | 6.1 | DAQ report to CB July 24 Part 1          | HSS CB 24/07/303 |
| ★ | 6.2 | APC Minutes Part I 27 May 2024 CONFIRMED | HSS CB 24/07/304 |
|   |     |  | <b>Noted</b>     |

**7. REPORT FROM DIRECTOR, TEACHING & LEARNING – Dr Tony Fisher**

*Received for noting*

- |   |     |   |                  |
|---|-----|---|------------------|
| ★ | 7.1 | DTL Report for College Board July 2024    | HSS CB 24/07/305 |
| ★ | 7.2 | CTLC Confirmed Minutes Part I 28 May 2024 | HSS CB 24/07/306 |
|   |     |   | <b>Noted</b>     |

**8. REPORT FROM DIRECTOR, RESEARCH – Professor Bill Fish**

*Received for noting*

- 8.1 Director Research report - there is no report for July

**9. STUDENT REPRESENTATIVE DISCUSSION ITEMS**

*Received for discussion*

The International Students representative has discussed the Curriculum Transformation document with international students and within the Students' Association. Issues and questions raised in connection with the document include:

- 1) Massey has been promoting itself as a world-class distance education provider, as noted in the first two pages of the document. Many students, especially international students, still need the face-to-face physical campus to develop social, communication and leadership skills. These skills are important, so how will Massey help students with this in an online environment? Online classes and developing these skills are in conflict.
- 2) A large proportion of Massey's enrolments in 2024 are distance, so where does Massey see international students in this? International students come from different countries and want in-person interactions with people from different backgrounds. It is not possible to have face-to-face in-person interactions with lecturers and other students when classes are online. It is very expensive to study in another country and students could save a lot of money if they study from their home countries.
- 3) Where will Massey be in 5 years time? With vibrant on-campus life or as an online campus?

The PVC responded:

- Although a majority of this College's student are online, the College remains committed to face-to-face teaching where there is evident student demand and resources are available.
- The Curriculum Transformation document is trying to speak for the whole University, but the reality is that on the ground there are many differences between programmes. Some cannot be run online and for others in-person is preferable.

The Director College Projects also responded to those points:

- On page 11 of the Curriculum Transformation document it implies that internal courses can only be offered if they require specialist facilities. This is another source of concern for the International students.

The PVC thanked the International Student Representative for her important feedback, which will be referenced in the College's responses to the document.

#### 10. **ACADEMIC PROPOSALS** – Associate Professor Peter Rawlins

**Received for approval and forwarding to Academic Committee:**

The DAQ introduced this month's academic proposals, and spoke to the proposals.

##### **Humanities, Media and Creative Communication**

- |             |   |                  |
|-------------|---|------------------|
| <b>10.1</b> | Specialisation Retirement Bachelor Minor (Teaching English to Speakers of Other Languages) (Not BA Minor) | HSS CB 24/07/307 |
|-------------|---|------------------|

This minor was created for one student who was doing a Bachelor of Business, and can now be retired.

##### **People, Environment and Planning**

- |               |   |                  |
|---------------|---|------------------|
| <b>10.2</b>   | Memo re retirement of BA Minor (Women's Studies), DipArts (Women's Studies) specialisations and courses | HSS CB 24/07/308 |
| <b>10.2.1</b> | Specialisation Retirement BA Minor (Women's Studies)  | HSS CB 24/07/309 |
| <b>10.2.2</b> | Specialisation Retirement DipArts (Women's Studies)   | HSS CB 24/07/310 |
| <b>10.2.3</b> | 145218 Development and Inequality   | HSS CB 24/07/311 |
| <b>10.2.4</b> | 170102 Women of Ideas and Action  | HSS CB 24/07/312 |
| <b>10.2.5</b> | 170201 What is Feminism?  | HSS CB 24/07/313 |

These specialisations and courses have been closed to new enrolments and have not been offered for some time. They can be retired.

- |               |  |                  |
|---------------|--|------------------|
| <b>10.3</b>   | Qualification Retirement Postgraduate Diploma in Social Sector Evaluation Research | HSS CB 24/07/314 |
| <b>10.3.1</b> | 230702 Professional Evaluation Practice  | HSS CB 24/07/315 |

This qualification was closed to new enrolments in 2020 and all students have been taught out.

- |             |   |                  |
|-------------|---|------------------|
| <b>10.4</b> | Qualification Retirement Certificate in Pacific Development | HSS CB 24/07/316 |
|-------------|---|------------------|
- This qualification was closed to new enrolments in 2017 and all students have been taught out.

- |             |   |                  |
|-------------|---|------------------|
| <b>10.5</b> | Specialisation Retirement BREP (Soil/Earth Science) | HSS CB 24/07/317 |
|-------------|---|------------------|
- This specialisation in the Bachelor of Resource and Environmental Planning was closed to new enrolments in 2019. The DAQ has been liaising with the College of Science and this specialisation can now be retired.

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|-------------|---|------------------|
| <b>10.6</b> | Specialisation Retirement PGDipArts (Social Work) | HSS CB 24/07/318 |
|-------------|---|------------------|
- This specialisation is a carry-over from before the College of Health was created. It has been no new enrolments since 2018 and all students have been taught out.

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|-------------|--|------------------|
| <b>10.7</b> | 230121 Future State: New Zealand in the 21st Century | HSS CB 24/07/319 |
|-------------|--|------------------|

This course was an interdisciplinary paper for Social Sciences. The material is now covered in other courses, so this course is no longer required and can be retired.

### Psychology

**10.8** Specialisation Retirement MA (Psychology – Health Psychology) HSS CB 24/07/320

This specialisation has been closed to new enrolments since 2018. Students can take this particular specialisation under the MSc. In consultation with the HoS Psychology, this specialisation will be retired, but the courses will still be taught under the MSc, so no staff will be affected.

**10.9** 175776 On-Line Seminar in Contemporary Professional Development HSS CB 24/07/321

This course has not been offered for 12 years, has been replaced with a new course, and is no longer required.

**10.10** 175778 Principles of Social Therapy HSS CB 24/07/322

This course has not been taught for 12 years and is no longer required.

In the general discussion there was a query about the reference in many of these documents about the courses, specialisations or qualifications no longer being aligned with the strategic direction. Is there a clear statement of what the strategic direction is which informs these decisions?

Several factors are taken into account when these proposals are created.

- The PVC, Heads of Schools and academics involved in the disciplines are consulted.
- The College must ensure that shifts in disciplines, and student demand, are reflected in the offer.
- From 2022 it was decided that Units and Colleges should not have individual strategic plans, but should take the University strategy into account. There is no formal College Strategic Plan document.
- If a qualification is not offered for five years or has no students for that time, it has to be reapproved by CUAP which is a lengthy process and just as onerous as making a new application.
- If the College is actively managing the academic portfolio and removing items which are no longer needed then there can be scope for the introduction of new qualifications, specialisations and courses.

**Moved:** That documents HSS CB 24/07/307 to HSS CB 24/06/322 be approved by College Board and forwarded to Academic Committee

**Rawlins/White  
Carried**

**10.11** CoHSS MRC Summary approved by APC Jun24 for forwarding to CB HSS CB 24/07/323

The Director College Projects noted that the Emergency Management team had improved the learning outcomes and related assessments so that they are pertinent to the level of the qualification, and the College is impressed by the improvements.

**Moved:** That document HSS CB 24/06/323 be approved by College Board and forwarded to Academic Committee for noting

**Rawlins/Poskitt  
Carried**

## 11. DOCUMENTS FOR DISCUSSION

The Director Research spoke to these documents.

**11.1** CB Consultation Draft Research and Consultancy Activities Policy and Procedures HSS CB 24/07/324

**11.1.1** Draft Research and Consultancy Activities Policy and Procedures HSS CB 24/07/325

This is the revised draft of a policy and procedures document which came through College Board last year for discussion. It consolidates into one document five policies and procedures documents which covered applying for research funding and the use and management of research funding.

This revised version has been through Research Committee, which requested a few clarifications and some further information, but did not highlight any major issues.

There was concern that this document felt like it was more focussed on telling researchers what to do, rather than saying how researchers will be supported and helped to make sure the funds are used properly for research.

- The DR responded that the document is trying to clarify for researchers that funding has to be spent in line with their budget, or else a variation has to be sought. Part of the purpose of this document is to protect researchers, as well as guide them and support them.
- The PVC noted that the Director Research and the College Business Manager are both available to help researchers. It could be useful to have a professional development opportunity next year to help researchers understand how this document works in practice.

The DR will make a submission in response to this document and invited members to contact him if they had any comments or advice to be included.

- |               |   |                  |
|---------------|---|------------------|
| <b>11.2</b>   | CB CoHSS Consultation on Draft Masters Thesis Examination Policy Jul 2024 | HSS CB 24/07/326 |
| <b>11.2.1</b> | Draft Master's Thesis Examination Policy (Jul 2024)                       | HSS CB 24/07/327 |

This draft policy is a set of guiding principles about how Masters theses should be examined and how to ensure they are completed in time.

There was a query concerning the lack of provision for major emendations. Minor emendations are mentioned. Responses were:

- Emendations are normal in a PhD thesis, but a Master's thesis is examined as is, similarly to a research report.
- The Supervisor has to sign a form to say that the thesis is of a suitable standard. Minor changes are allowed, such as fixing formatting and correcting spelling mistakes, but it is also about staff workload, and they are not expected to spend time checking everything.

A clarification was requested concerning the last sentence on page 5 about the third examiner and the bounds for the final grade.

- Normally there are two examiners. If they suggest different grades there are criteria for awarding a final grade. First, if the grades differ by one, the higher grade is selected. If the difference is more than one, for example an A and a C+, a consensus is sought. If the examiners cannot agree, then a third examiner is appointed. But the grade awarded by the third examiner cannot be higher than an A or lower than a C+. The two original examiners' grades set the bounds for the final grade.

## **12. DOCUMENTS FOR INFORMATION**

## **13. DOCUMENTS FOR NOTING**

## **14. GENERAL BUSINESS**

## **15. LATE ITEMS**

- |      |  |                  |
|------|--|------------------|
| 15.1 | Phase 2 UAG - Te Kunenga ki Pūrehuroa Massey University Submission -<br>College Boards | HSS CB 24/07/328 |
|------|--|------------------|

The DR spoke to this document.

The College Board discussed the Phase 1 questions from the University Advisory Group in the May and June meetings, and circulated the College's response in June.

The UAG is moving quickly and for Phase 2 has put out 17 questions in seven different areas.

The PVC and the DR will meet to work out a process for seeking College responses. It will be difficult to compress all responses into a single document because there are so many questions, some of the questions are very broad, and the page limit is no more than five pages. Responses are due on 30 August, in about six weeks, another very tight time frame.

Comments and questions from the discussion included:

- The first interim report is due before Phase 2 finishes. This is an unusual process.
- There are some very important questions, such as number 16, concerning the role and scope for academic decision making that would be desirable in the University. This is a fundamental question. In the response this could be linked to the question about excellence.
- Anyone, or any group of people, can submit a response. This is a very diverse College with many constituents, so will concentrate on a response which makes sense to the College as a diverse body.
- A strategy for the programmes, Schools and Units would be to concentrate on the questions which are of most concern to them rather than trying to answer all the questions.
- The final date for contributions to the University response is 25 August, so any critical strategic points should also be fed into that response.
- As Humanities and Social Sciences academics, this College should look at the underlying ideologies and framings of these questions.
- The PVC and DR will survey College opinion on this document, and attempt to have a draft response available at the 16 August Board meeting.
- The DR invited anybody who has thoughts about the document or the process for sourcing a College response to contact him.
- The PVC offered to note any points from the Student representatives in the College response document, if they wish.

The PVC thanked the DR for his efforts to put together this response.

**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**



## Part I: Paper for Decision

<b>DATE:</b>	25 September 2024
<b>AUTHOR:</b>	Chair of Academic Board, Professor Fiona Te Momo
<b>SUBJECT:</b>	<b>EXCLUSION OF PUBLIC</b>

## 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
AB24/09/148	Confirmation of Minutes Academic Board Meeting 21 August 2024 – Part II	For the reasons set out in the Part I minutes of 21 August 2024 held with public present	
	Conferment of Degrees and Awarding of Diplomas and Certificates	Personal privacy	s7(2)(a)
AC24/08/279 AC24/08/280	Graduating Year in Review Reports	Commercial sensitivity	s7(2)(b)(ii)
<b>Noting Papers</b>			
Academic Committee Minutes - 2 July & 6 August 2024 – Part II College of Humanities and Social Sciences Board Minutes - 19 July 2024 – Part II College of Business Board Minutes - 9 July 2024 – 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.