Statement of Commitment

Massey University is committed to continuous quality improvement in relation to its primary functions of teaching and learning, research and other contributions to society, as defined in Section 162 of the Education Act (1989) and subsequent amendments. The University’s operations are governed by the Act and influenced by the changing landscape of the tertiary education system. The development of a Charter, 10 Year Plan and Statement of Objectives/Profile 2003-2005 has enabled the University to redefine its objectives, goals and directions in the context of its distinctive characteristics. Pride in achievement is accompanied by the knowledge that there are areas where improvement is practicable. These are reported in this Portfolio.

Professor Judith Kinnear
Vice-Chancellor

Mission Statement

The University will advance, preserve and respect knowledge through research and scholarship to the benefit of the wider community. It will play a constructive part in the economic, social and cultural life of New Zealand at local, regional, national and international levels.

The Academic Audit Portfolio

The Massey University Audit Portfolio has been prepared for the Cycle 3 Academic Audit of 2003 carried out by the New Zealand Universities Academic Audit Unit. The Academic Audit Portfolio summarises Massey University’s systems and processes that support the audit themes of Programme Delivery, Teaching Quality & Student Learning. The Portfolio comprises the following elements

- Portfolio and Appendices
- Boxed Support Materials
- List of Items Available on Request
Table of Contents

Contents

Statement of Commitment / Mission Statement ................................................. 3
List of Abbreviations used in the Portfolio .................................................... 6
List of Boxed Items ....................................................................................... 91
List of Items Available on Request .................................................................. 92
List of Relevant Website Addresses ................................................................. 92

1.0 Introduction ................................................................................................. 7
1.1 The MU Self Review Process Summary ...................................................... 7

2.0 The Institutional Context, Structure & Planning ............................................ 9
2.1 History ......................................................................................................... 9
2.2 Distinctive Characteristic ........................................................................ 11
2.3 Organisation & Structure ....................................................................... 13
2.4 Strategic Planning ................................................................................... 15

3.0 The Treaty of Waitangi ................................................................................ 17
3.1 Policy ........................................................................................................ 17
3.2 Implementation ....................................................................................... 17
3.3 Planned Improvements ........................................................................... 18

4.0 Quality Systems .......................................................................................... 19
4.1 Academic Quality Advancement ................................................................ 19
4.2 Service Quality ....................................................................................... 20
4.3 Policies & Procedures ............................................................................ 20

5.0 Academic Structures & Support .................................................................. 21
5.1 Introduction ............................................................................................... 21
5.2 Academic Structures ............................................................................. 21
5.3 Support Structures ................................................................................ 22
5.4 Support Infrastructure ............................................................................ 24

6.0 Programme Delivery ................................................................................... 29
6.1 University Objectives ............................................................................ 29
6.2 Implementation ........................................................................................ 30
6.3 Monitoring & Review ............................................................................ 35
6.4 Performance Evaluation ......................................................................... 39
6.5 Summary of Key Improvements ............................................................... 40

7.0 Teaching Quality ......................................................................................... 42
7.1 University Objectives ............................................................................ 42
7.2 Implementation ....................................................................................... 43
7.3 Monitoring & Review ............................................................................ 47
7.4 Performance Evaluation ......................................................................... 47
7.5 Summary of Key Improvements ............................................................... 48
# Table of Contents

<table>
<thead>
<tr>
<th>Section</th>
<th>Title</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>8.0</td>
<td>Student Learning</td>
<td>50</td>
</tr>
<tr>
<td>8.1</td>
<td>University Objectives</td>
<td>50</td>
</tr>
<tr>
<td>8.2</td>
<td>Implementation</td>
<td>51</td>
</tr>
<tr>
<td>8.3</td>
<td>Monitoring &amp; Review</td>
<td>60</td>
</tr>
<tr>
<td>8.4</td>
<td>Performance Evaluation</td>
<td>61</td>
</tr>
<tr>
<td>8.5</td>
<td>Summary of Key Improvements</td>
<td>62</td>
</tr>
<tr>
<td>9.0</td>
<td>Conclusion</td>
<td>63</td>
</tr>
</tbody>
</table>

## List of Figures

1. Massey University Locations in New Zealand | 11
2. Members of the Vice-Chancellor’s Executive Committee | 14

## List of Tables

1. Shortened Chronological Development of Massey University | 9
2. Key Improvements for Quality Advancement in Regard to the Cycle Themes | 63

## Appendices

1. Student Profile | 65
2. Council & Academic Board Committees | 66
3. MU Structures | 67
4. MU Planning Framework | 77
5. College Profiles | 77
6. Academic Policy Approval & Management Pathways | 84
7. Qualifications Offered by MU (2003) | 85
8. Paper Offerings Information | 89
<table>
<thead>
<tr>
<th>Abbreviation</th>
<th>Definition</th>
<th>Abbreviation</th>
<th>Definition</th>
</tr>
</thead>
<tbody>
<tr>
<td>AAU</td>
<td>Academic Audit Unit</td>
<td>MoPPS</td>
<td>Manual of Policies &amp; Procedures</td>
</tr>
<tr>
<td>ASA</td>
<td>Albany Students’ Association</td>
<td>MU</td>
<td>Massey University</td>
</tr>
<tr>
<td>AVC(A)</td>
<td>Assistant Vice-Chancellor (Academic)</td>
<td>MUELC</td>
<td>Massey University English Language Centre</td>
</tr>
<tr>
<td>AVC(Māori)</td>
<td>Assistant Vice-Chancellor (Māori)</td>
<td>MUSA</td>
<td>Massey University Students’ Association (Palmerston North)</td>
</tr>
<tr>
<td>AVC(R&amp;ER)</td>
<td>Assistant Vice-Chancellor (Research &amp; External Relations)</td>
<td>NSATS</td>
<td>National Student Administration and Teaching Support</td>
</tr>
<tr>
<td>CEQ</td>
<td>Course Experience Questionnaire</td>
<td>NSR</td>
<td>National Student Relations</td>
</tr>
<tr>
<td>CUAP</td>
<td>Committee on University Academic Programmes</td>
<td>NZVCC</td>
<td>New Zealand Vice-Chancellors’ Committee</td>
</tr>
<tr>
<td>DRC</td>
<td>Doctoral Research Committee</td>
<td>OLMG</td>
<td>Online Learning &amp; Monitoring Group</td>
</tr>
<tr>
<td>DVC</td>
<td>Deputy Vice-Chancellor</td>
<td>OWLL</td>
<td>Online Writing &amp; Learning Laboratory</td>
</tr>
<tr>
<td>EFTS</td>
<td>Equivalent Full Time Students</td>
<td>PRP</td>
<td>Performance Review &amp; Planning</td>
</tr>
<tr>
<td>ESOL/SLT</td>
<td>English to Speakers of Other Languages / Second Language Teaching</td>
<td>PVCs</td>
<td>Pro Vice-Chancellors</td>
</tr>
<tr>
<td>EXMSS</td>
<td>Extramural Students’ Society</td>
<td>SAAC</td>
<td>Student Academic Advisory Committee</td>
</tr>
<tr>
<td>FIET</td>
<td>Fund for Innovation &amp; Excellence in Teaching</td>
<td>SECAT</td>
<td>Student Evaluation of Content, Administration &amp; Teaching</td>
</tr>
<tr>
<td>GREQ</td>
<td>Graduate Research &amp; Experience Questionnaire</td>
<td>SIU</td>
<td>Student Information Unit</td>
</tr>
<tr>
<td>HEMI</td>
<td>Headcount &amp; EFTS Management System</td>
<td>SPM</td>
<td>Student Programme Management Tool</td>
</tr>
<tr>
<td>HRS</td>
<td>Human Resources Section</td>
<td>SMS</td>
<td>Student Management System</td>
</tr>
<tr>
<td>IPD</td>
<td>Integrated Product Database</td>
<td>TDU</td>
<td>Training &amp; Development Unit</td>
</tr>
<tr>
<td>ISO</td>
<td>International Students’ Office</td>
<td>TSDP</td>
<td>Teaching Skills Development Programme</td>
</tr>
<tr>
<td>ISSO</td>
<td>International Student’s Support Offices</td>
<td>VCEC</td>
<td>Vice-Chancellor’s Executive Committee</td>
</tr>
<tr>
<td>ITS</td>
<td>Information Technology Services</td>
<td>WebCT</td>
<td>Web Course Tools</td>
</tr>
<tr>
<td>M@WSA</td>
<td>Massey University at Wellington Students’ Association</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
1.0 Introduction

One of the primary functions of a university is learning and teaching, but the characteristics that distinguish universities from other educational and training institutions is the interdependence of teaching and research, and an enduring commitment to advancing and disseminating knowledge locally, nationally and internationally.

Massey University (MU) recognises that the Cycle 3 academic audit of Programme Delivery, Teaching Quality and Student Learning is essentially a comprehensive review as the quality systems and infrastructure for the audit themes span every unit in the University. For this reason, the approach taken has been to provide an overview of the institutional context including the structures and planning framework (Section 2) and a summary of the primary academic and support structures provided nationally and regionally (Section 5).

As a university, MU recognises that fulfilment of Treaty of Waitangi obligations is an overarching goal and a summary of our policy, implementation strategy, key advances and key improvements is provided in Section 3. MU also has quality frameworks for both academic and service quality and these are described in Section 4.

Sections 6 to 8 focus exclusively on the specific systems and support for Programme Delivery, Teaching Quality and Student Learning. Each section summarises the most pertinent University objectives for each theme as stated in the MU Ten Year Plan and Statement of Objectives/Profile 2003-2005 and other key documents that are attached as Boxed Items. A general overview of the relevant structures and implementation strategies for the achievement of the University objectives is provided, as are the procedures for monitoring performance in relation to each theme.

The Performance Evaluation reported for each theme is based upon information obtained during the University’s Self-Review. Key improvements are also identified and these are summarised at the conclusion of each theme and in the Conclusion of the Audit Portfolio.

1.1 The MU Self-Review Process Summary

The internal Self-Review conducted in preparation for the 2003 Academic Audit aimed to provide an indication of the current state of practice in regard to the Cycle Themes. The Self-Review process consisted of a survey that was sent to all academic units and targeted support services. Department heads and section managers were asked to respond to six open-ended questions about their
objectives, implementation strategies, indicators, performance, review mechanisms and plans for improvement in regard to each of the Cycle Themes. Relevant university policies were collated at the beginning of each document thereby providing academic and service managers with a point of reference to check the alignment of their unit’s objectives.

The Self-Review process began in September 2002 and was completed in April 2003. Completed Self-Review surveys were collated by question and summarised as “Self-Review Findings” that gave an overview of unit objectives, implementation strategies, indicators and review mechanisms. The Self-Review Findings were discussed with representatives of the Students’ Federation in order to obtain a student perspective of the processes under review and check the validity of the findings.

An overall performance evaluation was developed from the surveys and triangulated with the student feedback and data collected from print, web and administrative resources. The outcomes were then presented as a draft Audit Portfolio to a variety of groups across the University for comment and amendment. The draft Portfolio was revised in accordance with the feedback obtained before formal approval was sought through the academic policy approval and management pathways described later in this Portfolio.
The Institutional Context, Structure & Planning

2.0 The Institutional Context, Structure & Planning

2.1 History

Massey Agricultural College opened in 1928 and became a residential college of repute over the next few decades. Massey merged with a branch college of Victoria University of Wellington in 1963 and became Massey University of Manawatu in 1964. An amendment abbreviating the name to Massey University was passed in 1966. Since that time, the University has continued to grow and a second campus was established at Albany in 1993. A merger with the Palmerston North College of Education was formalised in 1996, and the University merger with the Wellington Polytechnic in 1999 led to the formation of the College of Design, Fine Arts and Music and added to the programmes of other Colleges.

Massey University has responded to the challenges of successive government policies and reforms in tertiary education and now comprises five colleges with 43 academic units located across three campuses in the North Island. The past decade has seen the number of enrolled students increase from 24 765 (11 874 EFTS) in 1992 to 39 745 (21 527 EFTS) in 2002.

A brief outline of Massey University’s history is shown in Table 1. A more detailed description of the University’s history can be found in the University Calendar.

<table>
<thead>
<tr>
<th>Year</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>1928</td>
<td>Massey Agricultural College formally opened after two years’ planning with Professor Geoffrey Peren as Principal</td>
</tr>
<tr>
<td>1961</td>
<td>University of New Zealand dissolved Faculty of Technology established Extramural / distance mode of delivery commenced via the Teachers’ College</td>
</tr>
<tr>
<td>1962</td>
<td>Faculty of Veterinary Science established Massey University College of Manawatu Act passed</td>
</tr>
<tr>
<td>1963</td>
<td>Massey University College of Manawatu amalgamated with the Palmerston North branch of Victoria University of Wellington Dr Alan Stewart becomes the second Principal</td>
</tr>
<tr>
<td>1964</td>
<td>Started operating as Massey University of Manawatu with Dr Alan Stewart as the first Vice-Chancellor</td>
</tr>
<tr>
<td>1965</td>
<td>Faculties of Humanities, Social Sciences and Science established</td>
</tr>
<tr>
<td>1966</td>
<td>Name abbreviated to Massey University</td>
</tr>
</tbody>
</table>
### TABLE 1: SHORTENED CHRONOLOGICAL DEVELOPMENT OF MASSEY UNIVERSITY

<table>
<thead>
<tr>
<th>Year</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>1969</td>
<td>School of Graduate Studies established</td>
</tr>
<tr>
<td>1972</td>
<td>Cooperation between the University and Palmerston North Teachers’ College formalised through the creation of a School of Education</td>
</tr>
<tr>
<td>1977</td>
<td>Faculties of Business Studies and Education established</td>
</tr>
<tr>
<td>1979</td>
<td>Over 10 000 students (headcount), 6 087 EFTS</td>
</tr>
<tr>
<td>1983</td>
<td>Dr Neil Waters becomes the second Vice-Chancellor</td>
</tr>
<tr>
<td>1987</td>
<td>Over 20 000 students (headcount), 9 130 EFTS</td>
</tr>
<tr>
<td>1989</td>
<td>Education Act passed</td>
</tr>
<tr>
<td>1990</td>
<td>Amendments to the Education Act passed</td>
</tr>
<tr>
<td>1993</td>
<td>Albany Campus opened</td>
</tr>
<tr>
<td>1994</td>
<td>Faculty of Information and Mathematical Sciences established</td>
</tr>
<tr>
<td>1995</td>
<td>Semesterisation of paper offerings at the Palmerston North campus was introduced (already in effect at the Albany Campus)</td>
</tr>
<tr>
<td>1996</td>
<td>Professor James McWha appointed as the third Vice-Chancellor</td>
</tr>
<tr>
<td></td>
<td>Merger with Palmerston North College of Education to form Massey University College of Education</td>
</tr>
<tr>
<td></td>
<td>Over 30 000 students (headcount), 15 308 EFTS</td>
</tr>
<tr>
<td>1997</td>
<td>University Faculties reorganised into four Colleges: Business; Education; Humanities and Social Sciences; Sciences</td>
</tr>
<tr>
<td>1998</td>
<td>Construction completed of a purpose-built Māori Studies Complex: Te Putahi ā Toi</td>
</tr>
<tr>
<td>1999</td>
<td>Merger with Wellington Polytechnic</td>
</tr>
<tr>
<td></td>
<td>College of Design, Fine Arts and Music established</td>
</tr>
<tr>
<td></td>
<td>The adidas Institute of Rugby opened at the Palmerston North Campus</td>
</tr>
<tr>
<td>2000</td>
<td>New multi-campus management structure implemented</td>
</tr>
<tr>
<td>2001</td>
<td>Albany e-Centre opened</td>
</tr>
<tr>
<td>2002</td>
<td>Centre for Research Excellence funding established the Allan Wilson Centre for Molecular Ecology and Evolution</td>
</tr>
<tr>
<td></td>
<td>American Veterinary Medical Association awards accreditation to the Veterinary School</td>
</tr>
<tr>
<td></td>
<td>Education (Tertiary Reform) Amendment Act 2002 passed</td>
</tr>
<tr>
<td>2003</td>
<td>Professor Judith Kinnear appointed as the fourth Vice-Chancellor</td>
</tr>
<tr>
<td></td>
<td>Over 40 000 students (headcount)</td>
</tr>
</tbody>
</table>
2.2 Distinctive Characteristics

Extramural

Massey University is the pre-eminent distance education provider in New Zealand with a strong commitment to accessibility and life-long learning. Massey has developed an international reputation in distance education both in terms of the quality of its extramural programmes and the systems that support those programmes. The integration and interdependence of support services with an innovative curriculum across a wide range of disciplines has created a student profile that in terms of age and gender is more balanced and diverse compared to that of other New Zealand universities.

Access

The University’s strength in distance education, when viewed alongside the evolving portfolio of qualifications and geographical reach of three campuses in Albany, Palmerston North and Wellington (Figure 1), represents a powerful capability to deliver education to the national community. The structure of the University provides the platform for breadth of access to teaching and research activities and synergetic exchange between disciplines and geographic locations.

Figure 1: Massey University Locations in New Zealand

- Campuses
  - Albany
  - Palmerston North (Hokowhitu, Ruawhara, Turitea)
  - Wellington

- Student Liaison Offices
  - Albany
  - Hamilton
  - Napier
  - Palmerston North
  - Wellington
  - Christchurch
  - Dunedin

Internationalisation

A university is international by history, definition and design, and Massey University’s internationalisation strategy states a commitment to internationalisation of the curriculum and teaching of the University; internationalisation of research activities via international linkages and by achieving international recognition for its quality; internationalisation of the
student experience at Massey University; and active development of international programme delivery opportunities. Massey University aims to increase the opportunities for domestic students to study overseas, and to ensure that international students are well supported with a campus life that reflects international cultures and values.

Relevance

Massey University has a reputation for serving the needs of the New Zealand community and will continue to ensure that its programmes and research are seen as applied and relevant to students, employers, industry and New Zealand society.

Research

Massey University has one of the highest research outputs of any New Zealand university. In 2002, the announcement of Centre of Research Excellence funding for the Allan Wilson Centre further acknowledged Massey’s distinguished record and excellence in research. In addition to this Centre for Research Excellence, the University also has a number of research centres with close links to specific industries and other sectors of society. Massey has recently established research brokerages at Palmerston North and Albany to facilitate access to the innovative research and technology developed at the University. Commercial activities are further enhanced by an infrastructure designed to promote and support contracts, consultancies, patenting, licensing and joint ventures.

Quality

Massey University’s distinctive delivery systems centre around the quality of the infrastructure supporting the flexible delivery of all the University’s programmes. The University is actively pursuing initiatives that will strengthen staff capability, processes and systems including the Academic Quality Assurance Plan, implementation of a comprehensive planning and reporting framework, risk management policy and completion of a long term financial strategy. A number of system improvement projects are underway to make University’s administrative systems more efficient and effective.

Māori

Massey University has particular strengths in both Māori teaching and research and the appointment of an Assistant Vice-Chancellor (Māori) (AVC(Māori)) in 2002 will bring further form and focus to the University’s commitment in this area. Three major research programmes funded by FRST and HRC focus on Māori health and development and the University hosts a national Māori mental health workforce development programme. In the area of Māori education Massey has particular strengths with papers and programmes for general education and Māori
immersion schooling. There is also a flourishing School of Māori Studies and a recently established Centre for Māori Business. The University has marae at Hokowhitu, Turitea and Wellington.

Culture

The continued success of Massey University as a multi-campus, multi-modal institution depends on our ability to maintain a strong ‘one university’ culture, recognising the diversity and contribution of staff while being able to attract and retain staff of international reputation. The University’s distinctive reputation for relevance and accessibility is a direct reflection of the flexibility of its staff. Massey University staff are characterised by their ‘can-do’ attitude in developing innovative, value-adding teaching and research solutions for the University’s community.

Breadth

One of the distinctive characteristics of Massey University is the breadth of activity in teaching and research. The University’s unique programmes in the areas of veterinary science, design and aviation are only part of a comprehensive portfolio of programmes offered by the University. Across the Colleges there is a strong focus on qualifications of an applied nature which are strongly supported by theory and research. The University’s academic offerings cross the full range of the Ministry of Education’s course classification codes with the exception of dentistry, medicine and trades.

2.3 Organisation & Structure

The University is governed by the University Council which is chaired by the Chancellor and advised by Academic Board and other committees. As governing body, the Council has a variety of duties and responsibilities including:

- Ensuring that the highest academic standards of teaching, education and research are maintained
- Maximisation of educational participation by the wider community
- Financial accountability
- The responsible use of public resources
- Adherence to the principles of the Treaty of Waitangi and relevant human rights legislation

In 2001, a review of Academic Policy Making at Massey University produced 22 recommendations for academic policy formation. In 2002, those recommendations were considered by Academic Board and referred to Council for review and implementation in 2003. Consequently, changes to the committees of Council and their responsibilities are anticipated.
The Vice-Chancellor is the Chief Executive Officer reporting directly to the University Council. The Vice-Chancellor’s Executive Committee (VCEC) comprises the Assistant Vice-Chancellor (Academic) (AVC(A)), Assistant Vice-Chancellor (Research & External Relations) (AVC(R&ER)), AVC(Māori), the Registrar, the Director Human Resources, five Pro Vice-Chancellors (PVCs) and three Deputy Vice-Chancellors (DVCs) representing the Auckland, Palmerston North and Wellington regions (Figure 2).

Figure 2: Members of the Vice-Chancellor’s Executive Committee (VCEC)

The senior management structure is based upon an integrated model that incorporates three lines of responsibility. The College line has primary responsibility for teaching, research and community service. The Regional line reflects the need for localised strategic planning, infrastructure and coordination of services. The Office of the Vice-Chancellor is responsible for university-wide policy development and the coordination, planning and monitoring of activities.
Reporting to members of the Vice-Chancellor’s Office are the ‘National Shared Service’ divisions which provide the infrastructure and support for teaching, learning, research and communications across all campuses and delivery modes.

Colleges span campuses to deliver teaching, research and service in accordance with University objectives at the national and regional levels. Over the past six years there has been substantial devolution of accountability and resources to the PVCs as heads of the Colleges previously responsible for the organization and delivery of teaching and research. The Colleges are organised into academic units known as Departments, Institutes or Schools, with further devolution of accountability and resources to the Heads of these units. As a result, the academic voice of staff and students in the Departments, Institutes and Schools has a much greater impact on the overall management of the University than was the case in the previous faculty structure.

The Colleges were established in accordance with the principle of a clear distinction between academic processes and support and service functions which are provided centrally or through the campuses. Each PVC has the primary responsibility of ensuring that the College achieves excellence in teaching, research and community service in accordance with the University’s Ten Year Plan and Profile.

The PVC’s Executive acts as the senior advisory committee in each College assisting the PVC with setting strategic direction, managing College resources, and managing the delivery of academic programmes. College Boards advise the Academic Board on matters relating to the academic portfolio and any other matters referred by Council. Heads of Departments, Institutes and Schools manage all activities and functions at the operational level of the academic unit. In addition to the obligatory elements outlined above, the Colleges also have appropriate student representation in the academic components of their organizational structure.

### 2.4 Strategic Planning

The University Council “determines the policies of the institution in relation to the implementation of its charter, the carrying out of its profile, and, subject to the State Sector Act 1988, the management of its affairs” (Education (Tertiary Reform) Amendment Act 2002, Section 180(e)).

The Education (Tertiary Reform) Amendment Act 2002 also states that the Council may not make any decision or statute about academic matters without requesting and considering advice from the Academic Board (Section 182). Together, the Academic Board and Council provide forums where representative interests have input into approving development strategies.
VCEC advises and assists the Vice-Chancellor in the management and administration of Massey University with particular reference to strategic direction and major policy initiatives.

In 2002 the University completed a review of its Strategic Plan (culminating in the production of the University’s 10 Year Plan) to ensure its overall direction continues to be relevant in the current social, political, and economic context. As part of this review the University Council endorsed a framework of eight Primary Aims and associated objectives to guide the development and implementation of College, Region and Division plans for current and future planning periods.

During the same year, participation in the Transition Tertiary Education Commission trial of Charters and Profiles provided an opportunity to revise the University’s Statement of Objectives/Profile 2003-2005 in the context of the 10 Year Plan and Government Tertiary Education Strategy. The Statement of Objectives/Profile 2003-2005 outlines the initiatives planned by the University to meet its 10 Year Plan goals and includes specific performance indicators to enable meaningful reporting on progress.

In addition, an Annual Plan is produced, which is the first year of the Statement of Objectives/Profile set out in detail. The Annual Plan provides a review of the previous years performance, action plans, strategic projects, capital expenditure rationale, financials (including annual budget) and performance measures and targets. The Annual Plan links to the Performance Reporting and Risk Management Frameworks within the overall University Planning Framework.

The University reports on progress toward achieving targets for the performance indicators in the Annual Report and Financial Statements, and is currently implementing progress reporting on Key Performance Indicators as part of its bi-monthly management reporting. Performance Targets and Indicators within Annual Report are submitted to the House of Representatives to meet the requirement of the Education Act 1989 s.203(1)(c)(iii) and are required to be audited as per the Public Finance Act 1989 s.41.

The revision of the University’s Charter during 2003 will provide a further opportunity to clarify the directions, values, and distinguishing characteristics of Massey University. Together, the Charter, 10 Year Plan and Profile set out the goals and objectives of the University in the long, medium and short term planning cycles.
3.0 The Treaty of Waitangi

3.1 Policy

Massey University is committed to giving effect to the principles of the Treaty of Waitangi within the policies and practices of the University, and to recognize the mutual benefits that follow.

The University will contribute to Māori development, promote full Māori participation, maintain the Māori language as an official language of the University, foster mutual regard and understanding for academic knowledge and customary Māori knowledge, recognize and acknowledge the special status of tangata whenua in the mana whenua of each campus, seek opportunities for mutually beneficial partnerships with Māori, and facilitate teaching and research programmes consistent with Māori aspirations and processes.

3.2 Implementation

Massey University has been proactive in terms of its commitment and achievements in addressing Treaty issues. Instruments such as the Tertiary Education Strategy and the supplementary grant for Māori development have been catalysts for action and have provided extra resource to facilitate initiatives.

The University is continuing work to strengthen the position of Māori in the University community through a range of initiatives which are set out in the 10 Year Plan and Statement of Objectives/Profile. The appointment of an AVC(Māori) in 2002 and subsequent development of a comprehensive Māori@Massey strategy are important advances toward implementation of the Treaty of Waitangi objectives, and the achievement of positive outcomes for Māori development.

The Māori@Massey strategy sits alongside many other endeavours across the University and aims to distinguish MU as a university that will make a substantial difference to Māori people and the Māori resource base. Embedded in the strategy are six broad aims:

- enhancement of Māori academic capacity
- expansion of the Māori professional workforce
- collaboration with Māori in the creation of new knowledge
- informing cultural, social, economic, and ecological policies and programmes
- promotion of te reo Māori as a used language
- direct participation in iwi and Māori ventures linked to positive Māori development.
Colleges, Campuses and Divisions are required to report annually on their strategies and progress toward the University goals and objectives regarding the Treaty of Waitangi. Key advances in this area include:

- Poutakawaenga Ākonga Māori to act as a central point of contact for the range of University programmes offered.
- Development of Regional Māori Reference Groups to work with the AVC(Māori) to enhance collaboration and partnership with Māori.
- Conducting a Vice-Chancellor’s Symposium (2002) that focused on exploring the obligations and benefits of Massey University’s commitment to the Treaty of Waitangi.
- Employment of Kaitautoko Māori in each College and Kai-Arahi in the College of Sciences.
- Te Kāiawao Māori at the Albany and Wellington Campuses to ensure that the principles of the Treaty of Waitangi are reflected in decision-making.
- The establishment of Māori-focussed positions in National Shared Services such as the Kaitakawaenga Māori position at the Library to assist Māori students with the use of Library services, facilities and research, and a specialised Māori Learning Consultant in the Training and Development Unit to assist staff in Māori development.
- The availability of a Māori Student Counsellor at Turitea and a Kaihono Māori at Albany.
- The development of the “Massey Māori” publication with a focus on programmes relevant to Māori.
- Information on Treaty obligations included in a handbook for new staff.

3.3 Planned Improvements

- Implementation of the Māori@Massey strategy in 2003 and beyond.
- Improving the Māori kaupapa/skill base of academic and general staff through participation in training programmes.
- Expanding learning support programmes to achieve retention and completion targets for Māori.
- Targeting research programmes in conjunction with iwi and establishing the appropriate infrastructure to support Māori research initiatives. For example, the College of Education longitudinal research programme to support Māori student achievement, establishment of a Māori Entrepreneurship and Business Research Centre and Kaihautu (Director) in the College of Business, the College of Humanities and Social Sciences annual conference on Māori Development.
- Increase senior Māori leadership by adding further positions to the chairs of Māori Education, Māori Studies, Māori Language and Māori Research and Development already established.
4.0 Quality Systems

4.1 Academic Quality Advancement

The Academic Quality Assurance Plan, developed and implemented by staff in the Office of the AVC(A), supports the University’s Charter, 10 Year Plan and Statement of Objectives/Profile through data gathering, information dissemination and system evaluation. Key elements of the Academic Quality Assurance Plan include the following:

**System Evaluation:** Recognition that the Quality System is systemic, that is, outcomes, processes and the interrelationships between them are equally important. This is supported by Self-Reviews against stated objectives and Academic Audits.

**Open Communications:** Evaluations and the identification of areas for improvement proceed in an open manner. The importance of consultation and closing the feedback loop is not underestimated.

**Data Gathering and Information Management:** Emphasis is on gathering accurate information that is valid with an equal focus on quantitative and qualitative data. Establishing appropriate mechanisms for long-term data collection and the production of time series tracking reports are a high priority.

**Maintaining a Focus on Improvement:** The Academic Quality System is a living entity that will evolve and change over time. There is recognition that there are no ‘quick fixes’ and many of the outcomes from improvement strategies will only be revealed over a period of years.

4.1.1 Responsibility for Academic Quality Assurance

Responsibility for continuous quality improvement lies with every staff member at the University. In particular, the AVC(A) guides the University through the development of academic policies, procedures and quality systems for the delivery of programmes. The Academic Quality Manager assists the AVC(A) in the development and implementation of the Academic Quality Assurance Plan.

The Pro Vice-Chancellors are responsible for quality assurance in their Colleges. Academic Directors from each College meet at least monthly with the AVC(A) in a forum to discuss issues relating to the quality of academic programmes, promote consistency in the management, administration and delivery of University qualifications and promulgate good practice across the Colleges. Formal academic review and approval progresses through Academic Board and its sub-committees comprising appropriate representation of staff and students.
Deputy Vice-Chancellors monitor the quality systems in their Regions and Sections with the use of relevant Key Performance Indicators and business plans. Various advisory groups have been established to provide academic advice to senior academic managers, eg the Albany Academic Committee and the Student Academic Advisory Committee advising the AVC(A).

4.1.2 The University Academic Audit

The presence of an academic audit unit established by all the New Zealand universities in ‘the interests of quality improvement’ has raised awareness of academic quality. Regular academic audits reinforce the importance of quality systems and quality assurance.

The role of the AAU is best characterised as that of an external quality driver. The preparation of a university Audit Portfolio encourages critical reflection upon the systems in place to support quality improvement and the provision of a public audit report encourages accountability of the institution.

Massey University has chosen to promote the philosophy that an Academic Audit is not an inspection, but an opportunity to obtain considered feedback on how the University might better attain institutional goals. This philosophy, coupled with an intensive Self-Review Process, has raised the profile of quality advancement and encouraged closer monitoring of the academic quality assurance systems.

4.2 Service Quality

During 2001 the University embarked upon a pilot project whereby six areas of the University implemented a balanced scorecard approach to reporting on their operational areas. Generic measures currently comprise customer satisfaction, internal processes, financial and organisational learning dimensions in the context of the University’s and unit’s objectives. Since the pilot evaluation was completed, the Projects Office of the University has been working toward implementing the balanced scorecard methodology across other service areas of the University.

4.3 Policies & Procedures

The Manual of Policies and Procedures (MoPPs) describes the policies, procedures and structures in operation at the University. MoPPs was converted to electronic form in 1999 and is now available from the University intranet to all staff. A review of MoPPs began in 2002 to ensure that policy and procedural documentation was up-to-date, presented in a consistent format, easily accessed and compliant with legislative requirements. The review will be ongoing during 2003 with outcomes expected in 2004 and beyond.
5.0 Academic Structures & Support

5.1 Introduction

Programmes are delivered by the Colleges of the University as centres for teaching, learning, research and service. However, MU recognises that all units of the University provide support to programme delivery, teaching and learning in some way. The following section briefly outlines the academic and support infrastructures pertinent to the themes under review. The direct contributions of specific units that provide further support for programme delivery, teaching and learning are summarised in Sections 6 to 8 with the Self-Review findings.

5.2 Academic Structures

The core of Massey University is its staff, and the dedication and commitment of academic staff within the Colleges is the basis for the quality of the University’s programmes, research outputs, teaching excellence and service contributions.

Heads of Departments, Institutes & Schools manage all academic and resource functions within each academic unit in addition to contributing to the teaching and research programmes of the College. Heads of Departments, Institutes & Schools provide academic leadership, promote and support student progress, and assist with College and University academic processes and management functions.

Programme directors or coordinators are responsible for the management and coordination of individual academic programmes, facilitating the effective operation of programme advisory committees, curriculum reviews, and ongoing programme development and monitoring.

The Academic Directors and Academic Services Managers in each College are responsible for the administration of all student and academic services from course approval to graduation clearance. Academic Directors maintain an overview of the programmes offered by the College, managing all administrative matters relating to the College’s portfolio of qualifications, and developing College-wide policies and procedures as appropriate. Together with the Academic Services Managers, the Academic Directors ensure that academic processes such as course approval, applications for cross credit, and the management of examination result processing, are carried out efficiently and effectively. The Academic Directors also manage the collection of programme and paper information for College and University databases, as well as constructing and proofing a variety of University publications to ensure that the information is accurate.
The overall management and strategic direction of the College is the responsibility of the Pro Vice-Chancellor. The PVC is charged with optimising the use of human, financial and physical resources available to the College, in accordance with the College Strategic Plan. In addition to promoting the well-being of staff and students, the PVC promotes the College as a place of international repute in which to study, research and work.

5.3 Support Structures

5.3.1 Office of the Assistant Vice-Chancellor (Research & External Relations)

Massey University was established for the purpose of the advancement of knowledge and its dissemination and maintenance through teaching and research. Research Policy, Management and Performance was one of the themes investigated in the previous academic audit of MU carried out in 2001, and information about the structures and support for research activity is contained in the Academic Audit Portfolio 2000 (pp. 23-29) and Supplement (pp. 8-12).

The AVC(R&ER) has overall responsibility for research policy, strategy, equity, ethics, scholarships and the coordination and commercialisation of research at MU. Reporting to the AVC(R&ER) are staff responsible for:

- Research Services
- Research Policy & Innovation
- Development & Alumni
- Research Commercialisation
- Public Affairs
- Equity & Ethics

Staff in the Office of the AVC(R&ER) work closely with the PVCs and other units to ensure that research policies and procedures are coherent, consistent and appropriate. In order to ensure that research standards are maintained, compliance with the Policy on Research Practice is a condition of employment for all staff and a condition of enrolment for students.

Implementation of the requirements associated with the Performance-Based Research Fund is a critical component of the AVC(R&ER)’s role, and a number of development initiatives are underway to support academic staff with the research assessment exercise.
5.3.2 Assistant Vice-Chancellor (Māori)

In order to guide the implementation of the University’s Treaty of Waitangi objectives, an AVC(Māori) was appointed in 2002. During 2003 ten projects have been selected for advancement by the AVC(Māori) covering aspects of academic achievement and excellence, campus innovation for Māori, engagement with Māori beyond the University, and effective policy development in respect of Treaty of Waitangi goals. The AVC(Māori) is a member of the Vice-Chancellor’s Executive Committee and a member of the Academic Board.

5.3.3 Office of the Assistant Vice-Chancellor (Academic)

The Assistant Vice-Chancellor (Academic) provides overall coordination and management of key services that support teaching and learning at the University including the Training & Development Unit (TDU), Library, National Student Administration and Teaching Support (NSATS), National Student Relations (NSR) and Marketing. Staff in the Office of the AVC(A) provide management, research and administrative services to support the Colleges and Vice-Chancellor.

The Office of the AVC(A) coordinates and manages a variety of activities in support of academic matters acting as a centralized point of contact and advisory service for staff, students and other members of the University community. Key areas of responsibility include:

- Operation of the University Grievance Procedures for students.
- Coordinating implementation of the University Qualification Review Policy, the University Workloads Policy, CUAP Functions and Procedures, and the update of the Ministry of Education Qualifications Register.
- Ongoing development, maintenance, implementation and monitoring of Academic Policies and Procedures.
- Operation and oversight of the Student Disciplinary Policy and Procedures.
- Administration and analysis of university-wide student feedback systems in relation to programme and paper delivery.
- Administration and analysis of the Academic Work Environment Survey to gather academic and general staff perceptions about workplace issues.
- Coordinating special projects and reviews as needed.

5.3.4 The Training & Development Unit (TDU)

The TDU coordinates staff training and development activities across the Campuses of Massey University. Staff at the TDU conduct needs analyses in order to provide advice on training and development policies and strategies that will enable the University to meet its obligations and achieve stated objectives. TDU consultants assist managers to meet their responsibilities with regard to general and academic staff development by organising generic and targeted
TDU also provides specialised instructional design advice and support to staff preparing print-based and e-learning materials.

5.3.5 National Student Administration & Teaching Support (NSATS)

NSATS provides all the core administrative services required to support and sustain a student’s enrolment and study at the University. Student administration and teaching support processes are grouped into three units: Assessment; Enrolment; and Learning Resources.

5.3.6 National Student Relations (NSR)

NSR delivers the primary points of contact between the University and its prospective and current students. The service points or communication channels comprise: face to face recruitment and support through the Student Liaison Advisers; voice channels such as the telephonists and Call Centre; data channels including Internet, email, and Interactive Voice Response; and print media for student information, publications and forms. The Section is organised into three units: Massey Contact National, National Liaison and Recruitment and the Student Information Unit. NSR also has a role in ensuring the reliability, consistency, accessibility and quality of administrative enquiry and information services across the University. This role is discharged by delivering a University-wide annual student satisfaction survey.

5.3.7 The Massey University Library

The University Library has collections at Albany, Palmerston North (Hokowhitu, Turitea & Ruawharo) and Wellington which are available to all students and staff independent of their physical location. The Library is responsible for the support of learning and research activities through the provision of information resources (both print and electronic), research consultations, and information literacy services. Activities include lending, distance support, reference, college liaison, interlibrary loan, document supply, technical services (acquisitions, cataloguing, serials and processing), public photocopying facilities and library administration.

5.4 Support Infrastructure

5.4.1 Human Resources Section (HRS)

The primary functions of the HRS include the development, review, implementation and monitoring of human resource policies and procedures. Staff in the HRS respond to enquiries and issues raised by employees of Massey University as well as leading negotiations and resolving workplace problems.
Important policies implemented and monitored by the HRS include: Equity of Employment Opportunities; Harassment Prevention and Resolution; and Health and Safety. Recent improvements led by the HRS include the implementation of a new human resources information system which enables managers to access a wide range of data including staff turnover, staff profiles and salary movements. Also planned is an enhanced portal for staff access to their own salary information, payslip and leave balances.

Staff Appointment and Induction

Early in employment all employees visit the HRS for a formal induction which covers a number of issues including the necessary administration and payroll details. In addition, it is expected that all departments and units organise an orientation process which involves familiarisation with the day-to-day work environment.

Within their first few months of work new employees are invited to attend a session called “Discover Massey” which is delivered by the HRS, and the New Staff programme “Massey University–The Big Picture” and “Massey Systems” offered by the TDU. The programmes are designed to be complementary, providing greater detail about issues relating to working at MU and giving participants an opportunity to meet other recently appointed employees.

Performance Review and Planning (PRP)

PRP is the process by which all staff who are employed by the University for more than twelve months and their line managers (or nominees) review their past performance and agree upon their responsibilities and plans for coming year. The aim of the PRP process is to foster staff development and help individuals to improve the performance of their duties thereby enabling the University to enhance the quality of its teaching, research, and service. Achievement of this aim involves linking the evaluation and development of individual performance with unit, College and University planning, and recognizing the University’s commitment to the creation of a learning community.

Staff Progression

The normal procedure for academic staff promotion is for staff members to make application using the University guidelines. College Promotions Committees consider all applications within their College and forward written recommendations ranked by grades to the Academic Promotions Committee. In addition, a promotion to Professor pathway commenced in 2003 involving professorial peer review. Both the Academic Promotions Committee and the Professorial Promotions Committee make recommendations to the Vice Chancellor regarding staff progression.
MU operates a comprehensive salary review system for general staff including performance payments and procedures, merit and accelerated progression.

### 5.4.2 Assistant to the Vice-Chancellor (Internationalisation, Flexible & E-Learning)

The Assistant to the Vice-Chancellor (Internationalisation, Flexible & E-Learning) was seconded to provide high-level focus to the coordination, planning, establishment and direction of the University’s strategies for Internationalisation, Flexible and E-Learning, in consultation with the University Registrar, AVC(A) and other members of the Vice Chancellor’s Executive as necessary. Reporting to the Assistant to the Vice-Chancellor are the International Students’ Office and the Massey University English Language Centre.

#### The International Students’ Office (ISO) & International Students’ Support Offices (ISSO)

Located at the Turitea site of the Palmerston North Campus, ISO offers pre-admission advice to students and receives applications for admission to all university programmes of study. In addition, experienced international student support staff are part of the regional Massey Contact teams at each campus. ISSO staff are committed to ensuring that students enjoy their stay at MU and are successful in their studies.

Massey University has agreed to observe and be bound by the Code of Practice for the Pastoral Care of International Students published by the Ministry of Education. ISO is also responsible for coordinating implementation and monitoring the University’s adherence to the Code.

#### The Massey University English Language Centre (MUELC)

Massey University English Language Centres are located on each of the three campuses: Palmerston North, Albany and Wellington. MUELC offers a range of pre-degree English language programmes designed to suit the needs of students with differing goals, and levels of English language proficiency. Experienced teachers provide programmes such as the Certificate of Attendance in General English (General English / English Academic Purposes), the Certificate in Foundation Studies, and Certificates in English for Speakers of Other Languages. These programmes are available to international students and those with New Zealand permanent residence. All MUELC programmes are designed to assist students to gain a level of English language competency that will increase their chances of success in degree or diploma programmes.
5.4.3 University Registrar

The University Registrar oversees financial, strategic planning and special projects for MU. Staff in the Registrar’s Office provide support and secretarial services to the University Council and co-ordination for a range of activities undertaken by the service and facilities areas of MU.

Information Technology Services (ITS)

ITS provides a range of information technology related services to staff and students covering the areas of teaching, research and administration. Some of the services offered by ITS include:

- Network access, disk space, backup, e-mail, internet
- Help Desk
- E-mail lists
- Remote access service (dial in access to the University)
- Computer training
- Student computer laboratories
- Software services and software purchasing
- Workshop services
- Administration systems including student administration and finance
- Telecommunications systems
- Audiovisual support including general teaching spaces
- Video conferencing
- Web page hosting and web services

Use of all IT and communications services are subject to the Policy on the Use of Information, Communication and Processing Systems which is available from the ITS website and in the University Calendar (p. 33).

The Projects Office

The Projects Office acts as a single contact point within the University for projects that span regions and national shared service providers, ensuring all areas of the project are managed consistently. Projects coordinated within the Office are mainly related to organisational management with a number of initiatives focusing on process efficiency and student service improvement.

Strategic Finance & Planning

Staff in the Strategic Finance & Planning Office manage the University’s planning and reporting framework which includes support for, and input to, the following major University processes: review of the University’s Charter; development of the University’s 10 Year Plan and Long Term Financial Strategy; preparation of the University’s Statement of Objectives/Profile and Annual Plan; preparation of the Statement of Service Performance as part of the Annual Report; compliance
reporting to external agencies such as the Ministry of Education; management reporting and statistical analyses; and implementation of the University’s Risk Management Framework.

5.4.4 Regional Deputy Vice-Chancellors

The DVCs at each Campus act as the Vice-Chancellor’s representative in the greater region and, as such, are responsible for providing effective management in all aspects of the University’s operation in that region.

The DVCs act as the strategic leaders and thinkers for the ethos and directions of the campuses. They develop long-term views that can, in part, shape the medium term plans of each College, particularly around the academic portfolio and recognition of regional need. Deputy Vice-Chancellors work with their advisory groups and regional services to provide appropriate infrastructure and service coordination to support the academic and research programmes delivered at that location.

5.4.5 The Federation of Massey University Students’ Associations

All internal students, except those specifically exempted, are currently required by the Education Amendment Act 2000 to become members of the students’ association representing the campus or mode of study in which the student is enrolled. The Massey University Students Federation comprises: the Albany Students’ Association (ASA); the Extramural Students’ Society Inc. (EXMSS); the Massey University Students’ Association (Palmerston North) (MUSA); the Massey at Wellington Students’ Association (M@WSA); and the Māori Students’ Roopu: Te Waka O Ngā Akonga Māori (Albany), Manawatahi (Palmerston North) or Te Atawhai (Wellington).

The three main roles of the students’ associations are representation, advocacy and service provision. Students’ associations advocate on the students behalf at all levels throughout the University including Council, Academic Board, Academic Committee and College Boards.

In addition to advocacy, representation and advisory services for internal students, campus-based students’ associations organise, fund and coordinate many student activities including orientation, capping and student newspapers. EXMSS provides specifically for students studying at a distance through its nationwide support network, freephone service, “Off Campus” magazine and electronic discussion forum.
6.0 Programme Delivery

6.1 University Objectives

Academic Programmes

• To provide a range of academic programmes of excellence that are relevant to students, and accessible to different groups throughout New Zealand. MU programmes should develop students as independent learners, and significantly enhance the employment opportunities available to graduates.

• Ensure that all courses, regardless of the campus or mode of delivery, provide students with access to excellent education of international standard, supported by effective quality systems and, where appropriate, with specific international accreditation.

• Conduct regular surveys of students, graduates and major employers of graduates and use the resulting information to improve the relevance and quality of academic programmes, learning support, and services.

• Complete the qualification reviews which include academic and industry evaluations, student feedback, and sector comparisons.

• To develop and strengthen links with industry and the arts, professional and other sector groups, schools and other educational institutions, in a systematic manner and to mutual advantage.

• To increase the relevance of the University’s teaching and research for the peoples of the Pacific region.

Flexible Delivery

• Promote and develop the distinctive nature of MU reflected in its extramural programme, and broaden this to a flexible learning and teaching focus that integrates new technologies into course delivery for both internal and extramural students.

Māori

• To ensure that the University has teaching programmes relevant to the aspirations of Māori in both content and delivery

International

• To develop effective and appropriate international enrolment and programme delivery opportunities in order to enhance the reputation and strengthen the resources and capacity, of the University.

• To foster well-chosen international alliances, partnerships and joint ventures.
6.1.1 Related Policies & Procedures

- Admission and Registration Regulations
- Credit Transfer and Recognition of Prior Learning
- Copyright
- CUAP Requirements
- Equity of Educational Opportunities
- Equivalence
- Graduation Regulations
- Guidelines for Offshore Teaching Arrangements
- Procedures for Changes to Papers or Programmes
- Procedures for New Programme Proposals
- Qualification Reviews Policy and Procedures
- Guidelines for the Operation of Staff Student Liaison Committees
- University-Student Contract

6.2 Implementation

6.2.1 Academic Programmes

Massey University offers 231 qualifications spanning 105 subject areas (2003). Papers that comprise the qualifications are offered in a variety of delivery modes to students studying at one of the campuses or at a distance. The MU academic year is divided into distinct registration periods, which are Semester One, Semester Two and Summer School. Each semester consists of 13 teaching weeks and concludes with its own examination period. In addition, a longer registration period, the Double Semester, parallels Semesters One and Two with an examination period at the end of Semester Two. The MU Summer School programme is run during the November-February period and includes both internal and extramural offerings.

Academic programmes, regulations and requirements are detailed in the University Calendar which is available on CD-ROM or from the University Website. The Calendar also contains a 'glossary of terms' used at Massey (p. 559-563).

Programme Development & Approval

All qualifications offered at Massey University are subject to the University's procedures for course approval. Academic staff in the Colleges carry out the initial development of a programme proposal including full consultation with appropriate parties. The proposal is then submitted to the appropriate College Board after initial consideration by a committee of the Board.
While minor changes to paper offerings are handled internally, major programme changes and additions to the academic portfolio are submitted to the Committee on University Academic Programmes (CUAP) for approval in accordance with the CUAP functions and procedures. The Academic Manager in the Office of the AVC(A) monitors this process, updating the University’s academic portfolio of qualifications and acting as an interface between the colleges and support services as required.

Programme Management & Delivery

Enrolment in a programme of study requires consideration of the number of points, and the combination of points and papers necessary to complete the requirements for the particular qualification. The MU Calendar contains the course regulations for each of the programmes offered by the Colleges.

Massey University has a variety of structures to support programme management and delivery. Academic Directors at the College level, and programme directors, programme coordinators, discipline leaders and subject advisors at programme or discipline level provide overall programme coordination and act as a central point of contact for students seeking advice about the programme. At College level, undergraduate and postgraduate studies committees have a key role to play, especially in relation to making recommendations to the College Boards about new or revised academic proposals.

Staff directly involved in the management and coordination of academic programmes strive to establish, maintain and further enhance links with industry and professional bodies. Massey University’s academic portfolio contains a number of programmes which are professionally accredited (e.g. Accountancy, Aviation, Engineering, Medical Laboratory Science, Nursing, Teaching, Technology, Veterinary Science), others where professional bodies participate directly in the management of the degree programme (Applied Science and Social Work), and programmes where industry involvement is a key feature of ongoing development and review (Design and Fashion).

The University has a policy on the equivalence of academic programmes irrespective of campus or mode of delivery. Procedures for implementation of the Policy have been developed within the Pro Vice-Chancellors’ Offices of each College. An amendment to the Equivalence Policy in 2002 set out the standard requirements for paper outlines which are distributed to students at the beginning of the paper offering. Paper outlines summarise important information such as assessment procedures, learning outcomes and administrative matters. The implementation of a standard template now provides a mechanism for monitoring the equivalence of paper offerings and promoting consistency and completeness in the information provided to students.
Doctoral programmes (Doctor of Philosophy, Doctor of Business & Administration and Doctor of Education) are administered centrally by the Doctoral Research Committee (DRC) which reports monthly to Academic Board. The DRC has overall responsibility for ensuring the smooth progress of doctoral studies and oversees the programme for, and monitors the progress of, each individual candidate from time of initial registration through to examination.

To ensure that the academic portfolio of MU is up-to-date, and accurate information is presented for the Ministry of Education Qualifications Register, attention is being paid to the deletion of obsolete qualifications. Similarly, in cases where programmes are no longer sustainable or adding value to MU’s academic portfolio, proposals to delete such programmes are developed within the Colleges for wider consideration and approval.

Support Systems and Services

Systems and services that support programme delivery include the Library, communications systems, student information and liaison, programme marketing, administrative support and administrative databases.

Feedback on the services provided by the Massey University Library continues to indicate that they are highly regarded by all staff and students. In addition to the Campus libraries at Albany, Hokowhitu, Ruawharo, Turitea and Wellington, the Library website provides access to services and an extensive range of resources to support programme delivery. Using the website, staff and students are able to search the Library catalogue, use subject guides to identify relevant resources and search a wide range of electronic databases, e-journals and electronic monographs. The Distance Education Service in particular continues to receive high praise from students studying off-campus and the universal web-based delivery systems have more than kept pace with the user demands of students and staff members.

Information services at each of the campus libraries provide support for information enquiries by library users in person, by telephone, and by email. Students are able to provide feedback on the library services through “Asklib”, an electronic question facility, and through written queries. Responses to student feedback are provided electronically, and on a display board in the library buildings.

The Library’s College Liaison staff develop beneficial relationships with academic staff promoting Library services and resources on a regular basis. The University Library Committee meets three times each year, and provides a forum for Campus, College and student representatives to present any issues arising from discussions within their different constituencies.
The responsibilities of NSR span the areas of student communication, liaison and recruitment including the provision of course advice and information to current and prospective students. The Student Information Unit (SIU) of NSR draws information from across the University in order to prepare, format and deliver course handbooks and programme publications in print and web-based form. At a more macro level, the Massey Marketing team work in tandem with the SIU to promote Massey University as a whole with the use of generic publications and advertising.

The NSATS division is responsible for the delivery of a number of core student administration and teaching support processes on behalf of the University including:

- Information processing to support student examinations, graduation and the management of extramural assignments
- Scholarships administration
- Support for the Doctoral Research Committee
- Storage, retention and retrieval of student academic records
- Managing and coordinating the flow of extramural study material from planning, through preparation and printing, to dispatch to students and ensuring compliance with quality standards
- Organization of campus contact courses for extramural or block mode students

Underpinning the programmes and services provided by MU are several administrative databases which are continually maintained and improved with the assistance of ITS. The Massey University Student Management System (SMS) provides authorised staff across the institution with student information (papers, grades, records and address details) as well as class rolls. Working in parallel to the SMS is the Integrated Product Database (IPD) which collects critical academic data relevant to the requirements of academic programmes, and acts as a mechanism for prior approval of programmes and papers to be delivered in the next academic year. The IPD also provides consistent information about the University’s offerings for publications such as the Calendar, Course Guides, Fees, handbooks and other enrolment material.

More recently, the development and rollout of the Headcount and EFTS Management Information (HEMI) has enabled the University to produce validated data on student numbers and EFTS information across a number of student demographic and programme variables on a weekly basis. Although the database is administered and maintained centrally within the Strategic Finance and Planning section, authorised university staff are able to access the
information in order to more effectively monitor student enrolments and demographic data in their area.

Development is currently underway on the Student Programme Management tool (SPM) which will store the various academic ‘rules’ associated with individual programmes, majors and papers and the relationships between them. The completion of SPM will greatly enhance the ability of Academic Directors within the Colleges to quickly determine student progression within a particular course of study, and their eligibility to graduate with a particular qualification. SPM will also enable staff to provide consistent advice on the relevance of particular papers to the student’s overall programme of study.

6.2.2 Flexible Delivery

Many Departments, Institutes and Schools have objectives related to increasing the flexibility of their offerings. Implementation of the objectives is based upon delivery of papers in alternate modes (including web-based), on different campuses, or with e-learning support.

The Mass-e-Learning environment provides access to news, course notes, presentations, exercises and quizzes while supporting the development of learning communities amongst students and between students and staff. Mass-e-learning can be accessed using standard Internet browsers from both on and off campus and minimum specifications for computer requirements are set out in student publications such as the Extramural Administrative Handbook (p. 24).

The majority of papers with a web component are delivered using proprietary software called WebCT (Web Course Tools). The use of WebCT promotes consistency in the presentation of course material, and provides a standard interface for students as they progress through a programme of study.

As the use of e-learning has expanded at MU, Colleges and departments have struggled to provide access to technical and learning support within the limits of existing resources. In 2002, MU recognised that a more coordinated and targeted approach to e-learning was required and the secondment position of Assistant to the Vice-Chancellor (Internationalisation, Flexible & E-Learning) was created as a result. The Assistant to the Vice-Chancellor (Internationalisation, Flexible & E-Learning) is currently working toward the development of an implementation plan and targets for the University’s Flexible Learning and Teaching Strategy.
6.2.3 Māori

Academic units across the University recognise the need to provide programmes that support Māori development. MU offers a number of programmes that will contribute to the achievement of this objective including a degree programme in teacher education offered entirely in Te Reo Māori.

6.2.4 International

The University’s internationalisation strategy expresses a commitment to internationalising the curriculum and teaching of the University to prepare students for life and work within the global community, in addition to actively developing international enrolment and programme delivery opportunities. Plans and implementation strategies for the achievement of internationalisation objectives are detailed in the Statement of Objectives/Profile 2003-2005.

6.3 Monitoring & Review

6.3.1 Statistical Information & Key Performance Indicators

Staff in the Strategic Finance & Planning Section monitor MU’s progress toward the achievement of stated objectives, gathering information, analysing data and providing progress reports against the key performance indicators identified in the University’s Statement of Objectives/Profile 2003-2005. Historically, the reporting process was conducted on an annual basis but advances to the planning process, information management and database systems now enable reporting functions to be carried out across the calendar year.

6.3.2 Academic Programmes

Qualifications Reviews

MU is committed to providing an integrated portfolio of qualifications that are relevant, research-based, appropriately resourced and effectively delivered. In 2002, the MU Qualifications Review Policy and Procedures was approved for implementation in 2003.

A qualification review is a review of an entire academic programme and composite majors through the peer evaluation of objectives, structure and management, teaching, learning and assessment processes. The purpose of a qualification review is to evaluate and continually improve the programmes offered by the University.

Each qualification within the University’s academic portfolio will be reviewed once every five to seven years in accordance with the MU Qualification Review
Programme Delivery

Procedures. The procedures recognise the existence of other review processes such as those required for professional accreditation, and approvals for exemption may be granted where the external review procedures are deemed equivalent. Staff in the Office of the AVC(A) are responsible for facilitating the qualification review process that is implemented by the Colleges, and each College is preparing a schedule of reviews to encompass all qualifications and majors within them across the five to seven year period.

Ongoing review and monitoring of papers and programmes is carried out within individual Departments, Institutes and Schools by programme coordinators and academic staff. Most departments have a regular review of curricula in addition to strategic planning which is carried out each year. In some cases, these reviews are carried out at the College level.

Policies & Procedures

Staff in the PVC’s offices work with College staff and National Shared Service Divisions to develop College-wide policies and procedures and implement university-wide developments. In particular, the Academic Directors have a critical role in the overall coordination and management of the regulatory frameworks that govern the degree programmes. At a more macro-level, staff in the Office of the AVC(A) work with the Academic Directors and Student Services Managers to guide the University through the formation of academic policies, procedures and quality systems to encourage the effective delivery of all academic programmes.

Student Involvement

Staff Student Liaison Committees enable students to participate in programme management and provide feedback on the delivery systems. Staff student committees operate in a number of areas (Accountancy, Fundamental Sciences, Information & Mathematical Sciences, Language Studies, Medical Laboratory Science) and at College-level in some instances.

In 2002, the AVC(A) established a forum where student leaders could meet regularly to discuss matters relating to academic policy and procedures. Even though student representatives sit on various key committees and bodies across the University, it was recognised that their representation responsibilities on these bodies did not always provide substantive opportunity to have input on academic affairs. Consequently, the Student Academic Advisory Committee (SAAC) was established to initiate and respond to matters of academic policy, and any other student issues related to the University’s programmes and services.
The Course Experience Questionnaire (CEQ)

The Massey University CEQ was administered for the first time in 1998 and at that time the then AVC(A), Academic Quality Manager and PVCs agreed that publication of the results would occur when time series data had been accumulated. The CEQ results are expected to feed into the Qualifications Review process as one of the indicators available for review.

Graduate Destinations

Massey University continues to subscribe to the Graduate Destination Survey conducted by a sub-committee of the New Zealand Vice-Chancellors’ Committee. However, MU is aware that changes to the survey administration are planned for 2003 onward and would welcome the opportunity to gather this data at an institutional level where its presentation could be customised to reflect our needs and structures. In some cases where the resources are available and graduate destinations are relatively easy to track (for example in professional programmes) individual departments monitor graduate destinations.

Completion and Retention Rates

Massey University recognises the importance of monitoring programme completion and retention rates but did not formally include these indicators in the planning and reporting framework until the instigation of the 10 Year Planning process in 2001/2002. Completion and retention rates are notoriously difficult to track meaningfully at programme level due to MUs diverse student profile and extensive academic portfolio combined with the limitations of administrative database systems. Furthermore, MU is cognisant of the tensions that arise when programme completion rates are weighted to an extent that they threaten goals and objectives related to life-long learning and continuing education. Consequently, the approach taken within the academic quality framework has been to include completion rates as one of the indicators informing a qualification review where their weight can be determined in the context of the programme being evaluated.

Postgraduate

The Doctoral Office in NSATS administers a biannual reporting system across the University for all doctoral students. While most issues are dealt with at College or department level, a small number of matters require follow-up through the DRC where College representatives provide summary reports. Individual academic units also monitor department-based indicators. A monthly Examination Status Report is provided to all convenors of doctoral examinations to assist tracking of progress.
6.3.3 Flexible Delivery

As MU continues to examine and develop diverse methods (including information technology) for the flexible delivery of programmes, the University’s Flexible Learning and Teaching Strategy challenges our traditional bi-modal internal and extramural delivery structures. Massey University recognises that the new models such as flexi-mode programmes, fully online programmes and web-enhanced papers do not fit neatly within the existing systems. Consequently, a review of ‘codes and modes’ is underway in 2003 to examine current practices and make recommendations designed to provide support for enhanced pedagogies of teaching and learning, improved service delivery to students across their study careers, and greater efficiencies in administrative structures and processes.

The Online Learning and Monitoring Group (OLMG) continues to act as a central committee that supports and promotes the attainment of Massey's Flexible Learning and Teaching Strategy with reference to relevant e-learning pedagogies. Members of OLMG provide advice, guidance and support with respect to the coordination, implementation and innovative use of electronic media and information and communication technologies to the Assistant to the Vice-Chancellor (Internationalisation, Flexible & E-Learning) in particular, and the Office of the Vice-Chancellor in general.

Early in 2003, the OLMG completed a survey of the extent to which e-learning is in use at MU in order to identify areas where further support for e-learning might be provided. The results of the survey indicated that the use of e-learning at Massey University is largely due to the commitment and expertise of individual staff members, and continued success in the area will be dependent on the ability of the University to provide appropriate support while enabling staff to experiment and innovate using the medium. The results of the survey also suggested that centralized support is likely to be limited in its effectiveness with the majority of staff engaging with the medium at an individual level, seeking the support of colleagues together with that available in the department. However, the TDU obviously has a critical role to play in terms of generic training and support and a number of programmes have been developed for this purpose.

6.3.4 Māori

Indicators related to Māori are reported in the Statement of Objectives/Profile 2003-2005 and include Māori centred papers and qualifications, courses delivered in Te Reo and Māori student enrolments.
6.3.5 International

Monitoring the achievement of international related objectives also forms part of the Statement of Objectives/Profile with indicators including the numbers of international students, academic arrangements with offshore institutions and student exchanges.

6.4 Performance Evaluation

6.4.1 Summary of Strengths

Massey University staff are committed to delivering quality programmes, supported by a process of continual review. While it should be recognised that individual academic departments have always been proactive in the development of appropriate, relevant and research-led programmes, over the past five years the University has increasingly committed effort and resources to the development and implementation of quality systems that support the academic portfolio.

Underpinning many University objectives relating to programme delivery is a real drive to provide a wider community of learners with greater access to our programmes, and to support their progress in a manner that recognises their different needs and learning styles. The Colleges, National Shared Divisions and Regionally-based services share this drive and despite the tensions that may arise as a result of competing priorities and resource limitations, there is evidence of an integrated approach to programme management and delivery in all areas of MU.

Massey University’s portfolio of qualifications is continually evolving to enhance educational delivery to diverse communities on-campus, off-campus, nationally and internationally. Student feedback obtained during the Self-Review reinforced MU’s strengths in the provision of extramural programmes and the distance services provide by the Library continue to receive high praise.

6.4.2 Areas for Improvement

Massey University’s ongoing commitment to increasing access to the educational programmes available has resulted in an expansion of offerings across semesters and modes of delivery. The impacts of this multiplicity are most apparent in concerns about staff workload and the time available for quality research and staff development. Implementation of the University Workloads Policy in 2002 provided an opportunity to explore these issues in more depth, and the Report of the Workloads Implementation Group completed in November 2002 identified a number of factors contributing to workloads concerns such as:
increasing numbers of programme and paper offerings; increasing administrative 
and compliance demands; and increasing expectations for teaching across the 
calendar year.

Another issue requiring attention is programme integration and consideration of 
graduate profiles. While the programme development and approval process 
supports the development of coherent programmes of study, this is off-set in 
some ways by a paper-based funding framework. Student feedback identified the 
need for greater assistance with programme planning and as a result, MU will 
continue to evaluate the quality of papers and programmes, in addition to 
linkages between them, together with consideration of programme outcome 
statements or graduate profiles.

Strategies that will address these areas for improvement include:

- The review of codes and modes and a commitment to consideration the 
  recommendations that may arise
- Continued monitoring of staff workloads, the University Workload Policy, and 
  implementation of the Summer School Workloads Guidelines resulting from 
  the Summer School evaluation
- Implementation of the MU Qualifications Review Policy and Procedures
- Ongoing review of paper and programme offerings, rationalising the portfolio 
as required.

### 6.5 Summary of Key Improvements

#### 6.5.1 Programme Development, Management & Delivery

1. Continue to review paper and programme offerings, and complete the review 
of “Codes and Modes” to explore more effective means of structuring the 
delivery systems to provide a quality learning experience for students.
2. Implement the MU Qualifications Review Policy and Procedures.
3. Continue to monitor staff workloads and the implementation of the University 
Workloads Policy.
4. Continue to develop and refine administrative support databases – in 
particular, implement the Student Programme Management tool as a more 
efficient means to determine student progression and assist with student 
programme planning.
5. Build on the administrative systems such as IPD and the Qualifications 
Register to scope and establish a central database of qualification information 
including approval and review dates.
6.5.2 Feedback Systems

6. Continue to monitor the administration of the Graduate Destination Survey and identify strategies to enhance data gathering and information management.

7. Present and distribute the data obtained from the Graduate Course Experience Questionnaire.

6.5.3 Māori

8. Continue to identify and deliver programmes and papers that support Māori development and contribute to Māori people and the Māori resource base.
7.0 Teaching Quality

7.1 University Objectives

Teaching & Research
- Reinforce strong commitment to research-led teaching and scholarship.
- To encourage staff to develop and maintain links within the University, and also regionally, nationally and internationally, to enhance teaching and research.

Training & Development
- To provide development and support that enhances the effectiveness of staff with students from diverse cultural backgrounds and needs.
- To ensure staff continue to have access to high quality staff development programmes relevant to learning and teaching.
- Continue to develop and run staff development programmes in support of priority strategic areas eg. Flexible Learning and Teaching, Web CT training, extramural teaching, and the Treaty of Waitangi.

Reward & Recognition
- Continue to recognise and nurture teaching excellence through award programmes and sharing best practice.
- To ensure the University has a culture that attracts and encourages staff, and appropriately values, recognises and rewards quality performance by staff.

Māori
- To ensure that the University has teaching programmes relevant to the aspirations of Māori in both content and delivery.

7.1.1 Related Policies & Procedures

- Staff Appointment, Induction and Promotions Procedures
- Performance Review and Planning
- Overseas Duties Procedures
- Training and Development Policy and Procedures
7.2 Implementation

7.2.1 Teaching & Research

In accordance with the Education Act, Massey University strives to enhance the interdependence of research and teaching and to that end, teaching is delivered primarily by people who are active in advancing knowledge through research and scholarship. Enabling staff to transfer knowledge gained from their research is achieved by allowing staff to teach in areas where they have research interests and expertise.

Ongoing curriculum development activities support the inclusion of relevant and current research in teaching programmes and a number of qualifications are accredited by professional bodies that require the links between research and teaching to be explicitly stated for accreditation to be granted.

During the Cycle 2 Audit of Massey University an exploration of the links between research and teaching resulted in widespread discussion about the ways in which the two activities were closely intertwined. The interdependence of research and teaching was the subject of the Vice-Chancellor’s Symposium (2000) and papers from the Symposium were published in an occasional paper “Towards Understanding the Interdependence of Research and Teaching”. One of the outcomes of the Symposium and Cycle 2 Audit was the development of a proposal to encourage and enhance the interdependence of research and teaching, and staff in the TDU and Office of the AVC(A) are currently working toward implementation of the proposal.

Departments recognize the need to maintain an appropriate balance between research and teaching. The development of workload allocation models in accordance with the University Workloads Policy provides a transparent mechanism for academic staff to assess the extent to which there is time for research, teaching, service and administrative duties.

Advanced Degree Awards and provisions for Assistant Lecturer positions are two new initiatives implemented by MU in 2003. To date, nine two-year Assistant Lecturer positions were awarded to academic units based upon evidence from their Workloads Allocation Model and 2003-2004 plans in order to provide immediate workload relief in those units. Up to 100 Advanced Degree Awards will also be available in 2003 to provide release time for staff to complete their masters or doctoral degrees, with the first round of applications processed in February.

Undertaking duties overseas is a form of service to the University granted for purposes consistent with the University's obligations to further the advancement
of knowledge and the dissemination and maintenance of teaching and research. In 2002, over 230 (18%) academic staff undertook overseas duties for this purpose, and a recent review of the procedures has resulted in greater devolution of funding and approval responsibilities to the Colleges.

7.2.2 Training & Development

As an institution of higher learning, the University acknowledges that it has an obligation to provide a structured staff development programme. The TDU co-ordinates staff training and development activities and conducts training needs analyses. Academic Managers are expected to discuss training and development needs with each of their staff at least annually as part of the PRP process.

All new full-time lecturing staff are required to complete 30 hours of the Teaching Skills Development Programme (TSDP) within their first two years at Massey. The TDU delivers the programme which is designed for full-time teaching staff, especially those relatively new to teaching although experienced and part-time staff can also attend. The programme is a modular course comprising an introductory teaching skills workshop plus teaching modules selected by the staff member. A certificate is awarded upon completion of the 30 hours.

In 2000, a joint venture between the TDU and the College of Education provided the impetus for the development and delivery of the Postgraduate Certificate in Tertiary Teaching. The Certificate provides graduates with a formal qualification relevant to teaching their specific discipline and is directed at academic staff teaching in tertiary institutions. Currently, three staff from MU have completed the programme and a further four are enrolled.

All new staff who aspire to become supervisors of doctoral students are required to complete supervision training provided through the TDU and DRC. With some exceptions, staff already employed at the University have also completed the supervision and/or research ethics training in order to improve their supervision and student support.

Teaching consultants of the Instructional Design Team in TDU provide assistance and guidance to academic staff in the development and writing of study guides and complementary resources for distance, flexible and online learning and teaching. The Flexible Learning and Teaching Development Programme comprises a series of modules for online teaching, learning and assessment. Liaison staff from the Library also contribute to the TDU courses in the areas of research supervision and the use of online resources.
Department, Institutes and Schools support staff development by enabling staff to take advantage of the training and development opportunities available. In some instances (e.g., Design, Marketing, Economics) departmental workshops on teaching are held and regular opportunities to share good teaching practice are provided. Where appropriate, time and resources are also set aside for staff to maintain professional or clinical accreditation.

7.2.3 Recognition & Reward

The Self-Review findings indicated that academic departments are more likely to appoint staff who have proven teaching experience and qualifications than has been the case in previous years. Staff selection procedures include an assessment of teaching experience and, in some areas, applicants are required to give presentations or seminars before appointment and referees are specifically asked to comment on their teaching ability.

Academic staff promotions criteria state that both teaching and research will be assigned primary importance during the promotions process. Well-established procedures exist to document excellence in research, and these appear to be clearly understood across the university. Documentation of excellence in teaching is relatively more challenging, and the use of teaching portfolios has been encouraged as the means to substantiate and display teaching accomplishments for the purposes of promotion or consideration for a teaching award. One of the TDU modules describes how to create a teaching portfolio and as at September 2002, 202 staff had attended the module and more than 70 “Teaching Portfolio” booklets had been sent out to individual staff members at their request.

Teaching awards have been introduced in most areas of the University either at departmental or College levels. Staff are also encouraged to apply for the national Tertiary Teaching Excellence Awards. In 2002, ten applications were received from which two nominees were selected, one of whom was successful in receiving one of the inaugural awards. Two nominees have also been submitted by MU for consideration in the 2003 round.

The MU Fund for Innovation & Excellence in Teaching (FIET) continues to provide development funding for enhancing teaching and teaching innovation. Since its creation in 1994, over one and a quarter million dollars has been granted to FIET recipients for 152 projects in a variety of areas including computer assisted learning, teaching evaluation and student learning. Many FIET recipients have enhanced their own skills and technical competence through the projects carried out, and the awards have resulted in the development of new teaching resources and positive outcomes for students.
Most of the FIET projects have endured beyond the initial innovation and many are still influencing teaching. Over 75% of the projects investigated in an evaluation of FIET (1999) resulted in outputs beyond their implementation such as conference papers and journal articles.

7.2.4 Teaching Evaluation

The University-wide Student Evaluation of Content, Administration & Teaching (SECAT) was introduced in 1996 and continues to provide a systematic means of obtaining student feedback on teaching performance at individual, department, college, campus and university levels. Individual SECAT data is shared between the staff member concerned and his or her academic manager, and the information gathered can be used to contribute to a staff member’s case for promotion.

Aggregate SECAT data is included in the schedule of performance indicators for the Statement of Objectives/Profile 2003-2005, and in 2002 25% of eligible papers were surveyed using SECAT. The SECAT survey became available in Māori both internally and extramurally in 2002 and one paper exercised this option.

In order to promote continuous quality improvement in teaching, additional methods for evaluating teaching are also employed at MU. Many of the structures that have evolved to support programme delivery such as discipline groups and research clusters also provide a mechanism to monitor teaching and share good practice. The TDU consultants offer evaluation services such as Small Group Instructional Diagnoses, and the College of Business is currently training staff in the use of this technique. The TDU also provides modules on peer review and mentoring colleagues which have been attended by 83 staff as at the end of 2002.

The PRP process provides an opportunity for staff and their academic managers to discuss the results of any teaching evaluations and identify areas for development opportunities and teaching improvement.

7.2.5 Library Services

The Library offers a number of services to support academic staff and students at MU. Provision of subject-based guides to selected information resources, databases, e-journals and web sites are available on request, and Liaison Librarians can evaluate the Library resources available for those staff developing new papers or changing course reading lists. The Library also provides information skills classes to students at all levels. Tours and Library catalogue URL: http://www.massey.ac.nz/~hmontgomo/secat/index.html

Boxed Item 3: University & College SECAT Results

Boxed Item 3: Statement of Objectives / Profile 2003-2005

http://library.massey.ac.nz/services/acacadteachsupport.htm
tutorials are sometimes offered on a drop-in basis, with all other classes being tailored specifically to subject areas.

7.3 Monitoring & Review

Academic departments employ a variety of indicators for the monitoring of teaching quality. Due to the systematic use of SECAT for all taught papers, SECAT results are monitored in the Colleges. In addition to SECAT, paper coordinators and lecturing staff also use a variety of classroom evaluation techniques to improve their teaching. In some areas, external moderation and peer review are used for teaching improvement but the systems remain largely informal with the exception of professional programmes where they are required by the accreditation or registration agencies.

Ongoing monitoring and review occurs within curriculum groups, team teaching arrangements and by programme leaders. Department, Institute and School annual planning days also provide an opportunity to reflect on teaching quality and the use of staff-student ratios as an indicator of overall capability is increasing.

Departments, Institutes and Schools also monitor student achievements (eg scholarships, exhibitions, awards and publications) as indicators of teaching quality and student grievances or complaints are used in an anecdotal sense to identify areas for improvement.

At the University-wide level the implementation of an Academic Work Environment Survey in 2002 provided an opportunity to gather staff perceptions about issues relating to teaching and research. Consideration of the results will be ongoing in 2003 with priorities for action identified within Colleges and across the University.

7.4 Performance Evaluation

7.4.1 Summary of Strengths

It was apparent from the Self Review responses that academic staff are deeply committed to their teaching, and the approachability and dedication of teaching staff was identified in student feedback on the Self-Review findings. Information gathered during implementation of the University Workloads Policy indicated that the majority of academic staff spend 60% or more of their time on teaching related activity.
The TDU continues to be highly regarded by staff throughout the University and the Unit’s responsiveness to the training and development needs of staff and provision of quality programmes is one of MUs primary strengths.

In 2004, MU will celebrate a decade of awards and teaching innovation supported by FIET. The teaching fund is also one of the University’s strengths with the greatest potential benefits to the students who have access to new teaching resources, innovative teaching approaches and a variety of learning experiences.

### 7.4.2 Areas for Improvement

Despite growing recognition of the importance of teaching at MU as evidenced in previous sections, there is still an enduring perception amongst staff that their teaching efforts do not receive the same recognition as that received for research. These concerns have been heightened by implementation of the Performance Based Research Fund and there is uncertainty about the implications that this new development may have for the quality of teaching. MU will continue to monitor developments in this area closely.

Recognition of good teaching is very much a work in progress, and more attention needs to be paid to rewarding teaching improvement in general as well as the outstanding teachers in particular. CUAP is presently exchanging best practices across the university sector in teaching evaluation including the use of peer review and moderation. Implementation of new initiatives in this area will be dependent upon resource availability which will impact on the ability of MU to fully utilise these processes.

While a number of departments reported a commitment to incorporating Māori into their teaching programmes, most were unsure about how this might be achieved. The chairs in Māori Education, Māori Studies, Māori Language, and Māori Research & Development currently provide academic leadership in two colleges but consideration will also be given to provision for similar positions in the other Colleges as stated in the Māori@Massey strategy. The appointment of a Māori Teaching Consultant in the TDU will also enhance our capability in this important area.

### 7.5 Summary of Key Improvements

9. Continue to review regularly staff appointment and promotions procedures to ensure that excellence in teaching is valued and recognised alongside excellence in research.

10. Consider ways to value and reward improvement in teaching.

11. Develop a system for ongoing publication of FIET projects to ensure that the work of FIET recipients is publicly recognised and valued.
12. Develop and implement an appropriate strategy for supporting staff in their use of e-learning.

13. Continue to implement the University Workloads Policy to spread teaching related activity more equitably amongst academic staff thereby preserving time for research.

14. Implement the Māori@Massey strategy as a means to support the wider incorporation of Māori in University teaching programmes.
8.0 Student Learning

8.1 University Objectives

Facilities & Support

- Provide student support services and a physical environment that will attract students and support greater academic success and retention.
- Ensure that international students at Massey University are well supported and that campus life is reflective of international cultures and values.
- Continue to collaborate with local communities to enhance off campus facilities and support for students.
- Continue to develop learning support mechanisms and capability in the University with particular emphasis on Māori, under-represented groups and extramural students.
- Expand the number of prestigious scholarships and schemes that support high calibre students.
- Provide access for all students to high quality on-line educational services, support tools and pedagogy.
- Carry out the student satisfaction survey annually.

Study Opportunities

- To increase the opportunities for the University's students to study overseas and to interact with students from other countries.
- Increase the numbers of students undertaking postgraduate research programmes and the level of scholarship and other support available to them.
- Continue to support the Vice-Chancellor’s Bursary Awards Scheme to enhance access to University study for students from low-decile schools.

Completion and Retention

- Develop a strategy for enhancing the first year experience of students and completion and retention rates by major undergraduate programmes.
- To achieve greater academic success by, and retention of, Māori undergraduate and postgraduate students.
- To continue to encourage enrolment from under-represented groups and to support their progress.
- Increase enrolment of Māori undergraduate and postgraduate students.

8.1.1 Related Policies & Procedures

- Admission & Registration Regulations
- Assessment & Examination Regulations
8.2 Implementation

8.2.1 Enhancing Student Learning

MU recognises that the relationship between students and staff is a partnership where both groups are active participants in learning and teaching at the University. In order to resolve uncertainty about the relationship the University decided to enter into an explicit contract with its students. The University-Student contract (MU Calendar 2003, p. 29) outlines terms that govern the relationship in addition to the statute, and with the regulations and rules of the University.

Departmental strategies and initiatives for enhancing student learning vary according to discipline areas and stated objectives which are developed in response to the particular student groups and demographics that arise from the programmes delivered. All papers are required to have a defined set of learning outcomes which are stated in the paper outline given to students at the start of the paper offering. In programmes with a more professional and applied focus, practical work experience is incorporated and may form part of the assessment requirements (eg Applied Science, Design, Education, Medical Laboratory Science, Nursing, Psychology, Social Work, Technology, Veterinary Science).

Graduate profiles are a requirement for all new programmes, and information about the profiles is available for a number of programmes of study. The extent to which graduate profiles are used as a touchstone for the evaluation of student learning was unclear during the Self-Review process, but will become more evident as the Qualification Review Policy and Procedures are implemented across the University.
Massey University continues to focus on foundation studies and the stair-casing of qualifications that enable students to begin their university education at a variety of levels. The Certificate in University Preparation is offered for the first time in 2003, and provides access to the University for secondary school leavers under age 20 who narrowly missed gaining university entrance. The Certificate also provides students new to university education with an opportunity to increase their confidence and develop study and communication skills.

Foundation Certificates are also available in Design and Jazz, and the College of Education offers two specialised bridging programmes for Māori – Raukura and Te Awatea, the latter designed specifically to enhance fluency in te reo Māori in preparation for university level study in this area.

With the cost of study rising, some academic departments are endeavouring to secure industry sponsorship for the provision of scholarships or prizes. Information and administration of all University-wide scholarships including Massey Scholars, Masterate and Doctoral Scholars, Commonwealth Scholars and the NZVCC scholarship recipients is provided by the Scholarships Committee which reports directly to the Academic Board. To enhance the capability of the University to disseminate scholarship information, an interactive web environment is currently being developed so that students can source relevant scholarships information and initiate the application process. Massey University also subscribes to a web-based scholarship opportunities database that publishes details on awards available.

The Review of Codes and Modes (Section 7.3.3) has prompted discussion about strategies to support student learning such as the establishment of student learning communities and student learning groups across different modes of instruction. The services and support that students can expect to receive as part of their university fees is another issue that is currently being discussed at MU, in the context of the wider review.

Defining Student Workload

Every paper has a point value that indicates its contribution to the qualification enrolled for, and the total amount of time that a student might reasonably expect to have to spend in order to satisfactorily complete the assessment requirements. Each point corresponds to approximately one hour per week for a single-semester paper or one half hour per week for a double semester paper. The total hours required for the paper can be calculated at 15 times the point value, so that a total commitment of 187.5 hours might be expected for a 12.5 point paper.
Student Assessment

The Assessment and Examination Regulations set out the procedures in place for student assessment. Paper coordinators must advise students at the outset of the paper offering the elements of the assessed course work that will contribute to the final grade for the paper. Some papers require compulsory attendance at classes, extramural contact courses, laboratories or field trips where these elements are critical to the learning outcomes of the paper. Paper coordinators are also required to ensure that assessment results are returned to the student as soon as practicable in accordance with the Policy on Assignment Turnaround.

In order to protect students from repeatedly enrolling in papers or programmes in which they are unable to make any progress, the Unsatisfactory Academic Progress Regulations may apply. The College Academic Directors and Academic Manager in the Office of the AVC(A) manage and monitor this process, and students are informed of any exclusion by a personal letter that outlines the reason for the exclusion, procedures for appeal and information relating to career counselling or learning support systems available. In some Colleges, students at risk of exclusion receive a letter after Semester One advising them of learning support and other assistance available, and the extension of this practice to other Colleges is currently being discussed.

The MU Library and Information Technology Services

The Library provides information resources and research consultations to support student learning, and lifelong information skills are promoted through the information literacy programme. Support for student learning is also provided by the Information Technology Services through the management of student computer laboratories and the provision of access to help desk facilities.

Learning Support

The Student Learning Centres at each Campus provide a range of programmes and resources for students in areas such as communication, study and writing skills. Academic departments and Colleges have also been proactive in the provision of learning support by: implementing student mentor schemes (Medical Laboratory Science, Social Work); working with the Student Learning Centres to ensure that subject-specific programmes are available (Business, Maths & Numeracy); establishing ‘help centres’ (Statistics Research & Consultancy Centre, Economics Drop-In Centre); and running department-based workshops (Information Sciences & Technology, Veterinary Science, Communication & Journalism).

Learning support is also provided for specific student groups such as postgraduate, extramural, Māori and Pasifika. An Online Writing and Learning
Laboratory (OWLL) has been developed for extramural students and a wide range of resources can be accessed from this facility.

Massey University has six Kaitautoko Māori – one based in each College, and one who provides support to extramural students. The role of the Kaitautoko Māori is to assist Māori students in all aspects of their study including course planning, improving learning skills and arranging individual and group tutorials. Kaitautoko staff are also able to liaise with academic staff on the student’s behalf and provide information on grants and scholarships. Individual academic departments provide support to Māori students through strategies ranging from establishing Māori student networks (eg, Psychology) to targeting the development of Māori centred papers (eg, Design). Te Rau Puawai is a successful and focused bursary and learning support programme funded by the Ministry of Health for Māori students enrolled in programmes such as nursing, psychology and social work. Te Rau Puawai has a full-time tutor and co-ordinator to assist both internal and extramural students.

Support systems in place for Pasifika students are also emerging, including Pasifika Learning Support Coordinators at the Palmerston North and Albany campuses. The College of Humanities and Social Sciences has also made provision to employ a part time Pasifika Learning Support Coordinator in 2003.

The MUELC offers a range of English language programmes on all three campuses designed to suit the needs of students with differing goals and levels of English language proficiency. English language programmes include the Certificate of Attendance in General English (General English / English Academic Purposes) and Certificates in English for Speakers of Other Languages.

The Certificate in Foundation Studies provides a university entrance qualification for students from non-English speaking backgrounds who do not currently meet the English language competency and/or academic criteria to qualify for entry to a New Zealand university. The Certificate is available to International Students and those with New Zealand permanent residence.

Two university credit papers are available for students already enrolled in undergraduate degree or diploma courses. In 2002, recommendations arising from a review of the English to Speakers of Other Languages (ESOL) services specified that the range of university credit papers be expanded to enable a structured pathway for students from non-English speaking backgrounds to further develop their English language skills.
Student Grievances

The University operates specific procedures for addressing grievances and the Policy and Procedures are regularly promoted by the University and Students' Associations via the Calendar, the web and print-based material. The University Grievance Procedures (MU Calendar 2003, p. 29) are for all campuses and cover all modes of delivery of undergraduate and postgraduate programmes and related services. The Policy is designed to ensure students receive a quality education and that relations between staff and students demonstrate integrity and are procedurally fair. Any student may choose to lodge a grievance against the University and/or a staff member if he/she believes they have sustained academic disadvantage for any reason.

8.2.2 Services & Facilities

Massey University recognises that wider community life and campus experience are an important part of university education. At times, students need support with various academic and personal challenges while attending University and for that reason there is a comprehensive range of activities, clubs and support services available to students studying at each Campus and for extramural students studying at a distance.

On-Campus Services & Facilities

Massey Contact centres at each Campus provide a central point where students can obtain information about the services and facilities available. Although there are some differences in the services at each Campus, students should have access to:

- Academic Advice & Liaison Service
- Accommodation Services
- Careers Advice
- Chaplaincies and Prayer Centres
- Childcare Facilities
- Computing Services
- Disability Services
- Health and Medical
- International Students Offices
- Student Learning Centres
- Student Notes Distribution Centres
- Scholarships and Grants Services
- Sport, Leisure & Cultural Services
Students’ associations at each campus are also available to provide internal students with advocacy services as well as organising and coordinating a variety of student activities.

Off-Campus Services

Support services for extramural students are detailed in the Extramural Administrative Handbook and include:

- Academic Advice and Liaison Services
- Computing Services
- Disability Services
- Distance Library Services
- Learning Support
- Support Services for Māori Students

In addition to extramural student representation and advocacy services, EXMSS also provides a number of student benefits including:

- A free shuttlebus from the airport, bus terminal, or train station during contact courses at Palmerston North
- EXMSS scholarships and study assistance grants
- An email forum for extramurals
- A national peer support network of 40 area representatives
- “Off Campus” magazine delivered quarterly
- Local meetings of extramural students each year and an annual graduation dinner
- A Help Desk staffed seven days a week during contact courses at Palmerston North

Regional Deputy Vice-Chancellors work with their staff and advisory groups to establish relationships with local bodies in order to provide enhanced student services both on and off campus. An indication of the collaborative partnerships to be established and maintained appear in the University Statement of Objectives/Profile 2003-2005.

8.2.3 Study Opportunities

International

The University’s internationalisation strategy expresses commitment to internationalising the student experience at Massey University by encouraging an exchange of students with the international community and ensuring that campus life is reflective and supportive of international cultures and values.
The ISO manages and promotes the Study Abroad programme which allows students from overseas universities to study for one or two semesters at MU and to credit this study back to their home university degree. Typically students undertake four under-graduate papers (courses) per semester across a number of disciplines.

The ISO also coordinates the MU Student Exchange Programme and students who have successfully completed at least one semester of full time study are eligible to apply. Massey University has exchange arrangements with a number of universities in other countries such as the United States, United Kingdom, Canada, The Netherlands, Denmark, Malaysia and Japan and students can undertake approved studies which can be credited to their MU qualification.

International Students’ Support Services (ISSO) at each Campus provide a central point of contact for international students. Staff are able to assist with accommodation arrangements and airport collection as well as providing ongoing support including an International Student Orientation programme and the organization of social functions during the year.

Vice-Chancellor’s Bursary Award Scheme

The Bursary Award programme is a Massey University initiative established to make university study more accessible to students from New Zealand’s lowest decile schools. The Programme identifies Year 11 (Form 5) students from under-resourced families with limited history of university participation, and promotes their academic attainment and motivation towards entering university after finishing Year 13 (Form 7). The programme began in 1999 with three schools and expanded to 11 schools in 2001. Recipients of the award are entitled to a fees remission in their first year, and a cash grant upon completion of university entrance and enrolment for full time study at MU. The Awards are jointly funded by MU, the Tindall Foundation and Opus.

Postgraduate

Massey University offers a variety of postgraduate programmes approved by CUAP that range from postgraduate certificates to doctoral degrees. Massey has chosen to emphasise a wide range of applied skills in its advanced teaching and research so that staff and graduates are equipped to solve practical problems to the benefit of the wider community. Postgraduate students comprised 18% of the total enrolments at MU in 2002.

Graduate Studies Committees or an Office of Graduate Studies are present in the Colleges to manage matters relating to postgraduate study. In the Colleges of Business and Education, Graduate Schools have been established to provide and coordinate advanced opportunities for continuing education and training.
Academic units have identified a Graduate Studies Coordinator or similar designated staff member to monitor information provision, departmental services and resources available to students. Colleges, as well as Departments, Institutes and Schools offer introductory or orientation sessions for postgraduate students in order to convey information relating to postgraduate study and promote a postgraduate culture. Postgraduate students also receive training for research from research methods papers that are compulsory in many fields of study, and research seminars are widely used as a mechanism for developing presentation skills.

Campus-based services provide a variety of support for postgraduate students. At Albany, the Graduate Students Advisory Committee is charged with fostering the well-being of graduate students and enhancing the graduate research culture at the Campus, and a Graduate Students Advisory Forum has been recently established in Wellington. At Palmerston North and Albany, Graduate Students’ Officers of MUSA and ASA monitor all aspects pertaining to the quality of postgraduate study.

The University Library provides a service whereby postgraduate students can obtain research advice during a Research Consultation and postgraduates are eligible for longer loan periods than undergraduate students. The Library also publishes a guide to the preparation of theses and maintains an archive of completed works.

The Statistics Research and Consulting Centre provides statistical research advice on the design and analysis component of quantitative research projects in other disciplines. Services are available to academic staff and postgraduate students on a non-profit basis.

A variety of awards and scholarships are available to support postgraduate study, and students embarking on a research project at the Master’s or Doctoral level are eligible to apply for graduate research funds which have been devolved and are handled differentially across the Colleges. The provision of adequate financial, physical and human resources to enhance the postgraduate experience continues to be a challenge. In order to ensure that all MU postgraduates are entitled to a set of minimum provisions, MU established resource minima for graduate students in 2002.

**Summer School@Massey**

Massey University has developed its Summer School offerings over the past two years guided by the Report and Recommendations of the Summer School Taskforce. An independent evaluation completed in December 2002 affirmed the quality of the teaching and learning experience in Summer School through
student and staff surveys and interviews. The evaluation also identified areas for further improvement, and VCEC has undertaken consultation across the Colleges, Campuses and National Shared Services to make recommendations to the Vice-Chancellor on this issue. These decisions are expected by June 2003, at the time this Audit Portfolio is being submitted. By the time the Audit Panel visits MU in September, planning for the 2003-2004 Summer School@Massey will have been completed and a further report on developments and future initiatives will be available on request.

8.2.4 Completion & Retention

In 2001, a university-wide working group carried out a review of student retention with a particular focus on the student first year experience. One of the outcomes of that review was the establishment of a First Year Experience Taskforce in 2003 to summarise recommendations of the working group with identified best practices internationally and at Massey. The Taskforce is expected to present their report in June 2003, and some of the issues to be addressed include: the enhancement of learning support for extramural students; connections with careers advice; strategies to address disproportionately high levels of failure in first year papers and programmes; linkages with the Certificate of University Preparation and the Student Learning Centre services to provide support to students at-risk; and College and programme-specific strategies to identify and support students at risk of failure after their first semester of study in a university programme. The 2003 Vice-Chancellor’s Symposium will provide another opportunity to explore issues relating to the First Year Experience and the Symposium will be held later in the year.

Targeted publications such as Massey Māori and Māori Students at Massey provide one vehicle for encouraging Māori student enrolment. Implementation of the Māori@Massey strategy will also enable MU to retain Māori students and support their completion of a programme of study.

The Doctoral Office and DRC work across the University to support doctoral students in the successful completion of their study. The development of a comprehensive database is currently being progressed to facilitate the improved monitoring, management and administration of postgraduate research students at masters and doctoral levels.

8.2.5 Administrative Support Systems

In recent years, Massey University has engaged in a number of improvement oriented projects to facilitate student management and enhance our ability to deliver administrative services to students and staff at the University. The Results Processing System enables Paper Coordinators to calculate final grades
based upon assessment components and definitions which can be customised according to individual needs.

Massey University has developed a number of support systems for examination administration particularly for students studying at a distance. Extramural students are able to elect a centre where their final examinations can be sat and options are printed in the enrolment material. There are also provisions for Reconsideration of Scripts, Aegrotat consideration, Carry Forward of Course Work, Carry Forward of Postgraduate Registration and writing of assignments and final examinations in Māori.

A number of extensions to the web-based administrative services for students are planned including applications for Reconsideration of Scripts, return of exam scripts and cross-credit.

### 8.3 Monitoring & Review

Annual planning days or retreats provide opportunity for academic units to review student learning, and ongoing monitoring is conducted by lecturing staff and paper coordinators. Curriculum groups and programme coordinators regularly scrutinise enrolment numbers, SECAT results, student achievement and pass rates. College or programme examinations committees monitor grading procedures and moderate examinations results.

National Student Relations commissions an annual survey of student satisfaction with services to assist with the setting of improvement priorities in areas such as enrolment, information provision and student communications. Staff from NSATS monitor assignment turnaround, materials dispatch and the quality of learning resources compiled in the Section. The Doctoral Office in NSATS and DRC College representatives review the six monthly progress reports submitted for doctoral students, and the DRC follows up on any unresolved issues.

Provision and support for postgraduate students was one of the themes examined during the Cycle 2 Audit of MU carried out in 2001. As a result of that evaluation and the Academic Audit Report which followed, MU has implemented all of the improvement initiatives identified such as: developing a generic postgraduate guidebook; establishing resource minima for graduate students; and evaluating the postgraduate research experience. Colleges have also responded to the need for increased support and information provision to graduate students with the development of College-wide policies and procedures in this area.

The Massey University Graduate Research & Experience Questionnaire (GREQ) was developed and refined during the year 2000 to explore graduate perceptions.
of their research qualification, and provide results that would assist in identifying areas for improvement. Results for 2001 and 2002 were aggregated at Department / Institute / School level and distributed to department heads for use in their areas.

8.4 Performance Evaluation

8.4.1 Summary of Strengths

The interdependence of teaching and learning cannot be overstated, and the strengths outlined in Section 8.4.1 in regard to teaching quality have equal relevance here. In addition to those strengths, MU's proactive, responsive and student-centred services, both campus based and nationally available, provide all students with access to support that will enhance their learning experience.

Massey University's focus on providing a wider community of learners with greater access to university programmes while supporting their progress in a manner that recognises their different needs and learning styles is another strength of the University. In particular, the support provided for students with a disability has received very positive feedback in surveys of student satisfaction, and the number of services provided has expanded during the past two years.

The development and delivery of foundation and bridging programmes such as the Certification of University Preparation are a growing strength of MU bringing form and function to objectives relating to access and learning support. In addition, establishment of the First Year Experience Taskforce and recognition that a student's first year experience is critical to ongoing academic achievement will also identify new support initiatives in this important area.

Overall, the MU Self-Review indicated that the dedication of staff to their teaching and research, coupled with a genuine commitment to the processes of quality review (Summer School, Codes & Modes, Qualifications Reviews), and ongoing student involvement at all levels of the University are university-wide strengths that will support continuous quality improvement of student learning.

8.4.2 Areas for Improvement

The Self-Review responses relating to student learning included very little on the use of assessment, and moderation procedures were inconsistent. Massey University supports fair, reasonable and appropriate assessment and a draft Code of Practice was developed in 1998 to provide guidelines for assessment procedures. The Code did not progress beyond draft status as it did not adequately address the diversity and complexity of assessment requirements across disciplines and programmes. However, MU is committed to continuous
improvement in this area and the TDU is in the early stages of planning a major staff development initiative for 2004 and beyond which includes university-wide symposia on tertiary assessment best practice.

Massey University also needs to develop appropriate strategies for encouraging students and supporting their academic progress. Within the Colleges and academic departments, more effort is being made to communicate with high-achieving students and provide positive reinforcement as another means for supporting student retention. For example, some Colleges send out individualised letters of congratulations to high achieving students at the end of the Semester and/or academic year.

The exclusions process was reactivated at the end of 2002 with refinements and improvements to the process ongoing during 2003. The information gathered to identify exclusions will also provide MU with the opportunity to assist failing students with targeted strategies to support their progress at the university.

Also apparent in the Self-Review findings were concerns about the literacy levels of some students. While units such as the Student Learning Centre and MUELC are being proactive in the provision of services to these students, MU recognises that the Government statutes in this area will continue to limit MU's abilities to address the issues comprehensively. As an interim measure, Academic Board has approved an amendment to the general admission regulations advising students whose prior education was not in English to take a paper in English for Academic Purposes for Speakers of Other Languages in their first year at MU.

### 8.5 Summary of Key Improvements

4. Continue to develop and refine the Student Programme Management tool as a more efficient means to determine student progression (Section 7.2.1, Key Improvement 4, Section 7.5).

15. Consider the report of the First Year Experience Taskforce when submitted, and implement the recommendations as appropriate, within resourcing limitations.

16. Continue to refine the Exclusions Procedures in the context of their ability to identify and monitor students whose academic progress is unsatisfactory.

17. Develop appropriate strategies for encouraging and rewarding student achievement.

18. Continue to revise and refine assessment policies and procedures across the university to promote fair, valid and reliable assessment practices.

19. Continue to implement the recommendations of the ESOL/SLT Review which will provide current and potential students with greater access to English language services.
9.0 Conclusion

The findings of the Cycle 3 Academic Audit of MU, coupled with the ongoing processes of Self-Review, will help to clarify opportunities for further development and strengthen our commitment to quality advancement. Key improvements for quality advancement in the areas of Programme Delivery, Teaching Quality and Student Learning are summarised in the table below.

<table>
<thead>
<tr>
<th>Theme</th>
<th>Key Improvements</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Continue to review paper and programme offerings, and complete the review of “Codes and Modes” to explore more effective means of structuring the delivery systems to provide a quality learning experience for students.</td>
</tr>
<tr>
<td>2.</td>
<td>Implement the MU Qualifications Review Policy and Procedures.</td>
</tr>
<tr>
<td>3.</td>
<td>Continue to monitor staff workloads and the implementation of the University Workloads Policy.</td>
</tr>
<tr>
<td>4.</td>
<td>Continue to develop and refine administrative support databases – in particular, implement the Student Programme Management tool as a more efficient means to determine student progression and assist with student programme planning.</td>
</tr>
<tr>
<td>5.</td>
<td>Build on the administrative systems such as IPD and the Qualifications Register to scope and establish a central database of qualification information including approval and review dates.</td>
</tr>
<tr>
<td>6.</td>
<td>Continue to monitor the administration of the Graduate Destination Survey and identify strategies to enhance data gathering and information management.</td>
</tr>
<tr>
<td>7.</td>
<td>Present and distribute the data obtained from the Graduate Course Experience Questionnaire.</td>
</tr>
<tr>
<td>8.</td>
<td>Continue to identify and deliver programmes and papers that support Māori development and contribute to Māori people and the Māori resource base.</td>
</tr>
</tbody>
</table>
Section 7.0  Teaching Quality

9. Continue to review regularly staff appointment and promotions procedures to ensure that excellence in teaching is valued and recognised alongside excellence in research.

10. Consider ways to value and reward improvement in teaching.

11. Develop a system for ongoing publication of FIET projects to ensure that the work of FIET recipients is publicly recognised and valued.

12. Develop and implement an appropriate strategy for supporting staff in their use of e-learning.

13. Continue to implement the University Workloads Policy to spread teaching related activity more equitably amongst academic staff thereby preserving time for research.

14. Implement the Māori@Massey strategy as a means to support the wider incorporation of Māori in University teaching programmes.

Section 8.0  Student Learning

15. Consider the report of the First Year Experience Taskforce when submitted, and implement the recommendations as appropriate, within resourcing limitations.

16. Continue to refine the Exclusions Procedures in the context of their ability to identify and monitor students whose academic progress is unsatisfactory.

17. Develop appropriate strategies for encouraging and rewarding student achievement.

18. Continue to revise and refine assessment policies and procedures across the university to promote fair, valid and reliable assessment practices.

19. Continue to implement the recommendations of the ESOL/SLT Review which will provide current and potential students with greater access to English language services.
### Appendix 1: Student Profile 2002

<table>
<thead>
<tr>
<th>CATEGORY</th>
<th>NUMBER</th>
<th>EFTS</th>
<th>% OF TOTAL EFTS</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>By Mode</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Internal</td>
<td>17 591</td>
<td>14 221</td>
<td>66.1</td>
</tr>
<tr>
<td>Extramural</td>
<td>20 239</td>
<td>6 529</td>
<td>30.3</td>
</tr>
<tr>
<td>Block</td>
<td>1 915</td>
<td>777</td>
<td>3.6</td>
</tr>
<tr>
<td><strong>Totals</strong></td>
<td>39 745</td>
<td>21 527</td>
<td>100</td>
</tr>
<tr>
<td><strong>By Level of Study</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Undergraduate</td>
<td>31 983</td>
<td>17 492</td>
<td>81.3</td>
</tr>
<tr>
<td>Postgraduate (except PhD)</td>
<td>7 128</td>
<td>3 500</td>
<td>16.3</td>
</tr>
<tr>
<td>PhD</td>
<td>634</td>
<td>535</td>
<td>2.4</td>
</tr>
<tr>
<td><strong>By College</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>College of Business</td>
<td>15 925</td>
<td>7 816</td>
<td>36.3</td>
</tr>
<tr>
<td>College of Design, Fine Arts &amp; Music</td>
<td>1 642</td>
<td>1 456</td>
<td>6.8</td>
</tr>
<tr>
<td>College of Education</td>
<td>4 738</td>
<td>2 676</td>
<td>12.4</td>
</tr>
<tr>
<td>College of Humanities &amp; Social Sciences</td>
<td>10 488</td>
<td>4 903</td>
<td>22.8</td>
</tr>
<tr>
<td>College of Sciences</td>
<td>6 952</td>
<td>4 677</td>
<td>21.7</td>
</tr>
<tr>
<td><strong>By Sex</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Female</td>
<td>23 606</td>
<td>12 262</td>
<td>57.0</td>
</tr>
<tr>
<td>Male</td>
<td>16 139</td>
<td>9 265</td>
<td>43.0</td>
</tr>
<tr>
<td><strong>Māori, Pasifika &amp; International</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Students Who Claim Māori Ethnicity</td>
<td>3 928</td>
<td>2 088</td>
<td>9.7</td>
</tr>
<tr>
<td>Pasifika Students</td>
<td>1 057</td>
<td>628</td>
<td>2.9</td>
</tr>
<tr>
<td>International Students</td>
<td>3 445</td>
<td>2 650</td>
<td>12.3</td>
</tr>
<tr>
<td><strong>By Location</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Albany</td>
<td>5 619</td>
<td>4 030</td>
<td>18.7</td>
</tr>
<tr>
<td>Extramural</td>
<td>20 239</td>
<td>6 529</td>
<td>30.3</td>
</tr>
<tr>
<td>Palmerston North</td>
<td>9 267</td>
<td>7 339</td>
<td>34.1</td>
</tr>
<tr>
<td>Wellington</td>
<td>4 620</td>
<td>3 629</td>
<td>16.9</td>
</tr>
</tbody>
</table>
Appendix 2: Council & Academic Board Committees

Council
  - Audit & Risk Committee
  - Committee for Honorary Awards
  - Special Process Aims Committee
  - Graduation Advisory Committee
  - Standing Consultative Committee
  - Student Centre Committee

Academic Board
  - Academic Committee
    - Animal Ethics Committee
    - Board of Extramural Studies
    - Committee on Provisional Entrance
  - Doctoral Research Committee
  - Genetic Technology Committee
  - Human Ethics Committee
  - Library Committee
  - Research Committees
  - Scholarships Committee
  - College Boards

College Boards
Appendices

Appendix 3: MU Structures

Note: A complete account of the University structures appears in the University Calendar, p. 511-552

Office of the Vice-Chancellor (Calendar, p. 512-513)

Office of the Assistant Vice-Chancellor (Research & External Relations)
Regional Structures

Auckland

Deputy Vice-Chancellor
Auckland
Professor Ian Watson

Regional Registrar
Mrs Andrea Davies

Te Kaiwawao
Mr Rarawa Kohere

Information Technology
Manager
Mr Sri Ngappan

Community Relations &
Events Manager
Mr Grant Dixon

Student Support Services
Manager
Mr Gary Williams

Regional Accountant
Manager
Mr Paul Hargreaves

Regional Facilities Manager
Mr Chris Lambert

Massey Contact Manager
Mr Phil Mann

Wellington

Deputy Vice-Chancellor
Wellington
Professor Ken Heskin

Regional Registrar
Business Services
Mr Liam Halpin

Te Kaiwawao
Mr Hawira Hape

Regional Registrar
Client Services
Ms Prue Ashford

Events Coordinator
Manager
Ms Shelley Kennedy

Learning Support Services
Coordinator
Mr David McCrone

Massey Contact
Manager
Ms Janet Stanion

Regional Registrar
Business Services
Mr Steve Scott

Regional Facilities Manager
Manager
Mr John Tymkin

Information Technology
Manager
Ms Theresa Shaw
College of Business (Calendar, p. 516-521)
College of Humanities & Social Sciences (Calendar, p. 528-532)
College of Sciences (Calendar, p. 533—541)

Pro Vice-Chancellor Professor Robert Anderson

Academic Director Auckland
A/Prof Ian Maddox

Academic Director
Palmerston North
A/Prof Michael Hardman

Academic Director
Graduate Studies
Professor Ken Milne

Academic Director Wellington
Dr John Ruck

Information and Mathematical Sciences Head of Institute
Professor Robert McKibbin

Natural Resources
Head of Institute
Professor Russ Tillman

Information Sciences and Technology
Head of Institute
Professor Robert Hodgson

Technology and Engineering
Acting Head of Institute
Professor Don Cleland

Fundamental Sciences
Head of Institute
Professor David Parry

Veterinary, Animal and Biomedical Sciences
Head of Institute
Professor Grant Guilford

Food, Nutrition and Human Health
Acting Head of Institute
Professor Ray Winger

Molecular Biosciences
Head of Institute
Professor Pat Sullivan
Appendix 4: MU Planning Framework

Charter and Vision

Ten Year Plan
- Executive Summary
- Vision and Outcomes
- Planning Environment
- Priority Issues
- Goals and Objectives
- Planning Themes

Statement of Objectives
- Profile
- Consultation Statement
- Planning Environment
- Objectives
- Strategic Initiatives
- Measures & Targets
- Financials (Year 1, Year 2, Year 3)

Annual Plan
- Executive Summary
  - Review of Previous Year Performance
  - Action Plans
  - Strategic Projects
  - Capital Expenditure Rationale
- FINANCIALS
  - Income and Expenditure
  - Balance Sheet
  - Cash Flow
  - Capital Expenditure
  - Performance Measures & Targets

Performance Reporting Framework and Risk Management Framework
Appendix 5: College Profiles

College Of Business

The College of Business comprises ten academic departments and three schools: Applied and International Economics; Commerce; Communication & Journalism; Finance, Banking and Property; Human Resource Management; Information Systems; Management; Management and International Business; Management & Enterprise Development; Marketing; the Graduate School of Business; and the Schools of Accountancy and Aviation. The College also provides the academic foundation for the adidas Institute of Rugby which was opened in 1999, and is the home to ten research centres.

The College is led by Acting Pro Vice-Chancellor Professor Jack Dowds and operates on three campuses in Auckland, Palmerston North and Wellington, as well as through a large extramural programme.

The College offers established degree programmes in business (for example: BBS; BBS (Hons); MBS; MBA; MMgt), economics (BApplEcon, BApplEcon (Hons), MApplEcon), and aviation (for example: BAv; BAv (Hons) MAv) and a wide range of undergraduate and postgraduate diplomas. The College offers joint degree programmes with the College of Sciences and the College of Humanities and Social Sciences (BBS/BSc, BA/BBS) as well as a successful doctoral programme.

The College has approximately 7,000 full time students and a student head count of about 16,000 making it the largest Business School in New Zealand and one of the largest in the Asia Pacific region. The College employs an academic staff of 250 and an administrative staff of 80. Massey University’s College of Business is an international leader in distance education and is committed to the concept of long-term learning partnerships with students and organizations.

Providing quality and competitive teaching programmes is a key priority and in 2002, the College was admitted to the Association to Advance Collegiate Schools of Business (AACSB) international candidacy. The AACSB accreditation process involves stringent auditing of academic standards and regular assessment of teaching, research and related administrative activities over a period of up to eight years.

The fostering and further development of a strong and innovative research culture, growing external funding revenue, and close and active links with industry and government, are also key priorities for the College. The College is
considered to be at the leading edge of research in a number of fields, with research centres including: Small and Medium Enterprises; Information Science Research; Sustainable Business Development; Ergonomics and OSH; Real Estate; and Applied Economics and Policy Studies. The College supports two Centres of Excellence (New Zealand Centre for Excellence & Entrepreneurship, The Information Science Research Centre), and has identified sixteen strategic research projects for priority funding. About 50 PhD students and a large number of research students at the Masterate level ensure not only the research-teaching nexus, but also ensure critical mass of research discourse.

**College Of Design, Fine Arts & Music**

Massey University recognizes that the way New Zealand presents itself and its culture through design, art, and performance are important to our industrial and economic competitiveness. With the merger of the University and Wellington Polytechnic in July 1999, the College of Design, Fine Arts and Music was established to meet the need for professional education in design, art, and music, within a coordinated academic structure, at a place of international renown.

Dr Duncan Joiner is the Pro Vice-Chancellor of the College which is based at the Wellington Campus. The College comprises three schools: Design; Fine Arts; and Music; with the School of Design including four academic departments: Art & Design Studies; 2-Dimensional Design; 3-Dimensional Design; and Fashion & Textile Design. There are over 1,600 full time students in the College, and over 100 full time academic staff, many of whom are recognized and practising musicians, designers, or artists as well as scholars.

Undergraduate and postgraduate degree programmes in design include the major disciplines of industrial design, fashion design, Māori art & design (Toi Atea), textile design, photographic design, visual communication design, interior design and transport design. The programme in performance design is conjointly taught, and the degree jointly awarded, with Toi Whakaari, the New Zealand Drama School.

Programmes in fine arts are based on a broad grounding of studio practice across a range of disciplines including painting, sculpture, photomedia, and electronic media, coordinated through contextual studio papers.

The Conservatorium of Music offers programmes in instrumental and voice, solo and ensemble performance in classical music and jazz. Studies in the Conservatorium include majors in classical and jazz performance, history & analysis, composition & ethnomusicology, as well as postgraduate programmes in music therapy, jazz & classical performance and music teaching.
The recently accredited Graduate Diploma in Dance will be conjointly taught with the New Zealand School of Dance from the beginning of 2004. The Bachelor of Māori Performing Arts is taught by the Takitimu Māori Performing Arts Trust and the degree is conferred by the University.

Studies in cultural history, professional practice, and business methods are important components of the programmes in design, fine arts and music. These provide graduates with a breadth and depth of understanding to enhance their professional capabilities. They also provide a sound basis for the common understanding between design, art and performance disciplines within the College which, through the core and elective systems of the programmes, enable students to develop their personal interests across wide ranging combinations of subjects from product design to electronic media, jazz performance to advertising design, orchestral performance to painting.

Teaching and research programmes in the College have links to a wide range of disciplines in other colleges of the University including technology, media studies, anthropology, psychology, Māori visual arts, and business. Students of design, fine arts and music may study papers in other colleges as electives in their degrees. There is recognition that studies in the creative subjects of the College provide sound general education as well as professional training.

The majority of students in the College programmes study at the Wellington Campus. However, the Bachelor of Music (Jazz Performance), Bachelor of Design (Transport Design, Visual Communication Design, Industrial Design) and some postgraduate music papers are being delivered to cohorts of students at the Albany Campus. A small number of design papers are delivered at Palmerston North, and the Bachelor of Arts (Music) is also based there attracting students from a variety of disciplines who can take papers offered internally and extramurally.

**College Of Education**

The College of Education / Te Kupenga o Te Matauranga is led by Professor James Chapman and organised into six academic departments: Learning & Teaching; Social & Policy Studies in Education; Te Uru Maraurau / Māori & Multicultural Education; Technology, Science & Mathematics Education; Arts & Language Education; and Health & Human Development. The College has approximately 2,600 full time students and an academic staff complement of 165.

In addition, several units provide College-wide coordination of research and teaching components. The Office of Teacher Education coordinates many distinctive preservice teacher education programmes for the early years, primary and secondary educational sectors, at both undergraduate and graduate levels.
The Office also showcases specialised post-Diploma level programmes to enable professional educators to complete their degrees in teacher education.

The Massey University Graduate School of Education showcases and coordinates the staircased postgraduate qualifications offered by the College, enabling educators and clinicians in education-related fields to undertake further study through to masters and doctoral degrees to enhance leadership roles in the profession.

The Institute for Professional Development and Educational Research supports research and professional development activities throughout the College and within the wider educational community nationally and internationally. The Institute also comprises externally funded activities to support research and development for schools, centres and agencies related to education including the New Zealand Principal and Leadership Centre (a collaborative venture with the NZ Principals Federation), Massey University School Administration by Computer (MUSAC), the Kanuka Grove Educational Resources Centre and the Centre for Educational Development (CED) which provides school and professional development services to New Zealand schools and centres.

The College offers preservice teacher education and other undergraduate degree programmes regionally at the Albany, Palmerston North, Wellington and Ruawharo (Napier) campuses as well as nationally through its External Delivery Option (EDO) delivered entirely through web-based and print communications. A full-range through pre-degree, undergraduate and postgraduate and doctoral degree qualifications in all areas of education and school-related services is available at one or more of these campuses or nationally through a network of extramural and other web-based delivery options. The Graduate School of Education features extensive extramural study options with web-based components available for the majority of postgraduate papers. Educational research and development collaborations with the educational community are based at Albany, Taranaki, Napier, Palmerston North and Wellington. National distance delivery of bachelors and masterate degrees in adult education is provided from the Wellington Campus.

An extensive range of programmes in Māori Education includes foundation, undergraduate preservice degrees - both full immersion (Kura Kaupapa), and bilingual degrees - and postgraduate level specialisations within masters and doctoral degree programmes. Other professional qualifications include undergraduate specialist training in speech-language therapy and postgraduate specialist training in a variety of areas including the preparation of educational psychologists and counselling professionals as well as both the PhD and EdD (Professional Doctorate) degrees.
The College of Education is strongly committed to the principles and practices of teaching as a graduate profession; opportunities for lifelong learning and professional development to advance qualifications and support innovative, research-informed practice in school and community; research-informed teaching and programme development; and collaborative partnerships with schools, centres, iwi, and family / whanau in the design and delivery of quality educational experiences to the professions and the community.

**College Of Humanities and Social Sciences**

The College of Humanities and Social Sciences / Te Kura Pukenga Tangata was formed by merging the Faculties of Humanities and Social Sciences in June 1997. Pro Vice-Chancellor Professor Barrie Macdonald heads the College which includes approximately 230 academic staff working in nine multi-disciplinary Schools: English and Media Studies; Health Sciences; History, Philosophy & Politics; Language Studies; Māori Studies; People, Environment & Planning; Psychology; Social & Cultural Studies; and Sociology, Social Policy & Social Work. The Schools are organised across campuses (with the exception of Social & Cultural Studies which is located at Albany) and provide for the delivery of academic programmes through a mix of internal, on-campus tuition, distance learning and intensive block courses.

Humanities and Social Sciences are centred on human culture and society. The Humanities are especially concerned with language and meaning, the past as well as the present, with subjects ranging from the Mediterranean Civilisation of Antiquity to the Pacific in the twenty-first century, and with courses that teach students to think critically, to evaluate philosophical ideas, to analyse literature, and to communicate in a foreign language. The Social Sciences study social systems and the ways people interact with social organizations and government. Humanities and Social Sciences complement one another in many ways, as both are concerned with the issues and problems affecting our society in New Zealand and societies around the world.

Approximately 5,000 equivalent full time students are enrolled in College programmes including: Bachelor of Arts; Bachelor of Defence Studies; Bachelor of Health Sciences; Bachelor of Māori Visual Arts; Bachelor of Midwifery; Bachelor of Nursing; Bachelor of Resource & Environmental Planning; and the Bachelor of Social Work. Certificate and Diploma courses provide tuition in specialist or professional areas. Graduate degree programmes provide opportunities for advanced study in most of the subjects taught up to doctoral level. These include a diversity of professional and applied programmes in the areas of Emergency Services Management, Māori Development, Māori Visual Arts, Midwifery, Museum Studies, Nursing, Psychology, Public Policy, Rehabilitation, Resource and Environmental Planning, Social Policy, Social
Service Supervision and Social Work. Students are encouraged to take advantage of the blend of more traditional and contemporary disciplines and scholarship that underpin the diversity of applied and professional programmes offered by the College. These programmes are designed to address relevant social issues while drawing on established knowledge, professional expertise and current understanding of community needs.

The College has developed collaborative links with a number of industry and professional organisations that support both its teaching and research, including the Ministry of Health, Capital and Coast Health, MidCentral Health, Waitemata Health, the Department of Corrections, New Zealand Police, Barnados, Auckland City Mission, SkillNZ, Pacific Islands Education Resource Centre and the New Zealand Defence Force.

Innovation and excellence in teaching, influenced by high standards of scholarship in traditional, strategic, and applied research, are features of College programmes. In addition, the academic programmes of the College of Humanities and Social Sciences reflect a commitment to biculturalism and the Treaty of Waitangi combined with an international focus intended to equip graduates for the 21st century and increasing globalisation.

College Of Sciences

The College of Sciences encompasses the former Faculties of Agricultural & Horticultural Sciences, Information & Mathematical Sciences, Science, Technology, and Veterinary Science, together with several affiliate research and development units and centres. The academic interests of the staff in the College span the complete spectrum of basic science, applied sciences, technology and aspects of engineering in the broad contexts reflected by the names of the former Faculties.

The Pro Vice-Chancellor, Professor Robert Anderson leads the College which promotes the view that world-class universities are research-led educational institutions that: evolve new knowledge; synthesise and apply knowledge; cultivate advanced learning and scholarly abilities; and service the interests of the wider community. The College has eleven affiliate research centres, many of which are funded through partnerships with industry. It is also the host to the Allan Wilson Centre for Molecular Ecology and Evolution – one of the seven prestigious Centres of Research Excellence established by the Government in 2002.

Accordingly, the College is committed to providing research-led educational experiences that are informed by research and scholarship of the highest international standing. This commitment directed a substantial re-structuring
process during the latter part of 1997 that was guided by the view that future progress in the sciences will be driven by interdisciplinary teams addressing real-life problems.

Based on these perspectives, the College now comprises eight Institutes: Food, Nutrition and Human Health; Fundamental Sciences; Technology and Engineering; Information and Mathematical Sciences; Information Sciences and Technology; Molecular BioSciences; Natural Resources; and Veterinary, Animal and Biomedical Sciences.

The College has approximately 562 academic staff and 4,600 full time students enrolled in certificate, diploma, degree and doctoral programmes in the subject areas of applied sciences, engineering, information sciences, medical laboratory science, science, engineering, technology and veterinary studies. In addition to these subjects, the College offers New Zealand’s only degree programme in veterinary science.

Coinciding with the implementation of the Institutes, an alternative approach to the task of developing and managing educational programmes, together with the delivery of teaching services, was adopted. A feature of the approach is that teaching services are provided on an inter-institute basis where the emphasis is on co-operation and teamwork. The process is led by a learning outcomes model for curriculum design and delivery. This requires Academic and Programme Directors to consult widely (staff, students, graduates, employers, professional societies, community groups) to formulate desired learning outcomes which, in turn, guide the definition and development of programme aims and objectives.
Appendix 6

Academic Policy Approval & Management Pathways

Diagram:
- Academic Staff
- Other Stakeholders
- Plans
- Reviews and Feedback
- College Boards
- Academic Committee
- Academic Board
- Council
## Appendix 7

### Qualifications Offered by MU (2003)

The following list provides a summary of the qualifications offered by each College, and the locations from which they are available (A=Albany, B=Block, E=Extramural, P=Palmerston North, W=Wellington).

### University-wide

#### Certificates

- Certificate of University Preparation: AEP, W
- Certificate in Foundation Studies: AEP, W

### College of Business

#### Certificates

- Aviation Foundation Studies: AP
- Certificate in Aviation: AEP
- Certificate in Advanced Aviation: AP
- Certificate in Business Studies: AEP, W
- Legal Executive Certificate: W

#### Diplomas

- Diploma in Business Computing: W
- Diploma in Catering and Hospitality: W
- Diploma in Tourism and Travel: W
- New Zealand Diploma in Business: W

#### Graduate Diplomas

- Graduate Diploma in Applied Journalism: W
- Graduate Diploma in Aviation: AEP
- Graduate Diploma in Business Computing: W
- Graduate Diploma in Business Studies: AEP, W
- Graduate Diploma in Journalism: W
- Graduate Diploma in Occupational Safety & Health: EP
- Graduate Diploma in Public Sector Management: P

### Graduate Degrees

- Bachelor of Accountancy: AEP
- Bachelor of Applied Economics: EP
- Bachelor of Aviation: AP
- Bachelor of Aviation Management: AEP
- Bachelor of Business Information: W
- Bachelor of Business Studies: AEP, W
- Bachelor of Sports Studies: EP
- Joint Bachelor of Arts/Bachelor of Business Studies: AEP
- Joint Bachelor of Business Studies/Bachelor of Science: AEP
- Postgraduate Diplomas
  - Postgraduate Diploma of Accountancy: EP
  - Postgraduate Diploma in Aviation: AEP
  - Postgraduate Diploma in Banking: E
  - Postgraduate Diploma in Business and Administration: AEP
  - Postgraduate Diploma in Sport Management: EP
  - Postgraduate Diploma in Business Information: W
- Postgraduate Degrees
  - Bachelor of Applied Economics (Honours): P
  - Bachelor of Aviation (Honours): AEP
  - Bachelor of Aviation Management (Honours): AEP
  - Bachelor of Business Studies (Honours): AEP
  - Master of Applied Economics: P
  - Master of Aviation: AP
  - Master of Business Administration: AEP
  - Master of Business Information: W
  - Master of Business Studies: AEP
  - Master of Information Systems: BP
  - Master of Management: AEP
  - Master of Philosophy (Business): AEP
  - Doctor of Philosophy (Business): AEP, W
  - Doctor of Business and Administration: B

### College of Design, Fine Arts and Music

#### Certificates

- Foundation Certificate in Design: W
- Foundation Certificate in Jazz: W
- Certificate in Art and Design Studies: PW

#### Diplomas

- Diploma Fashion Design and Technology: W
- Diploma in Photography: W

#### Graduate Diploma

- Graduate Diploma in Dance Studies: W
- Graduate Diploma in Design: W
### Undergraduate Degrees

<table>
<thead>
<tr>
<th>Degree</th>
<th>Type</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bachelor of Design</td>
<td>AW</td>
</tr>
<tr>
<td>Bachelor of Fine Arts</td>
<td>W</td>
</tr>
<tr>
<td>Bachelor of Maori Performing Arts</td>
<td>H</td>
</tr>
<tr>
<td>Bachelor of Music</td>
<td>AW</td>
</tr>
<tr>
<td>Bachelor of Performance Design</td>
<td>W</td>
</tr>
</tbody>
</table>

### Postgraduate Diplomas

<table>
<thead>
<tr>
<th>Diploma</th>
<th>Type</th>
</tr>
</thead>
<tbody>
<tr>
<td>Postgraduate Diploma in Fine Arts</td>
<td>W</td>
</tr>
<tr>
<td>Postgraduate Diploma in Music Teaching</td>
<td>AW</td>
</tr>
</tbody>
</table>

### Postgraduate Degrees

<table>
<thead>
<tr>
<th>Degree</th>
<th>Type</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bachelor of Music with Honours</td>
<td>W</td>
</tr>
<tr>
<td>Master of Design</td>
<td>EW</td>
</tr>
<tr>
<td>Master of Fine Arts</td>
<td>EW</td>
</tr>
<tr>
<td>Master of Music</td>
<td>EW</td>
</tr>
<tr>
<td>Master of Music Therapy</td>
<td>W</td>
</tr>
<tr>
<td>Master of Philosophy (DFAM)</td>
<td>W</td>
</tr>
<tr>
<td>Doctor of Philosophy (DFAM)</td>
<td>AEPW</td>
</tr>
</tbody>
</table>

### College of Education

<table>
<thead>
<tr>
<th>Certificate</th>
<th>Type</th>
</tr>
</thead>
<tbody>
<tr>
<td>Certificate in Adult Education</td>
<td>EW</td>
</tr>
<tr>
<td>Certificate of Attainment: Awatea</td>
<td>P</td>
</tr>
<tr>
<td>Certificate of Completion: Raukura</td>
<td>P</td>
</tr>
<tr>
<td>Certificate in Counselling Theory</td>
<td>EP</td>
</tr>
<tr>
<td>Certificate in Early Years Education</td>
<td>E</td>
</tr>
<tr>
<td>Certificate in Human Development</td>
<td>AEP</td>
</tr>
<tr>
<td>Certificate for Teacher Aides</td>
<td>E</td>
</tr>
<tr>
<td>Certificate in Teaching English as an Additional Language</td>
<td>EP</td>
</tr>
</tbody>
</table>

### Diploma

<table>
<thead>
<tr>
<th>Diploma</th>
<th>Type</th>
</tr>
</thead>
<tbody>
<tr>
<td>Diploma in Adult Education</td>
<td>EW</td>
</tr>
</tbody>
</table>

### Graduate Diplomas

<table>
<thead>
<tr>
<th>Diploma</th>
<th>Type</th>
</tr>
</thead>
<tbody>
<tr>
<td>Graduate Diploma Adult Learning and Teaching</td>
<td>EP</td>
</tr>
<tr>
<td>Graduate Diploma in Education</td>
<td>EP</td>
</tr>
<tr>
<td>Graduate Diploma in Literacy Education</td>
<td>E</td>
</tr>
<tr>
<td>Graduate Diploma in Subject Studies for Teachers</td>
<td>E</td>
</tr>
<tr>
<td>Graduate Diploma of Teaching (Primary)</td>
<td>AP</td>
</tr>
<tr>
<td>Graduate Diploma of Teaching (Secondary)</td>
<td>AP</td>
</tr>
</tbody>
</table>

### Undergraduate Degrees

<table>
<thead>
<tr>
<th>Degree</th>
<th>Type</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bachelor of Education</td>
<td>EP</td>
</tr>
<tr>
<td>Bachelor of Education (Adult Education)</td>
<td>EW</td>
</tr>
<tr>
<td>Bachelor of Education (Secondary Teaching)</td>
<td>P</td>
</tr>
<tr>
<td>Bachelor of Education (Teaching)</td>
<td>EP</td>
</tr>
<tr>
<td>Bachelor of Education/Diploma of Teaching</td>
<td>P</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Degree</th>
<th>Type</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bachelor of Science/Bachelor of Education (Teaching)</td>
<td>P</td>
</tr>
<tr>
<td>Bachelor of Speech Language Therapy</td>
<td>A</td>
</tr>
</tbody>
</table>

### Postgraduate Certificates

<table>
<thead>
<tr>
<th>Certificate</th>
<th>Type</th>
</tr>
</thead>
<tbody>
<tr>
<td>Postgraduate Certificate in Education</td>
<td>AEPW</td>
</tr>
<tr>
<td>Postgraduate Certificate in Educational Psychology</td>
<td>A</td>
</tr>
<tr>
<td>Postgraduate Certificate in Tertiary Teaching</td>
<td>E</td>
</tr>
</tbody>
</table>

### Postgraduate Diplomas

<table>
<thead>
<tr>
<th>Diploma</th>
<th>Type</th>
</tr>
</thead>
<tbody>
<tr>
<td>Postgraduate Diploma in Counselling</td>
<td>EP</td>
</tr>
<tr>
<td>Postgraduate Diploma in Education</td>
<td>AEPW</td>
</tr>
<tr>
<td>Postgraduate Diploma in Educational Psychology</td>
<td>A</td>
</tr>
<tr>
<td>Postgraduate Diploma in Evaluation</td>
<td>EP</td>
</tr>
<tr>
<td>Postgraduate Diploma in Literacy Education</td>
<td>E</td>
</tr>
</tbody>
</table>

### Postgraduate Degrees

<table>
<thead>
<tr>
<th>Degree</th>
<th>Type</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bachelor of Education (Honours)</td>
<td>AEP</td>
</tr>
<tr>
<td>Bachelor of Education (Teaching) (Honours)</td>
<td>EP</td>
</tr>
<tr>
<td>Master of Counselling</td>
<td>EP</td>
</tr>
<tr>
<td>Master of Education</td>
<td>AEPW</td>
</tr>
<tr>
<td>Master of Educational Administration</td>
<td>AEP</td>
</tr>
<tr>
<td>Master of Educational Psychology</td>
<td>AE</td>
</tr>
<tr>
<td>Master of Educational Studies</td>
<td>EP</td>
</tr>
<tr>
<td>Master of Philosophy (Education)</td>
<td>AEPW</td>
</tr>
<tr>
<td>Doctor of Philosophy (Education)</td>
<td>AEPW</td>
</tr>
<tr>
<td>Doctor of Education</td>
<td>BW</td>
</tr>
</tbody>
</table>

### College of Humanities and Social Sciences

<table>
<thead>
<tr>
<th>Certificate</th>
<th>Type</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sub-Degree Certificates</td>
<td></td>
</tr>
<tr>
<td>Certificate in Introductory English for Speakers of Other Languages</td>
<td>W</td>
</tr>
<tr>
<td>Certificate in Intermediate English for Speakers of Other Languages</td>
<td>W</td>
</tr>
<tr>
<td>Certificate in Advanced English for Speakers of Other Languages</td>
<td>W</td>
</tr>
</tbody>
</table>

### Undergraduate Certificates

<table>
<thead>
<tr>
<th>Certificate</th>
<th>Type</th>
</tr>
</thead>
<tbody>
<tr>
<td>Certificate in Arts</td>
<td>AEPW</td>
</tr>
<tr>
<td>Certificate in Rehabilitation Studies</td>
<td>EP</td>
</tr>
<tr>
<td>Certificate in Social and Community Work</td>
<td>AEPW</td>
</tr>
</tbody>
</table>

### Postgraduate Certificates

<table>
<thead>
<tr>
<th>Certificate</th>
<th>Type</th>
</tr>
</thead>
<tbody>
<tr>
<td>Postgraduate Certificate in Health Sciences</td>
<td>B</td>
</tr>
<tr>
<td>Postgraduate Certificate in Midwifery</td>
<td>ABPW</td>
</tr>
<tr>
<td>Postgraduate Certificate in Nursing</td>
<td>ABPW</td>
</tr>
</tbody>
</table>
Undergraduate Diploma

Diploma in Police Studies E

Graduate Diplomas

Graduate Diploma in Arts AEPW
Graduate Diploma in Emergency Services Management E
Graduate Diploma in Geographic Information Systems EP
Graduate Diploma in Māori Development EP

Undergraduate Degrees

Bachelor of Arts AEPW
Bachelor of Arts/Bachelor of Business Studies AEPW
Bachelor of Arts/Bachelor of Sciences AEP
Bachelor of Defence Studies EP
Bachelor of Health Science EPW
Bachelor of Māori Visual Arts P
Bachelor of Midwifery PW
Bachelor of Nursing PW
Bachelor of Resource and Environmental Planning P
Bachelor of Social Work AEPW

Postgraduate Diplomas

Postgraduate Diploma in Arts AEP
Postgraduate Diploma in Clinical Psychology ABPW
Postgraduate Diploma in Cognitive Behaviour Therapy AE
Postgraduate Diploma in Development Studies EP
Postgraduate Diploma in Discursive Therapies E
  Postgraduate Diploma in Health Service Management EP
Postgraduate Diploma in Industrial/Organisational Psychology AB
Postgraduate Diploma in Māori Visual Arts P
Postgraduate Diploma in Midwifery AEPW
Postgraduate Diploma in Museum Studies EP
Postgraduate Diploma in Nursing ABPW
Postgraduate Diploma in Psychological Neuroassessment EW
Postgraduate Diploma in Rehabilitation BP
Postgraduate Diploma in Second Language Teaching E
Postgraduate Diploma in Social Service Supervision E
Postgraduate Diploma in Te Reo Māori W
Postgraduate Diploma in Teaching Japanese as a Foreign Language EW

Postgraduate Degrees

Bachelor of Arts (Honours) AEP
Master of Arts AEPW
Master of Midwifery B
Master of Māori Visual Arts P
Master of Nursing ABPW
Master of Public Policy AE
Master of Resource and Environmental Planning EP
Master of Social Work AEP
Master of Philosophy (Arts) AEPW
Doctor of Philosophy (Arts) AEPW

College of Sciences

Sub-Degree Diplomas and Certificates

Diploma in Agriculture EP
Diploma in Architectural Technology W
Diploma in Dairy Technology P
Diploma in Electronic and Telecommunication Engineering W
Diploma in Exercise Science W
Diploma in Meat Technology P
Certificate in Agricultural Engineering E
Certificate in Co-operative Work Experience W
Certificate in PC Servicing W

Undergraduate Certificates

Certificate in Applied Science EP
Certificate in Environmental Science EP
Certificate in Horticulture EP
Science Certificate AEP

Undergraduate Diploma

Diploma in Veterinary Nursing P

Graduate Certificate

Graduate Certificate in Science and Technology AEPW

Graduate Diplomas

Graduate Diploma in Applied Statistics AEP
Graduate Diploma in Ergonomics E
Graduate Diploma in Food Quality Assurance E
Graduate Diploma in Industrial Production E
Graduate Diploma in Information Sciences AEP
Graduate Diploma in Meat Industry Operations E
Graduate Diploma in Packaging Technology AE
Graduate Diploma in Quality Assurance E
Graduate Diploma in Rural Studies EP
Graduate Diploma in Science AEP
Graduate Diploma in Technology AP
Graduate Diploma in Technology Education EP
<table>
<thead>
<tr>
<th>Undergraduate Degrees</th>
<th>Postgraduate Degrees</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bachelor of Applied Science</td>
<td>Bachelor of Applied Science (Honours)</td>
</tr>
<tr>
<td>Bachelor of Construction (Quantity Surveying)</td>
<td>Bachelor of Science (Honours)</td>
</tr>
<tr>
<td>Bachelor of Engineering</td>
<td>Master of Applied Science</td>
</tr>
<tr>
<td>Bachelor of Engineering Technology</td>
<td>Master of Applied Statistics</td>
</tr>
<tr>
<td>Bachelor of Health Sciences</td>
<td>Master of Dairy Science and Technology</td>
</tr>
<tr>
<td>Bachelor of Information Sciences</td>
<td>Master of Engineering</td>
</tr>
<tr>
<td>Bachelor of Medical Laboratory Science</td>
<td>Master of Ergonomics</td>
</tr>
<tr>
<td>Bachelor of Science</td>
<td>Master of Information Sciences</td>
</tr>
<tr>
<td>Bachelor of Science/Bachelor of Education (Teaching)</td>
<td>Master of Science</td>
</tr>
<tr>
<td>Bachelor of Science/Bachelor of Science</td>
<td>Master of Technology</td>
</tr>
<tr>
<td>Bachelor of Technology</td>
<td>Master of Veterinary Science</td>
</tr>
<tr>
<td>Bachelor of Veterinary Science</td>
<td>Master of Veterinary Studies</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Postgraduate Certificates</th>
<th>Postgraduate Diplomas</th>
</tr>
</thead>
<tbody>
<tr>
<td>Postgraduate Diploma in Environmental Health Practice</td>
<td>Postgraduate Diploma in Applied Science</td>
</tr>
<tr>
<td>Postgraduate Certificate in Science</td>
<td>Postgraduate Diploma in Engineering</td>
</tr>
<tr>
<td>Postgraduate Diploma in Veterinary Public Health</td>
<td>Postgraduate Diploma in Ergonomics</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Postgraduate Diplomas</th>
<th>Postgraduate Diplomas</th>
</tr>
</thead>
<tbody>
<tr>
<td>Postgraduate Diploma in Information Sciences</td>
<td>Postgraduate Diploma in Information Sciences</td>
</tr>
<tr>
<td>Postgraduate Diploma in Maori Resource Development</td>
<td>Postgraduate Diploma in Maori Resource Development</td>
</tr>
<tr>
<td>Postgraduate Diploma in Science</td>
<td>Postgraduate Diploma in Science</td>
</tr>
<tr>
<td>Postgraduate Diploma in Technology</td>
<td>Postgraduate Diploma in Technology</td>
</tr>
<tr>
<td>Postgraduate Diploma in Veterinary Clinical Science</td>
<td>Postgraduate Diploma in Veterinary Clinical Science</td>
</tr>
<tr>
<td>Postgraduate Diploma in Veterinary Preventative Medicine</td>
<td>Postgraduate Diploma in Veterinary Preventative Medicine</td>
</tr>
<tr>
<td>Postgraduate Diploma in Veterinary Public Health</td>
<td>Postgraduate Diploma in Veterinary Public Health</td>
</tr>
</tbody>
</table>
## Appendix 8

### Paper Offerings Information (as at April 2003)

#### Paper Offerings by College, Location and Mode

(Ex=Extramural, Int=Internal, Blk=Block)

<table>
<thead>
<tr>
<th></th>
<th>Albany</th>
<th>Palmerston North</th>
<th>Wellington</th>
<th>Other</th>
<th>Totals</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Ex</td>
<td>Int</td>
<td>Blk</td>
<td>Ex</td>
<td>Int</td>
</tr>
<tr>
<td>Bus</td>
<td>0</td>
<td>366</td>
<td>69</td>
<td>502</td>
<td>525</td>
</tr>
<tr>
<td>DFAM</td>
<td>0</td>
<td>37</td>
<td>0</td>
<td>7</td>
<td>15</td>
</tr>
<tr>
<td>Ed</td>
<td>0</td>
<td>46</td>
<td>10</td>
<td>346</td>
<td>267</td>
</tr>
<tr>
<td>H&amp;SS</td>
<td>0</td>
<td>306</td>
<td>63</td>
<td>392</td>
<td>550</td>
</tr>
<tr>
<td>Sci</td>
<td>0</td>
<td>396</td>
<td>11</td>
<td>278</td>
<td>1235</td>
</tr>
<tr>
<td>Totals</td>
<td>0</td>
<td>1151</td>
<td>153</td>
<td>1525</td>
<td>2592</td>
</tr>
</tbody>
</table>

#### Paper Offerings by Semester

- Double Semester: 33%
- Semester 1: 31%
- Semester 2: 33%
- Summer School: 3%
Paper Offerings by Level

Web Components of Paper Offerings by College

<table>
<thead>
<tr>
<th>College</th>
<th>Web Based</th>
<th>Web Enhanced</th>
<th>Web Supported</th>
<th>No Web Component</th>
<th>Totals</th>
</tr>
</thead>
<tbody>
<tr>
<td>Business</td>
<td>9</td>
<td>358</td>
<td>353</td>
<td>1314</td>
<td>2034</td>
</tr>
<tr>
<td>Design, Fine Arts &amp; Music</td>
<td>0</td>
<td>4</td>
<td>0</td>
<td>538</td>
<td>542</td>
</tr>
<tr>
<td>Education</td>
<td>68</td>
<td>37</td>
<td>87</td>
<td>703</td>
<td>895</td>
</tr>
<tr>
<td>Humanities &amp; Social Sciences</td>
<td>8</td>
<td>39</td>
<td>50</td>
<td>1594</td>
<td>1691</td>
</tr>
<tr>
<td>Sciences</td>
<td>3</td>
<td>27</td>
<td>163</td>
<td>1973</td>
<td>2166</td>
</tr>
<tr>
<td>Totals</td>
<td>88</td>
<td>465</td>
<td>653</td>
<td>6122</td>
<td>7328</td>
</tr>
</tbody>
</table>
### List of Boxed Items

<table>
<thead>
<tr>
<th></th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Overview of the Academic Audit Process at MU</td>
</tr>
<tr>
<td>2</td>
<td>MU Calendar 2003</td>
</tr>
<tr>
<td>3</td>
<td>MU Statement of Objectives / Profile 2003 - 2005</td>
</tr>
<tr>
<td>5</td>
<td>10 Year Plan</td>
</tr>
<tr>
<td>6</td>
<td>MU Annual Report</td>
</tr>
<tr>
<td>7</td>
<td>Maori@Massey</td>
</tr>
<tr>
<td>8</td>
<td>Massey Maori</td>
</tr>
<tr>
<td>9</td>
<td>Academic Quality Assurance Plan</td>
</tr>
<tr>
<td>10</td>
<td>Academic Audit Portfolio 2000 and Portfolio Supplement 2001</td>
</tr>
<tr>
<td>11</td>
<td>TDU Annual Report</td>
</tr>
<tr>
<td>12</td>
<td>Information for Future Students</td>
</tr>
<tr>
<td>13</td>
<td>Terms of Reference for the Studies Committees</td>
</tr>
<tr>
<td>14</td>
<td>Professional Accreditation Requirements</td>
</tr>
<tr>
<td>15</td>
<td>MU Equivalence Policy</td>
</tr>
<tr>
<td>16</td>
<td>Proposal for Amendments to the Equivalence Policy: Paper Outlines</td>
</tr>
<tr>
<td>17</td>
<td>Extramural Administrative Handbook</td>
</tr>
<tr>
<td>18</td>
<td>MU Flexible Learning &amp; Teaching Strategy</td>
</tr>
<tr>
<td>19</td>
<td>Qualifications Review Policy and Procedures</td>
</tr>
<tr>
<td>20</td>
<td>Terms of Reference for the Student Services Managers Group</td>
</tr>
<tr>
<td>21</td>
<td>Terms of Reference for the Student Academic Advisory Committee</td>
</tr>
<tr>
<td>22</td>
<td>Terms of Reference for the Review of Codes and Modes</td>
</tr>
<tr>
<td>23</td>
<td>Terms of Reference for the Online Learning &amp; Monitoring Group</td>
</tr>
<tr>
<td>24</td>
<td>Annual Report of the OLMG</td>
</tr>
<tr>
<td>25</td>
<td>TDU Flexible Learning and Teaching Programme</td>
</tr>
<tr>
<td>26</td>
<td>University Workloads Policy</td>
</tr>
<tr>
<td>27</td>
<td>Report of the Workloads Implementation Group</td>
</tr>
<tr>
<td>28</td>
<td>Strengthening the Interdependence of Research &amp; Teaching</td>
</tr>
<tr>
<td>29</td>
<td>Training and Development Policy and Procedures</td>
</tr>
<tr>
<td>30</td>
<td>Teaching Skills Development Programme Information</td>
</tr>
<tr>
<td>31</td>
<td>Teaching Portfolios</td>
</tr>
<tr>
<td>32</td>
<td>University &amp; College SECAT Results</td>
</tr>
<tr>
<td>33</td>
<td>The Certificate of University Preparation</td>
</tr>
<tr>
<td>34</td>
<td>Policy on Assignment Turnaround</td>
</tr>
<tr>
<td>35</td>
<td>Maori Students at Massey University</td>
</tr>
<tr>
<td>36</td>
<td>MU English Language Centre Programmes</td>
</tr>
<tr>
<td>37</td>
<td>Student Prospectus</td>
</tr>
<tr>
<td>38</td>
<td>EXMSS Pamphlet</td>
</tr>
<tr>
<td>39</td>
<td>Postgraduate Guidebook</td>
</tr>
<tr>
<td>40</td>
<td>College Procedures for Graduate Study</td>
</tr>
</tbody>
</table>
### List of Items Available on Request

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Guidelines for the Conduct of Council and Council Sub-Committees</td>
</tr>
<tr>
<td>2</td>
<td>Terms of Reference for the College Executive Committees and College Boards</td>
</tr>
<tr>
<td>3</td>
<td>VCEC Terms of Reference</td>
</tr>
<tr>
<td>4</td>
<td>MU Risk Management Framework</td>
</tr>
<tr>
<td>5</td>
<td>Draft Charter for Massey University</td>
</tr>
<tr>
<td>6</td>
<td>Readings from the Vice-Chancellor’s Symposium</td>
</tr>
<tr>
<td>7</td>
<td>Example of a Completed Scorecard</td>
</tr>
<tr>
<td>8</td>
<td>Policy on Research Practice and Codes of Conduct</td>
</tr>
<tr>
<td>9</td>
<td>HR Policies &amp; Procedures</td>
</tr>
<tr>
<td>10</td>
<td>Discover Massey</td>
</tr>
<tr>
<td>11</td>
<td>PRP Forms and Procedures</td>
</tr>
<tr>
<td>12</td>
<td>Terms of Reference for the Deputy Vice-Chancellor’s Advisory Groups</td>
</tr>
<tr>
<td>13</td>
<td>College Procedures for Implementing the Equivalence Policy</td>
</tr>
<tr>
<td>14</td>
<td>Annual Report of the DRC</td>
</tr>
<tr>
<td>15</td>
<td>Annual Report of the University Library</td>
</tr>
<tr>
<td>16</td>
<td>Qualifications Review Implementation Plan</td>
</tr>
<tr>
<td>17</td>
<td>Schedule of Qualifications Reviews</td>
</tr>
<tr>
<td>18</td>
<td>Guidelines for Staff Student Liaison Committees</td>
</tr>
<tr>
<td>19</td>
<td>Results of the E-Learning Survey</td>
</tr>
<tr>
<td>20</td>
<td>Towards Understanding the Interdependence of Research &amp; Teaching</td>
</tr>
<tr>
<td>21</td>
<td>PGCertTertTch Pamphlet</td>
</tr>
<tr>
<td>22</td>
<td>Academic Work Environment Survey</td>
</tr>
<tr>
<td>23</td>
<td>Annual Report of Scholarships Committee</td>
</tr>
<tr>
<td>24</td>
<td>Report of the ESOL / SLT Review</td>
</tr>
<tr>
<td>25</td>
<td>Study Abroad</td>
</tr>
<tr>
<td>26</td>
<td>Report and Recommendations of the Summer School Taskforce</td>
</tr>
<tr>
<td>27</td>
<td>Terms of Reference: 1st Year Experience Taskforce</td>
</tr>
<tr>
<td>28</td>
<td>Student Satisfaction Survey</td>
</tr>
<tr>
<td>29</td>
<td>GREQ</td>
</tr>
</tbody>
</table>

### List of Relevant Website Addresses

- Careers Information: [http://careers.massey.ac.nz](http://careers.massey.ac.nz)
- College of Business: [http://business.massey.ac.nz](http://business.massey.ac.nz)
- College of Design, Fine Arts & Music: [http://creative.massey.ac.nz](http://creative.massey.ac.nz)
- College of Education: [http://education.massey.ac.nz](http://education.massey.ac.nz)
- College of Humanities & Social Sciences: [http://cohss.massey.ac.nz](http://cohss.massey.ac.nz)
- College of Sciences: [http://sciences.massey.ac.nz](http://sciences.massey.ac.nz)
- Disability Services: [http://www.massey.ac.nz/%7Ewldis/nletter802.htm](http://www.massey.ac.nz/%7Ewldis/nletter802.htm)
- Doctoral Study: [http://students.massey.ac.nz/doctoralhandbook.htm](http://students.massey.ac.nz/doctoralhandbook.htm)
<table>
<thead>
<tr>
<th>Department</th>
<th>Website URL</th>
</tr>
</thead>
<tbody>
<tr>
<td>English Language Centre</td>
<td><a href="http://english.massey.ac.nz">http://english.massey.ac.nz</a></td>
</tr>
<tr>
<td>Human Resources Policies &amp; Procedures</td>
<td><a href="http://hrs.massey.ac.nz">http://hrs.massey.ac.nz</a></td>
</tr>
<tr>
<td>Information Technology Services</td>
<td><a href="http://its.massey.ac.nz">http://its.massey.ac.nz</a></td>
</tr>
<tr>
<td>International Students / Student Exchange</td>
<td><a href="http://international.massey.ac.nz">http://international.massey.ac.nz</a></td>
</tr>
<tr>
<td>Learning Support</td>
<td><a href="http://learning.massey.ac.nz">http://learning.massey.ac.nz</a></td>
</tr>
<tr>
<td>Library</td>
<td><a href="http://library.massey.ac.nz">http://library.massey.ac.nz</a></td>
</tr>
<tr>
<td>Massey University</td>
<td><a href="http://www.massey.ac.nz">http://www.massey.ac.nz</a></td>
</tr>
<tr>
<td>Online Learning</td>
<td><a href="http://webct.massey.ac.nz">http://webct.massey.ac.nz</a></td>
</tr>
<tr>
<td><a href="http://owll.massey.ac.nz">http://owll.massey.ac.nz</a></td>
<td></td>
</tr>
<tr>
<td>Projects Office</td>
<td><a href="http://projectoffice.massey.ac.nz">http://projectoffice.massey.ac.nz</a></td>
</tr>
<tr>
<td>Quality Website</td>
<td><a href="http://quality.massey.ac.nz">http://quality.massey.ac.nz</a></td>
</tr>
<tr>
<td>Scholarships &amp; Awards</td>
<td><a href="http://www.massey.ac.nz/~awards/">http://www.massey.ac.nz/~awards/</a></td>
</tr>
<tr>
<td>SECAT</td>
<td><a href="http://www.massey.ac.nz/~hmontgom/secat/index.html">http://www.massey.ac.nz/~hmontgom/secat/index.html</a></td>
</tr>
<tr>
<td>Statistics Research &amp; Consultancy Centre</td>
<td><a href="http://srcc.massey.ac.nz">http://srcc.massey.ac.nz</a></td>
</tr>
<tr>
<td></td>
<td><a href="http://www.asa.ac.nz">http://www.asa.ac.nz</a></td>
</tr>
<tr>
<td>Students’ Associations</td>
<td><a href="http://www.exmss.massey.ac.nz">http://www.exmss.massey.ac.nz</a></td>
</tr>
<tr>
<td></td>
<td><a href="http://www.musa.org.nz">http://www.musa.org.nz</a></td>
</tr>
<tr>
<td></td>
<td><a href="http://wellington.massey.ac.nz/studentassoc.htm">http://wellington.massey.ac.nz/studentassoc.htm</a></td>
</tr>
<tr>
<td>Student Publications</td>
<td><a href="http://study.massey.ac.nz/student_booklets.html">http://study.massey.ac.nz/student_booklets.html</a></td>
</tr>
<tr>
<td>Training &amp; Development</td>
<td><a href="http://tdu.massey.ac.nz">http://tdu.massey.ac.nz</a></td>
</tr>
</tbody>
</table>