



TE KUNENGA | MASSEY
KI PŪREHUROA | UNIVERSITY

UNIVERSITY OF NEW ZEALAND



ACADEMIC BOARD AGENDA
PART I

WEDNESDAY 20 NOVEMBER 2024 – VIA ZOOM

Academic Board Meeting - 20 November 2024 - Part I

20 November 2024 01:30 PM - 03:30 PM



TE KUNENGA
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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 Whakamutunga – 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 23 OCTOBER 2024 AT 1.30 PM

PART I

Present:

Prof. Fiona Te Momo (Chair), Vice-Chancellor Prof. Jan Thomas, Provost Prof. Giselle Byrnes, Dr. Maria Borovnik, Associate Prof. Darryl Cochrane, DVC Māori Prof. Meihana Durie, PVC College of Science Prof. Raymond Goer, Dr. Simon Hills, Prof. Huia Jahnke, 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. Julieanna Preston, Prof. Matt Roskruge, Prof. Kaye Thorn, Prof. Bryan Walpert, Rongomaiaia Te Whaiti, and Micah Geringer (student member).

In Attendance: Associate Dean Academic Programmes Faith Kane, Acting Head of Massey Business School Claire Matthews, International Research Rankings Advisor Anita Muthukaruppan, Communications Manager Jenna Nichols, MU Council member Mark Ratcliffe, Dean Postgraduate Research Tracy Riley, Associate Director-Sustainability, Policy & Comms Allanah Ryan, Governance Advisor Chanell Meehan, Governance Advisory Support Maryse Ropiha, and one member of the public (Part I only).

Apologies: Prof. Naomi Cogger, Associate Prof. Jo Cullinane, DVC Students and Global Engagement Tere McGonagle-Daly, Prof. Tasa Havea, Ripeka Paapu (Manawhakahaere o Te Tira Ahu Pae), Prof. Diane Pearson, Henessey Wilson (TTAP President), Dr. Marta Rychert, Prof. Nicollette Sheridan, Associate Prof. Veronica Tawhai, PVC College of Humanities and Social Sciences Prof. Cynthia White; and apologies for lateness Prof. Julieanna Preston (2.30 pm).

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, with a quorum confirmed.

1.3 Declaration of Interests

No declarations of interest were noted.

1.4 Meeting Agenda Review

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

1.5 Confirmation of Minutes of Meeting held 25 September 2024 – Part I (AB24/10/281)

AB24-65 RESOLVED:

(Chair)

THAT the Academic Board adopts the minutes of Part I of the meeting held on 25 September 2024 as a true and correct record.

CARRIED

1.6 Matters Arising

There were no matters arising from the 25 September 2024 minutes.

1.7 Action Schedule - Part I (AB24/10/282)

The action schedule was reviewed with the number of completed actions noted.

1.8 Academic Board Work Plan 2024 - Part I (AB24/10/283)

The Board noted the updated Work Plan for 2024.

2. STRATEGIC UPDATES

2.1 Chair's Report (Verbal)

The Chair acknowledged the ongoing work within the teaching and learning frameworks across all colleges, including recent progress on attendance tracking and data management within academic units. Discussions continued to evolve around the broader implementation of curriculum transformation initiatives, prompting robust discussion and collaboration across colleges and units. Additionally, the Chair introduced upcoming considerations related to the Children's Act 2014, with a focus on providing guidance for staff, researchers, and students engaged in work involving children.

The Chair also emphasised Massey University's commitment to a multi-campus model with a strong emphasis on extramural (distance) education, acknowledging the contributions of academics across campuses and colleges in delivering academic programmes and disciplines. In closing, the Chair referenced Takata Ki, a foundational principle symbolising lifelong learning and the integration of Te Ao Māori within Massey's academic environment, reflecting the collective effort needed to achieve the university's dedication to inclusive education across communities.

2.2 Vice-Chancellor's Report (AB24/10/284)

The Vice-Chancellor expressed appreciation for the strong engagement from staff and students in the recent drop-in sessions for the strategic plan refresh, held across the university's three campuses. With approximately 340 participants and around 1,000 prioritisation contributions, these sessions provided valuable feedback on key elements of the strategic plan. The feedback is currently being analysed, with converging priorities emerging, which will help shape the refreshed strategic plan scheduled for Council review in December.

The Vice-Chancellor highlighted the collaborative approach taken during these sessions, noting it was modelled after the successful "*Reimagining the Campuses*" initiative. This approach allowed for effective two-way dialogue, providing a platform for thoughtful, considered exchanges among participants. The Vice-Chancellor also referenced feedback from the recent pulse survey, underscoring a commitment to ongoing, effective communication between the Senior Leadership Team and university colleagues. The Vice-Chancellor expressed interest in continuing this dialog-driven format, depending on participant feedback, to further enhance communication and engagement within the university community.

2.3 Provost Report (Verbal)

The Provost provided an update on both education and research initiatives. The curriculum transformation work and consultation process for the draft curriculum framework were ongoing, with feedback due by 6 November. This timeline was driven by the need to present a finalised version to Academic Board in late November, followed by approvals from the Senior Leadership Team and Council in early December. The Provost emphasised that this framework builds on prior discussions and invited further expressions of interest from staff to lead or contribute to three workstreams: revising course quality standards, developing teaching expectations, and introducing a transdisciplinary specialisation.

A question was raised regarding the positioning of hybrid courses in the draft framework, specifically concerning courses that offer both internal and distance options with shared materials. The Provost acknowledged the complexity of this question and would follow up via email for a more detailed response.

On the research front, applications for the Strategic Research Excellence Fund were open, closing on 6 November. Updates on the University Advisory Group (UAG) and Student Success Advisory Group (SSAG) recommendations were anticipated soon. The Provost also discussed the university's approach to generative AI (GenAI), highlighting collaboration with the Royal Society of New Zealand to develop ethical guidelines for GenAI, with results expected by year-end.

The Provost shared insights from a recent Universities New Zealand Education Committee meeting, covering updates on quality assurance transitions, open access initiatives, and sector-wide support for teaching enhancement. She concluded by celebrating Massey's achievements in the national Tertiary Teaching Excellence Awards, honouring recipients from the School of Education and the College of Health's Mental Health and Addictions team.

2.4 Student Report (Verbal)

The student representative addressed the Academic Board regarding the university's decision to cease funding the Student Association. This decision raised significant concerns, particularly as the Student Association faces challenges in retaining staff necessary to engage effectively in key initiatives, such as providing feedback on curriculum transformation. The representative noted that this decision placed Massey as the only New Zealand university to defund its Student Association, potentially impacting the quality of student representation.

In response, the Chair and other members emphasised that this issue fell primarily within operational boundaries and lay outside the Academic Board's purview. The Chair underscored the value that student voices bring to academic discussions and expressed support for maintaining student contributions, independent of the operational changes. The Provost also acknowledged the valuable feedback the Student Association provided during the first round of curriculum transformation consultations, affirming that student input would remain critical and welcome in future discussions.

2.4 College Engagement: College of Creative Arts Presentation

Faith Kane, Associate Dean of Academic Programmes at the College of Creative Arts (CoCA), presented the College's ongoing curriculum transformation efforts, aimed at creating more connected, flexible, and sustainable programs. The CoCA curriculum refresh focused on providing students with diverse pathways across creative disciplines, reinforcing cultural awareness, and aligning with Te Tiriti o Waitangi responsibilities. The thematic structure within CoCA's shared core courses, such as "*Professional Cultures*" and "*Critical Studies*" were highlighted, which were now mandatory for all Wellington-based undergraduate qualifications. This curriculum model emphasised creative practice while integrating themes such as whakapapa, Te Tiriti o Waitangi, and sustainability across students' academic journeys.

The presentation also covered the initial steps being taken to support staff through Professional Development workshops designed to foster a Te Tiriti-aligned teaching perspective. Led by experienced Māori faculty, these workshops provide foundational knowledge, enabling staff to apply Te Tiriti principles within their courses. Questions and comments from members underscored the importance of ensuring appropriate expertise and continued professional support for staff throughout this journey. Faith clarified that the workshops served as an introduction to Te Tiriti-aligned teaching, without expecting all staff to become experts, but instead to incorporate a Te Tiriti perspective into their teaching practice.

Further discussions included the Provost's suggestion to engage Māori faculty across the university, as well as the DVC Māori emphasis on embedding Massey Graduate Attributes related to Te Tiriti. Members echoed the significance of CoCA's leadership in integrating these cultural frameworks. The Chair acknowledged CoCA's presentation as exemplary, setting a benchmark for other colleges as they continue their curriculum transformations.

2.5 Sustainability Rankings Presentation

Allanah Ryan, Associate Director of Sustainability, Policy and Communications, along with Anita Muthukaruppan, International Research Rankings Advisor, presented an overview of Massey University's sustainability initiatives, strategy, and performance in global rankings. Allanah emphasised the university's alignment of sustainability goals with its broader strategic framework, including the Climate Action Plan, which supports goals such as carbon neutrality and low-carbon leadership.

The presentation covered Massey's participation in the Times Higher Education Impact Rankings and the QS Sustainability Rankings, both of which assess institutions based on operational and academic sustainability metrics. Ryan noted that while the university's sustainability initiatives had been well-received, there was a visible gap between institutional sustainability rankings and students' perceptions of Massey's commitment to tangible climate action. For instance, some progress towards carbon neutrality has resulted from operational changes during COVID-19, rather than intentional actions aligned with specific sustainability targets.

Allanah proposed strengthening the integration of sustainability into the university's DNA by aligning four core areas: transdisciplinary research, curriculum transformation, campus reimagining, and Te Tiriti-led initiatives, into a cohesive "*living lab*" model. This approach would connect research, teaching, and operational activities with sustainability goals, creating a more visible and impactful framework. Allanah suggested that further investments in regenerative campus projects and innovative academic programs could enhance Massey's leadership in sustainability.

Following Allanah's overview, Anita Muthukaruppan, International Research Rankings Advisor, provided a detailed analysis of Massey's performance in global sustainability rankings and its alignment with university strategy. She noted that Massey currently ranks 75th globally and 2nd in New Zealand in the Times Higher Education Impact Rankings, with an ambition to become the top-ranked institution nationally by 2027. The Times Higher Education and QS Sustainability Rankings evaluate universities on a range of operational and academic metrics across the Sustainable Development Goals (SDGs), assessing areas such as research, teaching, stewardship (kaitiakitanga), and community outreach.

Anita highlighted that Massey's strategic pillars—research, teaching, people, and environment—naturally align with the evaluated metrics. She explained that achieving higher rankings would benefit from intensified efforts in sustainability-focused research, teaching, and governance. However, she emphasised that while the rankings serve as important benchmarks, Massey's primary objective should be to set and advance its own sustainability goals, which would naturally reflect positively in these metrics. The alignment of Massey's actions with its strategic vision, rather than targeting rankings alone, was recommended as the optimal pathway forward.

The Chair and Provost acknowledged the valuable insights from both Allanah and Anita, noting the importance of a more visible, cohesive approach to sustainability that aligned with Massey's broader strategic framework. The Chair recommended that this presentation be shared with college boards to further encourage academic and operational engagement across the university.

***ACTION:** That the Associate Director of Sustainability, Policy and Communications and International Research Rankings Advisor's Sustainability Rankings presentation be shared with college boards to further encourage academic and operational engagement across the university.*

2.7 Draft Research Data Management Policy (AB24/10/285)

The Provost introduced the draft Research Data Management Policy, highlighting its role in establishing clear responsibilities for the handling, sharing, storage, and disposal of research data. This policy was designed to support the university's commitment to responsible research data practices in response to growing demands from research funders and partners for transparent data management processes, particularly as open science and data sharing become increasingly prioritised. The policy was inspired by best practices from other institutions, notably the University of Auckland.

Key components of the policy include the requirement for Research Data Management Plans, especially for projects involving sensitive or restricted data, and provisions that ensure compliance with Māori data sovereignty principles and Pacific data governance. The policy outlined specific responsibilities across the university community, from researchers to heads of academic units, covering aspects such as data ownership, secure storage, retention, and destruction. During the discussion, a question was raised about the risks associated with AI technologies potentially accessing research data, even post-retention, which highlighted the need to address privacy and security risks in this evolving landscape.

During Part II of the meeting, additional feedback highlighted the importance of supporting the policy with robust infrastructure. A member suggested that Massey develop a comprehensive digital infrastructure to enhance data security, open access, and overall data management capabilities, similar to the setup at the University of Auckland. The Provost acknowledged this need and shared that a digital strategy and ten-year capital plan were underway, aimed at strengthening Massey's IT systems to be secure and resilient, especially in light of increased interest in generative AI.

The Provost also welcomed feedback on the policy's tone, aiming for an enabling approach that clearly defines responsibilities while managing risk. The policy remained open for feedback until 14 November with staff encouraged to contribute to ensure alignment with Massey's strategic and operational needs.

AB24-66 **RESOLVED:** **(Chair)**

THAT the Academic Board discuss the proposed Massey University Research Data Management Policy and provide advice/comment by 14 November 2024 to Neil Ulrich.

CARRIED

3. ACADEMIC PROGRAMMES

3.1 Approval of Master’s Thesis Examination Policy (AB24/10/286)

Professor Tracy Riley presented the proposed Master’s Thesis Examination Policy, developed in response to recommendations from the Cycle Six Academic Audit, which emphasised the need for consistent and transparent examination processes across the university. With over 200 master’s theses completed annually across 100 programs and five colleges, the policy aimed to standardise procedures for examining, grading, and appealing master’s theses. Key provisions include the requirement for two independent examiners (with at least one external), confidential examination processes, and an option for students to provide input on examiner selection to avoid conflicts of interest.

The policy also clarifies the roles of students, supervisors, and examiners in confirming thesis originality, following grading standards, and managing emendations. An online submission and grading process through the student management system was planned for 2025 to streamline administration and alleviate workload challenges in the Graduate Research School.

Board members raised points about resource support, examiner confidentiality, and guidelines for creative practice examinations. Tracy confirmed that the Graduate Research School would work closely with colleges on discipline-specific processes and acknowledged ongoing development of guidelines for supervisors and students.

AB24-67 **RESOLVED:** **(Chair)**

THAT the Academic Board discuss and approves the proposed Massey University Master’s Thesis Examination Policy.

CARRIED

3.2 CUAP Reported Specialisation Retirement (for approval) (AB24/10/287)

The Academic Board reviewed a proposal for the formal retirement of the Public and Professional Writing specialisation within the Diploma of Arts. This specialisation, previously offered through the College of Humanities and Social Sciences, was closed to new enrolments in 2019. Following a thorough review process through the Academic Committee, the proposal was now presented for formal approval by the Academic Board to be forwarded to the Vice-Chancellor and then reported to CUAP for official noting.

The Provost noted that this retirement aligned with programme updates aimed at consolidating offerings and reflected a strategic decision made after consultation with relevant academic units.

AB24-68 **RECOMMENDATION:** **(Chair)**

THAT the Academic Board recommends the CUAP proposal for the formal retirement of the Public and Professional Writing specialisation within the Diploma of Arts to the VC for approval and forwarding to CUAP for noting.

CARRIED

4. PAPERS FOR NOTING

The Board noted the papers as listed.

4.1 CoCA College Board ToR Report (AB24/10/288)

4.2 Academic Board Subcommittee Minutes – Part I:

- 4.3.1 CoS College Board Minutes – 15 August
- 4.3.2 CoHSS College Board Minutes – 16 August
- 4.3.3 Academic Committee Minutes – 3 September
- 4.3.4 CoB College Board Minutes – 10 September

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

3.1 Conferment of Degrees and Awarding of Diplomas and Certificates

3.1.1 Memorandum: Attestation to status of graduands (AB24/10/292)

3.1.2 Degrees to be Conferred & Diplomas & Certificates to be Awarded (AB24/10/293)

AB24-71 RESOLVED: (Chair)

THAT the Academic Board approves the degrees be conferred, and the certificates and diplomas be awarded to those as listed in the report, with the university seal affixed to the parchments.

CARRIED

7. MOVING INTO PART II - EXCLUSION OF THE PUBLIC (AB24/10/289)

AB24-69 RESOLVED: (Chair)

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
AB24/10/290	Confirmation of Minutes Academic Board Meeting 25 September 2024 - Part II	For the reasons set out in the Part I minutes of 25 September 2024 held with public present	
	Conferment of Degrees, Awarding of Diplomas and Certificates	Personal privacy	s7(2)(a)
AB24/10/293	Academic Integrity Report	Commercial sensitivity	s7(2)(b)(ii)
Noting Papers			
4.1.1 CoS College Board Minutes – 15 August 2024			
4.1.2 CoHSS College Board Minutes – 16 August 2024			
4.1.3 Academic Committee Minutes – 3 September 2024			

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.	Sustainability Rankings Presentation: That the Associate Director of Sustainability, Policy and Communications and International Research Rankings Advisor’s Sustainability Rankings presentation be shared with college boards to further encourage academic and operational engagement across the university.	Governance Advisor & Provost	23/10/2024 2.2 Sustainability Rankings Presentation	Invitations sent to College Board Secretaries to coordinate the scheduling of the Sustainability Rankings presentation by the Associate Director of Sustainability, Policy and Communications and the International Research Rankings Advisor into their respective Board meeting agendas and confirming suitable dates.	Completed 7/11/2024
2.	CoCA Presentation: Presentation on the College of Creative Arts (CoCA) by Faith Kane.	Faith Kane	25/09/2024 1.6 Matters Arising	Invitation sent to present on CoCA at the 23 October 2024 Board meeting.	Completed 23/10/2024
3.	Presentation on Sustainability Rankings: Associate Director of Sustainability Policy & Comms, Allannah Ryan & International Research Rankings Advisor, Anita Muthukaruppan to present further details on sustainability rankings & their alignment with the university’s strategy.	Governance Advisor & Provost	21/08/2024 Research Rankings Update (AB24/08/132)	Invitation sent to present on sustainability rankings at the 23 October 2024 Board meeting.	Completed 23/10/2024



Academic Board 2024 Work Plan – Part I

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



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

College Engagement Schedule:

Meeting Date	Reports Due	College to Present
23 October 2024	11 October 2024	College of Creative Arts (CoCA)
2025		
26 February 2025	14 February	College of Health (CoH)
23 April 2025	11 April	College of Humanities & Social Sciences (CoHSS)
18 June 2025	6 June	College of Sciences (CoS)
27 August 2025	15 August	Massey Business School (CoB)

Academic Board DRAFT 2025 Work Plan – Part I

	26 FEBRUARY	26 MARCH	23 APRIL	28 MAY	18 JUNE
Location	Zoom	Zoom	Zoom	Zoom	Zoom
Standing Items	<ul style="list-style-type: none"> Chair's Report VC's Report Provost Report Student Report 	<ul style="list-style-type: none"> Chair's Report VC's Report Provost Report Student Report 	<ul style="list-style-type: none"> Chair's Report VC's Report Provost Report Student Report 	<ul style="list-style-type: none"> Chair's Report VC's Report Provost Report Student Report 	<ul style="list-style-type: none"> Chair's Report VC's Report Provost Report Student Report
Strategic Updates/ Academic Discussion	<ul style="list-style-type: none"> AB Self-Review (<i>Deferred from Oct 2024</i>) College Engagement: College of Health (CoH) Presentation 	<ul style="list-style-type: none"> Subcommittees' Annual Report AB Self-Improvement Actions 	<ul style="list-style-type: none"> College Engagement: College of Humanities & Social Sciences (CoHSS) Presentation 	<ul style="list-style-type: none"> AB Approved Policies Update (<i>6 monthly</i>) Te Pou Rangahau Update 	<ul style="list-style-type: none"> Draft 2026 Meeting Schedule College Engagement: College of Sciences (CoS) Presentation Animal Research Ethics Committee Annual Report
Academic Programme	<ul style="list-style-type: none"> Qualification Review Reports Conferment of Degrees and other qualifications 	<ul style="list-style-type: none"> CUAP Proposals (Round 1) Qualification Review Reports Conferment of Degrees and other qualifications 	<ul style="list-style-type: none"> CUAP Proposals (Round 1) Qualification Review Reports Conferment of Degrees and other qualifications 	<ul style="list-style-type: none"> Qualification Review Reports Conferment of Degrees and other qualifications 	<ul style="list-style-type: none"> CUAP Proposals (Round 2) Qualification Review Reports Conferment of Degrees and other qualifications
Papers for Noting	<ul style="list-style-type: none"> Subcommittee minutes 	<ul style="list-style-type: none"> Subcommittee minutes 	<ul style="list-style-type: none"> Subcommittee minutes 	<ul style="list-style-type: none"> Subcommittee minutes 	<ul style="list-style-type: none"> Subcommittee minutes



	23 JULY	27 AUGUST	24 SEPTEMBER	22 OCTOBER	19 NOVEMBER
Location	Zoom	Zoom	Zoom	Zoom	Zoom
Standing Items	<ul style="list-style-type: none"> • Chair’s Report • VC’s Report • Provost Report • Student Report 	<ul style="list-style-type: none"> • Chair’s Report • VC’s Report • Provost Report • Student Report 	<ul style="list-style-type: none"> • Chair’s Report • VC’s Report • Provost Report • Student Report 	<ul style="list-style-type: none"> • Chair’s Report • VC’s Report • Provost Report • Student Report 	<ul style="list-style-type: none"> • Chair’s Report • VC’s Report • Provost Report • Student Report
Strategic Updates/ Academic Discussion	<ul style="list-style-type: none"> • 2026 Meeting Schedule (<i>Approval</i>) 	<ul style="list-style-type: none"> • Research Rankings Update • Subcommittee General Report (<i>performance review under current ToR</i>) • College Engagement: Massey Business School (CoB) Presentation • Human Research Ethics Committees Annual Report 			<ul style="list-style-type: none"> • AB Approved Policies Update (<i>6-monthly</i>) • Te Ara Paerangi & Te Pou Rangahau Update (<i>6-monthly</i>)
Academic Programme	<ul style="list-style-type: none"> • CUAP Proposals (Round 2) • Qualification Review Reports • Conferment of Degrees and other qualifications • Graduating Year Reviews 	<ul style="list-style-type: none"> • Qualification Review Reports • Conferment of Degrees and other qualifications • Graduating Year Reviews 	<ul style="list-style-type: none"> • Qualification Review Reports • Conferment of Degrees and other qualifications 	<ul style="list-style-type: none"> • Qualification Review Reports • Conferment of Degrees and other qualifications 	<ul style="list-style-type: none"> • Qualification Review Reports • Conferment of Degrees and other qualifications
Papers for Noting	Subcommittee minutes	Subcommittee minutes	• Subcommittee minutes	• Subcommittee minutes	• Subcommittee minutes



Part I: Paper for Information

MEETING DATE:	20 November 2024
AUTHOR:	Vice-Chancellor Professor Jan Thomas (Chair of the Senior Leadership Team)
SUBJECT:	VICE-CHANCELLOR’S PART I REPORT TO ACADEMIC BOARD PERIOD: October 2024

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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.

Te Pou Rangahau – Research

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

- *Massey Ventures celebrates dual win at 2024 KCA Australasian Research Commercialisation Awards*
Massey Ventures has achieved remarkable recognition at the 2024 Knowledge Commercialisation Australasia (KCA) Research Commercialisation Awards, securing both the Best Licensing Deal award for an innovative keloid scar treatment and the Best Spinout award for NovoLabs®. [Read more](#)

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- **ACTIVATION - Activating Change through InterVentions for Active Travel in our Neighbourhoods)**
 The Ageing Well and Healthier Lives National Science Challenges have recognised the groundbreaking research undertaken by the ACTIVATION team in Auckland and Christchurch. ACTIVATION is led by Professor Karen Witten from the SHORE & Whariki Research Centre. This was a major research initiative jointly funded by the two National Science Challenges (\$2.5m). The project investigated ways to retro-fit the design of neighbourhood streets to encourage more active modes of travel, broaden shared mobility opportunities (e-bikes and cars) in lower-income communities to reduce car dependencies, and increase interagency collaboration to support more integrated planning for active travel infrastructure. Trials of e-bike use resulted in significant trip substitutions from car to e-bike and shared mobility schemes offered profound benefits to health and wellbeing in a social housing complex and a retirement village. The project highlighted the importance of whānau and community-based opportunities for active travel and the value of community bike hubs for building and sustaining walking and cycling.
- **Alcohol attributable cancer**
 Associate Professor Taisia Huckle, SHORE & Whariki Research Centre, is an invited expert convening the work on alcohol availability in relation to alcohol attributable cancer. She participated in meetings as part of this work with the International Agency for Research on Cancer (IARC) in Lyon, France in November 2023 and October 2024. IARC is the specialised cancer agency of the World Health Organization (WHO). The project is an international collaboration of a panel of IARC/WHO and highly regarded academic experts working towards a publication on Alcohol Control Policies and Cancer. It will form part of a series of IARC Handbooks of Cancer Prevention.

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

- Professor Fiona Alpass ONZM, Principal Investigator and lead of the Health and Ageing Research Team (HART), School of Psychology, has received further funding from the Ministry of Business, Innovation and Employment for 2023-2028 to continue their work for understanding predictors of healthy ageing and possible solutions to improve health and wellbeing for all older people. HART comprises researchers from seven institutions across New Zealand who have expertise in ageing research, statistical modelling and data science.
- Dr Angelique Reweti, School of Health Sciences, was nominated, as a Massey University Early Career Researcher, to join a delegation to Chile and Brazil, in October. The Latin America Centre of Asia-Pacific Excellence (LatAm CAPE) sponsored a group of Early Career Researchers to travel to Santiago, Chile, and São Paulo, Brazil, to meet with research colleagues in those countries.
- *Royal Society of New Zealand Te Apārangi Funds*

Catalyst Seeding and Leaders - Outcomes

The Catalyst Seeding fund facilitates new small and medium pre-research strategic partnerships that cannot be supported through other means. The maximum amount potentially available is \$80,000 for two-years. In September, we were advised Associate Professor Susanne Röhr's, School of Psychology, application on dementia risk reduction had been successful (\$80,000). The two-year project began on 1 October.

- *Pacific Resources Bank*
 This project aims to create a platform for Resources that staff and students can access which will help with their research and practice regarding the engagement, Teaching and Learning of Pacific students and researchers. The next stage of the project is for the team (Pacific Student Success

supported by Centre for Educational Transformation (CET) staff) to collect a range resources: Research, videos, guidelines, toolkits etc based on the selected themes.

Te Pou Ako – Learning and Teaching

Examples of the delivery of an excellent learning environment include:

- *Times Higher Education Ranking Results 2025*
In results released in October, Massey has retained its increase in position gained last year, at 501-600 in the world. We have also increased to 6th in New Zealand, up from 7th last year. This year's results are based on 2022 information.

This is the second year of the updated Times Higher Education World University rankings methodology. Last year, University of Canterbury and Massey were the only New Zealand universities to increase in ranking under the new methodology. The biggest methodological change is that Research Quality, which contributes 30% to the overall score, is now measured using four indicators instead of only one. These include Research Excellence (5%), Research Strength (5%) and Research Influence (5%), whilst Field-Weighted Citation Impact is now 15%, compared to 30% previously.

Increasing our scores in the Teaching, Research Environment and Research Quality pillars (particularly in reputation surveys and citations per publication) remain key challenges for us to improve our position in the Times Higher Education rankings.

- *Massey Business School - 2025 QS Top MBA Rankings and Business Masters Rankings*
Massey Business School participated in the 2025 QS Executive MBA, global MBA and Business Masters Rankings, participating in the latter two rankings for the first time. Our EMBA improved by 20 places to be ranked in the top 140 worldwide, and our MBA was ranked in the top 340 worldwide. For Masters in Finance, Massey was ranked in the top 222 worldwide, and for Masters in Business Analytics, we were ranked in the top 164 worldwide.

Massey Business School really shone in the Diversity indicator for these rankings, where we were ranked 6th globally for Diversity in our MBA, and ranked in the top 30 worldwide for Diversity in our Masters in Finance (15= globally), Masters in Business Analytics (27th globally) and EMBA (28th globally).

Massey also scored very highly in our Research Impact sub-indicators for the global MBA (93.7%), Masters in Finance (97.0%) and Masters in Business Analytics (85.9%), reflecting our high quality research in these areas at Massey; note that this sub-indicator was not assessed in the EMBA. Find out more about the QS [Global MBA rankings](#), [EMBA rankings](#) and [Business Masters rankings](#).

- *School of Accountancy wins MYOB Education Partner of the Year*
In October, the School of Accountancy was named the MYOB New Zealand Education Partner of the Year for 2024. The MYOB Partner Awards celebrate the work of MYOB's accounting, bookkeeping and education partners across Australia and New Zealand, and recognise partner innovation, business development strategies, continued learning and superior service. [Read more.](#)

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

- *Teaching Development Modules*

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In September, Kia tū ngaio: Aro Takihi, a suite of self-directed teaching development modules, was launched by the Teaching Academy. There are 11 topics for academics, professional staff, programme leaders or Heads of School to choose from for individual or group-focused professional development. See the staffroom article for more information [Launching the newest phase of teacher development](#).

- *Pacific Student Success*
Pacific Community Hub – Thursdays @ Mangere Town Centre and Westgate Public Libraries
Pacific student support continues at Mangere and Westgate public libraries. The majority of participating students are primarily engaged in distance learning. We utilise these local venues for discussing their studies/ assessments, whether in person or online.
- *New Massey students welcomed in Singapore*
Deputy Vice-Chancellor Students and Global Engagement Dr Tere McGonagle-Daly and Massey Business School Pro Vice-Chancellor Professor Jonathan Elms were in Singapore in early November to welcome new Massey students through our partnership with PSB Academy. They met with our new students, as well as alumni, to celebrate Massey's future and current graduates working in Southeast Asia, and joined them as part of the orientation programme for the Master of Analytics and the Bachelor of Information Sciences.

This is an exciting time for Massey and we will continue to share more details on our transnational education expansion in Singapore in the future.

- *Celebrating te ao Māori: Toi Rauwhārangī unveils innovative Mātauranga Toi Māori major*
The College of Creative Arts is elevating te ao Māori and its critical role in indigenising Aotearoa New Zealand's creative industries. [Read more.](#)
- *Two new land-based qualifications to grow the future at Massey*
The university is offering a Bachelor of Earth and Environmental Science and a Horticulture Management specialisation within the Bachelor of Agribusiness for 2025. [Read more.](#)
- *Establishment of Massey University Rankings Advisory Group*
The Massey University Rankings Advisory Group has been formally established (as of August 2024), to provide strategic oversight and advice to improve Massey's standing in international rankings and achieve the rankings targets set out in Te Pou Rangahau 2024-2027. This group will be an unofficial working group of the University Research Committee, and its first meeting was held on 30 October. The group aims to meet 3-4 times yearly online and consists of members from various groups of functional and strategic importance at Massey.

Scholars at Massey

- *Massey honours top students*
Congratulations to Bachelor of Agricultural Sciences student Yeun An who has won the William Gerrish Memorial Award. She also came second overall in the third-year students agricultural award. More than 200 people attended the awards to celebrate undergraduate excellence both inside and outside the classroom, bringing together students, industry partners and educators. A total of 27 awards were presented, with the top six students from Massey's agricultural science, agribusiness, animal science, horticulture, earth and environmental sciences honoured. [Read more.](#)
- Austin Martin, a Bachelor and Master of Design (Industrial design) graduate, has won multiple awards at the Fit Sport Design Awards 2024. His undergraduate project, STRYDE, took top honours

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in the Walking & Running category at the Awards. His postgraduate project, TrailGuard, won big in the mountaineering, climbing, hiking category, as well as winning the hiking category at the Global Footwear Awards 2024. Mr Martin's performance shoes are designed for hikers tackling rugged terrain and prioritise comfort and safety. "My next steps in footwear design involve refining my craft within the industry, learning from experts, and continuing to innovate. Ultimately, I aim to release a footwear design brand, focusing on creating innovative and comfortable solutions that address key industry issues," he says. Mr Martin is a recipient of the Ken and Elizabeth Powell Bursary.

- Bachelor of Commercial Music student and Paeroa musician, Annafinau Tukuitoga, is one of 25 women aged under 25 recognised for making a positive difference in New Zealand on the YWCA's Y25 list this year. YWCA is a global movement working for women's empowerment, leadership and rights. The initiative, titled "Y25", celebrates 25 wāhine and tāhine between the age of 15 and 25, who are trailblazers, community leaders, activists or agents of change who are "working well above their years and peers." Ms Tukuitoga was one of more than 100 nominated women, selected for their vision, leadership and impact. She is a rising country/bluegrass musician currently in her final year studying a Bachelor of Commercial Music (in music practice). She received a scholarship at the Prime Minister's Pacific Youth Awards in 2022. She was also selected as the Youth Ambassador to Hawaii as part of the New Zealand delegation attending the 13th Festival of Pacific Arts & Cultural (FestPAC) held in Hawaii in June.
- Peer Scholar Leilani Faaiuasoo recently participated in a TEDx talk in Wellington. Held at Newlands College, the TEDx Youth@Paparangi event brought together people and communities to share ideas and address topics relevant to young people. Ms Faaiuasoo spoke on the topic of "challenging cultural imposter syndrome." She said: "As a 3rd generation New Zealand-born Samoan, I've navigated the complexities of cultural identity and the pressures of fitting into different narratives. It's a conversation I feel we don't have enough and one I hope to start through my speech." [Read more.](#)
- Chanthujan Chandrakuma, third year PhD student in the Joint Centre for Disaster Research, School of Psychology, won the Best People's Choice Lightning Talk in the 2024 Annual QuakeCoRE meeting held in Napier in September.

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.

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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.

- *Update on 2025 student representation*
 In October, the difficult decision was made by the university not to contract Te Tira Ahu Pae to deliver representation services for 2025. Massey University and Te Tira Ahu Pae have both agreed the representation model the association delivers is no longer adequately serving the student body.

Our staff have been engaging with many of the current student representatives to develop an approach for the creation of a future representation model. An external website has been created to outline the next steps, and answer questions that staff and students might have about this process. You can [view the website here](#). [Read more here](#).

Celebrating our People

- *Massey University Professor Emeriti*
 Te Kunenga ki Pūrehuroa Massey University is proud to announce three new Professor Emeriti, conferred by the Honorary Awards Committee. Professors Andy Shilton, Jane Coad and Russell George Death, all from the School of Food Technology and Natural Sciences, have been awarded emeriti titles in recognition of their outstanding service to the university. [Read more](#).
- *Pacific Academy of Sciences signifies a new dawn for regional scholarship*
 In a step towards unifying Pacific scholars and enhancing their impact on decision-making, a Pacific Academy of Sciences has been established that includes two Massey academics. Professor Jodie Hunter, Institute of Education, and Professor Tasa Havea, Dean Pacific, have been named as Fellows of the new Academy. [Read more](#).
- *Rugby superstar reigns supreme at 2024 Massey Blues Awards*
 Topping off a golden year, Tyla King, Ngā Puhi, was crowned the Supreme Award winner at the Massey Blues Awards, where 149 student athletes were celebrated for their academic and sporting achievements. [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:

- *Massey kicks off the 2024/2025 Sustainability Development Goals Summit*
 Te Kunenga ki Pūrehuroa Massey University prides itself on its commitment to sustainability and is the [lead host of the 2024/2025 Aotearoa National Sustainable Development Goals \(SDG\) Summit](#). In 2025, Massey will host the two-day Summit at its Manawatū campus.

The [first event leading up to the 2025 Summit](#) took place on the Te Rau Karamu Marae on Pukeahu campus in Wellington on 6 September. Titled, *How to achieve the SDGs? Let's ask nature*, the summit focused on how to improve sustainability across a myriad of sectors, from wellbeing to the economy, transport and agriculture. Professors Regina Scheyvens and Glenn Banks, School of People, Environment and Planning, co-convened the summit and they are also the Massey organisers of the SDG 2025 Summit.

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This event encompassed a keynote speech from Professor Jason Mika from University of Waikato, an interactive workshop led by Massey's Professor Huhana Smith, and a plenary panel that was followed by workshop sessions with the panel. The day ended with reflections and key takeaways; all in all, an enriching, insightful and successful event. The [Aotearoa New Zealand Sustainable Development Goals Summits](#) were inspired by people wanting to collaborate across sectors to drive meaningful change for the SDGs. Read more about Massey's work towards achieving the SDGs [here](#).

- *Open Polytechnic and Massey to co-host 30th ICDE World Conference*
The conference is expected to bring together hundreds of international leaders and practitioners in the global field of open and distance learning to Aotearoa New Zealand. The theme for the 2025 ICDE World Conference is Ako: Exchanging ideas for inclusive, scalable and sustainable education, and will focus on exploring four areas: accessibility and resilience, context and quality, indigeneity, and innovation and openness. [Read more.](#)
- *CARE to host renowned intellectual for Activist in Residence Programme*
Historian and journalist Dr Vijay Prashad will be speaking as part of the Center for Culture-Centered Approach to Research and Evaluation's Activist in Residence Programme. [Read more.](#)
- *Unreel - Commissioned by Ora Toa Mauri Ora Kaupapa Māori Addiction Services (Te Rūnanga o Toa Rangatira)*
On 29 September, following three months of on-campus development work supported by the School of Humanities, Media and Creative Communication, the world premiere of a new Māori theatre work was hosted at the Wellington theatre laboratory. Commissioned by Ora Toa Mauri Ora Kaupapa Māori Addiction Services (Te Rūnanga o Toa Rangatira), *Unreel* is a collaborative verbatim theatre project facilitated by Te Rākau Hua o Te Wao Tapu to share the stories of whānau and hapu impacted by gambling. This marks the ten-year anniversary of our longstanding partnership with Te Rākau at Wellington campus, helping them to develop works of Marae Theatre that address social justice issues through performance methodologies. *Unreel* now travels to venues throughout the lower North Island, before returning to Massey for three public showings in October.
- *Massey Press publication [Little Doomsdays](#) made *The Conversation's* select list of 20 best NZ books of the 21st century, as chosen by experts.*
- Professor Cynthia White, Pro Vice-Chancellor of the College of Humanities and Social Sciences (and SLT member) has been appointed Vice-President of the Australasian Council of Deans of Arts, Social Sciences and Humanities for a term of three-years.
- Dr Linda Murray, School of Health Sciences, was elected NZ Branch President on the [Australasian Epidemiological Association](#) (AEA) Council.
- Professor Jenny Poskitt, Institute of Education/Pro Vice-Chancellor's office, met with the Welsh Government National School Improvement Guidance team leader, Alun Jones, on 2 October to provide advice on educational reform, including teacher professional learning and leadership, and best practice in assessment.
- Professor Alison Kearney, Dr Judith Donaldson, and Dr Jared Carpendale, Institute of Education, took part in a recent teacher shortage summit, hosted by NZEI in Wellington. This was a two-day summit to discuss the issues around teacher shortages, including supply and retention, to identify ways forward.



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- Jon Mitchell, Joint Centre for Disaster Research, School of Psychology, provided input into the Emergency Management Improvement Programme through discussions with National Emergency Management leadership.
- Jon Mitchell and Hinemoa Katene, Joint Centre for Disaster Research, provided Coordinated Incident Management System (CIMS) training for iwi and Pacific stakeholders in public health responses.



MEETING DATE:	20 November 2024
AUTHOR:	Provost, Professor Giselle Byrnes
SUBJECT:	Curriculum Framework (for noting)

Key Strategic Points

Pou Ako states “Our goal is to provide all students with an excellent, contemporary and equitable learning experience, regardless of their location in Aotearoa New Zealand or globally, or their study mode, face to face or online.” This paper provides a framework to ensure that our curriculum is fit-for-purpose for the future, supports excellent quality learning and teaching experiences, and is aligned with our strategic goals.

Recommendations

- That the Academic Board **notes** and provides **advice** on the Curriculum Framework which will then proceed to SLT for approval and to Council for noting.

Purpose

The purpose of this paper is to invite Academic Board to note and provide advice on the Curriculum Framework.

Background

On 11 June 2024, a Curriculum Transformation Discussion Document ([here](#)) was released to the University community (staff and students) for consideration and feedback. The purpose of this document is to ensure that our curriculum is fit-for-purpose for the future, supports excellent quality learning and teaching experiences, and is aligned with our strategic goals. It is proposed that we establish a core set of principles, approaches and design elements to underpin programme and qualification development at Massey, clarifying what is distinctive about the Massey approach, and establishing a pathway to achieving our Horizon 2042 ambitions. This is the first step in the transformation work that is also an important part of our Financial Sustainability Plan.¹

Feedback on the initial discussion paper formally closed on 2 September 2024, with more than 160 staff and more than 500 students responding either via email or via the online submission portal, or via student survey initiated by Te Tira Ahu Pae. A summary of that feedback can be found [here](#).

A thorough analysis of the feedback was completed which informed a second iteration of the discussion paper, titled *Draft Curriculum Framework*, which was released to staff on 8 October 2024 for consultation, closing on 6 November. A total of 30 responses (from 29 individual/groups of staff) were provided by staff and six responses from students. A summary of the second round of feedback can be found [here](#).

¹ Previously the Financial Sustainability Plan was known as the ‘Financial Recovery Plan’ or FRP.

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The final draft of the Curriculum Framework is now provided to Academic Board for noting and comment, before SLT approval is sought in late November 2024. The Massey University Curriculum Framework seeks to:

- reiterate the knowledge, competencies and skills that we seek for our graduates
- articulate the philosophy on which our curriculum is based
- define the principles which underpin our curriculum
- outline the processes by which our curriculum will be managed and reviewed.

The Curriculum Framework can be sourced in Appendix One.

Supporting Documents

- Appendix 1. Curriculum Framework



Te Kunenga ki Pūrehuroa Massey University

Curriculum Framework

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Introduction

The Massey University Curriculum Framework seeks to:

- reiterate the knowledge, competencies and skills that we seek for our graduates
- articulate the philosophy on which our curriculum is based
- define the principles which underpin our curriculum
- outline the processes by which our curriculum will be managed and reviewed.

It is designed to be used by programme leaders and staff engaged in the design of new programmes (qualifications) and courses, and in the management and continuous improvement of our academic offer. It seeks to build upon the excellent foundation we have established here at Te Kunenga ki Pūrehuroa Massey University, acknowledging our excellent and award-winning teachers and our longstanding innovation in the flexible design and delivery of teaching. We need to continue this momentum of innovation to ensure that we are meeting the expectations of 21st century students and developing and supporting the next generation of excellent teachers and, finally, that together, we celebrate our collective teaching endeavour.

The introduction of this Framework supports a holistic, systematic, and embedded approach to improving the student experience and student outcomes so that every student can achieve their learning goals. It acknowledges that the multiple challenges facing universities (amongst others, responding to changing student demographics, an increasing diversity of educational providers and pathways, the digital and Generative Artificial Intelligence (GenAI) revolution, shifting government policy, and increasingly complex global issues) cannot be met by doing things the way we have always done.

Our curricula, the ways in which they are organised, and the quality of the educational experience, should sit at the heart of why students choose to study at Massey. We need to think boldly about what we do and how we do it so that we can ensure our ongoing sustainability, and we need to do this systematically across the university, in ways that acknowledge the need for discipline flexibility and academic agency.

The University is committed to the implementation of the principles and guidelines within this document. Academic staff within our Colleges, Schools and programmes will lead the application of this framework by interpreting and implementing it in ways that are consistent with the University, College plans, and the teaching philosophies of the disciplines.

Strategic alignment

The [Massey University Strategy 2022-2027](#) sets high-level expectations for how learning and teaching takes place at Massey:

Our point of difference is our flexible and wide-reaching learning and teaching opportunities, informed by world-leading research, and conducted in partnership with community, other universities, research partners and entities and industry. By strategically investing in boosting digital capability, added-value face to face educational opportunities, and disciplinary research excellence, we will strengthen the relationship between research and teaching for national and international impact. (Massey University Strategy, p.6),

and

Our programmes are flexible, accessible, research-led, informed by the best local and global experience, and have international standing. Our students will experience world-class learning that recognises their intellectual and cultural strengths, expands their horizons, and prepares them to contribute to a rapidly transforming Aotearoa New Zealand and world with scholarship, knowledge, critical and creative thinking skills, innovation, and leadership. We will integrate curricula, pedagogy and digitally supported learning environments to support our students’ learning journeys. (Massey University Strategy, p. 7)

Paerangi, our Learning and Teaching Plan builds on this further, as it

... informs how learning is planned, designed, delivered and supported. It speaks to our intent to place the student at the heart of what we do, and is manifested through our desire for graduates who have developed ethical and critical skills, comprehensive discipline knowledge, and the interpersonal, cultural and entrepreneurial attributes and desire for learning required for resilient futures as citizens of Aotearoa New Zealand and the Pacific, and as global citizens. (Paerangi, 2023, p.6)

Paerangi places the student at the centre of a values framework with four focus areas:

1. To meet our Tiriti o Waitangi commitments
2. To deliver excellent learning experiences
3. To work with students as partners
4. To invest in development and capability

Figure 1 How Anga Paerangi (values framework) informs our practice



The Massey University Graduate Profile

A graduate profile reflects the core body of knowledge, and the skills and attributes that our expert academic staff, represented by our peak academic governance body (the Academic Board) consider to be the central and defining features of a graduate of a university – in our case, for Massey University. The Massey University Graduate Profile was consulted on extensively with the Massey University community prior to its approval by Academic Board and the University Council in late 2023. The Graduate Profile describes the distinctive nature of a Massey University graduate:

Massey University graduates are well-prepared for the future as citizens of Aotearoa New Zealand, the Pacific, and as global citizens. They possess critical discipline knowledge, interpersonal and social skills, an enterprise mindset, and a strong desire for lifelong learning. These graduates are adept at operating in culturally and ethically respectful and sustainable ways. They have a deep understanding of Te Tiriti o Waitangi and its relevance in contemporary Aotearoa New Zealand, and they are skilled at integrating this knowledge into their professional practice.

Our Graduate Profile identifies eight attributes which are arranged into three themes:

Table 1 Attributes which form the Graduate Profile

Theme 1: Scholarly	
Attribute	Expressed through
Disciplinary knowledge and skills	A comprehensive understanding of the graduate's field of study, including the research and critical information literacy skills necessary to find, interpret, critically evaluate and apply information and generate new knowledge in inter-disciplinary, bi-cultural, and global contexts.
Creativity and innovation	The application of practical, applied, creative and critical thinking and decision-making skills to achieve shared goals, alongside the leadership and teamwork skills necessary for effective collaboration and innovation.
Resilience and adaptability	Resilience, flexibility and adaptability to recognise that learning is a process, and that growth comes from preparation, hard work and overcoming setbacks.
Theme 2: Cultural	
Cultural awareness	Acknowledgement of diverse forms and traditions of knowledge with an understanding of the associated responsibilities in their respective disciplines in order to engage with diverse communities safely and with integrity.
Māori knowledge and understanding	Respect the place of Mātauranga Māori, Kaupapa and Tikanga Māori and Te Reo Māori.
Theme 3: Social	
Social responsibility	Proactive engagement with local communities, iwi and hapū to contribute to the development of solutions to local and national challenges using evidence-based, approaches and constructive action for the common good.

Communication and collaboration	Verbal, written, digital and interpersonal skills to communicate effectively with in diverse situations and in both bi-cultural and globalised contexts.
Global engagement	Application of entrepreneurial thinking, discipline knowledge and practical skills to the development of solutions for global challenges to social, cultural, indigenous, economic and environmental sustainability.

All programmes of study need to support students’ attainment of these attributes. The document approved by Academic Board in October 2023 also provides design expectations as guidance for how our curricula can do this (see [Appendix A](#)).

Curriculum design philosophy and principles

Philosophy

The overarching philosophy informing this Curriculum Framework is ‘constructive alignment’ (Biggs, 1996). Biggs has coined this term to describe how the curriculum could be stated as a series of clear objectives and that teaching, learning, and assessment would then align to the achievement of those objectives:

Constructively aligned teaching is likely to be more effective than unaligned because there is maximum consistency throughout the system. ...All components in the system address the same agenda and support each other. The students are ‘entrapped’ in this web of consistency, optimizing the likelihood that they will engage the appropriate learning activities (Biggs, 1999)

The optimal conditions for student learning are achieved by defining effective and appropriate learning outcomes and using these to *align* the assessments, learning resources and teaching activities within the programme, thus ensuring all components of the programme are in support of students achieving the learning outcomes. “In a good system, all aspects of teaching and assessment are tuned to support high level learning, so that all students are encouraged to use higher order learning processes. ‘Constructive alignment’ (CA) is such a system. It is an approach to curriculum design that optimises the conditions for quality learning” (Biggs, 2003).

Principles

Curriculum design principles are the foundation upon which all undergraduate and postgraduate taught qualifications should be built. They ensure that all students enrolled in a taught qualification at Massey have similar opportunities and experiences, regardless of qualification or the mode of study. Informed by evidence in the literature, applying these principles in ways appropriate to the discipline should lead to an increase in the quality of student learning. Taking a systematic approach is key to achieving this consistency of quality and Biggs (1999), reminds us that:

Learning outcomes are determined by a whole complex of factors ... All these factors affect each other, forming an interactive system. Any system, such as an eco-system has to be understood as a whole. Components have to be considered as they affect each other, not as acting separately or additively.

It follows, then, that the successful incorporation of the principles below cannot be piecemeal. Achieving maximum impact is dependent on a wide range of institutional practices, processes and culture, requiring systematic and systemic adoption, if they are to be authentically and meaningfully embedded. These principles seek to deliver consistency, quality and engagement for students, while

retaining academic agency and choice, supporting the teaching-research nexus (or research-led and research-informed teaching), and minimising costly and inefficient ‘workarounds’.

A programmatic approach to design¹

Discipline knowledge, assessment design, pedagogies and co-curricular skills development should be planned and scaffolded across the qualification. To ensure that students have the best possible opportunity to achieve the Graduate Attributes, carefully structured cores form the major component of any qualification. The design of these should be informed by teacher expertise and current discipline and pedagogical research, responsive to evidence of current student demand and/or future demand trends and be affordable.

Student centred, inclusive and engaging²

Wherever possible, course design needs to support student agency through opportunities for the choice of learning activities, assessment, and feedback, allowing individuals to explore their own learning goals. Course design needs to include intentionally designed opportunities for students to access support from their teachers, peers, and support services. Courses should be designed to provide learning analytics so that teaching and support staff are able to identify and support student learning needs. And, importantly, the physical and digital spaces in which courses are delivered need to be accessible, inclusive and welcoming, and designed to support a sense of belonging – within the course and programme and at the University.

Academic and co-curricular skills development³

Courses and qualifications should balance the teaching of ‘discipline knowledge’ with the implicit and explicit academic expectations of the University and the wider discipline. All courses need to contain ‘learning how to learn’ elements that are appropriate to the course’s place in a programme of study. This recognises the extensive body of literature which shows that the most effective way to support student learning is by aligning overt academic skills development with course-level assessment, ensuring that this is scaffolded, contextualised, and reinforced across qualifications, not simply included in a single course or teaching module.

A focus on assessment for learning⁴

Assessment should be planned at the qualification level to ensure that students focus on learning as well as performance. By way of a principled way of proceeding, assessment approaches should recognise that students learn and demonstrate knowledge in different ways. Assessment approaches should, then, be constructively aligned to the course and

¹ Programmatic approaches to curriculum design improve student academic outcomes (Biggs, 2003, Knight, 2001, Matthews & Mercer-Mapstone, 2018), motivation (Hodaeian & Biria, 2015) and skill development (Ruge & McCormack, 2017).

² Student agency (the capacity for students to act independently and make their own choices) positively affects student outcomes (Stenalt & Lassesen, 2021). Inclusive environments and ‘belonging’ improve student retention (Earl, 2020, Tinto, 2017).

³ Embedded approaches to student support have been shown to improve undergraduate (Maldoni & Lear, 2016, Kift, 2023) and postgraduate (Bunney, 2017) student outcomes.

⁴ Assessment for learning is where students, teachers and peers reflect on and respond to feedback in ways that enhance learning (Klenowski, 2009). The approach has been shown to positively impact student motivation, self-regulation and meta-cognition (Schellekens, 2021) and the development of evaluative judgment (Boud, 2021). Programmatic approaches and variety of assessment methods supports belonging (Tai, Ajjawi, & Umarova, 2024). Constructively aligned assessment supports deep learning (Biggs, 2003).

programme outcomes, and they should also be appropriate to the resources available at the University.

Authentic and connected to research⁵

Curricula will provide opportunities for authentic learning experiences that promote students’ employability through activities such as transdisciplinary and capstone experiences, research projects, industry placements and community internships. Student engagement with research will also reflect a research-teaching nexus that recognises that this engagement takes multiple forms, can be both teacher-led and student-led, ranges from ‘learners as participants’ to ‘learners as audience’ (Dietis, 2023) and will vary according to the student’s level of study.

Supported by effective teaching⁶

Teaching staff are recognised for their expertise and excellence, and are equipped to design, develop, and deliver content, teaching, and learning support in ways that are appropriate to our diverse student cohorts, the contexts in which our students are studying, and how students now learn. Automated systems should support academic staff to offload routine or repetitive tasks associated with facilitation and administration, freeing up their time to develop (where necessary) the digital and other skills necessary for 21st century teaching, as well as time for critical reflective practice and engagement with professional development and our communities of practice.

Modality

Course design, facilitation, and the expectations of student behaviour in courses, must align with the mode of delivery. A project to determine course descriptors that would clarify this for staff and students was approved by Academic Committee in June 2024. The proposed descriptors have been expanded below to provide further guidance, and additional categories may be confirmed as the project develops.

Table 2 Massey University course descriptors

Descriptor	Mode
<p>Internal Category 1 The main learning activities involve regularly scheduled activities on-campus (or at another identified location) over the duration of the course (usually a semester or a period of at least 4 weeks). Attendance is expected for students to gain the most benefit from the learning experiences and may be compulsory in some cases. Supplementary learning materials for self-directed individual study are shared online and assessments may be conducted online or on-campus.</p>	<p>Internal</p>

⁵ Work-integrated and authentic learning experiences support the development of university students’ employability skills, self-efficacy, and job readiness (Cheng, Armatas & Wang, 2021, Jackson & Bridgstock, 2021). Transdisciplinary learning supports improved student outcomes by enhancing knowledge integration, problem-solving skills, and collaborative abilities (Baumber, 2022, Baumber, Kligyte, Bijl-Brouwer & Pratt, 2019).

⁶ Teaching quality has a significant effect on student academic achievement (Hattie, 2009), with engagement with students and instructional quality being two of the most important factors influencing student success (Condon, Iverson, Manduca, Rutz, & Willett, 2016). Increasingly blended teaching practices mean that teaching staff need more support and professional development (Matear, 2021, EY, 2023).

<p>Courses in this category have 5 or more hours of scheduled on-campus activity each week⁷.</p> <p>All course and assessment information and materials for self-directed study are available in Stream from the start of semester. Teaching materials may be released according to the teaching schedule.</p>	
<p>Internal Category 2 The learning activities involve a combination of regularly scheduled on-campus activities and asynchronous online activities. These are delivered over the duration of the course (usually a semester or a period of at least 4 weeks). Attendance at on-campus activities and participation in online activities is expected for students to gain the most benefit from the learning experiences and may be compulsory in some cases. Supplementary learning materials for self-directed individual study are shared online and assessments may be conducted online or on-campus.</p> <p>Courses in this category have 1-4 hours of scheduled on-campus activity each week.</p> <p>All course and assessment information and materials for self-directed study are available in Stream from the start of semester. In-class teaching materials may be released according to the teaching schedule.</p>	Internal
<p>Block The main learning activities involve activities on-campus (or at another identified location) delivered during all-day attendance over one or more blocks of time (usually 5-10 days) during the enrollment period. Attendance is required. Supplementary learning materials for self-directed individual study are shared online and assessments may be conducted online or on-campus during the block.</p> <p>All course and assessment information and materials for self-directed study are available in Stream from the start of semester. In-class teaching materials may be released according to the teaching schedule.</p>	Internal
<p>Distance The learning activities mainly involve online activities that can be participated in asynchronously. These are delivered over the duration of the course (usually a semester or a period of at least 4 weeks). There is also one or more short periods (usually 1-3 days) of in-person contact workshops or field trips on-campus or at another venue. Attendance at contact workshops and participation in online activities is expected for students to gain the most benefit from the learning experiences and may be compulsory in some cases. Supplementary learning materials for self-directed individual study are shared online and assessments are conducted online or during the contact workshop.</p> <p>All course materials are available from the start of semester.</p>	Distance
<p>Fully online The learning activities involve online activities that can be participated in asynchronously, delivered over the duration of the course (usually a semester or a period of at least 4 weeks). There may also be one or more short periods (usually</p>	Distance

⁷ Indicative times are based on a standard 15-credit, single semester course.

<p>1-3 days) of synchronous online contact workshops. No attendance at a venue is required but participation in online activities is expected for students to gain the most benefit from the learning experiences and may be compulsory in some cases. Supplementary learning materials for self-directed individual study are shared online and assessments are conducted online.</p> <p>All course materials are available from the start of semester.</p>	
<p>Independent online The main learning activities involve self-directed independent study or research supported online. There may be one or more periods of research on campus or at another location, including fieldwork. Supervisors meet online with students regularly by agreement to guide study and research activities.</p> <p>All course materials are available from the start of semester.</p>	Distance
<p>Work-integrated learning The learning experiences mainly involve attendance at a workplace and participation in activities under the supervision of staff in the workplace and overseen by Massey staff. There may also be periods of activities on campus. Supplementary materials for self-directed study are shared online.</p> <p>All course materials are available from the start of semester.</p>	Internal or distance

Internal

While internal course offerings will use online resources as part of their delivery, they should also have a significant proportion of scheduled on-campus activity. In other words, courses that are offered internally on-campus need to be designed to make the most of the in-person experience and involve purposeful learning activities and experiences that, in the words of the emerging literature exploring students’ attendance behaviours, ‘make the trip to campus worthwhile’ (Thomas, 2023). While lectures may provide an efficient means of teaching large groups of students, the expectation we need to agree on as a ‘baseline assumption’ is that all learning events (i.e., lectures, tutorials, workshops, seminars, and so on) are active and interactive experiences for students and teachers alike.

Given our university’s strong commitment to advancing equity and access alongside excellence and to supporting a diverse population of students, courses that are offered internally should also provide alternative means of accessing information for those students who miss internal classes⁸, noting that these courses are not principally designed to be primarily delivered in online mode.

Further to the above, the timetabling of internal courses should consider the scheduling of groups of courses from a discipline or programme in ways that support cohort development and promote meaningful time on campus for students and teachers alike. With more demands on their time, students want to optimise their time on campus and, as teachers, we need to continue to be attentive to these shifting expectations. Similarly, teachers want to ensure that they are making the most

⁸ This may be in the form of summary notes, an article or chapter from the textbook, or other format.

efficient use of their time spent on in-person teaching and support activities, ensuring time for research and scholarship.

Distance

Similarly, courses offered in distance mode (i.e. “Distance”/ “Fully Online”/ “Independent Online”, see descriptors in Table 2) support our ‘world-class global university’ aspirations and must, therefore, be designed in ways which reflect contemporary discipline pedagogies and online learning design research, while also supporting sustainable approaches to teaching, assessment and delivery.

The design and delivery of these courses should also consider that distance students are typically juggling multiple simultaneous demands on their time. As a result, distance students tend to engage with their learning according to unique schedules, which may be completely different to those of our internal cohort. Feedback from distance students tells us of the importance of full access to the course materials from the commencement of a semester, and Universal Design approaches can benefit all students, regardless of their learning mode.

Curriculum architecture

At Massey, we currently have a complex curriculum architecture which means that it can be very challenging for students to easily navigate, for staff to explain and for the wider university, including central services to afford to support. This is particularly acute for students who are seeking study pathways across several disciplines or Colleges. It is also a challenge for students who have left Massey part-way through their studies and who are now seeking to complete their programme and graduate. We need to make this easier for all of us.

The [Massey University Qualification Framework](#) (approved in 2022) remains largely unchanged, except for changes to our comprehensive⁹ undergraduate bachelor’s qualifications.

The structure of the major and minors

At present, there is considerable variation in the structure of our comprehensive degrees and especially of the specialisations within them. This makes it challenging to ensure constructive alignment while also providing students with coherent pathways to achieving the University Graduate Profile.

All comprehensive undergraduate degrees will be structured as follows:

- An overall structure of 24 x 15-credit courses.
- A major is composed of eight specified courses and a double major is composed of 16 courses (i.e. eight from each major).
- A minor is composed of four specified courses.
- In addition to the major courses, seven courses are specified as *core* for each degree. These courses are designed to contextualise the major within the wider discipline, and support the achievement of the Massey University Graduate Profile (where this is not embedded within major courses) and may include courses directly aligned to the Graduate Attributes such as courses on foundational disciplinary knowledge and skills, digital fluency and GenAI, Māori knowledge and understanding, Te Tiriti o Waitangi, cultural awareness, communication and

⁹ Those degrees with nested specialisations such as the BA, BBus, BDes, BSc, etc.

collaboration and global engagement, opportunities for work integrated learning, or transdisciplinary and capstone experiences.¹⁰

- Students may make up the remaining courses by taking a double major, choosing from a list¹¹ of minors, or from a range of elective courses from across the University.

NOTE: In recognition of the current resource-constraints affecting the University, changes to the structure of our comprehensive qualifications are aligned with the qualification review process and implemented as part of the standard review cycle.

Curriculum Management

Curriculum mapping

Since its development in compulsory education in the 1980s, curriculum mapping, that is, a method for showing alignment and coherence between the components of an educational system, has rapidly become the preferred approach for representing the relationship between graduate outcomes, programmes and their component parts. Today, reference to curriculum mapping and constructive alignment will be found on many university webpages and in their advice to teaching staff.

Curriculum mapping shatters the glass ceiling of teaching in isolation. It moves us toward clear communication, meaningful connections, and understanding the power of professional collaboration that truly makes a difference. (Jacobs, 2004)

In our experience, curriculum mapping provided a method to not only align and articulate the curriculum, but also a way to foster collaboration and collegiality of those participating in the process. The interaction among participants in this project promoted collaboration and collegiality, allowing the participants to share knowledge and beliefs about teaching and learning. (Uchiama & Radin, 2008)

All programmes will be supported by a set of curriculum maps which provide evidence of the ways discipline knowledge and academic skills are developed, reinforced and assessed across different levels of a qualification.

Programme Committees

Curricula are managed by committees comprising of staff teaching into the programme/s or qualification/s, students, and other staff as deemed necessary by the College (this could include staff with responsibility for curriculum management, academic development, or student experience and support, from within the College, or expertise provided by central services.) While the specific composition and terms of reference of the Programme Committee will be determined by the relevant College (for example, larger qualifications may require sub-committees), each Committee will be responsible for ensuring and assuring the quality and coherence of the curricula it oversees. This includes:

- maintaining curriculum maps (that include discipline content; assessments, methods and deadlines, and key assessment authentication points; and academic and co-curricular skills and literacies) and monitoring changes to content and assessments within courses
- considering the addition and removal of courses

¹⁰ Core courses should be shared across qualifications in a discipline or more broadly.

¹¹ Colleges will determine if minors are available for the qualification, and which courses will make up the minor to support timetabling and a coordinated student experience.

- responding to course evaluations, reviews and organisational data and feedback annually.

Programme Committees are expected to report annually to the relevant College Board on the health of the qualification and the courses which comprise it.

New qualifications

Our 'academic offer' or 'academic profile' (i.e., what we teach here at Massey) needs to be seen as dynamic and changing, responsive to student and industry demand, and coupled with and supported by academic staff expertise. This means that we need to appreciate the academic offer as being in a state of fluidity, rather than being fixed and rigid, and that we need to be attentive to the external as well as internal contexts in which we operate. For this reason, and to ensure that a 'whole-of-university' collective accountability lens is applied to planning and managing our academic offer, including resourcing and forward-planning, new qualifications must be supported by a detailed financial business case developed with advice from the Academic Business Development team, and advice and guidance from finance, strategy management and marketing (especially for competitor market analyses). Accordingly, to support this, changes will be made to the current process and forms to ensure that these changes are as smooth as possible in terms of administration.

In addition, new qualifications must be approved by the Senior Leadership Team (or a sub-committee thereof such as the Academic Resource and Planning Working Group, established in June 2023 as part of the [Procedures of the No and Low Enrolments Policy](#)) following approval at College level, and prior to consideration by the Academic Committee. It should be noted that the Senior Leadership Team will be focusing on the economic and strategic viability of new programmes and this step is designed to sit alongside and complement our current academic decision-making processes. It is worth noting that currently, College Pro Vice-Chancellors have delegated authority to determine the viability of business cases for new programmes; this new step in the process seeks to ensure there is a collective and transparent alignment of business decisions and clear alignment between and mutual respect for our academic governance and management decision-making processes.

Those proposals not approved by the Senior Leadership Team in terms of their economic and strategic viability will not progress to the Academic Committee. Again, a simple business case framework and associated scorecard will be developed to ensure that this process does not unnecessarily delay the implementation of new qualifications and that it is not overly onerous for those staff involved.

The new approach outlined above seeks to address the dissonance in our current processes whereby financial and business case planning, and academic decision-making and academic quality assurance, are divorced from one another and pursued as separate workstreams. As noted, the new process will still respect academic autonomy and academic decision-making, informed by good academic governance practices, but we desperately need to connect, align and make more transparent these two 'parallel' processes. All New Zealand universities support both strands of decision-making; to ensure academic agency and voice in the development of new programmes, and to be assured of the financial viability of developing and supporting the academic offer. Aligning the financial and business case development with the academic decision-making and academic quality assurance processes (and vice versa) will ensure that, here at Massey, we can draw on the wide expertise we have while respecting both academic and management responsibilities.

To support this change, a project to develop an appropriate costing model for new courses and programmes, including the ongoing cost of delivery will be undertaken. The development of this costing model will help guide decisions about financial viability, and potential return on investment.

Again, this project will sit alongside and complement academic decision-making and academic quality assurance processes and decision-making.

Curriculum quality

Programme Lifecycle Review Process

Systematic approaches to the continuous improvement of all levels of the academic offer are now standard practice across the global higher education sector. Consequently, to ensure a continuous improvement approach to the management of our academic offer, a structured, cyclical approach to course and programme evaluation will be implemented. The Programme Lifecycle Review Process will comprise a series of connected processes at two levels: course level and qualification level. It will outline the actions which need to occur at each level and provide the mechanisms by which these actions take place and are reported, under the oversight of and guidance provided by the Programme Committee.

Course Design Standards

All courses are designed and managed to minimise unnecessary administration and maintenance, and in accordance with the Revised University Learning Quality Guidelines.¹²

Teaching Expectations

Facilitation is aligned to a University Teaching Expectations model (which outlines teaching responsibilities and articulates with Performance and Development review Planning (PDP) and current academic promotions processes)¹³ and supported by a comprehensive suite of teaching development opportunities, coordinated through the University's Teaching Academy and supplemented by local, discipline-based communities of practice.

Work Integrated Learning (WIL)

Design and delivery of WIL courses is aligned to the expectations of the WIL Quality Guidelines.¹⁴

Implementation

The full implementation of this Curriculum Framework is an extensive and ambitious undertaking, and although this work will largely occur over the next five-year period, some elements will take significantly longer to implement. Our priorities are listed below. Note that while increasing our Te Reo Māori provision has been agreed to be a medium to long-term goal, Massey remains committed to this vision, and so while not currently part of the Curriculum Framework, including it here signals our belief that it is fundamental to long-term curriculum transformation.

Key priorities

1. Initiation of work to determine how to increase our Te Reo Māori provision.
2. Implementation of the costing model for new courses and programmes.
3. Implementation of Programme Committees.
4. Completion of curriculum maps for all programmes/qualifications.

¹² [Learning Quality Guidelines](#) were approved by the Massey University Learning and Teaching Committee in 2019, but remained 'advisory' at best. These will be revised and implemented as part of the implementation of the Curriculum Framework.

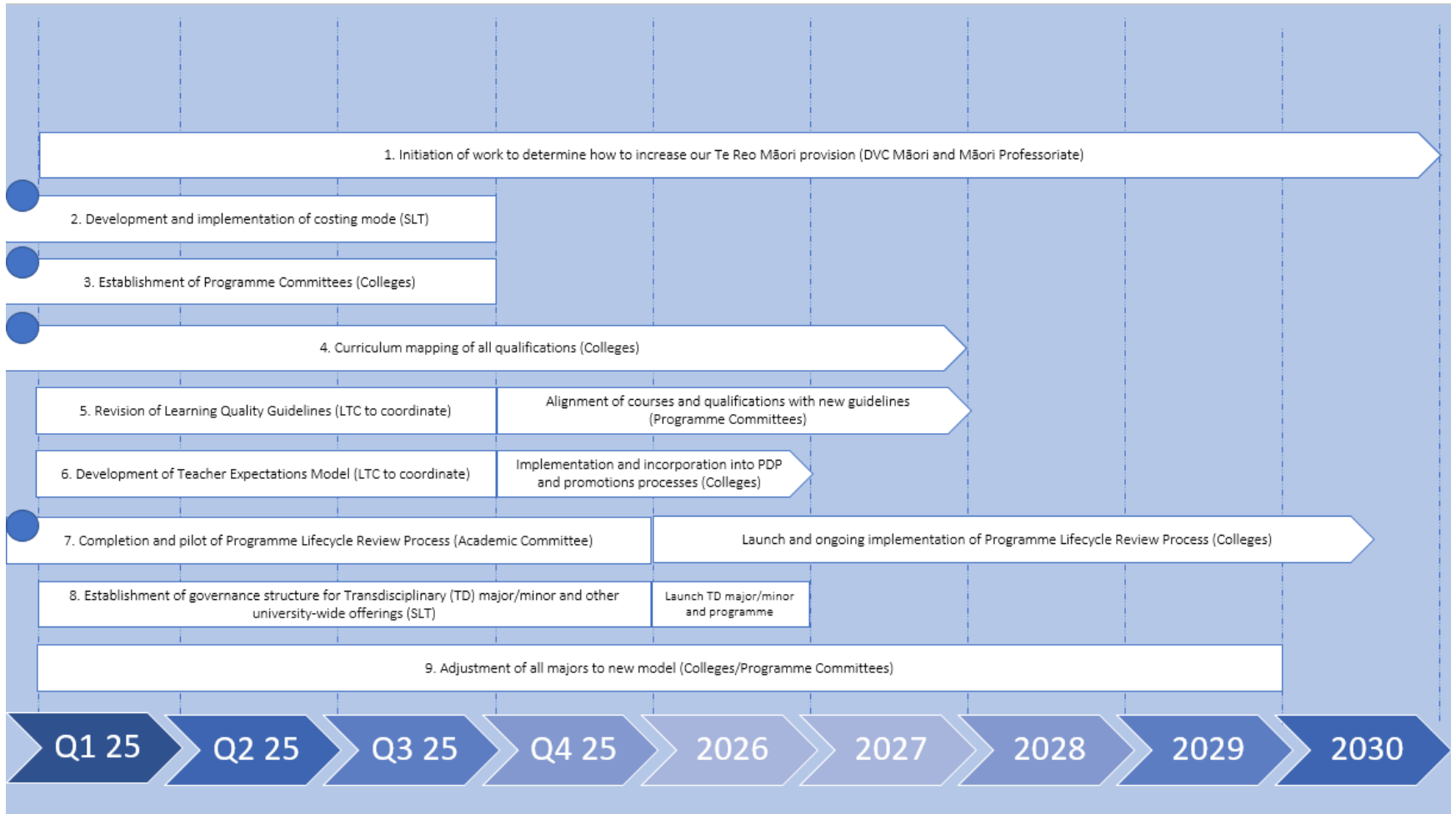
¹³ Teaching expectations framework to be developed and implemented as part of the implementation of the Curriculum Framework.

¹⁴ This is currently in development by the WIL Working Group under the auspices of Learning and Teaching Committee.

5. Revision of Learning Quality Guidelines by a working group of expert academic and professional staff.
6. Development of the Teaching Expectations Model by a working group of expert academic and professional staff.
7. Completion and piloting of the Programme Lifecycle Review Process.
8. Establishment of governance structure for Transdisciplinary (TD) major/minor and other university-wide offerings.
9. Adjustment of all majors to new model.

The suggested phasing of these priorities is illustrated below. Initiatives already partially or fully underway are indicated by ●

Proposed timeline



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Appendix A: How curricula will support the Graduate Attributes

Table 2 How curricula will support the Graduate Attributes

Attribute	Supported through curricula and initiatives which
<p><i>Disciplinary knowledge and skills</i> A comprehensive understanding of their field of study, including the research and critical information literacy skills necessary to find, interpret, critically evaluate and apply information and generate new knowledge in inter-disciplinary, bi-cultural, and global contexts.</p>	<ul style="list-style-type: none"> a. Are designed, developed and delivered in authentic partnerships with Māori. b. Uphold provisions of Te Tiriti o Waitangi. c. Scaffold discipline knowledge and skills and academic literacies within and across the disciplines. d. Develop the skills required to engage with the theories, practices and big ideas of the discipline or field of study. e. Value and incorporate Māori, Pacific and other Indigenous identities and knowledge systems. f. Comply with professional accreditation standards and our duty of care. g. Facilitate transitions into, through and beyond the qualification. h. Ensure clear pathways and progression of knowledge and competencies. i. Foster the ethical standards of their discipline. j. Challenge scholarship that entrenches Eurocentric approaches.
<p><i>Creativity and innovation</i> The application of creative and critical thinking and decision-making skills to achieve shared goals, and leadership and teamwork skills necessary for effective collaboration and innovation.</p>	<ul style="list-style-type: none"> a. Teach how to conduct and use research, and critical and creative thinking to solve local and global challenges. b. Cultivate respect for diversity. c. Support the intentional development of skills that facilitate effective leadership and teamwork, and consistent with the principles of whanaungatanga, manaakitanga and kotahitanga.
<p><i>Resilience and adaptability</i> Resilience, flexibility and adaptability to recognise that learning is a process, and that growth comes from preparation, hard work and overcoming setbacks.</p>	<ul style="list-style-type: none"> a. Scaffold the development of academic, personal, and life skills. b. Support the development of initiative, career-readiness, and comfort with uncertainty. c. Promote opportunities for whānau and community engagement and intergenerational learning. d. Provide opportunities for Work Integrated Learning that align to workplace risk management principles and requirements. e. Acknowledge the effects of socio-economic and physical environments may have on students' personal lives and education. f. Provide opportunities for all students to feel that their contributions and perspectives are valued and

	respected.
<p><i>Cultural awareness</i> Acknowledgement of diverse forms and traditions of knowledge and understanding the associated responsibilities in their respective disciplines in order to engage with diverse communities safely and with integrity.</p>	<ol style="list-style-type: none"> Apply inclusive, strengths-based and decolonising approaches which build learning on the foundations of students’ identities and cultures. Reduce barriers to engagement such as those which may occur in digital content, learning and teaching activities and assessments. Support the development of skills required by students to uphold standards of ethical behaviour. Promote academic integrity and ethical standards and behaviours.
<p><i>Māori knowledge and understanding</i> Respect for the place of Māori knowledge, culture and values in their fields of study and society.</p>	<ol style="list-style-type: none"> Offer opportunities to engage meaningfully with whānau, hapū, iwi and /or hāpori, Respect the place of Māori knowledge, culture, practices and values Raise awareness of Māori and Indigenous entrepreneurialism. Support students to identify ways in which norms and biases may affect interactions with Māori.
<p><i>Social responsibility</i> Proactive engagement with local communities, iwi and hapū to contribute to the development of solutions to local and national challenges using evidence-based, approaches and constructive action for the common good.</p>	<ol style="list-style-type: none"> Provide opportunities for students to participate in their local civic, workplace and community contexts. Uphold approaches based on partnership and co-agency. Promote the appropriate use of te reo Māori and critical awareness of tikanga Māori in community engagement. Advance positive outcomes for Māori. Support self-knowledge and critical reflection.
<p><i>Communication and collaboration</i> Verbal, written, digital and interpersonal skills to communicate effectively within diverse situations and in both bi-cultural and globalised contexts.</p>	<ol style="list-style-type: none"> Support both English and te reo Māori. Facilitate the development of effective written, oral and non-verbal communication skills in a range of media and to a range of audiences. Scaffold the skills required to use technologies to communicate, evaluate, and navigate the world effectively.
<p><i>Global engagement</i> Application of knowledge and skills to the development of solutions for global challenges to social, cultural, indigenous, economic and environmental sustainability.</p>	<ol style="list-style-type: none"> Promote critical awareness of Māori and Indigenous priorities. Support approaches, practices and research that are culturally, socially, environmentally and economically sustainable and which align with the United Nations Sustainable Development Goals.

DATE:	20 November 2024
AUTHOR:	Professor Giselle Byrnes (Provost)
SUBJECT:	UNIVERSITY ADVISORY GROUP - PHASE 3 CONSULTATION

Key Strategic Points

The University Advisory Group (UAG) has been established to provide the government with advice on New Zealand’s university system. Group members will consider challenges and opportunities for improvement in the university sector including:

- how it serves New Zealand and the size of the 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.

Recommendations

That the Academic Board:

- **Discuss and provide advice** on the questions relating to funding for teaching, learning and research, and capital expenditure, as part of the UAG third consultation phase.

Purpose

This paper provides the questions raised by the UAG phase three consultation so that Academic Board can inform the Massey University submission.

Introduction

To date, the UAG has completed two consultation phases with the latest, phase 3, commencing on 6 November 2024. While phase 3 consultation was unexpected, it could be assumed that this is the final consultation phase as a final report will be provided to government in 2025 (an interim report was, as far as we are aware, provided in September 2024).

Phase 1 consultation considered the role of universities in New Zealand and the shape of the sector. The UAG [website](#) states that *“The submissions, while diverse, showed strong support for considering the eight universities as a more integrated system. There is support for more cooperation and, especially at the graduate level, specialisation. It is recognised that technology is impacting on future provision at all levels”*.

Phase 2 then considered the operations of core activities of teaching, research and knowledge transfer in New Zealand’s universities, and their governance and management, and if changes are needed to

New Zealand's legislative and regulatory frameworks. The website does not provide an update on this phase.

Phase 3 of the consultation is now focussing on efficiencies and prioritisation as well as funding for teaching, learning and research, and capital expenditure.

The questions being asked as part of phase 3 are as follows:

Efficiencies and prioritisation

1. Given the realities of the current fiscal constraints how could the University system evolve to be more efficient? How could its components evolve to be more efficient? In particular:
 - a) While understanding that institutions have already made some hard decisions, what reprioritisation might further be considered within your institution to do so if funding is not increased? What would be the criteria for reprioritisation? How would the approach be different if a more system wide approach is taken?
 - b) Treating the sector as a system what might be reprioritised or changed to achieve greater efficiencies? What would be the criteria for reprioritisation?

Teaching and learning funding

2. What changes to the investment planning system should be considered to improve its efficiency and effectiveness? (The investment planning system is laid out in the Education and Training Act 2020 ss. 419-429 and publications of the TEC.)
3. What changes to the current funding system would be desirable to reduce areas of excessive competition and promote greater collaboration among universities?
4. How can university funding be more responsive to changing enrolment levels and delivery models and ensure universities are responsive to current and future skills needs?
5. What changes to the funding system would enable a shift to more collaborative, technology-enabled delivery of some (and which types of) programmes?
6. How could funding arrangements for universities better address barriers to learner success?
7. Does the current system have the right balance of public (tuition subsidies) and private (student fees) contributions to the cost of university education, and what changes should be considered to tuition fee arrangements for domestic students?

Research and innovation funding

8. How could the Performance-Based Research Fund (PBRF) best support a continued focus on research excellence, while minimising compliance costs and any other unintended consequences?
9. How might the Centres of Research Excellence (CoREs) scheme evolve to be responsive to new ways of doing research and allow new centres to emerge while not creating expectations for permanent support of earlier entrants?
10. How could the system evolve to allow universities to reduce the overhead rates they charge on research contracts and grants?
11. What changes would provide stronger incentives for universities' "third mission" of contributing to social, environmental, cultural and economic outcomes?

Capital expenditure

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12. What is working well, and what could be improved, about current settings for managing capital investment and divestment by universities?

Academic Board are now asked to discuss and provide advice in response to these questions by Friday 13 December 5pm to Mel Barnes (m.l.barnes@massey.ac.nz). Submissions to the UAG close on Wednesday 18 December 5pm.



MEETING DATE:	20 November 2024
AUTHOR:	Academic Board Chair, Professor Fiona Te Momo
SUBJECT:	Schedule of Academic Board Approved Policies

Key Strategic Points

1. Council has resolved to provide a delegation to its sub-committees to approve policies within the remit of their Terms of Reference.
2. The schedule of policies provided in this report are those confirmed that Academic Board will approve, on behalf of Council.
3. Council retains approval of all Statutes, governance related policies and those with strategic importance.

Recommendations

That the Academic Board:

- Notes the schedule of policies that will come to Academic Board for approval.
- Notes the current status of those policies, including those prioritised for review in 2023/24.
- Notes that Academic Board will receive a further update on progress to review these policies in May 2025.

Discussion

Of the schedule of policies that are to be approved by Academic Board on behalf of Council (refer Appendix 1), a number are overdue for review. It is recommended that policies be reviewed within three months of their specified review date, although they do remain in force unless repealed or superseded by another version of that policy.

Work is in progress across a number of the documents listed in this table, primarily through the Office of Academic Quality Reporting and Assurance - and for some of these the associated work and consultation requirements are significant.

An update on progress to review each of the policies noted that are overdue for review will be provided to the Board at 6-monthly intervals. This has been included in the workplan for 2025.

Update on priorities in 2023

Four reviews were prioritised for review in 2023, with the CoCA Retrieval Policy and the Policy on Paper Information and Study Resources added to the priority list in 2024. The following updates are provided on those priority reviews:

Name	Update
Assessment Strategy Principles and Guidelines	The review of the Guidelines is on hold due to the current consultation round on the second iteration of the new Assessment Policy. The future of the Guidelines will be considered after the Policy has been approved.

Name	Update
Subcontracting of Teaching Activity Policy	Linked to Approval Pathways and Quality Assurance Guidelines for Domestic and International Subcontracting of Teaching Activity. Review commenced.
Code of Responsible Research Conduct	Review started, following the substantive reviews of the Academic Integrity Policy, Procedures for Managing Student Breaches of Academic Integrity, and Student Disciplinary Regulations.
Code of Ethical Conduct for Research, Teaching and Evaluations Involving Human Participants	Review started, following the substantive reviews of the Academic Integrity Policy, Procedures for Managing Student Breaches of Academic Integrity, and Student Disciplinary Regulations.
CoCA Retrieval Policy	Due for review in Q1 2025. This review was delayed due to the curriculum transformation undertaken in CoCA in 2024.
Policy on Paper Information and Study Resources	Initial review has been conducted but progressing to consultation has been paused pending the Curriculum Framework discussion. Depending on the final version of that, further changes may be required to this draft Policy.

Note that associated documents such as procedures, guidelines and frameworks are not listed in this schedule but should be reviewed at the same time as the overarching policy and included in the approval process for context as to the broader arrangements for implementation.

Appendix 1: Schedule of Policies to be approved by Academic Board, on behalf of Council
(overleaf)



Appendix 1: Schedule of Policies to be approved by Academic Board, on behalf of Council

Name	Delegated Approval Body	Review Date	Current status
CoCA Retrieval Policy	Academic Board	February 2013	Due for review in Q1 2025. This review was delayed due to the curriculum transformation undertaken in CoCA in 2024.
Subcontracting of Teaching Activity Policy	Academic Board	July 2014	Linked to Approval Pathways Guidelines. Review started. Teams channel created and review team assigned.
Approval Pathways and Quality Assurance Guidelines for Domestic and International Subcontracting of Teaching Activity	Academic Board	August 2014	Linked to Sub-contracting of Teaching Policy. Review commenced. Teams channel created and review team assigned.
Assessment Strategy Principles and Guidelines	Academic Board	March 2015	A small working group was formed to review the Guidelines. A decision was made to create an Assessment Policy and Assessment Procedures (P&P). The Guidelines review is continuing but is waiting until the P&P are approved before finalising the Guidelines. The P&P have been out for consultation and are about to be revised considering feedback received.
Policy on Paper Information and Study Resources	Academic Board	October 2015	Review not started
Graduating Year Review Procedures	Academic Board	February 2016	Awaiting CUAP review of GYRs and completion of review of Qualification Review Policy and Procedures.
Articulation Policy	Academic Board	July 2016	A proposal to Academic Board to disestablish policy will be prepared based on it being covered in the MU Qualifications Policy and Framework.
Code of Ethical Conduct for Research, Teaching and Evaluations Involving Human Participants	Academic Board	2017	Review started, following the substantive reviews of the Academic Integrity Policy, Procedures for Managing Student Breaches of Academic Integrity, and Student Disciplinary Regulations.
Academic Outputs Policy	Academic Board	April 2017	The Academic Outputs Policy has been incorporated into schedule 2 of the <i>revised</i> Intellectual Property Policy, and this Policy cancelled.
Award of Alternative Qualification Procedure	Academic Board	June 2017	A proposal to Academic Board to disestablish policy will be prepared. Rules around this are covered in the Conferment and Graduation Regulations and in the MU Qualification Framework. These Procedures

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			cover the process to be followed by Student Registry. There is no information in here that students need to know that is not covered elsewhere.
Qualification Review Policy	Academic Board	October 2017	QR P&P review working group constituted. Work on Curriculum Lifecycle Framework (CLF) subsumed this review. Progress being made and anticipated framework will be ready Q3 2024. Future need of P&P will be considered as part of CLF work.
Recording of Scholarly Work and Student Work Policy	Academic Board	February 2018	Initial review undertaken in 2022. Feedback sought, and review stalled at this stage. Review re-started and further revision required to update for current practice.
Code of Responsible Research Conduct	Academic Board	May 2018	Review started, following the substantive reviews of the Academic Integrity Policy, Procedures for Managing Student Breaches of Academic Integrity, and Student Disciplinary Regulations.
Transition Procedures	Academic Board	December 2018	Formal review not started but discussions on linking this to a policy or whether this is covered sufficiently elsewhere have started. Some of this process is covered within the Academic Process and Regulation Change (APRC) work.
Policy on Student Engagement in the Assurance and Enhancement of Teaching and Learning	Academic Board	February 2021	Review not started
Class-Qualification Representative Guidelines	Academic Board	February 2021	Review not started
Scholarships Fellowships Bursaries and Awards Policy	Academic Board	June 2022	Consultation on a revised Scholarships and Bursaries Policy has been concluded. Comments received are currently being addressed, before seeking approval.
Equivalence Policy	Academic Board	June 2025	Not yet due for review
Doctoral Supervision Policy	Academic Board	October 2025	Not yet due for review
Use of Artificial Intelligence in Assessment Policy	Academic Board	February 2026	Not yet due for review
Use of copyright material for educational purposes policy	Academic Board	January 2027	Not yet due for review
Thesis Embargo Policy	Academic Board	February 2027	Not yet due for review
Micro-Credentials and Short Courses Policy	Academic Board	March 2027	Not yet due for review

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Academic Progression Policy	Academic Board	June 2027	Not yet due for review
Equity of Access to Educational Opportunities Policy	Academic Board	October 2027	Not yet due for review
Code of Ethical Conduct for the Use of Animals for Research, Testing and Teaching	Academic Board	December 2028	Not yet due for review



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MASSEY BUSINESS SCHOOL – ACADEMIC KŌRERO

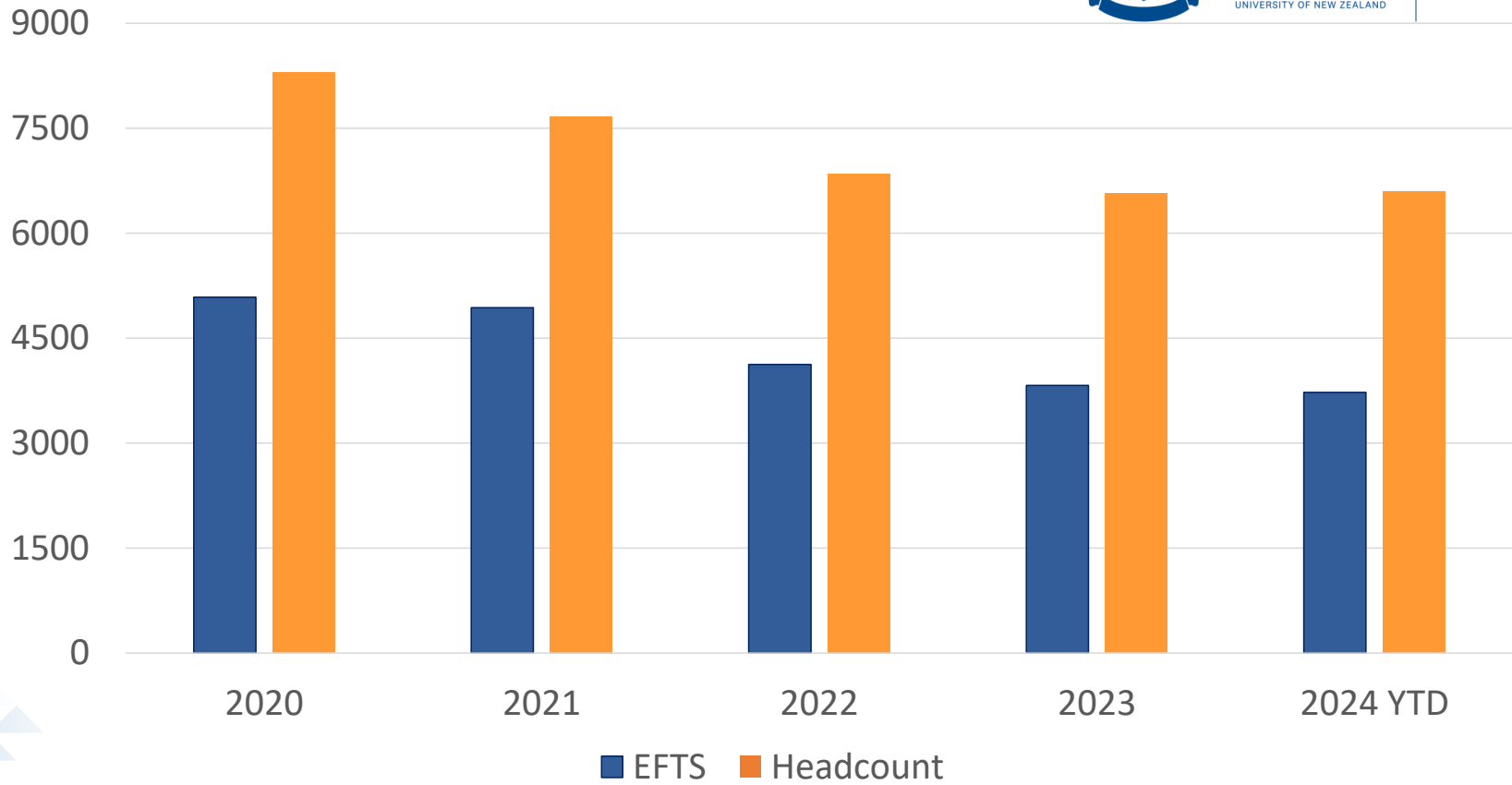
Professor Jo Cullinane
Deputy Pro Vice-Chancellor
Chair, College of Business Board

MBS Enrolments



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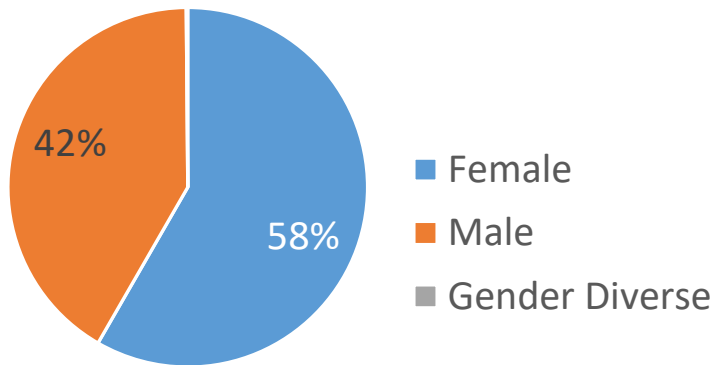
MBS Demographics (2024 YTD)



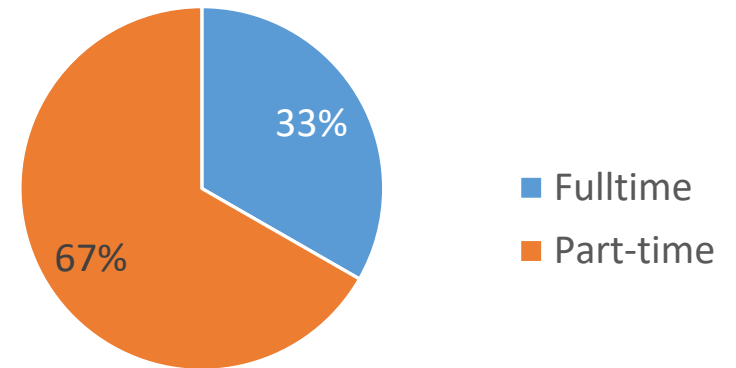
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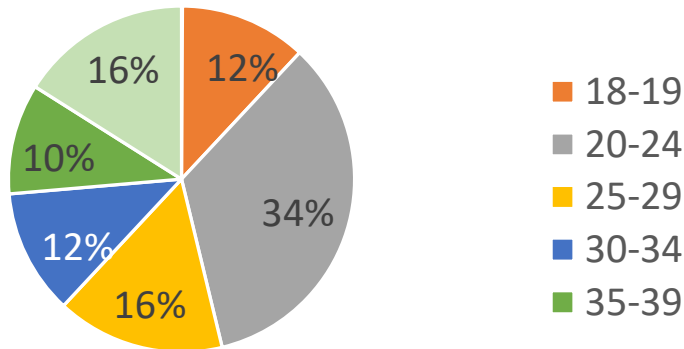
Gender



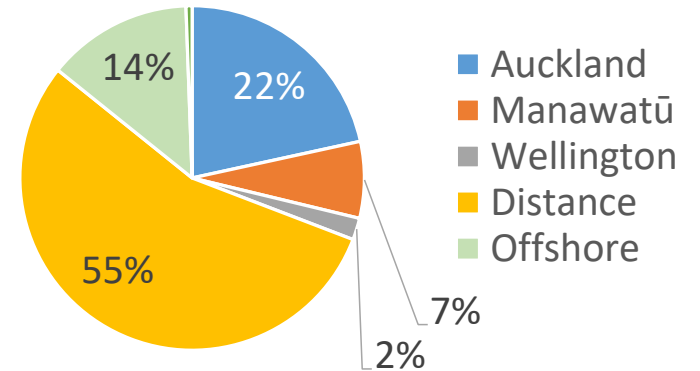
FT vs PT



Age



Location



Programmes in MBS



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- Bachelor of Business
- Bachelor of Accountancy
- Bachelor of Aviation (ATP)
- Bachelor of Aviation Management
- Bachelor of Communication (*pending relocation to CoHSS*)
- Master of Business Studies
- Master of Management
- Master of Analytics
- Master of Aviation
- Executive MBA
- MBA
- Master of Finance
- Master of Professional Accountancy
- Master of Professional Accountancy (CA)
- DBA
- PhD (Business)
- Certificate in Business Studies
- Certificate in Financial Advice
- Diploma in Business Studies
- Graduate Diploma in Business Studies
- PG Certificate in Business
- PG Diploma in Business



Accreditations



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- AACSB and AACSB Accounting
 - “AACSB International is the world's largest network and global standard-setting body for business education. Our accreditation is recognized worldwide as the highest standard of quality, with only 6 percent of the world’s leading business schools achieving AACSB accreditation”
- AMBA
 - “AMBA is the leading impartial authority on MBA education, specifically offering MBA portfolio accreditation for leading business schools.”
- Professional
 - Accounting – CA ANZ, CPA, ACCA, CIMA
 - Aviation – Air NZ PFTO, NZCAA, RAeS
 - Communication - ACEJMC
 - Finance - CFA, FANZ, SAS
 - Property - RICS, VRB, PINZ, REINZ



Quality Assurance



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- Comprehensive College Level Quality Assurance System
- AACSB Standard 5: Assurance of Learning
 - “Assurance of learning (AoL) refers to the systematic processes and assessment plans that collectively demonstrate that learners achieve learning competencies for the programs in which they participate”
- Extended to encompass entire portfolio as a Quality Assurance process
- MBS key characteristics – linked to MBS strategy and University graduate profile
 - Theory and Practice [embedded in the qualification]
 - Digital/technological competence
 - Communication, collaboration, and leadership
 - Cultural and societal competence
 - Global orientation
 - Enterprise thinking and integrated approach



Quality Assurance (cont)



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[Being revised 2024/2025]:

- In each qualification, we identify course(s) where characteristics are specifically addressed
 - This will be mapped in the [Akari] CM System
 - We ensure there is a Learning Outcome (LO) relevant to the key characteristic in the course – if students pass the course, they have met the LO and therefore the key characteristic
 - Annual QA survey is required for each course, following the last offering of the course in that year
 - Also looks at pass rates and provides opportunity for review of assessments and/or content



Advisory Boards



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- The College voluntarily maintains a range of advisory boards
- MBS Advisory Board
 - “Our Advisory Board acts as an independent body, providing invaluable strategic advice to our school in support of our mission”
- Master of Analytics Advisory Board
- Massey Executive Development Advisory Board
- School of Accountancy Advisory Board
- Te Rangiwhenua - Māori Staff Advisory Group



MBS Advisory Board



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	<p>Chair Debbie Pattullo Ex Toyota</p>		<p>Simon Barnett Obo</p>		<p>Fiona Cassidy Chair of PR Institute of NZ</p>
	<p>Tim Edwards JB Hi Fi NZ</p>		<p>Mat Hocken Grassmere dairy farm</p>		<p>Geof Nightingale Ex PwC New Zealand</p>
	<p>Dave Kibblewhite FMG</p>		<p>Cpt Dave Morgan Air NZ</p>		<p>Juanita Neville-Te Rito RX Group</p>
	<p>Yi Ping Ge Gilligan Sheppard Ltd</p>		<p>Vicki Stewart Mitre 10 MEGA Palmerston North</p>		<p>Mark Young Toyota</p>

Key Research Centres & Groups



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- Artificial Intelligence and Data Analytics Hub
- CARE [Center for Culture Centered Approach to Research and Evaluation] [Note - Transferring to CHSS]
 - Justice-based communication research using participatory and culture-centered methodologies
- Fin-Ed Centre [Financial Education and Research Centre]
 - Works on financial literacy
- Knowledge Education Hub
 - Research to identify and understand critical social and economic issues affecting NZ
- MPower [Massey People, Organisation, Work and Employment Research]
- Real Estate Analysis Unit
- Sustainability and Corporate Social Responsibility Group
- Te Au Rangahau / Māori Business Research



Partnerships and MIAN



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BUSINESS SCHOOL

- Partnerships
 - MBS has a range of partnership arrangements with offshore institutions
 - We have been working hard to expand these since 2020
 - UG pathways are generally 2+2 or 3+1
 - PG pathways are generally 1+1
 - Mainly China, but working to expand into Indonesia, India, Malaysia and Vietnam
 - UEH (Vietnam) involves teaching in Vietnam
 - Kaplan Professional

MIAN – Massey Institute at NUFE (Nanjing)

- Dual award arrangement with Nanjing University of Finance and Economics (NUFE)
- First cohort in 2021, with first graduation in mid-2025
- 300 students per cohort. Reached 1200 students in October 2024.
- BBus – with majors in Economics, Finance, OTM (current discussions to expand)





DATE:	8 November 2024
AUTHOR:	Provost Professor Giselle Byrnes
SUBJECT:	ACADEMIC PROGRESSION POLICY AND PROCEDURES UPDATED

Contents

Recommendations 1

Additions of New Grade to Policy and Procedures 1

Academic Progression Policy 3

Academic Progression Procedures 9

Recommendations

- That Academic Board note the updated Academic Progression Policy and Procedures

Purpose

To present the updated Academic Progression Policy and Procedures for noting.

Background

As part of the Specific Circumstances Framework, Academic Committee approved the addition of a new WS (withdrawn specific circumstances) grade. The project to integrate this new grade into our systems is almost complete. As part of the work, the Academic Progression Policy and Procedures required updating to include references to the new WS grade.

Additions of New Grade to Policy and Procedures

The following amendments (shown in red) have been made to the Academic Progression Policy and Procedures:

Policy – page three of the Policy, page five of this document:

5.1 ESAP Thresholds

Minimum ('Satisfactory') Threshold

- During 2021 and 2022, students are required to complete periods of enrolment having gained academic credit for at least one course they were enrolled in, in each period of enrolment. Grades and notations of D, E, F, DC, WS and WD will all count as conveying no academic credit.
- In 2023 and beyond it is anticipated that the minimum thresholds will become more stringent as support mechanisms raise the levels of achievement and expectations for performance.

Procedures – pages seven and eight of the Procedures and 15 and 16 of this document:

Definitions Grade Point Average (GPA)

P (Pass), AEG (Aegrotat pass), NF (Not Finalised), CT (Continuing enrolment), WS (Withdrawn Specific Circumstances) and WD (Withdrawn) are deemed neutral and will not normally be considered in the GPA calculations (numerator or denominator) unless this is of benefit to the student.

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WS - Withdrawn Specific Circumstances. An alternative to WD where a student is withdrawn from a course after the Census Date but, due to mitigating circumstances, there is no academic penalty.

These have also been added into the *Calendar*.

These additions do not alter the substance of the Policy and Procedures but are to include the already approved additional grade. Given the minor nature of these changes, the Provost, as the owner of the Policy and Procedures, approved these amendments and this was noted at the November Academic Committee.

A copy of the updated Policy and Procedures are attached with the changes highlighted in yellow. The effective date and 2024 update approval by the Provost have also been added and highlighted.



UNIVERSITY OF NEW ZEALAND

Massey University Policy Guide

ACADEMIC PROGRESSION POLICY

Section	Academic
Contact	Office of the Provost
Last Review	November 2021
Next Review	June 2027
Approval	C22/48
Effective date	5 November 2024

Purpose:

This policy describes the requirements and principles governing student academic performance, academic excellence, and student progression within Massey University Te Kunenga ki Pūrehuroa.

Policy:

All students are expected to achieve at least *satisfactory* academic progress in each enrolment period.

Massey is committed to providing a learning environment which facilitates students achieving to their fullest potential. Massey is committed to actively managing student academic performance and providing support where necessary for students who are motivated to achieve in their studies, and fairly managing the availability of places for students.

Massey acknowledges there exists a reciprocity of responsibilities and rights between the University and students in matters of academic performance. Massey acknowledges it has a responsibility to provide a supportive and quality learning environment and targeted personalised support; and in turn, students are expected to exert genuine effort and energy to achieve academically.

Scope:

This policy is universal and applies to all students in all qualifications and Certificates of Proficiency offered by Massey. For the avoidance of doubt, the policy applies to:

- taught and research qualifications;
- professionally accredited and licenced qualifications;
- Massey University College qualifications;
- qualifications taught in educational partnerships where Massey University Te Kunenga ki Pūrehuroa credits and awards are given, including both those within New Zealand and overseas.

This policy does not apply to learning or training via short courses, whether or not this learning results in micro-credentials or non-credit bearing awards.



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Massey University Policy Guide
Academic Progression Policy – Page 2

While this policy does not directly address matters of student discipline and misconduct, matters of student complaint and grievance, or fitness for study, it is acknowledged that students with complex experiences may have records which cross these policy boundaries and at times the application of this policy will require an holistic approach, with due consideration of the student's broader context of learning.

This policy should be read in conjunction with the Academic Progress Regulations and Academic Progress Procedures, and the Student Achievement Support Intervention Framework and Services.

The Education and Training Act 2020 section 255 (5)d allows for universities to evaluate if a student has made insufficient progress in their study, and to refuse or cancel the enrolment of a student if the student's progress has been insufficient.

Principles and Philosophy:

The Academic Progress Process is based on the following principles, informed by the values of *Paerangi*.

1. Student achievement occurs through a reciprocal relationship of learning between the University staff and students, supported by effort on both sides (Pae Ako). Students and staff form a community, working together for mutual benefits with mutual responsibilities (Pae Whānau).
2. Massey has a guardianship role in terms of the meaning and value of qualifications and awards, as well as in caring for our students, enabling positive student experiences, development, and success (Pae Tiaki).
3. Through the Academic Progress processes, Massey aims to encourage excellence, acknowledge progress, and celebrate success (Pae Rawe, Pae Mātau).
4. The Academic Progress processes are designed to monitor student progress, identify successes or problems, and implement actions that provide opportunities for students to maximise their achievement (Pae Whakahaere).
5. The Academic Progress processes are honest, fair, equitable, and respectful (Pae Tika). To achieve this, they are:
 - a. simple and understandable;
 - b. clearly communicated and timely in conveying expectations of both parties;
 - c. respectful and free from judgmental language;
 - d. consistent with common law rights and principles, including the right to be heard, the right to impartial decision making, the right to equity and fairness in treatment, and the right to appeal.
6. The Academic Progress processes reflect Massey's commitment to humility, respect, generosity, responsibility, pastoral care, and support of others (Pae Manaaki). To achieve this, they are designed to:
 - a. enable Massey to identify when its actions or inactions have contributed to cases where the learning partnership is not working well and adjust its actions accordingly;
 - b. enable students to adjust their behaviours and access support where this is necessary, encouraging and facilitating greater achievement where possible;
 - c. offer students opportunities for support to maximise their achievement, which are tailored to the student needs.

Academic Progress Committee's Main Frameworks:



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1. The Academic Progress Committee (APC) will oversee processes for considering student academic performance and success and will conduct the Evaluating Student Academic Progress (ESAP) processes for all current students at regular intervals throughout the academic year, usually once per semester.
2. The Academic Progress Committee will also manage the evaluation of student progress on those qualifications which have specific performance and competence requirements within their Programme Regulations. This process will be operationalised by subcommittees of the Academic Progress Committee which will conduct Performance on Professional and Accredited Qualifications (P-PAQ) evaluation processes.

5.1 ESAP Thresholds

Minimum ('Satisfactory') Threshold

- During 2021 and 2022, students are required to complete periods of enrolment having gained academic credit for at least one course they were enrolled in, in each period of enrolment. Grades and notations of D, E, F, DC, WS and WD will all count as conveying no academic credit.
- In 2023 and beyond it is anticipated that the minimum thresholds will become more stringent as support mechanisms raise the levels of achievement and expectations for performance.

Excelling Thresholds

- Students will have passed 100% of their credits in the most recent enrolment period, with a Grade Point Average for the period of 7 or above.

5.2 Defining Restrictions and/or Exclusions

- Restrictions and/or exclusions may be applied in cases where a student is on their third instance of having a *Status of Concern* through ESAP evaluations, or where the P-PAQ process has highlighted an issue of non-compliance with a programme regulation.
- For ESAP and P-PAQ processes, the main restriction will be short term exclusion i.e. a student is not permitted to enrol at Massey for a minimum of 12 months.
- In ESAP and P-PAQ processes where a student has previously experienced short-term exclusion (arising from ESAP, P-PAQ, or Academic Standing processes), a long-term exclusion may be applied i.e. the student would not be permitted to enrol at Massey for a minimum of three years, and must apply for readmission.
- Where P-PAQ processes result in an evaluation that the student will not be able to be endorsed as suitable for registration or professional accreditation, the Academic Progress Committee may permanently exclude the student from that qualification. In such instances the student will be assisted wherever possible to transfer to an alternative qualification (and will be supported in their learning), or, if they prefer, they will be exited from study.

5.3 Defining Concomitant Situations

- Students with academic performance evaluated as being below threshold for the period considered will have a *Status of Concern* recorded on their student record but this will not appear on the student Academic Record (transcript). Those *Statuses of Concern* will be deactivated and become background records when a student has successfully completed the associated qualification or when the *Status of Concern* has otherwise expired, as per below.
- If a student transfers between qualifications at the same academic level, any Status of Concern and associated PSOs and Case Management arrangements will remain active until the student has either successfully completed the new qualification, or until the Statuses have otherwise expired.



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- The oldest *Status of Concern* on a student's record from a concomitant situation will expire if a student has three successive periods of enrolment achieving *satisfactory* performance.

5.4 Professional and Accredited Qualifications (P-PAQ)

The following list of qualifications have specific performance and competence requirements within their Programme Regulations, referred to in clause 5.0 sub point 2.

- Te Aho Tātaurangi: Bachelor of Education Teaching Māori Medium/ Diploma in Māori Education/ Te Aho Tātaurangi: Bachelor of Teaching and Learning Kura Kaupapa Māori / Te Aho Paerewa: Postgraduate Diploma Teaching and Learning in Māori Medium
- Graduate Diploma of Teaching (Early Childhood Education), Graduate Diploma of Teaching (Primary)/ Graduate Diploma of Teaching (Secondary)/Graduate Diploma of Learning and Teaching/ Postgraduate Certificate in Specialist Teaching / Postgraduate Diploma in Specialist Teaching
- Bachelor of Veterinary Science
- Bachelor of Nursing/ Bachelor of Social Work/ Master of Applied Social Work / Master of Clinical Practice (Nursing)
- Bachelor of Aviation – Air Transport Pilot major
- Bachelor of Speech and Language Therapy /Bachelor of Speech and Language Therapy with Honours
- Master of Clinical Psychology
- Degree of Doctor of Business and Administration/ Degree of Doctor of Clinical Psychology / Degree of Doctor of Education / Degree of Doctor of Philosophy / Degree of Doctor of Social Work

Appeals:

- Appeals will be heard by the Provost or Nominee (and must always be a person neutral from involvement in previous decisions impacting the student in relation to the determination being appealed). Students may appeal any determinations made by the Academic Progress Committee (arising from ESAP or P-PAQ, and including ESAP *excelling* outcomes). Appeals will only be considered valid if a student can show they have suffered actual disadvantage, and
 - a) The student can demonstrate that the determination was incorrect, and/or
 - b) New evidence that was not known or available at the time of the original Academic Progress Committee determination is now available and could have affected the determination.
- Appeals must be lodged in writing in the format and within the timeframe advised by the Provost or Nominee.
- The Provost or Nominee will have the power to determine a process for pre-sifting appeal submissions and declining, without substantive consideration, any appeal that does not meet the outlined validity criteria.

Appeal Remediations

In instances where an appeal is upheld, the Provost or Nominee will utilise the following remediations:

- Direct the Academic Progress Committee and/or P-PAQ sub-committee to reconsider a case utilising any new submission or evidence; and/or
- Remove any *Status of Concern* or restrictions or reverse any exclusion, and draw the change in decision to the attention of support services and other relevant parties; and/or
- Direct the Academic Progress Committee and/or P-PAQ subcommittee to consider the implications of the case as it applies to the future handling of similar cases.



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- Record an *Excelling Status* on a student's record and instate any of the benefits or opportunities that ensue.

Audience:

This policy's audience is all staff, students and external bodies within the university community.

Relevant Legislation / Regulation:

Privacy Act 1983

Education and Training Act 2020

Human Rights Act 1993

New Zealand Bill of Rights Act 1990

The Education (Pastoral Care of Tertiary and International Learners) Code of Practice 2021

Legal Compliance:

Under Part 4 of the Education and Training Act 2020, the University must provide services and support to students that:

- a) provide them with the skills, knowledge, and capabilities that they need to fully participate in the labour market, society, and their communities; and
- b) support their health, safety, and well-being; and
- c) assure the quality of the education provided and the institutions and educators that provide and support it; and
- d) honour Te Tiriti o Waitangi and support Māori-Crown relationships.

The University must comply with the Education (Pastoral Care of Tertiary and International Learners) Code of Practice 2021 by ensuring the learning environment and the University's accommodation is safe, inclusive, supportive and accessible. The Code also requires the University to respond to the distinct wellbeing and safety needs of international tertiary learners.

Related procedures / documents:

- Code of Student Conduct
- Student Contract
- Student Disciplinary Regulations
- University Workloads Policy and Procedures
- Academic Integrity Policy and Procedures
- Health and Wellbeing Charter
- Health, Safety and Wellbeing Policy
- [The Education \(Pastoral Care of Tertiary and International learners\) Code of Practice 2021](#)
- Assessment and Examination Regulations



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Document Management Control:

Prepared by:	Office of the Provost
Authorised by:	Provost
Approved by:	C22/48
2024 Update Approved by:	Provost
Date issued:	10 June 2022
Last review:	November 2021
Next review:	June 2027



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ACADEMIC PROGRESSION PROCEDURES

Section	Academic
Contact	Office of the Provost
Last Review	November 2021
Next Review	June 2027
Approval	Council 10/06/2022
Effective Date	November 2024

Purpose:

These Procedures detail the specific arrangements for managing Academic Progress at Massey University Te Kunenga ki Pūrehuroa.

This document is intended to be read in conjunction with the University Academic Progress Regulations and the Academic Progress Policy.

Procedure Overview:

Committees and Subcommittees

Academic Progress Committee (APC) Membership

- Chair (a senior academic nominated by the Provost)
- Representative of each College and Massey University College (MUC), appointed by the respective PVC or equivalent
- Student Experience nominee
- Student Registry nominee

In attendance:

- Office of Academic Quality, Reporting and Assurance nominee
- Committee Secretary provided by Student Registry
- Director, Centre for Learner Success

Performance on Professional and Accredited Qualifications (P-PAQ) Sub-Committee Membership

- Chair (a senior academic from another academic unit appointed by the Academic Progress Committee Chair)
- Three representatives of the programme team including the programme director or accreditation manager appointed by the relevant PVC or equivalent
- Student Experience nominee
- Student Registry nominee

In attendance:



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- Office of Academic Quality, Reporting and Assurance nominee
- Committee Secretary provided by the relevant College (or equivalent)

3.2 Evaluating Student Academic Progress

1. A process entitled Evaluating Student Academic Progress (ESAP) will be conducted at regular intervals throughout the academic year using published results from those courses completed in the immediately preceding enrolment period.
2. The Academic Progress Committee will be the guardians of the ESAP and related processes.
 - a) The Committee's work will be supported by Student Registry whose role will include providing the Academic Progress Committee's secretariat, managing data derived from SMS (the primary source of data), plus managing records, enrolment statuses and correspondence.
 - b) The Committee will also be supported by the Office of Student Experience whose role will include advising on any relevant university information and data about a student which is not stored in SMS. Outside of the Committee process, the Office of Student Experience will be responsible for initiating and coordinating case-management and Provision of Support Offers (PSOs) for each student with *Statuses of Concern*. This may involve either direct support or formal referrals to support situated outside Student Experience (See Section 4.0).
 - c) The Committee will also be supported in its work by designated College Officers and/ or qualification leads in order to evaluate any progress criteria not reflected in academic results, for example failure to make progress in a research thesis.
3. Academic Progress Committee conducting ESAP on behalf of Massey will utilise published course results from students' recent periods of enrolment. Those results will be evaluated against expectations thresholds. See Section 5.1 of the Academic Progress Policy (Thresholds).
4. The evaluation will identify students whose performance is below the minimum expectation thresholds (*Status of Concern*), students whose performance is considered to be excellent (*Excelling Status*) and those having *Satisfactory* performance.
5. Academic Progress Committee will invite written submissions from those students whose course results indicate their performance is below the expectations thresholds, prior to making any determinations. The opportunity to make a written submission is limited in scope and timing. Students are required to make their submission through a portal or other system designated by the Academic Progress Committee. Students making submissions are required to comply with the deadline designated by the Academic Progress Committee.
6. Academic Progress Committee will make determinations in hearings processes.
 - a) APC will determine whether a student's performance in the most recent period was below expectations thresholds and should be flagged highlighted with a *Status of Concern*; or if the student's performance was *satisfactory*; or if the student's performance was above expectation thresholds and should be flagged with an *Excelling Status*.
 - b) Determinations related to *Status of Concern* will be based on students' most recent published course results, any written submissions, and any other relevant records including support already in place.
 - c) Determinations related to *Satisfactory* Performance will be based on students' most recent published course results.
 - d) Determinations related to *Excelling Statuses* will be based on students' most recent published course results.
 - e) If an APC determination results in a student's performance being flagged with an *Excelling Status*, that status will remain on the student's record in association with that period of study and will not



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- be impacted by performance in later periods of study. However, reversal of *Excelling Status* may occur in instances of later proven academic integrity breaches related to those course results.
- f) In instances where a student's performance has previously been flagged with a *Status of Concern* for their current qualification or in a concomitant situation, the hearing will also determine if the student is on their third instance of receiving such a status and whether any restrictions should be applied. See Section 5.2 of the Academic Progress Policy (Restrictions able to be applied by the APC).
 - g) Where a student's performance has been flagged as *Excelling*, Massey will add a note on the student's Academic Record (transcript) and may send a letter of acknowledgement from the Vice-Chancellor or Provost or Nominee, and/or publish the names and accomplishments (with a student's permission), and/or refer students to appropriate opportunities.
7. The Academic Progress Committee will work with Student Registry as required to record appropriate SMS and CRM notes, change student statuses, and send formal notification/ correspondence to students.
 8. The Student Experience team will work in support of the Academic Progress Committee to:
 - a) Initiate and coordinate personal contact and follow up with students.
 - b) Initiate and coordinate Case Management systems.
 - c) Work with Qualification and/ or College leads to inform and consult on the situation and agree plans for support as relevant.
 - d) Initiate and coordinate formal Provision of Support Offers (PSOs) as relevant.
 - e) Initiate and coordinate processes to instate any of the benefits or opportunities that ensue from *Excelling Status*.
 - f) Plan a timed supported return to study plan where a student has had an exclusion and/or enrollment restriction applied.
 9. Where a student provides information in the submission process such that course design and/or teaching issues are identified to be contributing factors to their progress or lack thereof, the matter will be raised with the College Director of Teaching and Learning, or equivalent, or Chief Examiner for advice.
 10. On each occasion when the Academic Progress Committee makes a determination on a student's performance, that student will have the right to appeal (on limited grounds). Appeals are considered by the Provost or Nominee. The grounds for appeal are limited in scope and timing and students are required to make their submission through a portal or other system designated. See Section 6.0 of the Academic Progress Policy (Appeals).
 11. If the Provost or Nominee determines that an appeal should be upheld, remediation will be applied. See Section 6.1 of the Academic Progress Policy (Appeal Remediation).

3.3 Evaluating Performance on Professional and Accredited Qualifications

1. In parallel to a general ESAP process, a small number of programmes also have specific performance and competence requirements outlined in their Programme Regulations that must be evaluated. APC will consider the progress of students on these specific programmes throughout an academic year using a Performance on Professional and Accredited Qualifications (P-PAQ) process.
2. The Academic Progress Committee will be the guardians of the P-PAQ processes, but they will delegate detailed consideration of performance on these specific qualifications to appropriately constituted P-PAQ subcommittees. See Section 5.4 of the Academic Progress Policy.
3. P-PAQ processes will mirror the Academic Progress Committee processes with regard to invitations for written submissions from students, hearings considering data and submissions, and deliberations following the principles of natural justice.



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- a) P-PAQ processes may result in a recommendation to the Academic Progress Committee that the student's Status was *Satisfactory*, or a *Status of Concern*. Where performance is flagged as a *Status of Concern*, a Provision of Support Offer (PSO) and/or an exclusion and/or enrolment restriction might be recommended by the P-PAQ subcommittee.
 - b) The Academic Progress Committee will consider the recommendation/s and determine whether the P-PAQ recommendation/s should be implemented.
4. P-PAQ considerations and recommendations will rely upon the additional requirements specified in the relevant Programme Regulations. These require strict compliance, and therefore may result in recommendations for restrictions and exclusion that do not require two prior concomitant *Status of Concern* records.
 5. The Academic Progress Committee will work with Student Registry to record appropriate SMS and CRM record notes and to send appropriate correspondence to students.
 6. The Academic Progress Committee will refer relevant cases to Student Experience to initiate and coordinate Case Management support, PSOs, and referrals.
 7. The determination made by the Academic Progress Committee in relation to P-PAQ recommendations will be open to appeal in the same manner as the general ESAP procedures.

3.4 Timing of Processes

- Some ESAP and P-PAQ evaluation processes at the end of a period of enrolment might potentially result in restrictions to, and/or exclusion from, enrolment in the immediately subsequent period of enrolment.
- The main ESAP and P-PAQ results will be calculated once per enrolment period, usually after the last day for grade publication. Where a student is in a cohort which does not follow standard semester dates, that cohort will have a different planned calculation day.
- Changes to grades after ESAP and P-PAQ calculations have been run will be managed on a case-by-case basis.
- In these circumstances a student will normally be notified of a concern and be invited to make a written submission for a Hearing prior to the closure of enrolments in the next period.
- Students will still be permitted to continue studying at their own risk while they await the result of the Hearing, and every effort will be made to reach an ESAP or P-PAQ determination prior to the next period's date for withdrawal or withdrawal without financial penalty.
- Where it is not possible to complete processes prior to the date for withdrawal or withdrawal without financial penalty and where a determination of exclusion is recommended, a student will be treated as if having completed an on-time withdrawal.
- Students may not continue studying in the given period if they have an exclusion determination from a Hearing and while a student may intend to lodge an appeal against an exclusion outcome, a pending appeal does not entitle them to continue studying.
- If the appeal outcome is successful, the result will be permission to enrol into any courses relevant to the student's study in those courses' next available offering.

Types of Student and Academic Support Available at Massey:

Massey recognises that students will experience challenges in life that impact their academic performances, which are often complex and arise from a mixture of academic and non-academic causes.

Therefore, Massey will use a Case-Management approach to seek to tailor support for students with academic performance issues according to their circumstances. Where a student has been assessed to be in need of support,



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access to that support will be underpinned by a formal Provision of Support Offer (PSO). A Case-Management approach will be coordinated by the Office of Student Experience and may involve staff from the following areas:

- Centre for Learner Success
- College and MUC Course Coordinators
- College and MUC Programme Directors
- Counselling services
- Disability Support Services
- Graduate Research School
- International Student Support Team
- Māori student support including Te Rau Tauawhi centres
- Massey Career Centre
- Pacific Student Success Advisers
- Pacific Student Teaching Support
- Spiritual Wellbeing, and Chaplaincy Service
- Student Associations
- Student Health Centres
- Student Success Adviser
- Library and Subject Librarians

Communication:

This procedure will be supported by student-facing information on the university website.

Audience:

This procedure’s audience is all staff, students and within the university community and other interested parties external to Massey

Related procedures / documents:

- Code of Student Conduct
- Student Contract
- Student Disciplinary Regulations
- University Workloads Policy and Procedures
- Academic Integrity Policy and Procedures
- Health and Wellbeing Charter
- Health, Safety and Wellbeing Policy
- [The Education \(Pastoral Care of Tertiary and International learners\) Code of Practice 2021](#)
- Assessment and Examination Regulations

Definitions

Academic Progress Committee (APC)	A Committee of the University with responsibility for the oversight and enactment of matters related to Academic Progress, including, but not limited to the Academic Regulations, Programme Regulations,
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	policy and procedures, and with a coordinating role in related records and support activities. APC will report to Academic Committee.
Case Management	A systematic method adopted by Massey University Te Kunenga ki Pūrehuroa to provide personalised and tailored support to students. Often led by the Office of Student Experience, the system includes the provision of a main point of contact and facilitation of access to specific support.
Concomitant situation	A 'concomitant situation' describes arrangements when a student changes qualifications. In these cases, any <i>Statuses of Concern</i> and associated Provision of Support Offers (PSOs) and Case Management arrangements will remain active until the student has either successfully completed the new qualification or until the <i>Status of Concern</i> has otherwise expired.
Customer Relationship Management (CRM)	System utilised to store interactions and communication the university has with students. A central repository is used to aid a coordinated approach and one source of truth. The CRM is expected to hold Case Management information (in a secure/restricted access arrangement for use by designated staff).
Evaluating Student Academic Progress (ESAP)	A process completed at the end of each enrolment period where a student's published results (in all enrolled courses) are evaluated to determine whether a student's academic performance is <i>excelling</i> , <i>satisfactory</i> , or, <i>of concern</i> .
<i>Excelling</i> Thresholds	The performance level which APC will use in the ESAP processes to determine whether a student's performance in the most recent enrolment period has been above expectation/ <i>excelling</i> . See Academic Progress Policy Section 5.1 of the Academic Progress Policy.
Grade Point Average (GPA)	GPA is used in estimating if a student's performance is evaluated as <i>Excelling Status</i> . GPA is calculated according to the sum of the weighted grade point credit value divided by the sum of the credit values of all courses enrolled in for the relevant period of consideration (normally a semester). $\text{GPA} = \frac{\text{Sum (credits completed x GPA value of grade)}}{\text{Sum of credits completed}}$ Where the GPA value of each grade is assigned for this as follows: D, E, F, DC/DNC = 0



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	<p>C- = 1; C =2; C+ =3 B- =4; B =5; B+ 6 A- +7; A=8; A+ =9 P (Pass), AEG (Aegrotat pass), NF (Not Finalised), CT (Continuing enrolment), WS (Withdrawn Specific Circumstances) and WD (Withdrawn) are deemed neutral and will not normally be considered in the GPA calculations (numerator or denominator) unless this is of benefit to the student.</p>
Long-term Exclusion	<p>Where a student has already experienced previous short-term exclusion arising from ESAP, P-PAQ and/or Academic Standing, a long term exclusion may be applied i.e. the student would not be permitted to enrol at Massey University Te Kunenga ki Pūrehuroa for a minimum of three years and must apply for readmission. In such instances the university will support the student when they re-enter study.</p>
Minimum Thresholds	<p>The performance level which APC will use in the ESAP process to determine whether a student's performance in the most recent enrolment period has been above or below threshold expectations/ of concern. See Section 5.1 of the Academic Progress Policy.</p>
Performance on Professional and Accredited Qualifications (P-PAQ)	<p>For the small number of programmes with specific performance and competence requirements listed in the Programme Regulations, student progress will be evaluated to determine compliance with the specific performance and competence requirements. If a student's progress is not in line with those specific performance and competence requirements, a potential <i>Status of Concern</i> will be considered by the relevant P-PAQ subcommittee in a Hearing. If the P-PAQ subcommittee agrees a <i>Status of Concern</i> should be recorded, they will recommend this to Academic Progress Committee, including recommendations for referrals and/or restrictions or qualification exclusions.</p>
Permanent Programme or Qualification Exclusion	<p>Where P-PAQ processes result in an evaluation such that the student will not be able to be endorsed as suitable for registration or professional accreditation, the APC may permanently exclude the student from that qualification. In such instances the student will be assisted to transfer to an alternative qualification (and will be supported in their learning) or, if they prefer, they will be exited from study.</p>



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Provision of Support Offers (PSO)	A formal referral process arising from the Academic Progress Committee ESAP and P-PAQ processes, where students have a <i>Status of Concern</i> . The Office of Student Experience will be responsible for initiating and coordinating PSOs. These take the form of a statement of entitlement and expectation which is offered and tracked by the key contact in the Case Management system.
Short-term Exclusion	Arising from determinations made by the Academic Progress Committee in relation to ESAP and P-PAQ processes, a short-term exclusion results in a student not being permitted to enrol at Massey University Te Kunenga ki Pūrehuroa for a minimum of 12 months. In such instances the university will offer support to students which they can access when they re-enter study at a time negotiated with their Case Manager, but the students are not required to apply for readmission.
Student Management System (SMS)	The application software and related records that maintain Massey University Te Kunenga ki Pūrehuroa student, course and programme achievement records. This includes the student interface for the records called the portal.
Support	The provision of guidance, support and advice to assist students to meet the academic standards for their programme of study.
Threshold	A level of performance against which students' outcomes are evaluated. These include a Minimum Threshold for the lower end of the academic progress evaluation process and <i>Excelling</i> Thresholds for the upper end of the academic progress evaluation process.
Termination of enrolment	Used in relation to specific Programme Regulations to denote a Permanent Programme or Qualification Exclusion.
WD	Withdrawn from a course after the date where there is no financial penalty.
WMAR	Last day to withdraw from courses without financial penalty.
WS	Withdrawn Specific Circumstances – An alternative to WD where a student is withdrawn from a course after the Census Date but, due to mitigating circumstances, there is no academic penalty.



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Document Management Control:

Prepared by:	Office of the Provost
Authorised by:	Provost
Approved by:	Council 10/06/2022
2024 Update Approved by:	Provost
Date issued:	June 2022
Last review:	November 2021
Next review:	June 2027



MASSEY UNIVERSITY
TE KUNENGA KI PŪREHUROA

OFFICE OF ACADEMIC QUALITY, REPORTING AND ASSURANCE

Report to: Academic Committee
Academic Board
College Boards

Report from: Deb Just, Consultant - Academic Quality Assurance

Date: 21st October 2024

GRADUATING YEAR REVIEW REPORT

1. REASON FOR REPORT

This report is to provide:

- administrative information for the Graduating Year Review (GYR) process
- the 2025 GYR schedule (Appendix A)
- a summary of GYRs completed, deferred or not required over the past three years (Appendix B)

2. ADMINISTRATIVE INFORMATION

GYRs are the final step in the Committee on University Academic Programmes (CUAP) approval process for new and substantially amended qualifications or specialisations. The GYR is intended to assure CUAP that qualifications or specialisations are meeting both their original objectives and an acceptable standard of delivery.

Failure to submit a GYR report may result in the approval for the qualification/specialisation being suspended by CUAP. Reports are due within three years of the first graduates completing the qualification, these graduates include those who take exit qualifications.

The Office of Academic Quality, Reporting and Assurance (OAQRA) manages the GYR process.

Once the reviews are complete and have travelled through the Massey University committee process, they are lodged with CUAP and the reports and Massey University GYR process is peer reviewed by two other New Zealand universities prior to being submitted to a full CUAP meeting.

2.1 Requests for Deferrals

Massey University is required to lodge requests for deferrals of GYRs to CUAP. Requests for deferrals are submitted in writing to the Consultant Academic Support, OAQRA. These need to be submitted by 17th February 2025 in time for the March Academic Committee meeting prior to sending to CUAP for approval. It should be noted that deferrals will only be granted for a maximum of two years.

Deferrals will be considered on the following grounds only:

- The programme either has not yet been offered or was first offered at a later date than first envisaged.

- All or most enrolments are part-time and there have been no completions by the time the report is due.
- The due date for the GYR precedes or coincides with a scheduled departmental or programme review.

CUAP do not accept deferrals based on low enrolment or completion numbers.

2.2 Closed Qualifications/Specialisations

Under CUAP regulations, qualifications/specialisations that are in the process of closing, or which have closed, still require a GYR although this is a slightly different process.

3. SCHEDULE

There are 12 groups of qualifications and/or specialisations listed by CUAP due for a Graduating Year Review in 2025. As of 21st October 2024 three specialisations and two qualifications (in red) have no graduates. These qualifications/specialisations will be checked again when semester two grades are loaded. If at that time, there are still no graduates they will then be deferred as a GYR is unable to be undertaken. The Schedule is shown in Appendix A

4. Recommendation:

It is recommended that Academic Committee note the Graduating Year Review Report and forward this to Academic Board for noting and to College Boards for information.

Appendix A

Graduating Year Reviews due in 2025.

College	Qualification/s	Reason for GYR	Enrolments	Graduates
Business	Certificate in Financial Advice	New qualification	Yes	Yes
	Diploma in Business Studies (Financial Advice)	New specialisation	Yes	Yes
MUC	Foundation Certificate (International) Foundation Certificate (International – Accelerated)	New qualifications	Yes	Yes
Creative Arts	Bachelor of Design (Hons) (Concept Design)	New specialisations	Yes	Yes
	(Integrated Design)		Yes	Yes
	Bachelor of Design (Concept Design)		Yes	Yes
	(Integrated Design)		Yes	No
Humanities and Social Sciences	Postgraduate Diploma in Learning Support	New qualifications	Yes	No
	Postgraduate Certificate in Learning Support		Yes	Yes
	Master of Specialist Teaching (Deaf and Hard of Hearing) (Early Intervention) (Adviser on Deaf Children) Postgraduate Diploma in Specialist Teaching (Deaf and Hard of Hearing) (Early Intervention)	New specialisations	Yes	Yes
			Yes	Yes
			Yes	Yes
			Yes	Yes
	Postgraduate Certificate in Intelligence	New qualification	Yes	Yes
	Bachelor of Arts - minor Diploma in Arts Graduate Certificate in Arts (Planning Studies)	New specialisation	Yes	Yes
	Bachelor of Arts (Te Reo Māori)	New specialisation	Yes	No
	Master of Sustainable Development Goals (Economics for Sustainability) (Peace and Security)	New specialisation	Yes	Yes
			Yes	No
Sciences	Bachelor of Animal Science	New qualification	Yes	Yes
	Bachelor of Construction (Hons)	New qualification	Yes	No

Appendix B**Summary of GYRs from 2022 - 2024**

Year	Title	Completed	Notes
2022	Master of Educational and Developmental Psychology Postgraduate Certificate in Educational and Developmental Psychology	Yes	In progress 2021 - completed 2022.
2022	Master of Analytics	Yes	In progress 2021 - completed 2022.
2022	Master of Health Science & Postgraduate Diploma in Health Science (Bioscience) (Medical Laboratory Research) (Nursing) (Occupational Health and Safety) (Medical Laboratory Science)	Yes	In progress 2021 - completed 2022.
2022	Bachelor of Creative Media Production	Yes	CONTINUE with the understanding that a significant change proposal is underway including a change of name.
2022	Bachelor of Commercial Music	Yes	In progress 2021 - completed 2022.
2022	Master of Health Service Management	Yes	
2022	Postgraduate Certificate in Business (Business Administration)	Yes	
2022	Bachelor of Creative Media Production (Hons)	Yes	
2022	Bachelor of Commercial Music (Hons)	Yes	
2022	Master of Creative Enterprise	Yes	
2022	Certificate in Mental Health and Addiction	Yes	
2022	Diploma in Arts (Te Reo Māori)	Yes	
2022	Diploma in Arts (Emergency Management)	Yes	
2022	Master of Sustainable Development Goals	Yes	
2022	Master of Applied Linguistics (TESOL)	Yes	
2022	Bachelor of Engineering (Hons) (Engineering and Innovation Management)	Yes	EIM specialisation to be DISCONTINUED.
2022	Master of Veterinary Studies (Conservation Veterinary Medicine)	Yes	Conservation Veterinary Medicine specialisation to be DISCONTINUED.
2022	Diploma in Dairy Technology	Yes	
2022	Te Aho Tātairangi: Bachelor of Teaching and Learning Kura Kaupapa Māori	No	Deferred to 2023 due to continued sickness of a number of staff and students

Year	Title	Completed	Notes
2023	Graduate Diploma in Arts (Creative Writing) Graduate Certificate in Arts (Creative Writing) Diploma in Arts (Creative Writing)	Yes	Continue
2023	Postgraduate Diploma in International Security (Defence), (Border & Biosecurity), (Counter Terrorism)	Yes	Continue Counter Terrorism; Continue Defence (with significant revision); and Discontinue Border and Biosecurity within both qualifications
2023	Graduate Diploma in Facilities Management Diploma in Facilities Management	Yes	Continue
2023	Graduate Diploma of Learning and Teaching	Yes	Continue
2023	Master of Clinical Practice (Nursing)	Yes	Continue
2023	Master of Food Technology	Yes	Continue
2023	Diploma in Arts (Portuguese)	Yes	Continue
2023	Bachelor of Sport and Exercise (Sport Development)	Yes	Continue
2023	Te Aho Tātaiarangi: Bachelor of Teaching and Learning Kura Kaupapa Māori	Yes	Continue
2023	Master of Agribusiness	Yes	Continue
2023	Master of Management (Organisational Technology Management) (Sustainability)	Yes	Continue Sustainability; Discontinue Organisational Technology Management
2023	Master of Management (Journalism)	Yes	Continue
2023	Master of Public Administration	Not Required	Retired (09) MU20 R2
Year	Title	Completed	Notes
2024	Master of Business Administration (Business Sustainability) (Digital Transformation) (International Marketing)	Yes	Continue
2024	Bachelor of Design (Hons) (Concept Design) (Integrated Design) Bachelor of Design (Concept Design) (Integrated Design)	No	Deferred - 2025
2024	Bachelor of Speech and Language Therapy with Honours	Yes	Continue
2024	Master of Specialist Teaching (Deaf and Hard of Hearing) (Early Intervention) Postgraduate Diploma in Specialist Teaching (Deaf and Hard of Hearing) (Early Intervention)	No	Deferred - 2025
2024	Postgraduate Diploma in Learning Support Postgraduate Certificate in Learning Support		Deferred - 2025

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2024	Diploma in Arts (Indigenous Psychologies)	Yes	Continue
2024	Diploma in Arts Graduate Certificate in Arts (Planning Studies)	No	Deferred - 2025
2024	Diploma in Border & Biosecurity Certificate in Border & Biosecurity	Yes	Continue
2024	Bachelor of Arts (Te Reo Māori)	No	Deferred - 2025
2024	Master of Sustainable Development Goals (Economics for Sustainability) (Peace and Security)	No	Deferred - 2025
2024	Bachelor of Construction (Hons)	No	Deferred - 2025
2024	Bachelor of Horticultural Science	Yes	Continue
2024	Foundation Certificate in Agriculture	Yes	Discontinue



College Board Meeting

Friday 20 September 2024 at 10.00am

Minutes Part I confirmed

1. **PRESENT:** Professor Bill Fish, Professor Beth Greener, Professor Hēmi Whaanga, Associate Professor Peter Rawlins (Chair), Dr Tony Fisher, Professor Fiona Te Momo, Caroline Ryan, Dr Karyn Aspden, Dr Stephanie Denne, Dr Barbara Andersen, Andrea Flavel, Associate Professor Nick Holm, Dr Jared Carpendale.

LATE ARRIVAL: Dr Timu Niwa, 11am

EARLY DEPARTURE:

APOLOGIES: Professor Cynthia White, Professor Alison Kearney, Professor Jodie Hunter, Professor Jenny Poskitt, Professor Kerry Taylor, Associate Professor Kirsty Ross, Dr Pita King, Blair Wang, Elva Opuu.

IN ATTENDANCE: Caroline Lowe, Ness Gibson, Anne Meredith (Secretary).

Associate Professor Rawlins chaired the meeting this month.

Professor Hēmi Whaanga opened the meeting with a karakia.

2. **CONFIRMATION OF MINUTES**

Confirmation of the Part I Minutes from the meeting held on Friday 16 August 2024 HSS CB 24/08/330

Moved from the Chair: That the Part I minutes from the meeting held on 16 August 2024 are confirmed as a true and accurate record

Carried

3. **MATTERS ARISING**

3.1 Action List – September 2024

There are no items in the action list

4. **CHAIRPERSON'S REPORT** – Associate Professor Peter Rawlins

There was no report this month.

5. **PRO VICE-CHANCELLOR'S REPORT** – Professor Cynthia White

There was no report this month.

6. **REPORT FROM DIRECTOR, ACADEMIC QUALITY** – Associate Professor Peter Rawlins

Received for noting:

6.1 DAQ report to CB August 2024 Part 1

Verbal

A large number of course retirements have gone through CB in previous months, but that is nearly over. There is now space to create new qualifications and specialisations in the next few months.

★ 6.2 APC Minutes Part I 22 July 2024 CONFIRMED

HSS CB 24/09/353

Noted

7. REPORT FROM DIRECTOR, TEACHING & LEARNING – Dr Tony Fisher**Received for noting**

- ★ **7.1** DTL College Board Report Aug 2024
DTLs have been tasked with updating Academic Board on their Colleges' progress with meeting the Paerangi Learning and Teaching Plan. These will be regular updates.
 - ★ **7.2** CTLC Minutes Part I 23 Jul 2024 confirmed HSS CB 24/09/354
 - 7.3** CTLC Terms of Reference - August 2024 HSS CB 24/09/355
- Noted**

8. REPORT FROM DIRECTOR, RESEARCH – Professor Bill Fish**Received for noting**

- 8.1** Director Research report Verbal
 - MURF has been opened this year. The closing date for applications is 18 October.
 - The College Research Awards applications are also open, closing date 17 October.
 - The DR encouraged all researchers to apply, and will send another email reminder shortly.
 - ★ **8.2** CRC Minutes 18 July 2024 CONFIRMED HSS CB 24/09/356
- Noted**

9. COLLEGE FORUM MINUTES**Received for noting**

- ★ **9.1** CoHSS Albany College Forum Minutes 26 June 2024 HSS CB 24/09/357
- ★ **9.2** Manawatū College Forum Minutes 10.07.24 CONFIRMED HSS CB 24/09/358
 - Penny Hayes spoke at the last Manawatū Forum about support for students with disabilities. She also provided some useful contacts for teaching staff and additional reading for anyone who might be interested. The Forum convenors will circulate that information around the College.
 - The DAQ and the DTL met with Catherine Stevens and Leanne Reynolds from the Centre for Curriculum Transformation to discuss the range of services they provide. They can help with anything from assessments for course coordinators, up to programmes and programme development at College level. They are an excellent resource and will be invited to speak at the next round of College Forums.

Noted

10. STUDENT REPRESENTATIVE DISCUSSION ITEMS**Received for discussion**

No items were received this month.

11. ACADEMIC PROPOSALS – Associate Professor Peter Rawlins**Received for approval and forwarding to Academic Committee:****Humanities, Media and Creative Communication**

- 11.1** Specialisation Retirement DipArts (Public and Professional Writing) HSS CB 24/09/359
This specialisation has already been closed in the CertArts and as a minor in the BA. It is being retired in the DipArts now that the last student has finished.
- 11.2** 134883 MA Thesis Philosophy HSS CB 24/09/360
- 11.3** 134899 MA Thesis Philosophy HSS CB 24/09/361
- 11.4** 139850 Thesis HSS CB 24/09/362
- 11.5** 139860 Master of Creative Writing Thesis HSS CB 24/09/363

11.6	139883 Thesis	HSS CB 24/09/364
11.7	139899 MA Thesis English	HSS CB 24/09/365
11.8	148899 MA Thesis History	HSS CB 24/09/366
11.9	154850 MA Thesis Media Studies	HSS CB 24/09/367
11.10	154883 MA Thesis Media Studies	HSS CB 24/09/368
11.11	154899 MA Thesis Media Studies	HSS CB 24/09/369
11.12	172850 Thesis	HSS CB 24/09/370
11.13	172899 Thesis	HSS CB 24/09/371
11.14	272899 Applied Linguistics Thesis	HSS CB 24/09/372

Institute of Education

11.15	267880 Education Thesis	HSS CB 24/09/373
11.16	267899 Education Thesis	HSS CB 24/09/374
11.17	271810 Thesis in Speech and Language Therapy	HSS CB 24/09/375

People, Environment and Planning

11.18	131899 Thesis	HSS CB 24/09/376
11.19	132895 Research Report (30 credits)	HSS CB 24/09/377
11.20	132897 Thesis MRP	HSS CB 24/09/378
11.21	132899 Thesis MRP	HSS CB 24/09/379
11.22	145883 Thesis Geography	HSS CB 24/09/380
11.23	145899 Thesis Geography	HSS CB 24/09/381
11.24	146883 MA Thesis Social Anthropology	HSS CB 24/09/382
11.25	146899 MA Thesis Social Anthropology	HSS CB 24/09/383
11.26	149160 Introduction to Military Technology	HSS CB 24/09/384
11.27	167883 MA Thesis	HSS CB 24/09/385
11.28	167899 MA Thesis	HSS CB 24/09/386
11.29	176318 Sociology of Death and Dying	HSS CB 24/09/387
11.30	176883 Thesis Sociology	HSS CB 24/09/388
11.31	176899 Thesis Sociology	HSS CB 24/09/389
11.32	200899 Master of Arts Thesis Politics	HSS CB 24/09/390
11.33	294883 Thesis Defence and Security Studies	HSS CB 24/09/391
11.34	294899 Thesis Defence and Security Studies	HSS CB 24/09/392

Psychology

11.35	130883 Thesis Emergency Management	HSS CB 24/09/393
11.36	175899 Thesis	HSS CB 24/09/394

Te Pūtahi-a-Toi

11.37	150883 MA Thesis Māori Studies	HSS CB 24/09/395
11.38	150899 MA Thesis Māori Studies	HSS CB 24/09/396

The DAQ spoke to Items 11.2 through to 11.38 together, with the exception of the following three courses which have no affiliated entities and do not appear on any schedules. These three courses are surplus to requirements and can be retired.

- 11.19 132895 Research Report (30 credits),
- 11.26 149160 Introduction to Military Technology, and
- 11.29 176318 Sociology of Death and Dying.

The other 34 items above are all thesis parent courses. All theses have a parent course, a Part One course and a Part Two course. No-one can enrol in the parent courses. Students enrol in the Part One course first, and then the Part Two course.

It was discovered that the courses recorded on students' record of learning and transcript are the Part One and Part Two courses, not the parent course, so the College was told that the parent courses could be retired. They are surplus to requirements, will be retired, and this will not affect the College's ability to provide thesis courses for students.

Moved from the Chair: That documents HSS CB 24/09/359 to HSS CB 24/09/396 be approved by College Board and forwarded to Academic Committee to be retired
Carried

Te Tumu Whakatipu

11.39 187080 Study Skills HSS CB 24/09/397
This course has not been taught since 2012 and can be retired.

Moved from the Chair: That document HSS CB 24/09/397 be approved by College Board and forwarded to Academic Committee to be retired
Carried

11.40 CoHSS MRC Summary approved by APC Aug24 HSS CB 24/09/398

Moved from the Chair: That document HSS CB 24/09/398 be approved by College Board and forwarded to Academic Committee for noting
Carried

12. DOCUMENTS FOR DISCUSSION

12.1 Memo Consultation on the draft Scholarships and Bursaries Policy HSS CB 24/09/399

12.1.1 Consultation on the draft Scholarships and Bursaries Policy HSS CB 24/09/400

- This policy document tidies up definitions and attempts to ensure consistency with the various scholarships and bursaries offered by the university.
- Scholarships are usually awarded for either academic or sporting excellence, and bursaries are more needs based, although the individual criteria for different scholarships and bursaries may differ.
- There were no concerns or feedback about this document.

13. DOCUMENTS FOR NOTING

13.1 CoHSS Massey University UAG Phase2 HSS CB 24/09/401

- The DR spoke to this document.
- The Chair thanked the DR for his work on the document.
- Members of the UAG visited Massey as part of the consultation and met with select groups of people.
- The consultation period has closed. The UAG will provide the Phase 2 report to the Ministry of Education in February 2025.

Concerns and comments about the Phase 2 consultation and the UAG's meetings at Massey included:

- Questions asked for the Phase 2 consultation were general, difficult to answer and appeared to reflect many assumptions and preconceptions.
- The questions from the UAG which had been given to the Massey groups before the meeting were not addressed during the meeting.
- Questions asked by UAG during the meeting tended to be leading questions, and focussed on the negative.

- One of the other Heads of School was asked by UAG if Massey should be doing things like Humanities and Social Sciences.
- The UAG questioned Massey's integration of Te Tiriti-led considerations into the university.
- There is pressure on all Universities, and Massey is regarded as one of the high risk Universities.
- The College did well in pushing back against the idea that the College is not important, and emphasised the constituencies it served and their importance. It should not be assumed that the UAG report will result in wholesale policy change.

13.2 Impact-Outcomes-HASS-in-Aotearoa-New-Zealand

HSS CB 24/09/402

13.3 The-shape-of-research-impact-report

HSS CB 24/09/403

The above two documents are those referenced in the PVC's report from the August minutes, "The value and relevance of the disciplinary areas in our College".

Noted

14. GENERAL BUSINESS

15. LATE ITEMS

17.1 CB Updated OSE recommendations and decision pathway for S2 2024 and beyond.

HSS CB 24/09/407

The DAQ spoke to this document.

The Online Supervised Exam system suffered a series of outages at the end of Semester 1, 2024. This did not directly affect CoHSS, but Massey Business School and College of Sciences were badly impacted because they do still have exams and feel that there is still a place for them.

The Future of Examination Requirements Working Group (FERWG) was reconvened and expanded. The DAQ was appointed Chair of this working group.

The working group recommended that the use of OSEs be suspended for 2024 semester 2 and summer school.

This document is their recommendation to Academic Committee for the phased implementation of a dual system with provision for both remotely invigilated and in-person invigilated OSEs.

There is a short period to provide feedback. The DAQ invited anyone who wished to provide feedback to email him and he will pass the feedback on to Academic Committee.

The use of time constrained assessment (open-book exams) was discussed. There is a concern that in some professions TCAs are not trusted and that some qualifications are devalued if they do not have exams. However, CoHSS has the most accredited qualifications, none have exams, and all are seen in a very good light.

Pass/fail assessment and GPAs were discussed. GPAs cannot be generated from pass/fail assessment. CoHSS has a few qualifications which are solely pass/fail, but most have at least part of the qualification graded A/B/C. Pass/fail qualifications tend to be those where the next qualification in the pathway does not need a previous GPA.

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



COLLEGE OF SCIENCES
COLLEGE BOARD

**A meeting of the College Board (CSB) was held on
 Thursday, 19 September 2024 at 2.00 PM via Zoom**

MINUTES – PART I

PRESENT:

Professor Ray Geor (Chair), Associate Professor Liz Norman, Associate Professor James Millner, Professor Peter Lockhart, Professor Mark Waterland, Associate Professor Tammy Lynch, Dr Wajiha Shahzad (proxy for Professor Monty Sutrisna), Professor Wendi Roe (proxy for Professor Jenny Weston), Professor Murray Potter (proxy for Professor Jamie Quinton), Professor Hans Guesgen (proxy for Professor Chris Scogings), Dr Eziaku Rasheed (proxy for Dr Wajiha Shahzad)

IN ATTENDANCE:

Ursula Clarke, Diana Kessler, Brian Hewson, Mary O’Carroll, Carnette Pulma

1 WELCOME

2 APOLOGIES

Professor Simon Hall, Fiona Coote, Amy Heise, Professor Jenny Weston, Professor Jon Huxley, Professor Jamie Quinton, Professor Paul Kenyon, Professor Gourab Sen Gupta, Professor Chris Scogings, Professor Monty Sutrisna, Professor Jon Procter, Professor Mark Waterland (early departure)

3 VISITOR

4 CONFIRMATION OF AGENDA

5 MINUTES FOR APPROVAL

5.1 [Confirmation of Minutes August 2024 Part I](#)

CSB24/9/162Rev1

Resolved: That the amended minutes in document CSB24/9/162 of the Part I meeting held in August 2024 be confirmed as accurate record and forwarded to Academic Board for noting.

Chair, carried

6 MATTERS ARISING

None

7 ACTION LIST

- 7.1 [Action List September 2024](#) CSB24/9/163
Noted

8 CHAIRPERSON'S REPORT

- The Chair recognised the success of the programme led by Professor Mark Bebbington in the volcanology area in the MBIE Endeavour Fund award round, and the two MBIE Smart Ideas awards to Dr Stuart Mead and Professor Gert Lube addressing mudflow in disasters, and Professor Jaspreet Singh for developing circular food technologies.
- The college board received a document for consultation from the Provost's Office - "*Updated OSE recommendation and decision pathway for S2 2024 and beyond*". The document will be circulated to the members for feedback. The PVC encouraged the members to share the document and to send their comments directly to Associate Professor Liz Norman (Director, Teaching and Learning).
- The Chair is currently awaiting reports from the Science System Advisory Group and the University Advisory Group.
- The Chair has been busy with the Academic Promotions Committee meeting. Decisions will be released in early October.

9 COURSE OFFERING CHANGES

- 9.1 [Course offering changes approved by the DPVC August 2024 to September 2024](#) CSB24/9/164
Noted

10 FROM COLLEGE ACADEMIC COMMITTEE

- 10.1 [CAC Minutes Electronic Vote July 2024](#) CSB24/9/165
10.2 [CAC Minutes August 2024 Part I](#) CSB24/9/166
Noted

11 ACADEMIC DECISIONS

- 11.1 [Summary of course amendments approved at CAC September 2024](#) CSB24/9/167
Noted

12 TEACHING AND LEARNING

- 12.1 [COSTL August 2024 Minutes - approved](#) CSB24/9/168
12.2 [COSTL September 2024 Minutes - unapproved](#) CSB24/9/169

Noted

The Course Planner application on the university website does not appear to request all the information required for a course. There have been some errors or omissions. The application is still a work in progress, and feedback will help to fix the bugs. Feedback can be sent to the ITS team via AskUs - [assystNET - Course Planner \(axiossystems.com\)](#) or directly to Diana Kessler.

13 VISITORS' ITEMS

None

CSB24/10/178

14 ANY OTHER MATTERS

- 14.1 [CSB feedback – Additional feedback for Draft Master’s Thesis Examination Policy](#) CSB24/9/170

Copy of additional feedback sent by Prof Simon Hall to Neil Ulrich on 16 August 2024

Noted

- 14.2 [CSB feedback – Revised Research and Consultancy Activities Policy and Procedures August 2024](#) CSB24/9/171

Copy of feedback submitted to Neil Ulrich on 26 August 2024

Noted

- 14.3 *Item referred from the Office of the Provost*
[Consultation on the draft Scholarships and Bursaries Policy](#) CSB24/9/172

Feedback to Neil Ulrich by 15 October 2024

Discussed

The document (CSB24/9/172) was discussed. The following were mentioned:

- What problem is this draft policy trying to solve?
- Can the university duplicate the college’s current level of input in setting up awards like the Massey Agriculture, Horticulture and Environmental Science Awards Dinner, including identifying winners and liaising with funders? The college has external sponsors that are important as industry connections, which it wants to maintain.
- The college representative on the University Scholarships Selection Committee could potentially have a heavy workload.

The committee members were encouraged to share the document with their groups. Feedback can be sent to the CSB administrator (Carnette Pulma) for collation by 08 October 2024 and will be forwarded to Neil Ulrich by 15 October 2024.

15 EXCLUSION OF THE PUBLIC

THE CHAIRPERSON MOVED THAT MEMBERS OF THE PUBLIC NOW BE EXCLUDED FROM THE MEETING SO THAT THE FOLLOWING MATTERS MAY BE DISCUSSED WITHOUT PUBLIC DISCLOSURE; THE COMMITTEE BEING SATISFIED THAT THERE ARE CONSIDERATIONS WHICH OUTWEIGH THE PUBLIC INTEREST OF DISCLOSURE.

Reference: S48(1)(a)(ii) & S7(j) of the Local Government Official Information and Meetings Act 1987 and S9(2)(k) of the Official Information Act 1982.

Documents CSB24/9/174 to CSB24/9/176 were discussed in Part II of this meeting.

Ursula Clarke, Diana Kessler, Brian Hewson, Mary O’Carroll, and Carnette Pulma were in attendance in Part II for their expertise in student administration and operations of the College’s academic offer.



University Research Committee

Minutes of the meeting of the **University Research Committee** held on **Thursday 26 September 2024**
held at 2:30 p.m. **via Zoom**

MINUTES – Part I [Public]

PRESENT: Tracy Riley (Acting Chair), Viv Smith, Tasa Havea, Linda Palmer, Leigh Signal, David Brougham, Oli Wilson, Gert Lube, Christine Kenney, Eranjana Kathriarachchi.

In attendance: Marise Murrie, Anita Muthukaruppan, Jo Whittle, Haifa Albostami.

The meeting opened with karakia offered by Linda Palmer.

1. APOLOGIES

Apologies were received from Giselle Byrnes, Bill Fish, Fawad Ahmad, Kiri Parata, Michelle Marraffini.

The Chair welcomed Gert Lube, Acting Research Director for CoS to the meeting.

Christine Kenney joined the meeting at 2:56pm, Jo Whittle left meeting at 4:03pm.

2. CONFIRMATION OF Part I MINUTES OF MEETING HELD 22 August 2024 (URC 24/101)

Resolved that the minutes of the last meeting be adopted as a true and correct record.

3. ACTION ITEMS AND MATTERS ARISING

NUMBER	RESPONSIBLE FOR ITEM	ITEM	RESPONSIBLE FOR ACTION	DUE DATE
1	Giselle Byrnes	Follow up with Māori Professoriate and Dean Pacific regarding the proposal of inviting representatives from the Māori Professoriate and Pacific academic staff to join the University Research Medals Selection committee	Giselle Byrnes	Completed
2	Bill Fish	<i>Share the ToR for the College Graduate Studies Committee with the Doctoral Research Committee for noting</i>	Bill Fish	Completed

Action item 1: it was noted that Professor Robert Jahnke and Professor Peter Lockhart have agreed to join the University Research Medals Selection Committee.

Action item 2: it was noted that the ToR for the CoHSS College Graduate Studies Committee were shared with the DRC and were discussed at their last meeting.

Leigh Signal has agreed to represent the URC in the Equipment Advisory Group (EAG). URC members were invited to nominate themselves to represent URC in the EAG. The EAG ToR allow for two representatives from URC, appointed by the Provost.

4. STRATEGIC DISCUSSION

It was noted that a report on the first phase of consultation by the University Advisory Group (UAG) was lodged to cabinet. However, no public information on the contents of the report were released and the expectation was that timeline for releasing reports from both the Science Sector Advisory Group (SSAG) and the University Advisory Group (UAG) would be delayed.

It was also noted that a delegation from the Latin America Centre of Asia-Pacific Excellence (CAPE) along with representative from universities from the Parana region in Brazil met with the Deputy Vice-Chancellor Research (DVC-R) group, the group held discussions around student exchange, research opportunities and future potential collaborations.

The CAPE group also visited all 8 universities in New Zealand. Representatives from Massey University met with the group on the Wellington campus, representatives included Professor Tracy Riley, Professor Jamie Quinton, Professor Jeroen Douwes and representatives from College of Creative Arts. The group discussed future collaborations on topics of high interest such as Agriculture and Environment and Food Production & Technology.

As a result of the visits, two doctoral students scholarship were offered, one from Paraguay and another one from Mexico. More information on these scholarship opportunities would be shared with supervisors in due course.

Amber McEwen, Chief Executive Officer, REANNZ have been tasked to initiate talks with the New Zealand eScience Infrastructure (NeSI) to start a process of bringing NeSI under the umbrella of REANNZ aiming to change the operational model and increase efficiency between the two providers.

It was also noted that an update on Kitmap was provided to the DVCR group by Stefan Korn, Chief Executive, Callaghan Innovation. Kitmap is a collaborative effort by MBIE and Callaghan Innovation to streamline access to research resources in New Zealand. However, there was no current system available to combine data from Symplectic Elements, used by two of the 8 universities in New Zealand as an infrastructure storage repository and Kitmap.

5. RESEARCH OPERATIONS MONTHLY REPORT

(URC 24/102)

Noted. The members noted the amendments to the Research Programme mechanism under the Endeavour Fund by MBIE. The amendments included a change in Investment Signals to include: enabling wealth creation through developing new knowledge that lifts New Zealand's economic

URC 24/120

performance (including an uplift in commercialisation), supports adaptation to climate change and builds a resilient and prosperous society; and supporting growth of our base of innovative, high value exporting technology firms. This change could suggest a first step into repositioning research into the economic development.

Members also noted the reluctance of some researchers to submit proposals to the MBIE Smart Ideas 2025 due to the changes to the process and the cap imposed on numbers of proposals. The Massey internal triage process was due to start in November, and researchers were encouraged to start conversations with the Research Development Advisors in the Research Innovation and Impact team for application development advice.

It was also noted that the cumulative recognised research income to July 2024 was sitting below the level for the same time last year. However, figures from August and September were setting just above the level for the similar time in 2022. This could give a prediction of a healthy research income for 2024, setting just above or about the same as 2022 but likely to be lower than 2023.

6. GRADUATE RESEARCH SCHOOL & ETHICS MONTHLY REPORT (URC 24/103)

Noted. The report highlighted the awarding of 58 Doctoral scholarships out of 137 applications. The Doctoral Scholarships recipients represented all five colleges at Massey University. In addition, 3 scholarships were awarded to Māori students and 2 were awarded to Pacific students. This year, 11 current students utilised the support of Massey's Peer Scholars through 'Scholars Massey', when applying for the scholarship. Of the 11 students, 9 were successful in securing a Doctoral Scholarship.

In addition, the team have been working on organising Supervisors Accreditation sessions including Korero with the Dean sessions on the Wellington and Manawatu campuses, and an online session with the Auckland based supervisors. More information regarding the upcoming sessions would be shared in due course.

It was also noted that work was underway to prepare a proposal for the MBIE Applied Doctoral Scheme, where the consortium that Massey University is a part of have been shortlisted. The consortium was led by Auckland University and included Victoria University of Wellington, Otago University and Massey University.

Members raised concerns around the requirement for Māori input in the full ethics application, specifically the extra workload that would be required by Māori professors within the schools or Māori advisors within the research office to provide advice, and the need for a process in place to support this. However, it was noted that the full ethics application was currently under review and wording changes have already been made to the requirement mentioned here to broaden the scope of the input, while acknowledging the workload challenges that could arise.

Action: Tracy Riley to share the draft full ethics application with Cassie Kenney and discuss concerns around the requirement for Māori input in the full ethics application

7. ITEMS FOR DISCUSSION AND APPROVAL

7.1 Consultation on the draft Scholarships and Bursaries Policy (URC 24/104)

URC 24/120

The URC was invited to provide feedback on the revised Scholarship and Bursaries Policy, which was designed to ensure clarity and consistency around the administration and awarding of Scholarships and Bursaries at Massey University. The policy provided guidance for Massey University staff and students to ensure an equitable, consistent and robust approach to financial support for students in all levels at Massey. The committee noted that:

- further clarity was needed around the responsibilities of awarding, monitoring and reporting on scholarships from external funding sources like the Health Research Council (HRC) and MBIE
- the definitions in the policy could be expanded to include a range of other terms that were frequently utilised within the student financial support area, to provide clarity and consistency

It was noted that the Policy was out for consultation with relevant stakeholder groups in the university as well as the University Research Committee. Further feedback was welcomed and could directly be sent to Tracy Riley or the URC secretary.

7.2 Integrating SDG Keywords into Research Outputs Enhancing Visibility, Relevance and Impact (URC 24/105)

The paper highlighted the importance of integrating keywords associated with the Sustainable Development Goals (SDGs) into outputs produced by Massey University researchers. The integration of SDG keywords ensured that outputs produced by Massey researchers were recognised internationally. The paper also provided sources of information on how to get and use the SDG keywords, the sources included Elsevier SDG mapping, SciVal SDG mapping and the University of Auckland SDG keywords mapping. It was noted that there was a noticeable rise in journals asking for the integration of SDG keywords in articles in addition to an increase in the prevalence of these keywords in the accreditation programmes for Massey Business School.

It was also noted that the subject librarians have a thorough knowledge of the Mesh and mapping keywords and could be helpful in providing guidance in this area.

7.3 Times Higher Education (THE) Impact Rankings 2024- Research performance Overview (URC 24/096)

The paper provided an overview of Massey University performance in the research component of the 2024 Times Higher Education (THE) Impact Rankings released in June 2024, focussing on the university's performance in the research metrics for each SDG. It also highlighted that Massey rose 11 places to be ranked 75th equal globally, with 11 SDGs ranked in the top 100 worldwide. Compared to 2023, Massey rose 4 places to be ranked 2nd in New Zealand in the 2024 THE Impact rankings. The rise in sustainability rankings could be attributed to Massey's sustainability initiatives and world class research in the SDGs areas.

The members discussed the possibility of disseminating these reports with the wider research community via Research Directors or College Research Committees.

7.4 International Research Rankings (Verbal item)

The results of 2025 QS Global MBA and the 2025 Business Masters Rankings were released. The MBA programme was ranked 340 worldwide in the 2025 QS Global MBA Rankings, compared to a rank of 131-140 for the Executive MBA programme, the MBA programme also

URC 24/120

scored highly in the subindicator scores, scoring 94% in the Research Impact and 100% in the Employment Rate.

In addition, the Master of Business Analytics programme was ranked 164 worldwide and the Masters of Finance programme was ranked 222 worldwide, in the 2025 QS Business Masters Rankings.

It was noted that the 2025 QS Contact Collection has started, these contacts were needed to participate in the QS Reputation Survey in January 2025. The contacts votes contribute to Massey's next QS WUR and Subject Rankings. More information on the process including FAQs and resources could be found on the [Rankings OneMassey page](#).

The Research Rankings Advisory Group first meeting was scheduled on 30 October 2024.

7.5 Draft Research Data Management Policy (URC 24/107)

The URC was invited to provide feedback on this new Research Data Management Policy and approve the start of a university-wide consultation on the draft policy. The policy aimed to prepare the University for the responsible and efficient management of research data. It covered issues of ownership and custodianship of research data; data sharing and transfer; storage, retention and disposal of research data and responsibilities of researchers (including research students), supervisors, heads of academic units and the wider University.

The committee noted that:

- further clarity was needed around the scope of research data covered by the policy
- research infrastructure and resources needed to be in place for the policy to be implemented including providing clear process on data storage and the use of generative AI tools at Massey such as Co-pilot
- the policy could be implemented in stages over time, as the necessary infrastructure support and administrative processes are provided to enable the management of data
- the policy should take into consideration the intellectual property (IP) including Māori data sovereignty
- further clarity on the extent of application of the General Disposal Authority to research data, and whether or not it should be included in the research data management policy

University-wide consultation would take place in October 2024, with the approval of the policy anticipated by the end of 2024.

7.6 CoS College Research Committee Minutes June & August 2024 (URC 24/108)

Noted.

7.7 MBS College Research Committee Minutes July 2024 (URC 24/109)

Noted.

7.8 CoH College Research Committee Minutes July 2024 (URC 24/110)

Noted.

7.9 CoHSS College Research Committee Minutes July 2024 (URC 24/111)

Noted.

7.10 Doctoral Research Committee Minutes August 2024 (URC 24/112)

URC 24/120

Noted.

- 7.11 Academic Committee Minutes August 2024** (URC 24/113)
Noted.

8 ITEMS FOR NOTING

- 8.1 The Conversation research engagement report August 2024** (URC 24/114)
Noted.
- 8.2 New Zealand Security Threat Environment report** (URC 24/115)
Noted.
- 8.3 Massey university Submission to the UAG consultation-Phase II** (URC 24/116)
Noted.
- 8.4 Massey University Submission to MoE use of unique identifiers for PBRF** (URC 24/117)
Noted.
- 8.5 Massey University Rankings Advisory Group ToR- amendment** (URC 24/118)
Noted.

9 GENERAL BUSINESS

The meeting closed with karakia offered by Linda Palmer.

MEETING CLOSED AT 4:12 p.m.

THE NEXT MEETING WILL BE HELD ON Thursday 24 October 2024.

ACTION POINTS
(To be carried over until completion)

NUMBER	RESPONSIBLE FOR ITEM	ITEM	RESPONSIBLE FOR ACTION	DUE DATE
1	Tracy Riley	Share the draft full ethics application with Cassie Kenney and discuss concerns around the requirement for Māori input in the full ethics application	Tracy Riley	In progress

Confirmed Minutes Part 1
13 September 2024
CCACB2024/11/268



MASSEY UNIVERSITY
COLLEGE OF CREATIVE ARTS
TOI RAUWHĀRANGI

COLLEGE BOARD

CONFIRMED MINUTES Part 1

Friday 13th September 2024 10.00am to 11.30am

Meeting Room: CoCA Long Box and via ZOOM :

<https://massey.zoom.us/j/84455023721?pwd=d2FIR2dLQ1VhZy9kUmVDWXh2dHpHZz09>

Members:

Professor Margaret Maile (Chair)
Professor Kingsley Baird
Dr Bridget Johnson
Associate Professor Faith Kane
Associate Professor Sven Mehzoud
Professor Vicki Karaminas
Jess Board
Emma Fox
Stu Foster
Dr Catherine Hoad
Greg Gilbert
Professor Karen Loop
Professor Oli Wilson
Igelese Ete
Dr Kevin Veale
Jo Bailey
Shannon Te Ao
Rongomaiaia Te Whaiti

In attendance: Caitlin Ligo (College Academic Manager, Secretary)
Claire Hurley (Student Advice)
Julian Sutherland (University Library)

Apologies: Professor Heather Galbraith
Professor Huhana Smith
Romany Tasker-Poland (Wellington Student Rep)
Mary Ieremia-Allan (Wellington Pasifika Rep)

Confirmed Minutes Part 1
13 September 2024
CCACB2024/11/268

Agenda Part I

1. Confirmation of Minutes from:

9 August 2024 – Part I

CCACB2024/09/233

MOVED that the Minutes of the CoCA College Board meeting Part 1 held on the 9th of August 2024 be confirmed as a true and correct record.

Kingsley Baird / Emma Fox

2. Matters arising from previous meetings:

There are no matters arising from the previous minutes

3. Chairperson's Report

Professor Margaret Maile

Margaret reported that admission trends are down in all programmes except Music compared to previous years. There are plans for targeted digital marketing outreach in the coming weeks with hopes of increasing our presence and numbers in the lead up to Exposure.

The University Advisory Group (UAG) met with selected key groups within in Massey in August. Margaret was on the SLT panel and Oli on the Professoriate panel; both felt the meetings did not give any additional insights to the direction the UAG was heading. This was separate to the research feedback that was collected across the University last month and focused on the university sector. Jan and Giselle were not in attendance.

4. Report and Items from Director Academic / Director Teaching and Learning

Associate Professor Faith Kane

The team is largely focusing on curriculum development currently, with a set direction of supporting a Te Tiriti led curriculum across the College. Communication as such has been sent out to staff outlining a three-prong approach to Tiriti building (posted to the Ako CoCA website). It's intended that all staff will undertake a Tiriti workshop over the next few months to inform their curriculum development in the new structure and courses, the team is currently confirming the dates for October and November workshops for release with an overall informative walkthrough on the topic in a Whitiwhiti October 16th.

ACTION: Faith to inquire with Jean Jacoby, if there has been a revision to the timeframes for feedback of the final University Curriculum Transformation document (currently two weeks).

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5. **Academic Board, Academic Committee, other committees and the Office of Academic Quality Reporting and Assurance**
Associate Professor Faith Kane/Greg Gilbert

Report noted in item 4

6. **Report from Associate Dean Research**
Dr Oli Wilson

The breath of the research development budget has been expanded till the end of the year; the College can now fund individual activities as well as group activities. The research team will be sending out communication to staff to announce later in the week. Some ideas of items to be funded include online courses, paying registrations, attending conferences, etc. Note this funding can go towards international work, as REDI activities have University travel approval.

The Early Carrer Research camp for budding researchers is due to commence in the next few weeks out Otaki.

7. **Report from Director Postgraduate**
Professor Heather Galbraith

No report

8. **Report from College Professoriate and Māori Professoriate**
Dr Vicki Karaminas / Dr Huhana Smith

Vicki noted all PhD students received scholarships this year and recruitment for international PhD students is seeing an increase in inquiries.

Huhana, with Nicollette Sheriden from Māori professoriate, attended the University Advisory Board on 27 August 2024. She gave an honest account of the complex dynamic that academic and professional staff have navigates in terms of major changes at Massey in recent years and their associated impacts. Noting staff have had to undertake these extra pressures on top of their day to day roles/responsibilities. She highlighted the exceptional work done for curriculum development and for the space changes COCA has had to make. She left the UAG with a positive Te Tiriti led experience via the recent Mātauranga Toi Māori threads being interwoven across programmes and what this means for student learning and students embedded in Aotearoa New Zealand. It was a confounding experience in terms of the UAG's response, which indicated they are not really up with the play on how far down the track we are with being Te Tiriti led.

9. Report from Kaihau Te Whaiti / Igelese Ete
 Rongomaiaia Te Whaiti / Igelese Ete

Igelese is working on two new Pacific special topic course briefs for 2025. He has been working closely with the Mātauranga Toi Māori team on their courses, which connects on building Pacific pathways.

10. Quality Enhancement Committee – Postgraduate

There are no matters arising.

11. Quality Enhancement Committee – Undergraduate

Course Amendments

237131 Art, Culture and Contexts	CCACB2024/09/234
296157 Concept Design 1.1: Imagine	CCACB2024/09/235
296158 Concept Design 1.2: Worldbuilding	CCACB2024/09/236
197194 Explorations in Pacific Positionalities	CCACB2024/09/237
197139 Design Purpose, People and Place	CCACB2024/09/238
293127 Explorations in Colour and Context	CCACB2024/09/239
197191 Explorations in Creative Coding and Media	CCACB2024/09/240
198124 Explorations in Digital Asset Creation	CCACB2024/09/241
213155 Explorations in Drawing	CCACB2024/09/242
293126 Explorations in Image and Meaning	CCACB2024/09/243
197124 Explorations in Materials and Making	CCACB2024/09/244
197193 Explorations in Modelling	CCACB2024/09/245
293125 Explorations in Narrative	CCACB2024/09/246
197123 Explorations in Visualisation	CCACB2024/09/247
212157 Fashion 1.1: Fashioning the Body	CCACB2024/09/248
212158 Fashion 1.2: Introduction to Making Clothes	CCACB2024/09/249
213157 Fine Arts Studio 1.1: Art Lab	CCACB2024/09/250
213158 Fine Arts Studio 1.2: Media and Processes	CCACB2024/09/251
221157 Photography Studio 1.1: What is Photography?	CCACB2024/09/252
221158 Photography Studio 1.2: Introduction to the Darkroom	CCACB2024/09/253
198157 Product and Industrial Design 1.1: An introduction	CCACB2024/09/254
198158 Product and Industrial Design 1.2: Furniture Design	CCACB2024/09/255
224157 Spatial Design 1.1: An Introduction	CCACB2024/09/256
224158 Spatial Design 1.2: Immersive Experiences	CCACB2024/09/257
223157 Textile Studio 1.1: Interwoven Structures	CCACB2024/09/258
223158 Textile Studio 1.2: Surface Design Colour and Screen Print	CCACB2024/09/259
298157 Toi Ātea: Mana Whakapapa	CCACB2024/09/260
222157 VCD 1.1: Introduction to Graphic Design	CCACB2024/09/261
222158 VCD 1.2: Introduction to typography	CCACB2024/09/262
222159 VCD 1.3: Introduction to User Experience Design and Interactivity	CCACB2024/09/263

Faith provided a summary of the cover report that was circulated today to accompany the course amendment paperwork.

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Greg noted the School of Design recommended providing external reference for best practice for Pass/Fail assessment during the UGQEC, which will be added into the ongoing recommendation list on this project.

Faith put forward the recommendation to move all 100 level courses on the Pukehau campus to pass/fail in 2025. Further consultation with staff and students will take place in 2025/2026 to gauge if we move forward with revising further assessment patterns across college. This approval today does not constitute any further action for assessment revision, any additional action taken would result in a separate proposal.

Oli asked what method was going to be used to measure the impact of this proposal. Greg responded noting the long impact is already clear from the University data on its effect with low equity groups but the other KPI's measured will be based on a few of our rationale points: allow students greater opportunity to try unfamiliar subject areas without it impacting their GPA, reduce anxiety about assessment at university, give students from varied backgrounds a chance to develop a common baseline of skills and knowledge before benchmarking against their peers, allow different definitions of success (rather than allowing grades to be *the* marker), and complement the professional cultures courses in their development of student self-evaluation and goal-setting skills to make sure we still find ways to provide motivation and self-affirmation.

Shannon asked how this ties into the retrieval policy – both the retrieval and late hand in policy are due for review anyway and as it's an internal to CoCA for our context we will be reviewing this in light of decisions made here today and with the impact of the new Specific Circumstances Framework/University Assessment Policy.

Sven noted The School of Design would like to see a response on their feedback to this proposal and how their concerns have been addressed. Margaret and Faith acknowledged that this will become apparent within the implementation plan.

MOVED: that all Wellington based 100 level courses move to Pass/Fail assessment from 2025 be approved and noted at Academic Committee.

Faith Kane
VOTE: In favour - 15/ Against – 1 / Abstained -)
CARRIED by Majority Vote

12. Library

Julian Sutherland

The Subject Librarians across all three campuses met with student representatives to put together a report on AI and how it is currently being used in the University and raised concerns on the library advisory committee. The takeaways from the discussion were that some students do use AI while others are afraid that Turn It In will flag it. The Library will be presenting the report to T&L and prototyping some basic content to place on the website. Julian asked if CoCA had anything to add from our colleges perspective on who we are engaging with AI to please email him. AI is increasingly becoming commercial and we expect the impact will be an equity of access if it's required in a course and a student can't afford the programme.

13. Te Tira Ahu Pae / Student Representatives

Romany Tasker-Poland
Mary Ieremia-Allan

No report

14. Student Advice and Information

Claire Hurley (Student Advice)

Claire is interviewing for a new Academic Advisor next week, as Jessica Micheals is leaving to return to America.

Claire offered assistance with the outreach/marketing with the new changes, they are happy to help spread the word on pass/fail assessment and work through new student admissions to see if they are enrolled correctly.

15. General Business

EXCLUSION OF THE PUBLIC

The Chair will move that members of the press and public now be 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.

Grounds: Section 9, of the Official Information Act

(2) (a) to protect the privacy of natural persons, including that of deceased natural persons.

(2) (i) to enable organisations holding the information to carry on, without prejudice or disadvantage, commercial activities.



ACADEMIC COMMITTEE MEETING

Thursday 3 October 2024 at 1.30 pm

By Zoom

MINUTES - PART I

Present: Giselle Byrnes (Chair), Jade Berridge, Jessica Board, Jo Cullinane, Maggie Hartnett, Jean Jacoby, Faith Kane, Diana Kessler, Claire Matthews, Jill McCutcheon, Liz Norman, Kieran O'Donoghue, Jenny Poskitt, Peter Rawlins, Ina Te Wiata, Lizzo Yu

In attendance: Leanne Robinson (Secretary), Tracy Riley for item 3.1

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: Fiona Coote, Ray Geor, Tasa Havea, Linda Palmer

For late arrival: Jessica Board (joined the meeting at 2.30 pm)

For early departure: Jill McCutcheon (departed the meeting at 3.00 pm)

1.3 Confirmation of Agenda

Item 10.1 Academic Committee Meeting Schedule 2025 was unstarred.

1.4 Confirmation of Minutes – 3 September 2024

AC24/10/303

MINOR AMENDMENTS:

Item 3.1 Future of Examination Requirements Working Group (FERWG): updated recommendations, page 2:

paragraph 3, sentence 1

Replace the word *and* with *as* to read ' ... and that it should be aspirational *as* well as being nuanced to disciplinary needs and requirements.'

paragraph 7, sentence 2

Add the word *need* to read ' ... enough outlets for Ethernet and there would *need* to be multiple settings ... '

AC24/11/325

RESOLVED:**(Agreed)**

THAT the minutes of the Academic Committee meeting held on 3 September 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**AC24/10/305**

Discussed and updated.

2. CHAIR'S REPORT

The revised Curriculum Discussion document will be available to the University's staff and students on Tuesday 8 October 2024, along with feedback. Members were encouraged to read the feedback, in particular the students' feedback because an unusually large volume of feedback has been received on this paper. The feedback is available on the SharePoint site under the Curriculum Transformation Discussion Paper heading as part of the Financial Recovery Plan. The decision to release the 'raw' comments was to act on the feedback received as part of the recent Pulse survey that Massey University staff want 'transparent, open and two-way communication'. The Chair thanked Jean Jacoby for her considerable and significant mahi on this project, Liz Norman for agreeing to a recent video interview conversation on an aspect of the discussion paper and to the many other colleagues who have submitted comments and contributed to the conversations.

The outcome of the discussion on the Future of Examinations Requirements Working Group's updated recommendations discussed at the September meeting was the endorsement of the recommendations, with the amendments discussed, and for the Chair to revise the paper for socialising and soliciting feedback from College Boards and Te Tira Ahu Pae. This will be actioned.

The University has received PwC's independent assessment of the OSEs outages that occurred in June this year. The Executive Summary was released on Monday and made available to all Massey staff. SLT are currently considering the recommendations of the independent assessment.

There is no update to report on the University Advisory Group's work. The Advisory Group's Chair, Sir Peter Gluckman, has shared his thoughts with the media around the desire for more collaboration e.g., jointly owned, collaboratively taught degrees across New Zealand universities.

The Chair recently had the privilege of speaking at the annual meeting of the Deans of Arts, Social Sciences and Humanities (DASSH) held in Adelaide (DASSH being the umbrella body representing the Deans of Arts, Social Sciences and the Humanities across Australia and New Zealand). The Chair spoke on the current NZ tertiary education policy environment and current changes, challenges and opportunities. A range of issues were discussed including: academic quality assurance, responding to the student expectations for increased flexibility of teaching modes, ways to encourage staff and student to come back onto campus for engaged and purposeful learning. Several universities are refreshing their academic offer in response to industry demand. There was a discussion about Generative AI (Gen AI). It was clear that many universities are actively encouraging their students to use Gen AI in their assessments and are designing their assessments around the supposition that students are using Gen AI, while also balancing this with the need to ensure that institutional IT systems are robust, secure and safe.

3. ACADEMIC DISCUSSION/DECISION

3.1 Consultation on the Draft Scholarships and Bursaries Policy

AC24/10/307

Tracy Riley spoke to the abovenamed draft policy and explained the purpose of the policy is to provide guidance for Massey University staff, students and benefactors to ensure an equitable, consistent and robust approach to financial support for students in all levels of study at Massey. To manage and mitigate financial and legal risk to the University, it is essential that we have and respect clear processes regarding the application, awarding and management of scholarships and bursaries. The key changes to the draft policy relate to using the language of the taxation system; scholarships being awarded to students based on academic merit for the purposes of supporting their study and bursary being granted to students based on financial needs. The draft policy also reflects changes across the governance system of the University since the policy was introduced in 2019.

The main discussion points raised were:

- There was support for the clarity the revision provides, in particular the distinction between the scholarships and bursaries.
- With reference to Appendix 1, page 2, Definitions, paragraph 2, states that a bursary is granted to a person meeting certain criteria ... and bursaries may also include factors like merit, leaderships, culture or research, it was suggested reference to merit be removed to avoid any possible confusion given the clear distinction between scholarships and bursaries. Tracy explained bursaries have an element of need and some bursaries may need a particular leader, culture or programme and this is where the merit can come in. Scholarships would not necessarily be based on financial need but would only be based on merit. For clarity, this point will be revised.
- With reference to Appendix 1, page 2, Responsibilities, paragraph 4, sentence 1, refers to Ethics, it was suggested a word is missing in the sentence.
- With reference to Appendix 1, page 2, Responsibilities, paragraph 5, refers to Scholar Development Coordinator, it was suggested the words '*all scholarships*' be removed from the sentence because they are superfluous.
- It was identified the definition of scholarship is contradictory in the draft policy; in the opening statement it states, 'the recipient is selected on merit or some other criteria' but at the end it states, 'with the distinguishing factor a basis on merit'.
- In response to the concern with the colleges having responsibility for administering the sum of the scholarship when this will be under the remit of Central Services, Tracy advised the colleges are actively engaged with the scholarships and scholar development team. The intention is to support the colleges and work directly with them when they are creating a scholarship and enhance what we have to offer. Colleges are part of the University Scholarship Selection Committee. Tracy to ensure this point is very clear in the policy.
- Tracy to be advised of the minor wording changes identified by MBS.

Tracy thanked everyone who has contributed to the selection and with the scholarships and Scholar Development team.

AC24/11/325

3.2 Ministry of Education (MoE) Long-term Insights Briefing Consultation AC24/10/306

The Chair advised the TEC, on behalf of MoE, considers we can contribute valuable insights towards the future focused long-term insights briefings, undertaken every three years, by responding to the questions that are asked in the consultation. The Chair's understanding is that this paper is not just focusing on artificial intelligence, but includes all aspects of the education sector, looking at anticipating the big trends in digital education and technology enhanced and supported education over the next 15-20 years.

The main discussion points noted were:

- While the obvious biggest challenges may be authenticity and security, ethics needs to be included because it is important to balance digital technologies with the health needs of students and staff. The Chair commented the Academic Board also noted the importance of human skills, the importance of contact and the increasing documented link through to psychosocial well-being.
- There is a huge and fast-paced shift for the need for new pedagogical approaches and the subsequent and significant professional development that is going to need to happen for staff at all levels of education. Teaching staff will also need to consider how they are going to help and support students to manage these challenges, and this point needs to be highlighted.
- There are wider system issues and how we manage the adoption of new tools and platforms thoughtfully regarding the types of behaviours and outcomes that will be delivered where there are major demographic shifts.
- The point was raised about funding for organisations to be able to make use of the technology because it is costly. Technology is consistently changing and one of the biggest challenges is working out which of the new technologies are a substantive change that is not going to outdate quickly and should be adopted, and which technologies will be outdated in 12 months' time. Furthermore, equity in the digital divide is going to be the big challenge.
- The Chair reflected that for the last 10-15 years universities world-wide have become explicitly attendant to the importance of the holistic experience for students that has coincided with the rise of digital technologies in society.

The Chair invited the members to send any further written feedback no later than 11 October 2024.

4. STANDING ITEMS**4.1 Learning and Teaching Committee**

Maggie Hartnett advised the Assessment Policy Working Group is continuing to progress. The feedback from the reference group has been analysed and is being considered as the Assessment Policy and Procedures are revised. A revised policy should be completed to present at the November Academic Committee meeting.

The Te Whatu Kairangi 2024 National Teaching Award winners were announced this week. Maggie was pleased to report two of the three Massey applications were successful. Congratulations to the Mental Health and Addictions Team from the College of Health and to

AC24/11/325

John Murrie from the Massey Business School. A ceremony will be held at Parliament on Monday 4 November to acknowledge the award winners.

The University Student Survey Steering Group, which reports to LTC, has been established. Their second meeting was held today, and they are in the process of discussing priorities for reviewing key University student surveys.

The upcoming *Teach Together* webinar scheduled for 21 October is on using Microsoft Copilot to Improve Student Feedback has been advertised in this week's *Massey News*. This session is an active workshop and as spaces are limited, Maggie encouraged those who wish to attend to register soon.

The Chair congratulated the Mental Health and Addictions Team from the College of Health and John Murrie from the Massey Business School of Aviation.

★ **4.2 Year-to-date Academic Committee Business** **AC24/10/308**

5. COLLEGE OF CREATIVE ARTS

★ **5.1 Summary of Minor Regulatory Changes – September 2024** **AC24/10/309**

Document AC24/10/309 was noted.

6. COLLEGE OF HEALTH (CoH)

6.1 CUAP Early Notice:

Human Nutrition (Bachelor of Health Science) **AC24/10/310**

The CoH representative advised this early notice proposes an introduction of the Human Nutrition specialisation in the Bachelor of Health Science. The proposed specialisation will align with the key recommendations from the World Health Organisation and provide foundational knowledge and nutrition required for public health skills and disciplines. This will provide a distinctive pathway for the registration as a nutritionist and improve their employability in the public health sector, particularly in health promotion as they will be equipped in skills in health communication, social determinants of health and Māori health studies. All courses are currently offered within the Bachelor of Health Science programme and no new courses are required. The eight majoring courses will provide core knowledge in food, science, physiology, and nutrition. This proposal reflects the specific professional and changing market demands and the growing need for qualified nutritionists across various sectors. MBS were thanked for the feedback and questions, particularly around the table and prerequisites, which have been responded to and note the need for some clarification in the full proposal.

With reference to the Graduate Outcomes, bullet point 1, it was suggested to add 'education' as another employment area and to supplement the medical education training. It was recommended to contact the Royal New Zealand College of General Practitioners because they need more modules like the proposed specialisation in their programme.

Further to the CoH's response to MBS's feedback and questions, MBS still has concerns around Appendix 1 which shows course 151131 is a recommended elective when it is now a

AC24/11/325

prerequisite for 151334 which students must do it. The CoH representative explained it is a challenging situation as noted. The indication is that the majors are at 200 and 300 level and there are a limited number of opportunities in the 100 level to offer electives and some of them will be strongly recommended for some specialisations and not for others. The CoH noted MBS's concern.

The Chair commented this proposal is an early notice and is sure the CoH will take all advice into consideration as part of the development of preparing the full proposal.

★ **6.2 Summary of Minor Regulatory Changes – September 2024** **AC24/10/311**

Documents AC24/10/310 and AC24/10/311 were noted.

7. COLLEGE OF HUMANITIES AND SOCIAL SCIENCES

7.1 CUAP Reported Specialisation Retirement

Public and Professional Writing (Diploma in Arts)

AC24/10/312

The CoHSS representative advised there are no students enrolled in the abovenamed specialisation in the Diploma in Arts. The College proposes to retire the specialisation.

RESOLVED:

(Agreed)

THAT the Academic Committee approve document AC24/10/312 for forwarding to Academic Board for recommendation to the Vice-Chancellor for approval and then to CUAP for noting.

Carried

7.2 Course Retirements:

AC24/10/313

38 course retirements

The proposal is to retire 34 parent thesis courses that are redundant because students enrol in Thesis Part 1 and Thesis Part 2 courses, retire three courses from the School of People, Environment and Planning and retire one course from Te Tumu Whakatipu because they have no affiliated entities or offerings.

RESOLVED:

(Agreed)

THAT the Academic Committee approve document AC24/10/313

Carried

★ **7.3 Summary of Minor Regulatory Changes – September 2024** **AC24/10/314**

Document AC24/10/314 was noted.

8. COLLEGE OF SCIENCES (CoS)

8.1 CUAP Early Notice:

Bachelor of Horticultural and Plant Systems

AC24/10/321

AC24/11/325

The CoS representative provided an overview to the early notice proposing to introduce the abovenamed qualification with two majors in Horticultural Production and Integrated Plant Biology. The proposed new qualification is a reorganisation and restructure of the Bachelor of Horticultural Science and the Plant Science major in the Bachelor of Science. Last year CoS advised of their intention to close the Plant Science major due to low enrolments and there have also been long standing problems with enrolment numbers in the Bachelor of Horticultural Science. Irrespective of the low enrolments, these areas have market demand, are important for New Zealand and are important strategically for the College of Science and Massey. The intention to introduce a new qualification has also been developed after consulting with teachers in schools to ascertain what students are interested in. The students who may be interested in the qualification proposed are not primarily interested in science, hence the word 'science' is not in the title but refers to production systems. The diagram on page 1 of the Early Notice shows how the proposed majors span across the qualifications.

The CoS representative thanked MBS for their comments about the need to strengthen the reason for proposing this new qualification. The comments will be considered with the preparation of the full proposal.

The Chair noted that this will be distinctive as a standalone qualification, aligns with Massey's strategic strengths and there is evidence of industry demand.

★ **8.2 Summary of Minor Regulatory Changes - September 2024** **AC24/10/315**

Documents AC24/10/315 and AC24/10/321 were noted.

9. MASSEY BUSINESS SCHOOL /COLLEGE OF BUSINESS (MBS)

9.1 Closure to New Enrolments: **AC24/10/316**
Communication Management Major and Minor
(in the Bachelor of Communication)

The MBS representative advised of the intention to close the Communication Management Major and Minor in the Bachelor of Communication to new enrolments from 2025. This specialisation has been replaced with the recently approved Applied Communication Major and Minor. The CoHSS endorsed the proposal.

9.2 Non-CUAP Specialisation Amendment: **AC24/10/317**
Finance (in the Master of Business)

The proposed amendments to the Finance specialisation in the Master of Business are to amend the schedule by removing a course and replacing it with two courses.

RESOLVED: **(Agreed)**

THAT the Academic Committee approve documents AC24/10/316 and AC24/10/317.

Carried

★ **9.3 Summary of Minor Regulatory Changes - September 2024** **AC24/10/318**

Document AC24/10/318 was noted.

AC24/11/325

10. DOCUMENTS FOR NOTING

10.1 Academic Committee Meeting Schedule 2025

AC24/10/319

The Chair to seek confirmation of the Palmerston North Graduation dates for 2025 because the proposed Academic Committee meeting date 6 May 2025 may need to be changed. If required, the Chair to approve the amended May meeting date out of session and the secretary to circulate the revised dates to the Committee.

Actions: The Chair to seek confirmation of the Palmerston North Graduation dates for 2025. If required, the Secretary to circulate an amended Academic Committee meeting schedule to the Committee.

★ **10.2 Learning and Teaching Committee Minutes – August 2024**

AC24/10/322

Documents AC24/10/319 and AC24/10/322 were noted.

11. MOVING INTO PART II

EXCLUSION OF THE PUBLIC

THE CHAIRPERSON MOVED THAT, EXCLUDING

- Leanne Robinson, Secretary

WHO HAD, IN THE OPINION OF THE ACADEMIC COMMITTEE, KNOWLEDGE THAT COULD BE OF ASSISTANCE, MEMBERS OF THE PRESS AND PUBLIC BE NOW EXCLUDED FROM THE MEETING SO THAT FOR THE UNDERNOTED REASONS THE FOLLOWING MATTERS MAY BE DISCUSSED WITHOUT PUBLIC DISCLOSURE; THE COMMITTEE BEING SATISFIED, WHERE APPROPRIATE, THAT THERE ARE CONSIDERATIONS WHICH OUTWEIGH THE PUBLIC INTEREST OF DISCLOSURE.

Reference: Section 48 (1) of the Local Government Official Information and Meetings Act 1987.

Subject	Reason for Proposed Exclusion
Item 1 - Minutes (Part II) of 6 August 2024	These matters were considered in Part II of the meeting held on 3 September 2024 those reasons identified by the Academic Committee before the public was excluded.
Item 2 - Matters Arising	These matters were considered in Part II of the meeting held on 3 September 2024 those reasons identified by the Academic Committee before the public was excluded.
Item 3 – Qualification Review Report Response	To prevent the disclosure or use of official information for improper gain or improper advantage (Reference s7(2)(a) or s7(2)(j)).



Part I: Paper for Decision

DATE:	20 November 2024
AUTHOR:	Chair of Academic Board, Professor Fiona Te Momo
SUBJECT:	EXCLUSION OF PUBLIC

Recommendation

- That the Academic Board exclude the public from the papers as noted in the table below:

General subject of each matter to be considered		Reason	Section 48(1) grounds
AB24/11/305	Confirmation of Minutes Academic Board Meeting 23 October 2024 - Part II	For the reasons set out in the Part I minutes of 23 October 2024 held with public present	
AB24/11/306	Conferment of Degrees and Awarding of Diplomas and Certificates <ul style="list-style-type: none"> • Memorandum: Attestation to status of graduands • Degrees to be Conferred & Diplomas & Certificates to be Awarded 	Personal privacy	s7(2)(a)
AB24/11/307	Qualification Review Report Response for Fine Arts	Commercial sensitivity	s7(2)(b)(ii)
Noting Papers			
Paerangi and Te Pou Rangahau (6-monthly update)			
Subcommittee Minutes – Part II:			
4.2.1 CoHSS Board Minutes Part II – 20 Sep 2024			
4.2.2 CoS Board Minutes Part II – 19 Sep 2024			
4.2.3 CoCA Board Minutes Part II – 13 Sep 2024			
4.2.4 AC Minutes Part II – 3 Oct 2024			

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.