

MASSEY UNIVERSITY QUALIFICATIONS FRAMEWORK

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Purpose:

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

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1. Introduction

Qualifications that offer a coherent educational experience are central to the overall quality of teaching and learning at Massey University. As a multi-College, multi-campus institution that delivers qualifications in a variety of modes, the Qualifications Framework helps articulate and evidence quality assurance of all qualifications, to ensure the best possible learning experience for all Massey students.

The Framework sets out how Massey University will incorporate the principles outlined in the Qualifications Policy into deliverable qualifications. Using the various stages of the qualification lifecycle, the Framework provides guidance to university staff for the development of qualifications, including aspects of design, approval, implementation, delivery, and review as they pertain to qualification development.

2. Context

Qualifications in New Zealand and at Massey University are created within legal and regulatory frameworks, both internal and external to the University. Understanding this context, and the parties that shape it, will assist understanding of the environment in which the Qualifications Policy and Framework are created and implemented. The term qualification is protected and cannot be used outside this context.

2.1 Legislation

Massey University is an autonomous (independently managed and governed) institution and is incorporated under the Education and Training Act 2020 “for the advancement of knowledge and the dissemination and maintenance thereof by teaching and research.”

The Massey University Council is empowered under the Education and Training Act 2020 to “determine the courses of study and training to be provided.” This authority is exercised through internal approval processes in accordance with the Qualifications Policy, this Qualifications Framework, and the University Regulations.

The Education and Training Act 2020 also creates a quality assurance framework for New Zealand qualifications: the New Zealand Qualifications Framework (NZQF), under which any programme of study that results in a New Zealand qualification must be externally quality assured. For many institutions, this is administered and audited by the New Zealand Qualifications Authority (NZQA); however, the Education and Training Act 2020 authorises the New Zealand Vice Chancellors’ Committee (NZVCC), now known as Universities New Zealand – Te Pōkai Tara (UNZ) “to exercise in relation to universities ... the powers of the Qualifications Authority.”

The UNZ Committee on University Academic Programmes (CUAP) is the body responsible for the approval and accreditation of qualifications, on which Massey University cooperates with the seven other New Zealand universities to maintain and enhance the standards and reputation of New Zealand university qualifications. Qualifications may not be taught or awarded without such accreditation. Massey University qualifications (along with their constituent courses) will follow the CUAP approval processes. Study without qualification (Section 3.5) is not subject to CUAP approval but must be approved by the Academic Board.

2.2 New Zealand Qualifications Framework (NZQF)

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

The credit value and type of qualification is determined in accordance with the NZQF. The NZQF covers pre-school to tertiary education and comprises 10 levels. Massey University offers some Pre-Degree qualifications; however, the qualifications offered mainly comprise those at Levels 5-10, which include

Undergraduate Certificates, Undergraduate Diplomas, Bachelor’s Degrees, Graduate Certificates, Graduate Diplomas, Bachelor’s Degrees with Honours, Bachelor’s Honours Degrees, Postgraduate Certificates, Postgraduate Diplomas, Master’s Degrees, and Doctoral Degrees.

A broad indication of the NZQF levels mapped to the course levels at Massey University is provided in Table 1.

Table 1. Massey Course Alignment with NZQF Levels

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

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

Guidelines for the definitions and requirements of qualifications offered by Massey University are set out in the NZQF, and in the CUAP Handbook.

2.3 University Statutes and Regulations

University Statutes and Regulations articulate how Massey University intends to exercise the powers conferred under the Education and Training Act 2020, including the powers to establish and quality-assure programmes, enrol and exclude students (including international students), and charge and collect fees.

Regulations legitimise the award of qualifications and specify the rules that determine qualification structure and the way that students’ progress into, within, and from qualifications. Well-designed regulations are easy to understand, enhance decision making, and eliminate ambiguity, creating a safe working environment for staff in which to exercise delegations and a safe study environment for students in which they are informed of the expectations the University has of them.

2.4 University Calendar

The Calendar is the only official statement of all Regulations. Any supplementary publications carrying Regulations (including the website and marketing publications) are required to acknowledge the pre-eminence of the Calendar in this regard.

Regulations applying to all Qualifications and General Regulations are subject to annual review and must be approved by Academic Committee in liaison with the Office of Academic Quality, Reporting and Assurance, as specified under the Terms of Reference for Academic Committee.

The University Calendar includes the following regulations:

2.4.1 Regulations applying to all qualifications

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

- Admission
- Enrolment
- Recognition of Formal and Informal Prior Learning
- Assessment and Examination
- Cases of Hardship – Vice-Chancellor's Powers
- Academic Progress
- Student Contract
- Student Complaints and Grievance Procedures
- Student Discipline Regulations
- Graduation
- Use of Information
- Code of Student Conduct
- University Fees

2.4.2 General Regulations for undergraduate, graduate, and postgraduate qualifications

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

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

The General Regulations specify rules relating to:

- Admission
- Academic Requirements
- Specialisations
- Student Progression
- Maximum Time to Completion (postgraduate only)
- Variations and Personal Programme Approvals
- Transitional Provisions
- Limitation of Entry
- Research Reports and Theses (postgraduate only)

2.4.3 Qualification Regulations

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

In addition to the above, qualification Regulations may stipulate (as applicable):

- Additional or specialist entry criteria
- Selection criteria and procedures for qualifications with limited places
- English Language Competency criteria, if higher than those required for general admission
- Relevant professional registration eligibility requirements
- Specific staircasing and exit strategies
- Qualification schedules including core, elective, practicum, and specialisation requirements
- Progression tools and parameters that are additional to those specified in the University Regulations applying to all qualifications

Where external regulatory requirements are supported by processes that differ from Massey's that may be subject to change beyond the University's control, they should be outcome focussed to avoid the need for frequent change. For example, the admission requirement to be "of good character" may be supported externally by a referee process which is then changed to a police check process internally. The qualification regulations need not specify all such processes; however, prospective students must have access to this information.

Support is provided by the Office of Academic Quality, Reporting and Assurance to draft regulations in accordance with the standard format.

2.5 Academic Governance at Massey

In exercising its authority to determine the programmes of study and training to be provided and to meet its quality assurance obligations under The Education and Training Act 2020, Massey University Council has instituted internal approval processes. Academic peer-review and decision-making is facilitated via various committees, with the functions and responsibilities outlined in each committee's Terms of Reference. Committee Terms of Reference are located on the University website.

All qualification-related proposals (some of which also require external review and approval via CUAP) must be reviewed and approved via the University's academic governance structures. Depending on the specific proposal, a committee's function may be either to recommend, approve, or receive for information. Further information on the approval processes can be found in Section 5.

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

Academic Board has been established by Council in accordance with the Education and Training Act 2020, to advise Council and the Vice-Chancellor on all academic matters relating to teaching, learning and research. This includes the consideration, approval, and adoption of, or approval for forwarding to the VC for approval and forwarding to CUAP:

- Proposals for the introduction of new and significantly amended academic specialisations and qualifications

Academic Committee is a sub-committee of the Academic Board. Academic Board has delegated some functions to Academic Committee, including:

- Approval of non-CUAP academic proposals including, but not limited to closing qualifications and specialisations to new enrolments, adding, or removing compulsory courses to qualification and specialisation schedules, and adding or changing transition regulations.
- Acceptance of Qualification Review Reports and College responses and Graduating Year Review Reports.
- Reviewing and approving new and amended academic regulations, policies, and procedures insofar as they relate to the content of the academic offer.
- Reviewing and approving key dates for the academic year to be published annually in the University Calendar.
- Non-CUAP Changes to Qualification Regulations (other than those identified in delegated functions identified below)
- Approval of new courses
- Retirement of courses

Each of Massey University's Colleges has an established **College Board** which are subcommittees of Academic Board. These College Boards have sub-committees with specific responsibilities for the review of academic proposals prior to their consideration by College Board. Sub-committees make recommendations to the relevant College Board, which in turn forwards qualification-related proposals and makes recommendations to Academic Committee.

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

- **Course amendments:**
Learning outcomes, course design and assessment methodologies (including weightings), primary programme, location of delivery (onshore and/or offshore), title or prefix, prescription, prerequisites, co-requisites and restrictions.
- **Non-CUAP Qualification amendments:**
Adding a non-compulsory existing course to, or removing it from, any qualification or specialisation schedule.
- Consideration of proposed micro-credentials and short courses.

In most cases these amendments need to be approved by June before the year they are to be implemented – in the case of non-CUAP amendments – or July before the year they are to be implemented – in the case of CUAP amendments. Exceptions include changes to courses that have no Calendar implications, such as changes to Learning Outcomes and Assessments. These changes can be approved by College Board up to two weeks before the start of the relevant semester¹.

2.6 Definitions and Terminology

There are several phrases associated with qualification design, which are employed throughout this Framework, including:

- **Articulating qualifications:** qualifications at different levels that have the same discipline and naming conventions. Broadly speaking there are two types of articulating qualifications: nested and staircasing. Nested qualifications are where a lower-level qualification consists of courses that are nested within a higher-level qualification, for example, the DipBus is nested in the BBus – the two qualifications share courses at the 100- and possibly 200-levels. A staircasing qualification is one which is normally necessary to complete before entry into a higher-level qualification, for example, students must first complete a BA before entering an MA.
- **Conversion qualifications:** qualifications that are open to students from different backgrounds, for example, the Master of Clinical Practice (Nursing) can be completed by holders of any

¹ However, after students have already enrolled in a course, changes to it need to be carefully managed to avoid disadvantage to students and these changes should be minimised so far as is possible.

undergraduate degree – see 3.6 for more information on articulating and conversion qualifications.

- **Discipline:** a branch of knowledge which is researched and taught at a university. For the purpose of this Framework, the term, when used, refers to disciplines at Massey University.
- **Discipline prefix:** the first three digits of the course code, denoting the discipline to which the course is attached. For example, 200161 is Introduction to Politics – 200 is the Politics discipline prefix.
- **Graduating Year Review (GYR):** a formal review, conducted internally and approved by CUAP, of new qualifications, generally conducted within three years of the first cohort of students graduating.
- **Progression tools:** the various means by which students' progress through their studies, both between and within qualifications. For example, the minimum grade average that will allow a student to progress from Part 1 to Part 2 of a Master's degree.
- **Qualification Lifecycle:** the different stages through which a qualification goes during its 'lifetime', including design, approval, implementation, delivery, and review.
- **Staircasing:** qualification design which facilitates student progression into higher qualifications.

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

3 Massey Qualification Types and Levels

Massey University offers the following qualifications, which are classified at doctoral, postgraduate, graduate, undergraduate, or pre-degree level. In addition, the University offers some programmes which do not result in a formal qualification, such as the Certificate of Proficiency.

3.1 Doctoral Qualifications

A doctoral degree requires at least 360 credits of advanced research at NZQF level 10 and typically includes:

- a thesis; *or*
- an exegesis in combination with a creative work; *or*
- a thesis in combination with coursework and a professional practicum; *or*
- published work.

The four doctoral degree types offered by the University include:

The **Doctor of Philosophy (PhD)** is awarded for a thesis or for an exegesis and creative work, which is an integrated and coherent report that demonstrates a candidate's ability to carry out independent research, analysis, and presentation of original research or creative work at an advanced level, making an original contribution to a particular discipline.

Named Doctorates are awarded for a structured suite of high-level courses, which may include training in an applied setting and a thesis investigation, which is likely to be applied, creative, or strategic in emphasis. Named doctorates support the ongoing professional development and education of existing and prospective leaders in specific sectors.

Higher Doctorates (the Doctor of Literature and Doctor of Science) are the highest academic awards of the University and are awarded for original contributions of special excellence to knowledge as evidenced by examination of a portfolio of publications.

Honorary Doctorates are conferred by the University to persons the University Council deems worthy of the honour. The criteria shall be exceptional distinction shown by outstanding scholarship or by outstanding service to the University or to the public.

3.2 Postgraduate Qualifications

3.2.1 Master's Degree

A Master's Degree is an NZQF level 9 qualification that is at least 240 credits except:

- where it builds on a bachelor's degree with honours or an equivalent qualification, or significant relevant professional experience, in which cases it can be fewer than 240 but no fewer than 120 credits
- where it builds on a three-year bachelor's degree or an equivalent qualification completed at a specified level of attainment, in which cases it can be fewer than 240 but no fewer than 180 credits.
- A 120-credit Master's builds on:
 - a 480-credit or 600-credit Bachelor's Degree, *or*
 - a Bachelor's Honours Degree, *or*
 - a Postgraduate Diploma, *or*
 - a 360-credit Bachelor's Degree plus professional or scholarly experience.

The master's degree must comprise a minimum of 40 credits at level 9 (800-level) with the remainder at level 8 (700-level) and where at least some of the level 9 credits are preceded by level 8 credits.

Master's Degrees are normally parts-based programmes. This means that progression into the second part is conditional upon achievement in the first part. The first part of a Master's Degree usually comprises taught courses at 700-level. In the case of a compressed master's degree, for example 120 credits, the period of offer does not allow for progression – see below for more details.

Massey University has three forms of Master's Degrees:

- by coursework and thesis, *or*
- by thesis, *or*
- by coursework only (Taught or Applied Master's).

By Coursework and Thesis

For Master's degrees by coursework and thesis, Part One consists of taught 700-level courses, and generally includes a research methods course. Part Two consists of either a 90 or 120 credit thesis or work or creative work and exegesis.

By Thesis or Primarily by Thesis

Master's degrees by thesis, or primarily by thesis, fall into two categories:

1. 120 credit Master's degrees, which entail a thesis only such as the Master of Engineering.
2. A Master's degree which allows entry via an Honours Degree or a Postgraduate Diploma. In this case the candidate is granted a concession whereby they need only complete 120 credits, either a 120-credit thesis or a 90-credit thesis and 30 credits of courses from Part One – see 3.2.2 for more information.

By Coursework Only

Master's degrees by coursework only (taught or applied master's) comprise taught courses at 700- and 800-level. The second part will generally include a 45 or 60-credit research report, or a creative or scholarly work, such as a capstone, project, or praxis course. Where entry is from a non-cognate discipline, any research component will normally be restricted to a maximum of 60 credits.

A Master's programme that builds on a specified undergraduate degree may be awarded as a Master of Philosophy if the student has completed a different undergraduate degree to that specified for entry.

3.2.2 Postgraduate Diplomas and Certificates

Postgraduate Diplomas and Postgraduate Certificates (NZQF level 8) are open to graduates to build on attainment in the prior degree, or to those who have been able to demonstrate extensive practical, professional, or scholarly experience of an appropriate kind. Students may use these qualifications for employment purposes as evidence of a higher level of learning or practice in a discipline that extends their undergraduate qualification, or in a new discipline area.

A Postgraduate Diploma comprises a coherent programme with a total value of not fewer than 120 credits at the 700-level or above. A Postgraduate Certificate comprises a coherent programme with a total value of not fewer than 60 credits at the 700-level.

Both the Postgraduate Certificate and Postgraduate Diploma can be used as exit qualifications for students who are ineligible for, or who elect not to proceed to, Part Two of a Master's programme. They can also be used for entry into a Master's programme. Candidates may credit courses completed under a PGCert or PGDip to a Master's degree in accordance with the Recognition of Formal and Informal Prior Learning Regulations. Students must complete at Massey all the research or professional practice credits required for the Masters.

3.2.3 Bachelor's Honours and Bachelor's with Honours Degrees

A discrete Bachelor's Honours Degree is NZQF level 8 and completed upon the conclusion of a Bachelor's degree. Courses totalling up to 90 credits are completed at 700-level, with a research component of at least 30 credits at 800-level. Students are eligible to pursue the Honours year based on achieving a specified average grade in relevant undergraduate courses. Achieved to an appropriate standard, a Bachelor's Honours degree will prepare graduates for consideration for entry to doctoral studies.

A Bachelor's Degree with Honours is a 480-credit degree that results in an NZQF level 8 qualification. A Bachelor's Degree with Honours:

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

3.3 Undergraduate and Graduate Qualifications

3.3.1 Graduate Diplomas and Certificates

Graduate Diplomas and Graduate Certificates are NZQF level 7 and open to graduates or to those who have been able to demonstrate equivalent practical, professional, or scholarly experience of an appropriate kind and deemed equivalent to that obtained through completion of a degree. The Graduate Diploma comprises a coherent programme totalling at least 120 credits, of which a minimum of 75 credits must be at 300-level or above. The Graduate Certificate comprises a coherent programme with a total value of not fewer than 60 credits, of which a minimum of 45 credits must be at 300-level or above.

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

3.3.2 Bachelor's Degrees

A Bachelor's Degree is an NZQF level 7 qualification and requires a minimum of 360 credits at 100- to 300-level, including a minimum of 75 credits at 300-level. Some Bachelor's Degrees may encompass additional credits and would normally require a longer period of study (e.g., the Bachelor of Veterinary Science comprises 600 credits at 100-500 level).

Bachelor's Degrees prepare students for the workplace and to be contributing members of society, and in some cases are accredited with professional bodies to prepare students academically for registration by, or membership of, professional bodies, under which they can practise as professionals. Graduating students are also eligible to pursue graduate and postgraduate study.

3.3.3 Diplomas and Certificates

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

3.4 Pre-Degree Qualifications

Although Massey University's core qualifications are delivered at undergraduate level and above, pre-degree qualifications are offered in circumstances in which they can support the University's overall strategic direction or to enable students to matriculate.

University Preparation are qualifications at the pre-degree level (NZQF levels 3-4) with a total value of not fewer than 60 credits. Credits are normally taken from 000-level courses.

Foundation Studies are qualifications at the pre-degree level (NZQF levels 3-4) with a total value of not fewer than 120 credits. Credits are normally taken from 000-level courses.

In both cases, admission is subject to meeting numeracy and literacy requirements within National Certificate of Educational Achievement (NCEA) or equivalent.

3.5 Study without Qualifications

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

3.5.1 Certificate of Proficiency (COP)

A COP is for students who are matriculated to enter the University and wish to take a course or courses without crediting them to a named qualification. This may be for personal interest, employment, or professional reasons, or for transfer to a qualification at another provider (e.g., a student attending Massey University under Study Abroad or Student Exchange, or because they are not permitted to re-sit a specified course at their home university). A course passed under a COP may subsequently be credited to an approved qualification, provided it is appropriate for that qualification. Only courses from CUAP-approved qualifications can be incorporated into a COP. The University's Enrolment Regulations in the University Calendar include rules governing COP enrolments.

3.5.2 Micro-credentials²

Micro-credential has been defined by NZQA and adopted by CUAP as:

- certifying the achievement of a specific set of skills and knowledge
- having a statement of purpose and clear learning outcomes
- having demonstrable support from relevant industries, employers, or communities
- having a credit value from 5 to 40 credits (inclusive)
- typically, not duplicating current quality assured learning already approved.

In addition to the above definition, the following principles have been designed by CUAP to ensure the consistency and quality of university micro-credential offerings. The university sector should only recognise and/or offer micro-credentials where five criteria are met:

- a) Level – they have been objectively and consistently assessed as being at an appropriate level relative to the qualification's framework.
- b) Credit – they have a credit value that has been derived consistent with the credit value of other comparable courses offered by universities.
- c) Assessment – there are adequate mechanisms for verifying that students themselves have successfully completed necessary work and assessment.

² It should be noted that Massey University does not currently draw funding from TEC for micro-credentials and people learning in these arrangements are not defined as 'students' but as participants.

- d) Quality assurance – there is credible quality assurance behind the design, delivery, and assessment of whatever is being offered.
- e) Industry, employer, and community support – there is support from the relevant industries, employers, or communities.

Micro-credentials may be used to award formal credit towards a university qualification. Published university policies on credit transfer limits will apply to credits from micro credentials and credits from other sources.

Where universities offer micro-credentials:

- a. The university should have a micro-credential framework detailing clear policies and procedures for developing micro-credentials, assessing their level and credit value, quality assuring them, and for delivering them and assessing skills and capabilities of students.
- b. Universities should adhere to the 'Quality assurance of university courses and programmes not leading to a qualification' appendix of the CUAP Handbook in their development and approval of micro-credentials, along with other courses not leading to a qualification.

3.5.3 Short Course³

Defined as a short form of learning which may include assessment and does not normally lead or articulate into a qualification unless by way of a micro-credential.

3.5.4 Certificates of Completion, Participation, and Attendance

These are not qualifications but are provided to participants to recognise the learning undertaken through defined pieces of study. Certificates of Completion are provided to participants who have successfully completed assessments that have been designed to evaluate participants' learning against programme objectives. Certificates of Participation and Certificates of Attendance are not assessed but may require a stated minimum attendance.

3.5.5 Internship

These enable a student to meet the practical experience requirement of their qualification from their home university, through a period of supervised practical work under a supervising staff member. Internships can also be undertaken through short courses, study abroad and as part of study at Massey University even though a qualification is not completed. This is different to practica and internship courses, which relate to students completing Massey University qualifications.

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

Any agreement regarding an internship should cover roles, responsibilities, outcomes, means of measuring outcomes, consequences of non-achievement, payment, duration, dispute resolution and termination, and any regulatory requirements, e.g., insurance/visa. All internship agreements should be differentiated from employment agreements.

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

³ It should be noted that Massey University does not currently draw funding from TEC for short courses and people learning in these arrangements are not defined as 'students' but as participants.

3.6 Articulating and Conversion Qualifications

All Massey University degree qualifications should be designed with staircasing and exit strategies in place. Staircasing will assist students to progress into higher qualifications and exit strategies will support completions in circumstances where students cannot complete the full degree programme.

Articulation describes the transition of students into, between, and from qualifications, and is strongly associated with the notion of portability of qualifications and their composite parts, as defined in the Massey University Qualification Policy.

An **articulating qualification** provides the necessary background to allow a student to progress directly into a higher qualification. Broadly speaking there are two types of articulating qualifications: nested and staircasing. Nested qualifications share courses with other qualifications. For example, a first year Undergraduate Diploma may share courses with a Bachelor's Degree or a Postgraduate Diploma may share courses with a Master's Degree. Under the RPL Regulations, courses from the original qualification, may be credited into the higher qualification.

This enables direct progression, but also provides exit points from within Degree programmes if students are unable to, or elect not to, complete. (See definition of exit qualification below).

Staircasing qualifications are qualifications which are necessary to complete before entry into higher level qualifications. For Example, admission into an MA is predicated upon completion of a BA.

A **conversion qualification** provides students with pathways into disciplines that are different to their background of study. For example, completing a Graduate Diploma in Arts may equip an individual who has a business or science background with the requisite knowledge to enrol in postgraduate study within the social sciences and humanities.

An **exit qualification** provides an exit point from a degree programme for students who are unable or unwilling to complete. Some exit qualifications may be openly advertised and therefore act as articulating qualifications, while others may be reserved solely for exit purposes. For example, a student who does not complete all the requirements of a Bachelor of Design with Honours, but who has met the requirements of a Diploma of Design through courses in the BDes (Hons), may be offered the Diploma of Design as an exit qualification.

3.6.1 Articulation pathways

Noting that an articulation pathway may include qualifications of a different name (e.g., an exit pathway for a Master of Engineering could be a Postgraduate Diploma in Science), Massey University qualifications will normally articulate according to the following general pathways*:

- Undergraduate Certificate, Undergraduate Diploma, Bachelor's Degree.
- Graduate Certificate, Graduate Diploma, Postgraduate Qualification.
- Postgraduate Certificate, Postgraduate Diploma, Master's Degree, Doctoral Degree.
- Honours degree, Master's Degree, or Doctoral degree.

*Entry requirements for some qualifications may reflect different pathways to those depicted above, for example, a bachelor's degree followed by a Graduate Certificate followed by a Postgraduate Qualification.

Articulating pathways also commonly exist where a partner organisation's qualification has been mapped to provide entry and pathways to Massey qualifications.

3.7 Qualification Availability

To communicate the availability of qualifications and specialisations (in terms of campus and mode) and allow for effective College planning, Massey University has implemented procedures for identifying qualification availability. The University adopted the **Qualification Availability Definition** and

Qualification Availability Descriptor to provide an accurate and useful assessment of availability, to assist and enhance the academic planning cycle and to provide students with a clearer picture of the location and mode through which they can complete their programme of study. The result is that for each semester of each academic year the available qualification/specialisation offerings are identified. Students select one of these offerings as part of the admission process.

A Qualification/Specialisation Availability Test consists of seven steps to determine if all core/compulsory and compulsory selection courses, and sufficient other courses, are available at a location, intake semester and mode of delivery to complete a programme of study. The full procedures, including the Qualification Availability test, are available in the Qualification Availability procedures, on the online Policy Guide.

Qualification Availability Definition: A Qualification or Qualification and Specialisation may be defined as available in a specified location/mode when sufficient core, compulsory, compulsory selection, and elective courses permit a student to complete the qualification as described in the stated mode at the stated location, in the manner described by the Regulations, and within the expected timeframe. Timeframes are defined by the minimum completion time for the qualification (postgraduate only) and expected completion dates are defined by the student intake (e.g., for a 360-credit undergraduate degree, Semester One intake students should be able to complete by the end of Semester Two of their third year of study).

When onshore international students are offered qualifications and specialisations on a campus, they must be able to study from the campus of enrolment without having to enrol in distance courses or having to change campuses to complete their studies. It is particularly important for international students, that they are not required to study courses by distance as completion by internal study methods is a condition of their student visas.

4. Qualification Design

Massey University qualifications are research-informed and led by research-active staff, with some qualifications requiring additional leadership from staff who hold relevant professional registrations. Well-designed qualifications have clear regulations and pathways to completion, establish a reasonable workload, and provide opportunities for students to graduate within established timeframes. In each case, qualifications should be designed in accordance with the principles outlined in the Qualifications Policy: coherence, consistency, relevance, efficiency, integrity, sustainability, equity, and Treaty of Waitangi.

Impacts on revenue streams is also a consideration when designing a qualification. Different subject classifications – as defined by the Tertiary Education Commission – are funded at different levels, enrolling cohorts attract different levels of funding, and the credit value will impact whether research courses are eligible for Performance Based Research Funding (PBRF) – funding for research which includes 90 and 120-credit thesis courses. Programme and course design can also have funding implications for students, as there may be different implications for domestic and international student loan and allowance programmes.

Overall curriculum design of a qualification (e.g., the interrelation between disciplines, course topics, and the vertical integration of learning skills or scaffolding of content between levels, i.e., the way knowledge from higher levels builds on knowledge from lower levels) is the preserve of academic staff based in each of the Colleges. In some cases, this also includes the professions from which they seek accreditation for the qualifications. Qualifications may comprise relevant courses from a range of disciplines. In designing qualifications, various strategies for teaching and learning should be undertaken in accordance with university policies.

4.1 Graduate Profiles and Attributes

Graduate Attributes are defined as the high-level qualities, skills, and understandings that a student should gain because of the learning and experiences they engage with, while studying at university. They reflect the values and aspirations of the University for graduates who contribute to New Zealand and the world through their creative thinking, innovative approaches, and connections with industry. Graduate Attributes are particularly important to ‘signpost’ and make visible through the first-year offerings to ensure students can navigate the curriculum and achieve their learning outcomes in partnership with the University.

All qualifications and specialisations offered by Massey University have a Graduate Profile that:

- articulates the educational aims of the qualification and/or specialisation and the capabilities and attributes expected of graduates.
- informs curriculum design and qualification review, including the alignment of teaching, learning and assessment activities within the courses that contribute to the Profile.
- is publicly available, via the University’s website and other publications as appropriate, to communicate the intended outcomes of the qualification and/or specialisation to current and potential students and staff, employers, industry, the professions, alumni, and the wider community. (*Currently they are not available publicly, but this will be addressed*)

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

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

Graduate Profiles are required to be summarised in the following manner for registration on the NZQF, shown in the NZQF Outcome Statements in Table 2.

Table 2. NZQF Outcome Statements

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

4.2 Qualification Structures

Massey University recognises the following types of qualification structures, as follows:

4.2.1 Parts-based qualifications

Courses for the qualification, and for each part of the qualification, are prescribed. There may or may not be provision for electives. Students normally progress as a cohort, usually completing the whole of one part before progressing to the next. In some qualifications, students may be eligible for a Combined Pass if all courses are not passed, or in limited circumstances may be permitted to repeat a course whilst continuing to the next level. Supplementary exams to facilitate the completion of the whole of one part before progressing to the next may be possible in some qualifications. If students are unsuccessful via this mechanism, they repeat the entire year.

4.2.2 Flexible qualifications

The essential characteristic of a flexible qualification is that the order in which courses are taken is flexible and only limited by pre-requisite and co-requisite requirements, and restrictions. While generally courses are not prescribed within flexible qualifications there are some where all courses are compulsory. Where this is the case there is still flexibility when comes to the order in which courses are taken, with the only limits being those described above.

4.2.3 Transitional Requirements

To graduate, students from all three types of qualifications are assessed against the regulations in place during the year they completed their studies. For parts-based and fixed qualifications, students are assessed against the current year of regulations to progress to the next part.

In some cases, the regulatory requirements in place when a student starts studying can be quite different to when they finish studying. For example, one or more of the compulsory courses which a student has taken may have been removed, while new compulsory courses, which the student will not have the opportunity to take, may have been added. This would mean the student no longer meets the regulations. In cases like this, transition regulations are used to provide concessions to ensure students are not disadvantaged.

The regulations of all qualifications will clearly indicate the number of credits required for successful completion, including the number of credits at all levels.

All regulations relating to curriculum development and programme structure will be framed according to sound academic and pedagogical reasoning to guide student choice and progression.

4.3 Courses

A course is the basic building block of a qualification and, therefore, is subject to approval and quality assurance processes.

4.3.1 Course Classifications

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

Core – A course that must be passed as part of a particular qualification. In some cases, there is a choice between courses within the core.

Compulsory – A course that must normally be passed or credited as part of the specialisation. In some cases, there is a choice between courses within the compulsory section of a specialisation. This is known as **compulsory selection**.

Specialisation – The courses in a specific discipline area that form the specialisation (major, minor, subject, endorsement) of the qualification – see 4.5 for more details on specialisations. Qualification regulations usually define the list of courses or prefixes which apply to the specialisation.

Electives – Non-compulsory courses chosen by students (with certain guidelines usually provided). Elective courses contribute to the qualification, but not to the specialisation.

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

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

Co-requisite – A course that must generally be completed in the same semester as another course unless the co-requisite course has already been passed or waived as a requirement due to prior completion of an equivalent course.

Restriction – Some courses, similar in content, are restricted against each other. Therefore, students may not credit both courses to a qualification.

To ensure that decision making is simple and the progress that students are making toward their chosen qualification is transparent and can be easily monitored, the interrelationship between the courses that comprise a qualification should be stated clearly in the Qualification Regulations. Courses may have limits on the number of times they may be taken.

4.3.2 Course design and assessment

An outline of each course (Course Description) is maintained within the Curriculum Management System and summary details of these are made available to students (via the university website) to provide information that will assist them to make good enrolment choices. More detailed information (Course Guide) is made available to enrolled students, via Massey University's online learning environment, Stream, to ensure students are fully informed of the course completion requirements. Equivalence across all offerings of a course must be maintained in accordance with the *Equivalence Policy*.

Course titles, prescriptions, learning outcomes, assessments (type, weightings, relationship to learning outcomes), pre-requisites, co-requisites, and restrictions may be changed only via the appropriate academic governance approval process. Student advisory information such as recommended pre-knowledge, self-assessment tests, and other promotional material must also be subject to peer-review, as per college processes.

All courses, including content, delivery, and assessment should be reviewed at least every five years using a range of evaluation methods and sources including student surveys which support ongoing evaluations of teaching and course design.

Support to assist academic staff to design and assess programmes is provided by the Centre for Curriculum Transformation via learning modules and individual staff consultations.

4.4 Course Formats

4.4.1 Practicum and internship courses

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

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

Practicum and internship courses generally carry credit but can also be zero value, while still comprising a mandatory part of a qualification. Some practicum activities may require or result in additional awards such as First Aid certification, or have conditions set, such as requiring Police clearance.

4.4.2 Work experience courses

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

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

4.4.3 Research courses

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

A **thesis** is an integrated and coherent report that demonstrates a candidate's ability to carry out independent research, analysis, and presentation of this research at an advanced level in a particular discipline. At doctoral level, the thesis should make an original contribution to the

knowledge of the subject concerned, and in all cases the candidate should understand the relationship of the thesis to the wider context of knowledge to which it belongs. A thesis course should be either 90 or 120 credits at NZQF level 9 or 10. Thesis courses are split into two parts to facilitate them occurring over two enrolment periods.

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

A **research report** is a detailed examination of a specific topic, which may include aspects of original research, problem investigation, and/or study of pre-existing data or published literature. Work leading to a research report typically includes minor data collection, validation, and analysis, as well as writing an original document. Research reports are typically 30 - 60 credits and are at NZQF level 8 or 9. Some research reports are split into two parts to facilitate them occurring over two enrolment periods.

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

In the design of research courses, staff should ensure that the relevant Codes of Conduct are integrated into the curriculum to ensure all research is conducted in a responsible, ethical, and safe manner that complies with all external requirements.

At Master's level, students may be enrolled in successive thesis courses over multiple years to meet the required level as specified in the qualification regulations. Enrolment practice is to enrol all students in Part One and Part Two thesis courses to facilitate extensions (N.B. Part One and Part Two courses, as these are known, must be linked in the student record for funding purposes). Extension or suspension of study, including relevant dates, is noted on the student record.

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

4.4.4 Special Topic courses⁴

Special Topic courses are managed at college-level to allow groups of students to undertake a specifically tailored programme of study in an area not available through existing course offerings. There are three broad categories of Special Topic courses:

1. **Academic Exploration:** deployed to take advantage of contemporary developments within a discipline, capitalise on expertise of a visiting academic or trial a new course. Limited to a cohort of 5 or more students.
2. **Special Interests of a Student:** limited to courses at 300-level and above and requiring a cohort of 5 or more students. When taken at undergraduate level, this should be in preparation for postgraduate study.
3. **Anomalous Situations:** deployed to manage an anomalous situation (e.g., prior deletion of a compulsory course in a group of students' programme of study). For a cohort of fewer than 5 students, a personal variation may be a more appropriate response. Special Topic courses are an alternative if there are no suitable existing courses.

⁴ Adopted at Academic Committee, AC17/08/270

College responsibilities for deploying Special Topic courses:

1. A minimal number of Special Topic courses will be maintained in order to meet College requirements, with the number of Special Topic courses within colleges varying based on the following:
 - a) nature of specific academic programmes (i.e., the extent to which entirely new directions/pilot projects are introduced to cohorts of students on an ongoing basis).
 - b) number of categories of SAC funding within a college.
 - c) different credit value of courses required at any level; *and*
 - d) number of undergraduate and postgraduate levels at which Special Topic courses are used.
2. The College will be responsible for the development and approval of the content and scope of the topic (including identifying which of the three broad categories applies), the learning outcomes, and the assessment requirements for each offering of a Special Topic course, which must also be mapped back to the graduate profile.
3. The College will only deploy a Special Topic course for a minimum cohort of five students, unless otherwise approved by the College Pro Vice Chancellor.
4. Topics offered under Special Topics courses have limited lives; a developed Special Topic course can be offered for a maximum of three years before the topic is either made into a permanent course or is no longer offered as a Special Topic course; *and*
5. Colleges will maintain equivalence for a single cohort of students studying a Special Topic course, for whom there is a single prescribed set of learning outcomes and assessment requirements.

Student enrolment into Special Topic courses:

1. The topic undertaken by the student will be noted on their textual record; *and*
2. No student may enrol more than once in the same Special Topic course (i.e., with an identical course number) unless it is to:
 - a) achieve a passing grade in the course they had previously failed.
 - b) convert an historical R grade to a higher grade where this is required for progression purposes; *or*
 - c) it is a course from which they had previously withdrawn
3. Students may enrol in a Special Topic course within the College responsible for their primary programme of study, with the approval of the College, taking account of course delivery resource requirements and the fit of the course within the student's programme of study; *or*
4. Students may enrol in a Special Topic course at the same level in another College, if necessary, to address exceptional circumstances in which more than one Special Topic course is required for the completion of an individual student's programme of study.

4.4.5 Independent Study Courses

Independent Study courses are managed at college-level to allow individual students to undertake a specifically tailored, individual programme of study.

Independent Study courses enable students to work on a negotiated topic, including the setting of objectives, research or project work, and the presentation of appropriate written or practical outcomes.

Independent Study courses are not included in the Schedules of Qualifications; they are made available to students via a Personal Course Variation. They must be approved as an offering by the College responsible for resourcing the course.

College responsibilities for deploying Independent Study courses:

1. A minimal number of Independent Study courses will be maintained in order to meet College requirements, with the number of Independent Study courses within colleges varying based on the following:
 - a) number of categories of SAC funding within a college.
 - b) different credit value of courses required at any level; *and*
 - c) number of undergraduate and postgraduate levels at which Independent Study courses are used
2. The College will be responsible for arranging, planning, and managing the agreed-upon goals that are proposed by the student and refined and approved by the supervising course coordinator. This includes the learning outcomes and the assessment requirements for each offering of an Independent Study course, which must also be mapped back to the graduate profile.

Student enrolment into Independent Study courses:

1. The topic undertaken by the student will be noted on their textual record.
2. Students may enrol in an Independent Study course within the College responsible for their primary programme of study, with the approval of the relevant individual responsible for resourcing the course delivery.
3. No more than a total of 30 credits of approved Independent Study can be used toward the requirements of a qualification: *and*
4. No student may enrol more than once in the same Independent Study course (i.e., with an identical course number) unless it is to:
 - a) achieve a passing grade in the course they had previously failed; *or*
 - b) it is a course from which they had previously withdrawn.

4.4.6 Course Coding

Each Massey University course has a six-figure number code to distinguish its discipline, level, and identity, e.g., 150214 where '150' denotes the discipline of Māori Studies, the '2' shows it is a 200-level course and the final two digits '14' identify the specific course.

Each course is allocated to a host college.

Course coding will be consistently applied, reflecting the appropriate discipline and level. The full list of discipline codes is available in the Calendar and from the Office of Academic Quality, Reporting and Assurance. Course numbers are allocated in the Curriculum Management system by the Office of Academic Quality, Reporting and Assurance in consultation with the academic unit.

4.5 Specialisations

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

Major - A substantial component of an undergraduate (Bachelor's) degree (usually at least one-third and often consisting of one subject area [discipline] only) selected by the student, in accordance with the regulations, as the principal area of study for the degree. A major will normally appear on the graduation scroll and on the student transcript.

Minor - A component of an undergraduate degree (usually a minimum of 60 credits with at least 45 credits above 100-level and at least 15 credits at 300-level and often consisting of one subject area [discipline] only) selected by the student, in accordance with the regulations, as the secondary area of study for the degree. A minor will normally appear on the student transcript, but not on the graduation scroll.

Subject - An academic discipline, such as economics, anthropology, physics, offered through courses at various levels, which are taken at Bachelor's (Honours) or Master's level, through a combination of prescribed courses in a specific discipline that comprises most or all of the qualification requirements within the regulations for that qualification. A subject will normally appear printed on the graduation scroll and on the student transcript.

Endorsement - An academic discipline, such as economics, anthropology, physics, offered through courses at various levels, which are taken at undergraduate diploma or certificate, or post/graduate diploma or post/graduate certificate level, through a combination of prescribed courses in a specific discipline that comprises most or all of the qualification requirements within the regulations for that qualification (*i.e.*, normally 75%). An endorsement will normally appear printed on the graduation scroll and on the student transcript. The exception is if it comprises less than 40% of the diploma/certificate.

Pathways within Qualifications - In addition to specialisations, there are pathways within qualifications. These are distinct from articulation pathways, described under section 3.6.1. Pathways within qualifications define a programme of study for students; they are not specialisations and are not displayed on a scroll. The most common example is the research and taught (sometimes known as professional or applied) pathways within Master's degrees. These pathways prescribe programmes of study which conform to the taught/applied and research Master's definitions described under Section 3.2.1. Research pathways include a thesis of either 90 or 120 credits with either 60 or 90 credits of taught courses. On occasion they can include a 60-credit research report when the corresponding taught pathway requires a taught 800-level course.

Taught/professional/applied pathways include either a 60-credit research report or 60 credit applied course, with the remaining credits taught at 700-level.

Pathways can exist in other contexts too. For example, regulations might define a programme of study for students who wish to gain accreditation of some sort; this could apply to several different qualifications, though generally they are at graduate or postgraduate level.

Options within qualifications can also act as pathways if they are prescribed within the regulations. For example, students may be required to take a certain number of credits from two or three different options. Options should not be confused with specialisations: they don't meet the definitions of a specialisation as defined by CUAP and they don't appear on a student's scroll.

Sometimes qualification schedules may be divided into different themes; this is often the case for qualifications without specialisations. Themes should not be confused with pathways as students are not required to take a certain amount from each one. They are there to guide a student's choice, especially within a qualification without specialisation.

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

- Where a qualification can be completed with a specialisation, requirements for completion must be clearly set out within the Qualification Regulations and must explicitly include all requirements, including course pre- and co-requisites and restrictions.
- Where a qualification includes multiple specialisations, each specialisation should be recognisably different from other specialisations at the same level within the qualification. Generally, this means that at least 50% of the courses listed for a given specialisation (within the same qualification) should be unique to that specialisation. There may, however, be times when it is appropriate for two specialisations to share more than 50% of courses. Where this is the case, the regulations for the qualification should specify that combinations of these specialisations are invalid. The same would also be true where there is substantial overlap between a major and a minor. If you are proposing a new specialisation that shares more than

50% of courses with another specialisation (whether that other specialisation is also new/proposed or already exists) you should justify this overlap in the proposal.

- Where a degree allows both a major and a minor, the major and minor should be from different subject areas/disciplines.

4.6 Approaches to Delivery

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

4.6.1 Course Delivery⁵:

Internal mode - University study undertaken on-campus via face-to-face delivery, which are scheduled on a regular basis, normally weekly (and not less than fortnightly), throughout the enrolment period. This mode may include online learning and the use of digital and print resources.

Distance mode - University study undertaken off-campus delivered primarily online or via correspondence using digital and print resources. This mode may include some face-to-face delivery via one or more contact workshops during the enrolment period.

Block mode - University study undertaken on-campus (or at an off-campus location) via face-to-face delivery compressed over one or more specific periods during the enrolment period. This mode may include online learning and the use of digital resources.

4.6.2 Qualification Delivery:

Qualifications can also be delivered in different ways, some of which are governed by CUAP rules. Where a qualification is offered in some sort of partnership with an external organisation, they are subject to the Institutional Partnerships Policy.

Offshore Delivery – in-person

Offshore in-person delivery are programmes that are delivered in countries other than New Zealand by Massey. This includes those that are licensed or sub-contracted to alternative providers. Qualifications that are jointly awarded with offshore partner institutions are also within scope, as are dual award agreements. Offshore delivery in-person qualifications are subject to CUAP accreditation. Where a partner institution is involved, any changes to the agreement of the parties must be submitted to CUAP for re-approval.

Offshore Delivery - Distance

This is where the University provides distance delivery of New Zealand-based qualifications and courses to international and domestic students living abroad. This is not within the scope of CUAP offshore delivery accreditation requirements.

Dual Awards

A programme offered by Massey and another tertiary institution which is validated jointly or by each institution separately, in which a programme and assessment regime allows a student to qualify for two awards, usually in different national systems. Typically, the qualification is divided into three parts with students studying the first part at one institution, the second at the other institution and then choosing which institution they choose to study the third and final part at. Credits passed at the partner institution are treated as equivalent to credits passed at Massey

⁵ There is ongoing discussion on modes.

and recorded as RPL for completion purposes. Quality assurance is jointly shared between Massey and the partner institution. These can be delivered offshore or in New Zealand or both.

Joint Awards – With a New Zealand Partner

Massey may partner with a New Zealand tertiary institution (non-university or university) to offer a jointly awarded qualification. The institutions collaborate in the design and operation of a programme with one assessment regime, leading to one award jointly conferred. These are qualifications where the contribution of each partner is substantial. For non-university partnerships this is subject to both CUAP and NZQA approval and accreditation. For university partnerships this is subject to CUAP approval and accreditation.

Joint Awards – With an Offshore Partner

See Offshore Delivery – in-person above.

Jointly Delivered Awards – With a New Zealand University Partner

These are qualifications made up of courses taught by the University and courses taught by another institution and credited towards the Massey qualification. Staffing and resource matters are the responsibility of the participating institutions, regulated by agreement between them. These are subject to CUAP approval and accreditation.

Pathway Articulation

An arrangement where Massey guarantees places and entry under defined circumstances or for a defined number of students for a specific programme of study from a partner institution.

Mixed Delivery - Students may enrol in a programme of study which includes courses delivered in different modes.

4.7 Credits and Study Hours

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

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

For a standard undergraduate (15-credit) single-semester course, a commitment of a minimum of 10 hours of study time per week is expected, including exams, lectures, labs, assignments, and self-directed study. For postgraduate qualifications, where 30-credit single semester courses are the norm, a commitment of an average of 20 hours per week per 30-credit course is expected, while the same value course (30 credits) delivered as a double semester course would reasonably translate into a minimum 10-hour commitment per week. Note this is the minimum and for students to achieve higher grades, or for some disciplines they may need a higher time commitment.

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

Equivalent Full-Time Student (EFTS)

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

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

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

5 Qualification Approval

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

1. Internal to Massey University
2. External accreditation via CUAP
3. Other external accreditation processes (e.g., for funding or professional accreditation)

When developing or revising qualifications, staff should consider the approval processes that all Massey University qualifications, specialisations, and courses must follow (i.e., the appropriate academic governance approval processes as shown in Figure 1). Advice relating to specific types of proposals is available from the Office of Academic Quality, Reporting and Assurance.

Consideration should also be given, when making a proposal, as to whether the changes require a new course or a course amendment.

Courses change over time to reflect the latest knowledge, research, and pedagogies, but these should not change that course's focal point, depth of learning (i.e., level) and credit value. A change in these or other areas would necessitate creation of a new course. Table 3 illustrates this.

Table 3. Making Changes to a Course

Proposed change to course	Is a new course required?
Change in credit value	Yes
Change in level of learning – e.g., 200 to 300 level	Yes
Change of topic focus, for example, from 'The Vikings' to 'Viking influence on Poetry'	Yes
Change in overall approach, e.g., from a theoretical approach to a practica	Yes
Change of title	Not usually but depends on whether this reflects a change of focus for the course. If other changes are also proposed (e.g., to Prescription, Learning Outcomes, Assessments) consider whether or not this reflects a focus change; if so, a new course would be required.
Amendment to incorporate new research findings	No
Amendment to utilise new teaching methods and/or technologies	No
Amendment to learning outcomes	Not usually, but depends on whether this reflects a change of focus for the course (see Change of title above)

5.1 Internally Approved Qualification Proposals

Some qualification and course-level proposals can be approved internally (i.e., the final approval process occurs within the University), with no further steps required and do not need to be submitted to CUAP for approval. These include:

- Alterations to the content of the qualification schedules
- Changes to the content or sequencing of existing majors, or regulation changes not affecting the qualification's structure in a substantial way
- Introduction of new courses (where not part of a CUAP qualification proposal)
- Course amendments
- Minor non-CUAP qualification amendments
- The introduction of an endorsement in an undergraduate, graduate or postgraduate qualification when the concentration of study in the area of the endorsement comprises less than 40% of the qualification and when the endorsement is not stated on the graduation certificate
- Retirement of a course

5.2 Internally Approved and Externally Reported Qualification Proposals

Qualification proposals that are approved internally but must also be reported to CUAP include:

- The introduction of a postgraduate diploma, postgraduate certificate, graduate diploma, or graduate certificate, only when the university already has an established bachelor's honours or master's programme in the subject and the new qualification draws on existing courses. This would include the introduction of a certificate where there is an established diploma.
- The introduction of an undergraduate diploma or a certificate, only when the university already has an established bachelor's degree in the subject and the new qualification draws on existing courses.
- The introduction of a minor subject in an undergraduate degree only when the university has an established major in that subject. The university must show that the structure of the minor subject complies with the CUAP definition.
- The retirement of entire qualifications, major subjects, minor subjects where there is no established major subject, or endorsements.

5.3 External Accreditation via CUAP

Some qualification proposals are approved internally and must also be submitted for quality assurance through CUAP's peer-review process and approval. Qualifications cannot be delivered until such accreditation is obtained.

1. The introduction of a new academic qualification, including any that are the property of an overseas institution.
2. The introduction of a new subject. A new subject may be defined as:
 - a. at the undergraduate level: a collection of courses with a common theme offered at 100-, 200- and 300-levels, constituting a 'major' (whether or not that term is used by the university concerned) for a degree or diploma. The introduction of a limited number of courses with an intention to increase the offering in future years into a 'major' also comes into this category.
 - b. at the graduate level: any new subject, option or programme for honours and master's degrees or graduate and postgraduate diplomas/certificates. A 'programme' that in effect amounts to a 'major' is also treated as such, even if component parts have been previously approved by the institution or CUAP.
3. The introduction of a minor subject when there is no established major in the subject.
4. The introduction of an endorsement when the concentration of study is 40% or greater and the endorsement is stated on the graduation certificate.

5. The introduction of a new conjoint programme or a new programme consisting of existing qualification or subjects.
6. Substantial changes to the structure of a qualification such as changes to the duration or credit/EFTS value of a programme and extensive changes to the courses that comprise the programme.
7. Changes lowering the minimum entry requirements for a programme.
8. A change in the name of a qualification or subject.
9. Transfer of credit, cross-crediting or exemption regulations falling outside regulations currently in place.
10. Qualifications with significant contributions from overseas and/or delivered offshore may need to be submitted to the committee.

As qualifications must appear in the University Calendar at the earliest opportunity in the form in which they have been approved, any qualifications that are pending approval may be included in the Calendar and in any other publications identified as 'Subject to CUAP Approval.'

5.4 Other External Approval and Accreditation Processes

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

5.4.1 NZQF

On behalf of the University, the Office of Academic Quality, Reporting and Assurance recommends wording to Universities New Zealand, who then approve such wording and refer it for inclusion on the NZQF database.

5.4.2 Professional accreditation

From time to time the University will seek some form of accreditation for its qualifications in addition to CUAP accreditation. Professional accreditation, which may be for the University, a College, or a specific programme, may be used to raise the prestige of the University, facilitate student membership of professional bodies upon graduation, or may be mandatory before a programme can be offered.

Qualifications aimed at preparing graduates who are eligible to apply for professional registration normally require professional body approval or accreditation. CUAP will not approve such qualifications unless evidence of appropriate consultation with the relevant authority is provided. Qualifications of this nature are submitted for approval or accreditation by both CUAP and the relevant professional authority, processes that can normally be undertaken in parallel.

Once accreditation has been obtained, a monitoring and review process is established which must be complied with to retain accreditation. The Office of Academic Quality, Reporting and Assurance maintains a database of all accreditations.

5.4.3 University and other funding bodies

It is important that any qualification the University offers can be funded. For each quality-assured course or qualification that is eligible, the University will seek Student Achievement Component (SAC) funding from the TEC.

The Office of Academic Quality, Reporting and Assurance completes a funding application with TEC on behalf of the University and at the same time requests that the qualification be approved for Student Loan and Student Allowance funding from StudyLink.

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

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

The external approval, accreditation, and reporting processes are shown in Figure 1.

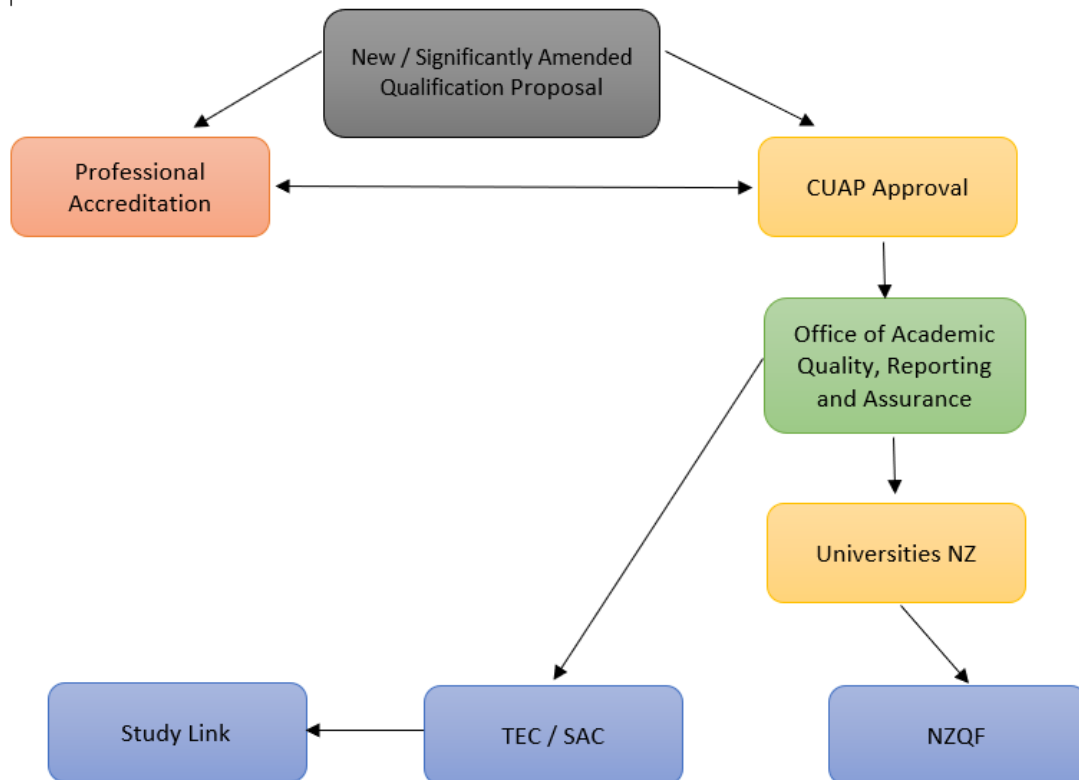


Figure 1. Approval and Amendment Pathways and Documentation

5.4 Proposal Development

All academic proposals are managed in the Curriculum Management system (CM).

The Curriculum Management System

The Curriculum Management (CM) system is the main repository of all approved curriculum information, including but not limited to learning outcomes; assessment patterns; course entry rules; funding information; pre-requisites and restrictions; course publication notes; graduate profiles; qualification regulations; qualification and specialisation schedules; courses; qualifications and specialisations.

Proposals for change – qualifications, specialisations, and courses – are made within CM. Each proposal goes through various different stages, in accordance with the proposal type. The following illustrates this:

- CUAP Change (New courses only and Qualifications and specialisations)
- Non-CUAP Change (Qualifications and specialisations only)
- Schedule Amendment (Qualifications and specialisations only)
- Course Amendment (Courses only)
- Retirement Workflow (All Entities)

Workflow Stages

The workflow stages within CM reflect the different stages through which a proposal goes.

- Draft
- HOD Approval
- College Sub Committee Approval
- College Board Approval: course amendments; minor schedule changes
- Academic Committee Approval: CUAP and non-CUAP proposals
- Academic Board Approval: CUAP proposals
- CUAP Approval: CUAP proposals
- Approve

5.4.1 Early Notices

An Early Notice provides the University with advance notice of a new or substantially amended qualification or specialisation. Each Early Notice should include the following:

- **Implications for the College and University** – Alignment with the University Strategic Plan, how the proposal will enhance the University’s profile and reputation, how it fits within the College research profile and suite of offerings, and how it will contribute to the University financially, particularly in a capped environment.
- **Implications for Students** – How the proposal will attract students (and of which profile), support their learning and future employment needs (including professional registration requirements), and how the proposal fits with student funding criteria.
- **Administrative Processes** – How the proposal will be supported by existing University processes and services, including the impact on the Office of Academic Quality, Reporting and Assurance, Student Finance, the Office of Global Engagement, Student Administration, the University Library, and the National Centre for Teaching and Learning.
- **Futureproofing and Sustainability** – How the proposal is linked to current research, how staffing, physical, and intellectual resources will be acquired and maintained, and SWOT (Strengths,

Weaknesses, Opportunities and Threats) and PEST (Political, Economic, Social and Technological) analyses.

As a precursor to the development of a new or substantially amended qualification/specialisation, Colleges will need to ensure that the proposal is financially viable. To this end a business case should be developed and considered by the designated person/s in the College Executive before the Early Notice is formally disseminated to ensure that the proposal is sustainable.

5.4.2 Market research

All new qualification and specialisation proposals are expected to include a market analysis; in some cases, this may also be appropriate for significant amendments.

5.4.3 Stakeholder engagement

Evidence of adequate consultation is a required for qualification approval processes, both within and external to the University. Effective consultation will ensure any risks or weaknesses in the qualification proposal are identified and remedied and will ensure affected parties are on-board with a proposal, or at a minimum, understand why a particular path (i.e., to proceed with, modify, or abandon a proposal) has been chosen.

Consultation may help attract potential collaborators to enhance the design and implementation of the qualification proposal. If a decision has already been taken, a consultation process should not be instigated; instead, an effective communication strategy should be initiated, so that there is clarity about the intentions regarding the qualification.

5.4.3.1 Consultation process

Early, informal engagement allows any major concerns to be identified in a timely manner and prevents wasted effort if there is no support for a proposal. A more formal and well-documented consultation exercise will be undertaken by the time a qualification proposal reaches the consideration and adoption phases in the Committee process.

A good consultation process incorporates the following steps:

- Determine whether consultation is needed
- Decide at what stage to consult
- Clarify the purpose of consultation
- Determine the scope of the consultation
- Plan the consultation
- Conduct the consultation
- Analyse and report results
- Provide feedback
- Evaluate the consultation

Other Colleges – The development of a new qualification or specialisation offers many chances for collaboration across colleges, particularly in fields that span more than one discipline (e.g., Health, with its science, socio-economic, and cultural facets). Cross-College collaborations may take the form of sharing courses, co-delivering a programme, or the development of a new institute, centre, or school to advance cross-discipline teaching and research.

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

Even retiring a course could be of significance to another College as it may be on a list of approved electives for another programme or may be a popular choice for students on an informal basis. In some cases, it might actually be compulsory or a compulsory option. The Office of Academic Quality, Reporting and Assurance can provide further guidance on cross-college consultation, including cross-college elective course communication, and a resource containing several different scenarios and the type of consultation that may be required.

5.4.3.2 Specific consultation

There are a number of university offices and stakeholders that may contribute to the consultation process. For those units where consultation is not compulsory, consideration should be given to those which can contribute to a quality proposal and/or where the nature of the qualification recommends it.

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

All qualification proposals should include consideration of how delivery will engage with Māori students in accordance with the Kia Mārama: Te Rautaki Māori@Massey me te Kaupapa here Reo 2020 Strategy and Language Policy, including the option of submitting assessments and sitting exams in Te Reo.

The Office of the DVC Māori can provide support and advice on engagement with Māori students, scholars, and communities.

Office of Pacific Student Success – The Office of Pacific Student Success is under the Office of the Provost and can offer advice on engaging with and supporting Pacific students and communities in accordance with the Growing Pearls of Wisdom Pasifika@Massey Strategy 2020.

Office of Global Engagement – The Office of Global Engagement is able to advise on the likely impact on international students and may be able to provide information on other similar initiatives in the international marketplace. They can advise on any implications or restrictions under *The Education (Pastoral Care of Tertiary and International Learners) Code of Practice 2021* to which the University is a signatory. They can also advise on whether a proposal is likely to be affected by student-funding restrictions or by immigration issues (e.g., international students may not be permitted to study part-time).

Office of Academic Quality, Reporting and Assurance – This Office can provide advice and support regarding qualification design, Regulations, and approval and accreditation processes. The Office of Academic Quality, Reporting and Assurance is also aware of trends and innovations across the University, and the wider academic, political, and regulatory environment and processes.

The Data Maintenance Team – This team, which is part of the Office of Academic Quality, Reporting and Assurance, codes regulations into the Student Management System and will be able to provide early advice on implementation matters. They can suggest approaches that will make transition plans, enrolment, and completion easier for students and reduce costs to the University.

Curriculum Transformation Team – Early consultation with this group when designing or refreshing qualifications is very important. The team can assist with innovations in teaching, resource design, and assessment, and may assist in identifying critical areas where students will require additional learning support.

Centres for Learner Success – This Centre has a presence on each campus and provides learning support for students, including disability services. The Disability Services team have an important function in ensuring students with disabilities are able to participate to meet their academic potential. Centre staff should be consulted if there are specific learning outcomes with which students may require assistance.

University Library – Consultation with the University Library occurs when introducing new courses and programmes or when changing or extending mandatory texts, to ensure sufficient and relevant resources are available. It is particularly important to consult with the library when amending or extending programme delivery to ensure that licenses and resources are relevant and adequate for alternative jurisdictions.

Student Registry – The Student Registry team are responsible for the operationalisation of the Regulations, as they relate to students under delegation from colleges. Student Registry staff can also assist programme and course coordinators with any monitoring and reporting requirements. It is important that domestic and international admission teams are advised of new qualifications and significant changes to qualifications so they can manage the effects on students within their areas of responsibility.

Student Association – Students are active partners in the University community and their representation is formalised through the student association. Other less formal student groups include class representatives and individual programme student groups. Obtaining and responding to the student perspective during the consultation process can be both meaningful and enlightening and can yield better results in quality assurance reviews.

Professional Bodies – Accreditation by a professional body is critical to the success of some qualifications. Consultation with the relevant bodies should start early and be maintained over time to ensure the qualification remains relevant for the profession in practice and is compliant with any upcoming regulatory changes. It is also important to consider the requirements of professional bodies in other countries, to ensure the portability of qualifications for international graduates and domestic graduates working abroad.

Commercial and Industry Sectors and Employers – Ensuring that graduates are workplace-ready and have acquired skills and attributes that are adaptable within different settings and technologies is vital to the employability of graduates and to the needs of employers and the economy. Knowing where graduates gain employment and understanding the needs of those employers and sectors can help shape the content of qualifications.

6 Qualification Delivery

6.1 Progression Tools

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

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

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

6.1.2 Qualification entry requirements

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

Minimum admission criteria, including the standards applied and the way they are calculated, are included in Qualification Regulations.

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

6.1.3 Grading

A grade is the assessment of performance in a course. The University-wide marking scheme is shown in Table 6. The final mark for a course will always be a whole number, achieved via Swedish rounding.

Table 4. Massey Marking Scheme

	Grade		Marks
Pass Grades	A+	First Class Pass	90-100
	A		85-89.99
	A-		80-84.99
	B+	Second Class Pass	75-79.99
	B		70-74.99
	B-		65-69.99
	C+	Pass	60-64.99
	C		55-59.99
	C-		50-54.99
	R	*Restricted Pass.	
	AG (formerly AEG)	Aegrotat Pass	
P	Ungraded Pass		
Fail Grades	D	Fail	40-49.99
	E	Low Fail	0-39.99
	F	Ungraded Fail or where completion requirements not met	
	DC (formerly DNC)	Did Not Complete	

Other Entries	WD	Withdrew	
	NF	Not Finalised	
	CT	Continuing Enrolment	

* The awarding of R grades was discontinued in 2017 but are included here because they are still on students' academic record. There is a transition period for which R grade courses may be credited to an incomplete qualification. This option expires at the end of 2025.

Aegrotat consideration applies when a student is unable to sit a fixed time and place examination, compulsory component, or assessment activity due to illness, injury, bereavement, or other critical personal circumstances. An AG or DC grade will be the normal outcome of an application, unless there is sufficient justification for a letter grade, and the student has completed at least 60% of the assessment. A DC is awarded in response to an Aegrotat application where a passing grade is not able to be awarded because the student has not demonstrated that they have met the learning outcomes of the course.

Impaired performance applies when a student does complete the examination or assessment *activity*, but their performance in, or preparation for such, has been seriously impaired. A student who is granted Impaired Performance will be awarded a modified letter grade or AG. The University's Assessment and Examination Regulations specify the rules in relation to Aegrotat and Impaired Performance.

A Did Not Complete (DC) grade is awarded to students who withdraw from a course after the final date for withdrawing, who fail to complete all compulsory elements, who fail to complete assessment components totalling 51% or more of the total assessment, or whose Aegrotat application is unsuccessful.

Guidelines for the use of **Not Finalised (NF)** entries are outlined in the Procedures for Withholding Grades.

A Combined Results Pass is a pass that is granted to a student for a 'Part' or year-cohort of courses within a qualification even though all courses within the part have not been passed. The conditions for this type of pass are set out in the qualification regulations and the pass allows a student to progress into the next 'Part'. Students who are granted a combined results pass retain their original grades.

Achievement can be recognised and motivated by the awarding of qualifications with recognition of academic excellence based on grade or grade average and completion timeframes. For example, four-year Bachelor's Degrees with Honours, Bachelor's Honours Degrees and 240 credit Master's Degrees may be graduated with First-Class Honours, Second-Class Honours Division I, Second Class Honours Division II, Third Class Honours or, in some cases, a pass. Postgraduate Diplomas, 120-credit, and 180-credit Master's Degrees may be awarded with Distinction or Merit to recognise achievement. The option to graduate with academic recognition, and the criteria which will apply, must be incorporated into the Qualification Regulations.

6.1.3.1 Average Grade⁶

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

⁶ The University is revisiting the calculating of GPA and how this is used in different circumstances.

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

The GPA (Individualised GPA on SMS) is simply a mechanism for calculating an Average Grade. The Grade Point Average is converted to an Average Grade by simple reference to the table below; for example, if a GPA of 5 is achieved, then the student has maintained a B average, and a GPA of 3.3 is a C+ average.

Grade Point Average GPA

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

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

Where the GPA value of Grade is assigned according to:

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

Grades of A+, A, A-, B+, B, B-, C+, C, C-, and R* will be counted towards grades earned. Grades attempted will include the above as well as the grades of D, E, and DC. Grades of WD (withdrawal), P and F (a non-graded pass or fail) and AG are neutral and will not be counted towards grades earned or attempted.

*Rs are no longer available but are included here because they still count towards the GPAs of students who were awarded them in the past.

6.1.4 Academic Progress

Academic Progress is determined by the Evaluating Student Academic Progress (ESAP) process. The ESAP process involves regular evaluation of results based on general thresholds of expectation which are outlined in the Academic Progress Policy. These evaluations will result in determining whether a student is excelling, achieving satisfactory performance, or performing at levels below expectation. Specific processes exist, which are outlined in both the Academic

Progress Regulations and Academic Progress Policy, to assist students whose performance is below expectation.

Some Professional and Accredited qualifications also have additional requirements that students must meet. Where these exist, they are listed in the qualification regulations.

6.1.5 Completion timeframes

Massey University supports student achievement and the commitment of students to their studies. The University will sustain an environment that promotes educational opportunity, while facilitating student progression to qualification completion.

Postgraduate qualifications will follow the time to completions specified in the General Regulations for postgraduate qualifications – these are shown in Table 5 below. While there is no official time to completion for undergraduate or graduate qualifications, based on students successfully completing an average of 45 credits per year, it is recommended that 360-credit degrees are completed within a maximum of 8 years. Smaller sized qualifications would usually be completed more quickly.

Time limits for completion of postgraduate qualifications are shown in Table 5.

Table 5. Time limits for Completion (part-time)

Qualification Type	Maximum	Maximum Part-time Honours, Merit, Distinction	Maximum Full-time Honours, Merit, Distinction
60-credit Postgraduate Certificate	2 years	Not available	Not available
120-credit Postgraduate Diploma	4 years	3 years – M/D	1 year – M/D
120-credit Master's degree	4 years	3 years – M/D	1 year – M/D
180-credit Master's degree	5 years	4 years – M/D	18 months – M/D
240-credit Master's degree	6 years	5 years - H	2 years - H
120-credit Bachelor's Honours Degrees	3 years	3 years – H	1 year – H

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

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

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

6.1.6 Abandonment of study

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

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

Re-enrolment and continuation with the original (abandoned) qualification or specialisation (if current), or transfer of credit to an alternative qualification or specialisation (if discontinued) may occur at the University's discretion, upon an assessment of the student's eligibility for admission in accordance with current Regulations. Courses passed, which are to be used for cross credit must be assessed against the current Regulations. They will be subject to the *Recognition of Formal and Informal Prior Learning Regulations* if an exit qualification was awarded in lieu. In addition, permission to re-enrol in a current qualification may be withheld if there are insufficient places available or the student no longer meets admission criteria, including current English Language requirements.

6.1.7 Graduation and conferment of qualifications

Graduation is an important progression tool, as it signifies achievement to a particular level and completion of a qualification. A focus on achievement will require a focus on proactive graduation (i.e., once a student has been assessed as eligible to graduate in the qualification for which they are enrolled, they will be graduated).

Assessment of completion for graduation will be in accordance with the regulations of a student's final year of study, or in accordance with an approved and documented pathway to completion (e.g., under transitional arrangements or under a prior year's Regulations).

A student may be graduated with an exit qualification, in accordance with existing articulation pathways providing that they:

- Would have met the entry requirements for the exit qualification had they been enrolled in it; *and*
- Have met the programme requirements, *i.e.*, completed all required courses and credits; *and*
- Graduate after the date approved for commencement of teaching of the exit qualification (normally the year following CUAP approval).

For example, a student may exit with an undergraduate Certificate after completing 60 credits towards a Bachelor's degree. Students may exit because they: choose not to complete their original qualification; exceed acceptable timeframes for completion; are indefinitely excluded; or become inactive in their enrolment. If students meet the requirements for an exit qualification, they will be permitted to be graduated with that qualification without having been explicitly enrolled in it.

Once a qualification has been awarded it cannot be re-issued under a new or alternative qualification title.

The University shall consider the awarding of posthumous undergraduate and postgraduate qualifications to a student who has died prior to their programme of study being completed and/or prior to any final compulsory elements of their qualification being completed

7. Qualification Lifecycle

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

Qualifications should be developed with the qualification lifecycle in mind (depicted in Figure 2) to ensure the demand and context for the qualification are well understood and that review processes are planned for to ensure that the continued relevance of the qualification is monitored and responded to.

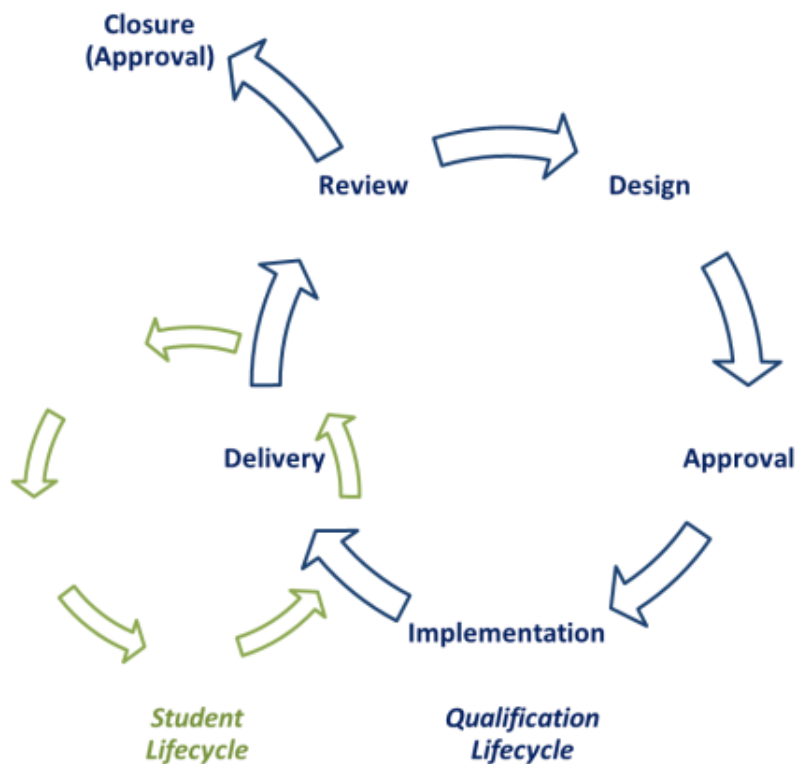


Figure 2. Qualification Lifecycle

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

The Office of Academic Quality, Reporting and Assurance provides advice and support to staff, units, and committees to facilitate the development, amendment, and approval of qualifications, and the development, implementation, and review of academic policies and Regulations. The CUAP approval process is a quality assurance function and provides a peer review of qualification proposals. The following sections of the Qualifications Framework provide the structure within which staff develop qualifications. This structure ensures they progress through the various qualification lifecycle phases in accordance with required quality assurance activities, while adhering to the principles of the Qualifications Policy.

The qualification lifecycle and its attendant quality assurance activities are:

Table 6. Qualification Lifecycle Quality Assurance

Stage	Internal QA	External QA
Programme Development	Support from Office of Academic Quality, Reporting and Assurance Consultation within college, other colleges.	External Consultation
Programme Approval	Committee Approval Process	CUAP Accreditation Process Professional Accreditation (where relevant)
First Graduating Cohort		CUAP Graduating Year Reviews
Ongoing Delivery	Benchmarking Student Engagement/Surveys Qualification Reviews Regulation Reviews Discipline/subject Reviews	Benchmarking TEC (Completion Reporting) Professional Accreditation (where relevant)
Programme redevelopment/change	Support from Office of Academic Quality, Reporting and Assurance Impact and Transition assessment Report of ongoing delivery reviews	External consultation CUAP Accreditation process Professional Accreditation (where relevant)
Programme Closure	Transitioning Procedures	CUAP Retirement Process

7.2 Qualification Reviews

All Massey University qualifications must be reviewed at least once every seven years, in order to ensure that University qualifications are fit for purpose and are delivered in accordance with University policies and strategies.

It is important that both qualifications and discipline portfolios are reviewed holistically alongside other qualifications in the same suite, so that the overall pattern of engagement, completion, and transfer between articulating qualifications can be assessed, and the generation of new qualifications occupying the same space avoided. The Office of Academic Quality, Reporting and Assurance manages the qualification review process.

7.3 Graduating Year Reviews (GYR)

CUAP has given the name Graduating Year Review (GYR) to its moderation process. The committee requires a follow-up programme review of all successful proposals involving the introduction of new qualifications, and major subjects and endorsements comprising 40% or more of a qualification. Where a cluster of related qualifications have been approved the GYR review report may cover all those qualifications, and up to one extra page per qualification is allowed in such cases. (Higher doctorates and PhDs are exempted from this process, and reviews are not required for minor subjects or for endorsements when they comprise less than 40% of the qualification.)

7.3 Low and No Enrolments Policy and Procedures

Massey University's *No and Low Enrolments Policy and Procedures* are designed to ensure the University meets CUAP's requirement that qualifications and specialisations with low or no enrolments

are re-evaluated. The procedures support decision-making, with three possible courses of action: revitalise a qualification or specialisation where enrolments are declining; confirm the strategic, academic, or community importance of those qualifications or specialisations that only attract low enrolments; or close them where appropriate.

The Policy defines no enrolments as a qualification or specialisation in which no student has enrolled in any one academic year. The following EFTS are considered low enrolments:

- Bachelor's degree: 50 EFTS or less per year
- Sub-degree – diploma or certificate: 20 EFTS or less per year
- Undergraduate specialisations: 30 EFTS or less per year
- Undergraduate courses: 7.5 EFTS or less per offering at 100-level; 5 EFTS per offering at 200-level; and 2.5 EFTS per offering at 300-level
- For a Postgraduate Diploma or Master's: 15 EFTS or less per year
- For A nested Postgraduate Diploma and Master's: 20 EFTS or less per year

Qualifications or specialisations with these numbers won't necessarily be disestablished; rather, this establishes a threshold for monitoring.