MASSEY UNIVERSITY QUALIFICATIONS FRAMEWORK

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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3.5.2

Undergraduate Certificates, Undergraduate Degrees, Graduate Certificates, Graduate Diplomas th Honours, Degrees, Postgraduate Certificates, Postgraduate 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 1oS/ Tmnteanrn(W* ne)-57(the)4(008876-8(i)5(s)-5(e)-5

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-

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

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 progress through their studies, both between and within qualifications. For example, the minimum grade average that will allow a .
- **Qualification Lifecycle**: the different stages through which a qualification goes during its , 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

normally parts-based programmes. This means that progression into the second part is conditional upon achievement in the first part.
usually comprises taught courses at 700-level.

3.4 Pre-Degree Qualifications

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.

development and approval of micro-credentials, along with other courses not leading to a qualification.

3.5.3 Short Course[3]

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
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

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**

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 Polind on7(o)-9m0(he)4(ETQqn)-7(R5(c)-5(ati)-3(on)4( )-22u( )-22u( )1Qqrw871 0 59530.000008a)-9(b)-9(

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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

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

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.

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)

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 qui343s0-uates

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
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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,
are well-

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

6 Qualification

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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

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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

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 r
final year of study, or in accordance with an approved and documented pathway

7. Qualification Lifecycle

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.

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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