

Proposal	Rationale	SLT advice to progress to next steps
1. Programme (qualification) committees	<p>To ensure our qualifications are coherently designed and managed according to a continuous improvement approach.</p> <p>Investment in the quality and reputation of our product is crucial: a consistent approach to continuous improvement will improve the quality of learning and student experience and reduce cost of 'workarounds'.</p> <p>Development and maintenance of curriculum maps which outline the development of discipline knowledge and academic skills, show how assessment is designed and delivered across the qualification, and ensure that students achieve the graduate profile, is a standard approach in universities world-wide.</p> <p>A coherent repository of programme and course outlines ('a single source of truth') has multiple benefits in terms of administration and interoperability with other enterprise systems, and for the purposes of consistency, reporting, auditing, and so on.</p>	Proceed , with provision for Colleges to determine what form these take.
2. Development of costing model	We need to know the actual costs of what we do and how we do it to inform our decision making.	Proceed.
3. SLT approval of new programmes/qualifications	We need to ensure that the connection between academic and business decisions (estates, student accommodation, and so on) are fully understood from the outset. Note that this decision-making process will focus on the financial and strategic viability of new qualifications and will be aligned with academic decision-making processes and respect academic agency.	Proceed.
4. Transdisciplinary courses	To provide a point of difference to other New Zealand universities and	Proceed with modified proposal to model the

	<p>attract new EFTS. Transdisciplinarity is emerging field – this is an opportunity to have ‘first mover’ advantage in New Zealand.</p>	<p>development of a Transdisciplinary major/minor (specialisation) with a view to developing a new programme. The core Transdisciplinary courses proposed in the discussion document will not proceed as described but may proceed across some programmes (see below).</p>
5. Size of the major and reduced choice	<p>Standardising the structure of the major and streamlining pathways will simplify the management and student support requirements. This approach would also support the embedding of appropriate literacies development. Current variability causes considerable complication in systems which generates cost.</p>	<p>Proceed with an alternative model which would ensure that all students can meet the graduate profile while also supporting some ‘cross university’ courses. Note this would also support some level of transdisciplinarity.</p>
6. Double majors	<p>Removing double majors would provide space within the major for more embedded skills etc.</p>	<p>Retain double majors. Identify popular double-major combinations and ensure that these are designed and timetabled for optimum student experience. Actively market popular packages.</p>
7. Minors	<p>Currently these are unstructured and poorly understood by students.</p>	<p>Retain specific identified minors and market these in major-minor combinations actively. Ensure minor can appear on graduation testamur (graduation scroll).</p>
8. Te Reo Māori pathways through main undergraduate qualifications	<p>In response to Te Tiriti-led aspirations and increasing numbers of students coming from full-immersion backgrounds.</p>	<p>Progress: Manner in which work will proceed to be confirmed following advice of Māori Professoriate and DVC Māori.</p>
9. Te Reo Māori versions of assessments	<p>In response to Te Tiriti-led aspirations and increasing numbers of students coming from full-immersion backgrounds.</p>	
10. Course design approval by Programme Committee	<p>A way to ensure consistent approach to constructive alignment</p>	<p>Progress with modified proposal for oversight of</p>

	and quality learning design.	course quality as part of Programme Committee Terms of Reference (ToR), see above.
11. 'Smoothed' student workload	Removing workload bottlenecks may improve student success.	Do not progress in this form – address as part of Learning Quality Guidelines refresh.
12. High impact practices	These practices are shown to improve student success and retention.	
13. Embedded literacies	These practices are shown to improve student success and retention.	
14. Programmatic approach to assessment with authentication at key points	Project already approved in <i>Paerangi</i> . This is to manage the response to GenAI – our current approach is causing enormous dissatisfaction among students.	
15. Assessment supported by embedded skills development at all levels	These practices are shown to improve student success and retention.	
16. 'Ipsative assessment and eportfolios'	To support aspirations for 'lifelong learning' as articulated in University Strategy and Graduate Profile.	Do not progress.
17. Pass/fail or specs grading for all 100-level courses	Both approaches provide good mechanisms for reducing staff workload while still supporting good learning and feedback.	Do not progress across the University, noting that specific disciplines and programmes may advance.
18. No exams for all 100-level courses	Exams are very stressful for students still learning 'how to do university'.	Retain exams for 100-level courses , where disciplinary norms or professional accreditation bodies demand their use, with a maximum weighting of 40%.
19. No more than three assessment points for 100-level courses	This allows for standard marking time and provision of feedback <i>for</i> learning.	Do not progress – address as part of Learning Quality Guidelines refresh and Programme Committee Terms of Reference.
20. 100-level course assessments should be	Poor assessment design generates a great deal of student wellbeing problems.	Progress in modified form with clear requirements for assessment moderation as

peer reviewed by LDs or support specialists		part of assessment policy.
21. Use of specific tools such as Cadmus	Poor assessment design generates a great deal of student wellbeing problems.	Do not progress - address as part of Learning Quality Guidelines refresh and Programme Committee Terms of Reference.
22. Challenge for credit	A modified version of recognition of prior learning (RPL) could attract more students and provide pathways for those who have expertise and experience.	Progress in modified form whereby it is an option in identified qualifications.
23. Stream template	A consistent Stream layout helps students focus on their learning.	Progress with Stream template.
24. All course content will be fully available to students from the first day of semester	To support student agency and in recognition that most of our students do not work according to our set schedules. Course content being held back by coordinators is one of the biggest single complaints received from students.	Progress the proposal as part of Learning Quality Guidelines, with one-off exemption when new courses are being developed if dedicated time for this cannot be accommodated in staff workloads. To take effect from S2, 2025 to allow staff to plan for the adjusted approach.
25. Master courses	Having master courses would ensure that work done to set up quality courses would remain intact rather than the current processes of snowballing changes and lost investment.	Do not progress.
26. Minimum number of videos	Increasing demand for lecture capture needs to be addressed in ways the university can afford. Need to compete with other providers who are fully enabled for lecture capture. We also need to guard against 'lecture hegemony' where enterprise-wide lecture capture (and recording) serves to maintain the primacy of the mass lecture at the expense of other, more personalised ways of learning where better and more effective means of one-to-many exposition	Align with Learning Quality Guidelines and progress with a staged implementation to allow staff time to adjust

	are now available.	
27. No compulsory synchronous activities for online. Optional synchronous activities must be recorded. synchronous online 'office hours' or drop-in sessions each week	This is already in place and was approved by Learning and Teaching Committee some years ago. It was included here for visibility purposes.	Progress as part of Learning Quality Guidelines with adjusted wording: "Optional synchronous learning activities such as tutorials must be recorded or an equivalent resource provided." Clarify that this applies to "Fully online" courses.
28. Course Stream sites must enable collection of coherent and actionable learner and learning analytics	Our current ad hoc approach to learning design means it is hard to make judgements about student engagement and performance based on behaviour in Stream. This information is essential to identifying engaged or unengaged students.	Proceed as part of Learning Quality Guidelines.
29. Course materials will be designed and presented using an agreed Stream toolset	Use of unapproved third-party software for course design creates sustainability risks for the university. It often adds to the student workload as they need to learn to use/navigate new tools.	Proceed. Introduce Stream user reference group to ensure mechanism to respond to user demand.
30. Except where they are available in either 'internal', 'block', 'fully online' or 'independent online' modes, all courses are designed for hybrid learning	Supporting the behaviour patterns of our current students where even those signing up for internal classes have expectations of flexibility.	Proceed with a 'designing appropriately for each mode' approach through Learning Quality Guidelines.
31. Where courses are offered in 'internal', 'block', 'fully online' or 'independent online' and another mode, Stream sites for these modes must be separated	To support clarity of the student experience	
32. Courses only available in internal mode must have regular, scheduled compulsory synchronous active learning events. Courses may only be offered in this mode if they require specialist facilities such as access to		

laboratories or studios or local business, industry or community activities		
33. Courses offered in block mode must supplement the scheduled in-person learning activities with scaffolded online learning		
34. Courses offered in fully- or independent online modes must be designed for a high-quality online experience Courses offered in these categories support our 'world-class global university' aspirations		
35. Learning sections distance, fully online or independent online courses in these categories will be built by a learning designer working in partnership with academic staff	Learning designers have technical and online learning design expertise that complements the discipline knowledge of the teaching academic. We need to take a 'best teams' approach here.	Progress with modified approach emphasising optional engagement and collaborative partnership approach.
36. Semester dates will, as far as possible, align with the New Zealand school term dates	Recognition that a large proportion of our students and staff are parents and caregivers and juggling study when children are on holiday is a challenge.	Proceed with modelling project to review semesters.
37. Summer school will be delivered in two, six-week blocks	Research conducted at Massey shows that this has a positive impact on student outcomes, but the model may create issues with Studylink funding.	Do not progress – incorporate in review of semesters