



TE KUNENGA | MASSEY
KI PŪREHUROA | UNIVERSITY
UNIVERSITY OF NEW ZEALAND



ACADEMIC BOARD MEETING

Wednesday, 23 September 2026, 1.30pm



Academic Board Meeting Part I - 23 September 2026

23 September 2026 01:30 PM - 03:30 PM



TE KUNENGA | **MASSEY**
KI PŪREHUROA | **UNIVERSITY**
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**MASSEY UNIVERSITY COUNCIL
MINUTES OF THE ACADEMIC BOARD**

**HELD VIA VIDEOCONFERENCE
ON
WEDNESDAY 26 AUGUST 2026 AT 1.30PM**

PART I

Present: Professor Fiona Te Momo (Chair), Vice-Chancellor Professor Pierre Venter, Provost Professor Giselle Byrnes, DVC Māori Paora Ammunson, Dr Maria Borovnik, Te Tira Ahu Pae student representative Ayla Brook, Professor Darryl Cochrane, Professor Naomi Cogger, PVC Massey Business School (MBS) Professor Jonathan Elms, Professor Bill Fish, Ngā Haumi Ki Te Ao Kaiwhakahaere o Manawatahi Joseph Freeman, PVC College of Sciences (CoS) Professor Ray Geor, Dr Simon Hills, Professor Huia Jahnke, PVC College of Creative Arts (CoCA) Professor Margaret Maile, PVC College of Health (CoH) Professor Jill McCutcheon, DVC Students and Global Engagement (SaGE) Dr Tere McGonagle-Daly, Associate Professor Tara McLaughlin, Professor Hatice Ozer Balli, Professor Diane Pearson, Associate Professor Sam Richardson, Dr Marta Rychert, Professor Nicolette Sheridan, Professor Rochelle Stewart-Withers, Professor Kaye Thorn and PVC College of Humanities and Social Sciences (CoHSS) Professor Cynthia White.

In Attendance: Chancellor Alistair Davis, Council Member Michelle Matson [from 2.30pm], Director Education Futures Jean Jacoby [until 3.20pm], International Research Rankings Advisor Dr Anita Muthukaruppan [Part I], Governance Advisor Christabelle Marshall and seven members of the public.

Apologies: Dean Pacific Professor Tasa Havea, Te Tira Ahu Pae General President Takunda Mabonga, Ngā Haumi Ki Te Ao Co-Tumuaki o Ōteihā/Pāmamao Mathew Rope, Pūkenga Tiriti Associate Professor Veronica Tawhai, Rongomaiaia Te Whaiti, and Matt Tini.

1. PROCEDURAL MATTERS

1.1 Welcome/Karakia

The Chair opened the meeting with a karakia and welcomed all members present.

1.2 Apologies/Quorum

The apologies were received and accepted, with quorum confirmed.

1.3 Declaration of Interests

No declarations of interest were noted.

1.4 Meeting Agenda Review

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

1.5 Confirmation of Minutes of Meeting held on 22 July 2026 – Part I (AB26/08/126)

AB26-41 RESOLVED:

(Agreed)

“THAT the Academic Board adopts the minutes of Part I of the meeting held on 22 July 2026 as a true and correct record”

CARRIED

1.6 Matters Arising

There were no matters arising.

1.7 Action Schedule – Part I (AB26/08/127)

1.8 Academic Board Workplan 2026/2027 - Part I (AB26/08/128)

The Board noted the workplan for 2026/2027.

2. STRATEGIC UPDATES

2.1 Chair's Report (Verbal)

The Chair noted that there were opportunities for Board members to stand on Doctoral Research Committee, University Academic Promotions Committee and Honorary Awards Committee. Board members were encouraged to contact the Governance Advisor with expressions of interest. The Chair further noted recent events, including open days, the new University Strategy launch, the current Proposal for Change consultation period and the core constitutional role of Academic Board to nurture Massey's academic integrity and offer deeply considered, constructive advice. Also, that significant academic matters raised in correspondence had arrived outside the standard timelines, were acknowledged and that the statutory duty of the day was to focus on reading, listening, and understanding the kōrero, to ensure Academic Board implement formal consideration processes.

2.2 Vice-Chancellor's Report (AB26/08/129)

The Vice-Chancellor spoke to the report and noted the recent strategy launch events that had taken place on all three campuses. He acknowledged those staff members involved in planning and preparation activities, particularly those in CoCA and SaGE, who had worked tirelessly in the delivery of the launch and all who attended the launch. It was noted that the University centenary was next year, and he looked forward to further acknowledging excellence through centenary events.

The Vice-Chancellor highlighted recent successes of Massey staff as detailed in his report, in particular the outstanding contributions to chemistry and physics from Distinguished Professor Peter Schwerdtfeger, who has honoured with a special issue of the International Journal of Molecular Physics to celebrate his birthday.

2.3 Provost Report (Verbal)

The Provost provided an update on changes in the external operating environment, including research funding, and academic quality assurance. The Board discussed the changing research funding environment and noted the importance of transdisciplinary research.

2.4 Student Report (Verbal)

The student representatives provided an update on scheduled student consultation regarding generative artificial intelligence and noted that Te Tira Ahu Pae elections had commenced. Board members discussed the scheduled student consultation and suggested it would be useful if this included some questions around student perspective on complementary skills in a world with GenAI. Professor Cogger offered to support student representatives with the creation of the feedback form if that would be useful.

2.5 Research Rankings Update (AB26/08/130)

The International Research Rankings Advisor provided an update on Massey's international rankings performance in 2025-2026 and summarised strong performance that had contributed to the improved QS World University Rankings. It was noted that with the new University Strategy, new rankings targets should be set and noted the importance of continuously lifting research quality and impact.

The Board discussed research quality and impact, and the measures associated with different rankings providers. It was noted that the QS World University Rankings was Massey's priority ranking, and it was questioned whether it would be timely for the university to reestablish a discreet research rankings strategy.

3. ACADEMIC PROGRAMMES

3.1 CUAP Proposal (AB26/08/131)

AB26-42 **RESOLVED:** (Agreed)

THAT the Academic Board recommends the CUAP proposal to the Vice-Chancellor for approval and forwarding to CUAP for approval/noting.

CARRIED

4. PAPERS FOR NOTING

The Board noted the papers as listed.

- 4.1 Human Ethics Committees Annual Report (AB26/08/132)
- 4.2 Massey Business School Board Minutes 9 June 2026 – Part I (AB26/08/133)
- 4.3 Massey Business School Board Minutes 16 July 2026 – Part I (AB26/08/134)
- 4.4 College of Health College Board Minutes 16 June 2026 – Part I (AB26/08/135)
- 4.5 College of Sciences College Board Minutes 18 June 2026 – Part I (AB26/08/136)
- 4.6 Academic Committee Minutes 7 July 2026 – Part I (AB26/08/137)
- 4.7 College of Humanities and Social Sciences College Board Minutes 3 July 2026 – Part I (AB26/08/138)

5. DECISION RELEASED FROM PART II

4.1 Conferment of Degrees and Awarding of Diplomas and Certificates (AB26/08/143)

AB26-46 **RESOLVED:** (Agreed)

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

CARRIED

6. MOVING INTO PART II - EXCLUSION OF THE PUBLIC (AB26/08/139)

AB26-43 **RESOLVED:** (Chair)

THAT the Academic Board exclude the public from the papers as noted in the table below.

General subject of each matter to be considered		Reason	Section 48(1) grounds
AB26/08/140	Confirmation of Minutes Academic Board Meeting 22 July 2026 - Part II	For the reasons set out in the Part I minutes of 22 July 2026 held with public present	
AB26/08/141	Action Schedule – Part II	Improper gain or advantage	s7(2)(j)
AB26/08/142	Generative Artificial Intelligence Discussion	Improper gain or advantage	s7(2)(j)
AB26/08/149	Academic Board advice on Proposal for Change	Improper gain or advantage Free and frank opinions	s7(2)(j) s7(2)(f)(i)
AB26/08/143	Conferment of Degrees and Awarding of Diplomas and Certificates	Personal privacy	s7(2)(a)

Noting Papers

Massey Business School Board Minutes 16 July 2026 – Part II (AB26/08/144)
College of Health College Board Minutes 16 June 2026 – Part II (AB26/08/145)
College of Sciences College Board Minutes 18 June 2026 – Part II (AB26/08/146)
Academic Committee Minutes 7 July 2026 – Part II (AB26/08/147)
College of Humanities and Social Sciences College Board Minutes 3 July 2026 – Part II (AB26/08/148)

This resolution was made in reliance on Section 48(1)(a) of the Local Government Official Information and Meetings Act 1987 and the particular interest or interests protected by Section 6 or Section 7 of that Act which would be prejudiced by the holding of the whole or the relevant part of the proceedings of the meeting in public as stated in the above table.

CARRIED

Eight members of the public left the meeting at 2.30pm.

Part I of the meeting closed at 2.30pm

Signature: _____

Date: _____

Academic Board Action Schedule – Part I

Item	Action	Responsibility	Meeting Date & Ref	Status	Due Date
1.	Schedule a deep dive on GenAI for a future Board meeting, with advice to be presented to Council.	Governance	22/07/2026 AB26/07/108	Scheduled for October Board meeting, with additional paper to be presented to the November Board meeting for finalisation prior to Council submission.	21/10/2026 18/11/2026
2.	Student representatives to share student voice around Gen AI at a future Academic Board meeting.	Governance	22/07/2026 AB26/07/108	Scheduled for October Board meeting.	21/10/2026

Academic Board 2026/2027 Workplan

	23 SEPTEMBER 2026	21 OCTOBER 2026	18 NOVEMBER 2026	24 FEBRUARY 2027	24 MARCH 2027
Location	Zoom	Zoom	Zoom	Zoom	Zoom
Strategic Discussion		•	• Gen AI	• TBC	• TBC
Strategic Items	• AI in Teaching • Doctoral Supervision Policy	•	• AB Approved Policies Update (6-monthly)★ • Te Ara Paerangi & Te Pou Rangahau Update (6-monthly)	•	• Subcommittee Annual Reports★
Operational Items	• Chair's Report • VC's Report • Provost Report • Student Report • CUAP Proposals • Conferment of Degrees and other qualifications	• Chair's Report • VC's Report • Provost Report • Student Report • Qualification Review Reports • Conferment of Degrees and other qualifications • Graduating Year Reviews	• Chair's Report • VC's Report • Provost Report • Student Report • Qualification Review Reports • Conferment of Degrees and other qualifications • Graduating Year Reviews	• Chair's Report • VC's Report • Provost Report • Student Report • Qualification Review Reports • Conferment of Degrees and other qualifications	• Chair's Report • VC's Report • Provost Report • Student Report • Qualification Review Reports • Conferment of Degrees and other qualifications
Papers for Noting★	Subcommittee minutes	Subcommittee minutes	Subcommittee minutes	Subcommittee minutes	Subcommittee minutes

Note: All ★starred items are for noting.

Academic Board 2026/2027 Workplan

	21 APRIL 2027	12 MAY 2027	23 JUNE 2027	28 JULY 2027	25 AUGUST 2027
Location	Zoom	Zoom	Zoom	Zoom	Zoom
Strategic Discussion	• TBC	• TBC	• TBC	• TBC	• TBC
Strategic Items	•	• AB Approved Policies Update (6-monthly)★	• Animal Ethics Committee Annual Report★ • Te Pou Rangahau and Paerangi Update ★	• TBC	• Research Rankings Update
Operational Items	- Chair's Report - VC's Report - Provost Report - Student Report - CUAP Proposals (Round 1) - Qualification Review Reports - Conferment of Degrees and other qualifications	- Chair's Report - VC's Report - Provost Report - Student Report - CUAP Proposals (Round 1) - Qualification Review Reports - Conferment of Degrees and other qualifications	- Chair's Report - VC's Report - Provost Report - Student Report - CUAP Proposals (Round 2) - Qualification Review Reports - Conferment of Degrees and other qualifications	- Chair's Report - VC's Report - Provost Report - Student Report - CUAP Proposals (Round 2) - Qualification Review Reports - Conferment of Degrees and other qualifications	- Chair's Report - VC's Report - Provost Report - Student Report - Qualification Review Reports - Conferment of Degrees and other qualifications
Papers for Noting	• Subcommittee minutes	• Subcommittee minutes	• Subcommittee minutes	• Subcommittee minutes	- Human Ethics Committees Annual Report - Subcommittee minutes

Please Note: All ★starred items are for noting.

Part I: Paper for Information

MEETING DATE:	23 September 2026
AUTHOR:	Vice-Chancellor Professor Pierre Venter
SUBJECT:	VICE-CHANCELLOR'S PART I REPORT TO ACADEMIC BOARD PERIOD: August to early September 2026

Recommendation

- That Academic Board note this update on current issues, key achievements and highlights arising during the reporting period.

Executive Summary

This report provides a high-level overview of the period, highlighting how activity and achievements align with our new Strategy 2026 – 2030 and offers links for further detail. While it cannot capture all the outstanding mahi of Massey staff, students and partners, it records key accomplishments and points readers to [Massey News](#) and other internal channels where many additional stories can be found.

Vice-Chancellor's Insights and Outlook



Key priorities during the reporting period included, launch of the university's new strategy, consultation on the Enabling the Strategy Proposal for Change, and stakeholder engagement across New Zealand and the Pacific.

The new strategy, People, Place and Possibility, was launched across all three campuses, setting the strategic direction to 2030 and establishing a programme of work to translate priorities into measurable actions and outcomes.

Achievement of the strategy will be assessed against key performance indicators and targets, with detailed performance reporting provided separately to Council through dashboards. This report to

Part I: Paper for Information

Academic Board highlights notable actions, progress, and achievements aligned with the four strategic outcomes: impact through people, partnerships, knowledge, and delivery.

I would like to thank Academic Board for the opportunity to discuss the draft strategy with and for the subsequent feedback to Council.

Work also continued to strengthen relationships with prospective students, sector leaders, community partners, international institutions and Pacific stakeholders through Open Days, partnership meetings and the Pacific Roadshow, supporting Massey's future growth and international engagement objectives.

Impact through people

Future-ready learners. Capable, adaptable, employable.

- *Agriscience alumna emerges as agricultural leader*
Although agriculture was part of her early life, Danielle Hovmand's path into dairy farming wasn't straightforward. Today, the Waikato dairy farmer combines farming, advocacy and community leadership, recently earning recognition as an emerging leader at the 2026 Primary Industries New Zealand Awards. [Read more.](#)
- *Massey alumnus inspiring future innovators through STEM*
Helping young people discover the possibilities of Science, Technology, Engineering and Mathematics is what drives alumnus Brandon Montagnani every day. Earlier this year, that passion took his robotics team all the way to the VEX Robotics World Championship in the United States. [Read more.](#)
- *Ākonga explore future opportunities at Te Matapihipihi Discovery Days across Massey campuses*
More than 350 ākonga from 18 kura explored future learning opportunities at Discovery Day events. Discovery Days invite young learners to explore new skills, have new experiences and discover where their strengths, interests and curiosity can take them. [Read more.](#)

Impact through partnerships

National capability & productivity. Stronger regions, industries and workforces.

- *Professor elected President of leading mathematics education research group*
Professor Jodie Hunter has been elected President of the Mathematics Education Research Group of Australasia. She is the first academic outside of Australia to lead the organisation in its 50-year history. [Read more.](#)
- *Professor Emeritus honour recognises distinguished accounting leader*
Professor Fawzi Laswad has been awarded the title of Professor Emeritus, recognising his outstanding scholarship, leadership and long-standing service to the university and the accounting profession. [Read more.](#)

Impact through knowledge

Research & Innovation with impact. Knowledge translated and applied.

- *New agriculture and horticulture diplomas to meet growing industry demand*
Massey is introducing new graduate and postgraduate diplomas in agriculture and horticulture in 2027, creating flexible study opportunities for professionals looking to upskill, retrain or advance their careers in Aotearoa New Zealand's primary industries. [Read more.](#)

Part I: Paper for Information

- *Massey Launches Ag and Hort Courses for Teachers*
Special courses for secondary school teachers to help excite kids about agriculture and horticulture are now being run at Massey University. [Read more.](#)
- *New Impact and Innovation qualifications launch in 2027*
A new suite of Impact and Innovation qualifications will be introduced for the 2027 academic year, designed for students wanting to tackle real-world challenges with study pathways at bachelor's, postgraduate diploma and master's level. These new qualifications draw on expertise from across the university, enabling graduates to develop a set of highly transferable skills that are increasingly valued in today's employment environment. [Read more.](#)
- *Launch of the PhD Whānau Network*
The student Postgraduate Research Advisory Group and Scholars Massey launched the *PhD Whānau Network: Coffee, Kids & Candidatures* in June, providing peer support for doctoral researchers balancing study with parenting, caregiving, and whānau responsibilities. The launch attracted around 30 researchers, demonstrating strong demand for connection and support. The network now meets monthly online, with experienced candidates sharing practical advice and insights.

The initiative highlights how PRAG members and Peer Scholars identify support needs and co-design solutions that enhance the postgraduate research experience, strengthen researcher voice, and foster a greater sense of belonging within the research community.
- *Researcher awarded Explorer Grant to improve sleep and mental wellbeing for new mothers*
Dr Ying Jin has received a Health Research Council Explorer Grant to investigate how wearable technology and artificial intelligence could improve sleep, mental wellbeing and postnatal care for new mothers in Aotearoa New Zealand. [Read more.](#)

Impact through delivery

Trusted and sustainable Massey. Financially resilient and trusted.

- *50 years of social work, generations of impact*
From supporting whānau through crisis and helping communities navigate life's toughest challenges, to influencing social policy and leading some of Aotearoa New Zealand's most respected organisations, generations of Massey social work graduates have made a lasting difference in communities across the country and beyond. [Read more.](#)
- *What makes studying Communication at Massey unique*
As Massey celebrates 50 years of teaching communication, the programme's enduring strength lies not only in its history, but in how it equips students to thrive in an ever-changing world. [Read more.](#)

Part I: Paper for Decision

MEETING DATE:	23 September 2026
AUTHOR:	Provost, Professor Giselle Byrnes
SUBJECT:	APPROVAL OF THE REVISED DOCTORAL SUPERVISION POLICY

Key Strategic Points

This revision directly supports Massey University's strategic goal of fostering excellence in research and postgraduate education. By ensuring that the Doctoral Supervision Policy is current, relevant and up to date, we aim to enhance the quality and consistency of doctoral supervision, which is central to our commitment to student success and academic leadership, alongside and informed by the prudent and efficient management of staff.

Recommendations

- **Note** the information within this paper.
- **Consider and discuss** the revised *Policy*.
- **Approve** the revised *Doctoral Supervision Policy*.

Purpose

The purpose of this paper is to seek Academic Board approval of the revised Doctoral Supervision Policy which refers to the management of postgraduate research supervision at this level of study only. SLT endorsed this Policy on 26 August 2026.

It is important to note that the policy has not been extended to master's supervision because Massey currently lacks the institutional infrastructure required to support a university-wide master's supervision framework. While doctoral supervision is governed by the Doctoral Research Committee, central admissions, candidature management, learning and development, accreditation and examination processes are led via the Graduate Research School & Ethics. Currently, the responsibility for master's supervision remains largely devolved to colleges and schools. Extending the policy to Masters supervision would create expectations and obligations that are not currently supported by university-wide governance, systems, processes or resources.

Review context

The current [Policy](#) was last reviewed in July 2021, when Academic Board endorsed it for approval¹ by the Vice-Chancellor under authority delegated by Council, in accordance with the process then in place. The revised *Doctoral Supervision Policy* provides a stronger foundation for doctoral supervision at Massey University, including a clear purpose, recognition of supervision as a distinctive form of

¹ Taken from confirmed AB minutes for Paper AB21/06/105. In 2021 work was underway reviewing the approval bodies for each Massey policy. While this was happening, Academic Board could not approve policies, they either endorsed them for approval to Council (if policy was strategic) or endorsed them for approval to the Vice-Chancellor (if operational in nature).

Part I: Paper for Decision

teaching and learning, explicit reference to tuakana–teina and ako and an emphasis on supervisory development and accreditation.

The Doctoral Research Committee (DRC) undertook a comprehensive review of the Policy at its February 2026 Planning Day. This review confirmed support for the Policy's intent, but identified areas where expectations required clarification, strengthening or more explicit articulation. The DRC recognised that efficiency in doctoral supervision is best achieved through clarity, consistency and accountabilities, as highlighted in the following key themes that emerged from this review:

- The need to recognise student voice, agency, power and wellbeing in the Policy.
- Clarity around supervisory team composition and roles.
- External supervisor expectations and accountability.
- Accreditation, performance and line management.
- The need for supporting procedures and workload recognition.

Discussion

The current review of the existing Policy has sought to improve clarity, strengthen alignment with current supervisory practice, and ensure that the Policy provides a clear framework for high-quality doctoral supervision at Massey University.

Following the DRC review, the Policy was revised to address the issues raised, and the guidance provided by DRC. The following key changes were then made to the existing Policy before pursuing consultation as required with wider groups of stakeholders.

- Change of Policy title
The Policy title was changed to the '*Doctoral Supervision Policy*' (rather than the current *Policy for Doctoral Supervision*), to align with the way it is commonly referred to across the University, and to facilitate ease of access based on a topic search in the Policy library.
- Purpose statement refined
The purpose of the Policy has been refreshed to more clearly state the University's expectations for managing doctoral supervision. The revised wording recognises supervision as a distinctive form of teaching and learning. Emphasis is placed on high-quality research outcomes, equitable supervisory practices, and doctoral student development.
- Background section strengthened
The background section has been expanded and reframed to better articulate doctoral supervision as a relational practice. It explicitly acknowledges inherent power differentials, student voice, agency and wellbeing, and incorporates Māori concepts such as tuakana–teina and ako. Responsibility for supervision quality is framed as an institutional responsibility enacted through the University's academic, operational and governance structures.
- Principles of doctoral supervision introduced
A new principles section has been added to make expectations explicit. The principles address quality and integrity, student development and independence, respectful and ethical relationships, equity and inclusion, shared institutional responsibility and ongoing supervisory capability development. These principles reflect and support the University's strategic values of Ako (Lifelong Learning), Hono (Connection), Auaha (Future-Ready) and Pae Tawhiti (Purpose-Driven).
- Supervisory team composition clarified
Expectations for supervisory team composition have been strengthened. The Policy now emphasises best-fit panels for students and research projects, consideration of disciplinary, methodological, cultural, and equity factors and avoidance of 'token' main supervisor roles.

Part I: Paper for Decision

Expectations for external supervisors have been clarified.

- Supervisor roles and accreditation clarified
The roles of main supervisor, co-supervisor and mentor supervisor are more clearly differentiated. Accreditation is reinforced as role-specific, and mentor supervisors are explicitly recognised for their leadership and capability-building role across the University. Responsibilities for accreditation and development support are clearly located within the Graduate Research School and Ethics, and the DRC.
- Institutional responsibility for workload recognition
The Policy now explicitly states that the university is responsible for ensuring consistent workload recognition for doctoral supervision across colleges and academic units. This responsibility is linked to workload models and the Performance and Development Process (PDP). Detailed operational guidance and resources are maintained by the Graduate Research School and Ethics.
- Audience and related documents
The current Policy does not include, as required under the Council Statute on Policy Development and Review, details in relation to the audience, relevant legislation, and related policies and procedures. These have been added.

Feedback then received via the consultation process was strongly supportive of the DRC's proposed revisions, noting that the changes improve clarity and simplify supervisory decision-making.

Key themes and recommendations from the feedback received via the consultation process were:

- to **clarify the respective responsibilities** of the Head of Academic Unit and the Doctoral Research Committee in relation to supervisory team composition and approval.
- that **the term 'appointment' was misleading**. There was support for ensuring a distinction between the academic unit's role in forming supervisory teams and the DRC's role in formal approval.
- that the Policy should **avoid overly restrictive language** regarding external supervisors; clarify expectations of external supervisors, including capability and ongoing development; and maintain the requirement for Massey oversight of primary supervision
- that **accreditation** for Massey staff was supported, but that external supervisors cannot currently be accredited. There was support for signaling expectations of ongoing professional development for all supervisors.
- a need for greater clarity around **expectations** for supervisory experience and requirements, such as being 'experienced in all aspects of doctoral processes.'
- there was a need for more **explicit guidance on maintaining supervision** where supervisory relationships break down, and where supervisors leave the University.
- to ensure that **Māori values and Te Tiriti alignment** were more clearly articulated and embedded within the Policy.

In response to feedback, the following substantive changes have been made:

- Framed the principles of supervision with the University Strategy values.
- Reframed the Supervisory Team Formation and Approval from 'appointment' to 'establishment' of supervisory teams, and in doing so, clarified that Heads of Academic Units are responsible for establishing and recommending appropriately constituted supervisory teams, and the Doctoral Research Committee retains responsibility for formal approval.
- In respect of the composition of Supervisory Teams, clarified the requirement for at least **two** Massey University academic staff members, and for external supervisors to be additional to Massey-based supervisors.
- Removed restrictive language that external supervisors should only be used in exceptional circumstances

Part I: Paper for Decision

- In respect of External Supervisors, clarified that external supervisors cannot act as primary supervisors, and that external supervisors are valued for their expertise and contribution to collaboration.
- Added an expectation that external supervisors maintain supervisory capability through ongoing professional development and are supported to access Massey development opportunities.
- In respect of Supervisor Accreditation, clarified that all Massey University supervisors must be accredited by the DRC, and that accreditation is linked to ensuring capability and ongoing development. Also clearly distinguished this from expectations for external supervisors.
- In respect of Supervisor Capability and Experience, clarified expectations for main supervisors to be experienced across the full doctoral lifecycle, including admissions, progression, examination, and research development and reporting.
- Introduced a new provision explicitly stating that the Head of Academic Unit is responsible for ensuring continuity of supervision throughout a candidature. This includes managing changes to supervisory teams, including supervisor departure or breakdown in supervisory relationships.
- Corrected terminology (e.g., Performance and Development Planning (PDP), and updated references (e.g., replacing Higher Education Academy with AdvanceHE recognition)
- Strengthened alignment with te ao Māori through inclusion of the guiding values of whanaungatanga, manaakitanga, kaitiakitanga, rangatiratanga, and ako. Emphasised that these values underpin expectations of supervisory relationships and practice.

In addition to this feedback, the Senior Leadership Team at the 26 August 2026 meeting endorsed the policy, noting appreciation for the review. They provided advice to align the principles with the University Strategy, which has been taken. The SLT also advised the need to consider the development of procedures in future. It is noted in the policy that the GRSE manages the accreditation process, providing operational oversight and guidance. The SLT also emphasised the importance of providing support for external supervisors in ways that are complementary, developmental and capability-enhancing, while avoiding unnecessarily burdensome requirements.

Supporting Document

- [Revised Doctoral Supervision Policy – Track changed.](#)



Part I: Paper for Decision

MEETING DATE:	23 September 2026
AUTHOR:	Director, Office of Academic Quality, Reporting and Assurance
SUBJECT:	CUAP Proposal Summary Report

Recommendation

- THAT Academic Board recommends the below CUAP proposal to the Vice-Chancellor for approval and forwarding to CUAP for approval/noting.

CUAP Qualification Amendment for CUAP approval

- [Bachelor of Social Work Proposal \(AC26/09/396\)](#)

AC26/09/372



TE KUNENGA | MASSEY
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ACADEMIC COMMITTEE MEETING

Tuesday 4 August 2026 at 1.30 pm

Teams Meeting

MINUTES - PART I

Present: Giselle Byrnes (Chair), Jessica Board, Fiona Coote, Simon Hall, Maggie Hartnett, Jean Jacoby, Alhanis Jacobsen, Jill McCutcheon, Claire Matthews, Liz Norman, Kieran O'Donoghue, Linda Palmer, Jenny Poskitt, Ina Te Wiata, Hēmi Whaanga.

1. INTRODUCTION

1.1 Welcome

The Chair welcomed members and formally recorded the Committee's condolences to the whānau and friends of Sheeanda McKeagg, and to colleagues in the Library, following Sheeanda's passing earlier today. The Chair acknowledged Sheeanda's significant commitment to the University, her achievements and support for staff and students and the legacy she leaves us all.

Hēmi Whaanga opened the meeting with karakia and acknowledged Sheeanda.

1.2 Apologies

Apologies for absence: Peter Rawlins, Rochelle Stewart-Withers, Jonathan Elms, Ray Geor (Simon Hall as proxy), and Tasa Havea.

Apologies for early departure or temporary absence were noted for Jenny Poskitt, Claire Matthews and Alhanis Jacobsen. Linda Palmer noted that she may need to move in and out of the meeting.

1.3 Confirmation of Agenda 4 August 2026

The Part I agenda was confirmed without amendment.

1.4 Confirmation of Minutes – 7 July 2026

AC26/08/353

RESOLVED:

(Agreed)

THAT the minutes of the Academic Committee meeting held on 7 July 2026 [Part I Public] be confirmed as a true and accurate record.

Carried

1.5 Matters Arising

Nil.

AC26/09/372

1.6 Action List

AC26/08/355

The action register was discussed. It was noted that the action relating to the September deadline remained in train. The action relating to the Verified Assessment Policy was closed, the policy having been approved by Academic Board at its previous meeting.

2. CHAIR'S REPORT

The Chair noted the imperative arising from the soon-to-be launched Massey University strategy which would likely focus on growing student numbers, particularly domestic enrolments, and emphasised that the Committee should maintain focus on how the strategy is implemented in a way that supports consistent academic quality and a coordinated set of offerings. The Chair also noted the continued importance of retention, curriculum currency and renewal and the integration of Pūrehuroatanga student success work with implementation of the Curriculum Framework.

The Director OAQRA advised that CUAP round three had commenced and that 37 proposals from other universities would be circulated for peer review. The Committee was also reminded that, for the final CUAP round, proposals would need to be at the March Academic Committee meeting at the latest, with the agenda closing on 18 February 2027.

The Chair advised that sector arrangements for the transition period before full self-accreditation from 1 January 2028 were still to be developed, noting a likely workshop for CUAP members and academic quality leaders and reiterated the importance of maintaining momentum in Massey's own quality assurance arrangements. The Director OAQRA advised that a small group of Academic Quality Managers had met and was preparing questions and concerns for Universities New Zealand regarding post-CUAP arrangements and offering assistance.

3. DISCUSSION ON SELF-ACCREDITATION

Professor Nelson was unable to join the meeting. The Chair noted that, if possible, Professor Nelson would be invited to attend the September meeting.

4. ACADEMIC DISCUSSION / DECISION**4.1 Developing a coordinated response to AI in teaching: Learning and Teaching Committee Implementation Plan**

AC26/08/356

The Chair acknowledged the significant work undertaken through the Learning and Teaching Committee (LTC) on this Implementation Plan.

The Chair of LTC advised that the paper sought endorsement for a more institution-wide response to AI in learning and teaching. It was noted that, while Massey had already developed some staff guidance, student Stream resources and the two-lane framework, the University did not yet have a coherent institutional response. The current environment was described as fragmented, creating inconsistent expectations, cognitive load for students and staff, duplication of effort across Colleges and gaps in governance. The Committee was advised that the paper focused on learning and teaching, and specifically pedagogical issues, rather than the wider use of AI across the University.

The Committee noted the following points:

- There was broad support for moving toward a coordinated framework, while recognising that the environment is complex, contested and changing rapidly.

AC26/09/372

- Members emphasised the need for any University response to be pedagogically led and informed by the core business of education, research-informed practice and the University's values, rather than being driven solely by technical or support functions.
- The Committee discussed the proposed compulsory AI literacy modules for students and staff. Questions were raised about how compulsory modules would be implemented, why AI literacy should be privileged over other forms of academic literacy such as critical thinking, academic integrity and feedback literacy, and whether there should be pathways for students or staff who object to AI use on ethical or disciplinary grounds.
- Student perspectives were noted as diverse. Some students may feel pressure to use AI for fear of missing out, particularly under time pressure, while others may have ethical concerns or choose not to use AI. Members emphasised that any framework should recognise this continuum of views and provide clarity and transparency for students.
- Members noted that AI use raises significant ethical, moral, sustainability, data governance and data sovereignty issues, including the use or repurposing of Indigenous knowledge and other data sets to train AI systems. It was suggested that this work should connect with research, data governance and other relevant University domains.
- The possibility of university-contained software options was discussed, particularly in relation to data protection and limiting external mining or reuse of student and staff data.
- Members emphasised that students and staff need to understand what AI can and cannot do, what it is good for and not good for, and how these issues apply within specific disciplines. This was seen as continuous professional development rather than a one-off training requirement.
- Members noted that the proposed work would require substantial resourcing, academic staff workload and operational support. It was suggested that the paper should travel to SLT because SLT holds the institutional levers for resourcing, capacity and workload allocation.
- It was noted that the framework should align with the new University strategy and should be flexible enough to adapt to ongoing developments in AI practice and policy.
- The Chair of LTC noted that the implementation plan was high-level and that more detailed work would be required, including mechanics of any compulsory modules, multiple pathways for different levels of knowledge and skill, and links with broader work on first-year experience and academic skills development.

The Chair summarised that the document was not intended to be final or perfect, but that endorsement of the principles and the project would enable further work to proceed, including discussion with SLT. The Committee endorsed the principles and the project, noting that further work and refinement would be required.

RESOLVED:

(Agreed)

THAT the Academic Committee endorsed the principles and in-principle direction of document AC26/08/356, noting that further detailed implementation work, alignment with University strategy, and consideration of capacity, resourcing, ethical issues and wider institutional dependencies will be required.

Carried

4.2 Recognition of Prior Learning and Massey University Micro-credentials AC26/08/357

This paper was carrying on from the July paper where the Committee had requested further information regarding recognition of prior learning and, in particular, whether micro-credentials should count toward minimum credits required to be completed at Massey University.

The Committee discussed the paper and noted the following points:

- It was clarified that the paper was not proposing that students be denied credit for micro-credentials.

AC26/09/372

- Members queried why Massey-approved and quality assured micro-credentials, particularly those aligned to specified courses or equivalent learning, should not count in the same way as the course would count.
- The importance of pathways, access, parity and attractiveness to mature learners and prospective students was emphasised. Members noted that micro-credentials can provide a route into formal qualifications and should not create unnecessary barriers.
- A College of Health example was discussed where a course had been repackaged as three five-credit micro-credentials at the request of the Ministry of Health, with an expectation that the three micro-credentials could count as equivalent to the related course within a qualification.
- Members noted the need for clarity in communications to partners, stakeholders and students to avoid mixed messages about the value of Massey micro-credentials and their relationship to qualifications.
- It was noted that micro-credentials had been brought into Academic Committee approval processes and would form part of qualification lifecycle review processes. This should ensure micro-credentials are appropriately quality assured and reviewed.

The Director OAQRA indicated that, in light of the discussion, the proposed RPL changes would not go forward in their current form. A further paper would be brought to the next meeting to clarify the intended approach, including the status quo and what the University is seeking to enhance.

RESOLVED:

(Agreed)

THAT document AC26/08/357 be received and that the proposed RPL changes not proceed at this stage; and THAT a further paper be brought to the next meeting clarifying the treatment of Massey University micro-credentials in relation to recognition of prior learning and minimum Massey credit requirements.

Carried

5. STANDING ITEMS**5.1 Learning and Teaching Committee – verbal update**

The Committee was advised that LTC had considered matters referred from the July Academic Committee meeting relating to the two-lane assessment framework, specifically the preferred nomenclature for the assessment lanes and future use of AI use statements.

It was reported that, following discussion and consideration of wider sector practice, LTC recommended the terms “secured assessment” for Lane 1 and “open assessment” for Lane 2. The Committee also no longer supported a universal requirement to use AI use statements on all assessments, given the shift from verified to open assessment. Instead, decisions about AI statements should be made at course or programme level where they support intended learning outcomes and assessment design. A memo confirming these recommendations would be submitted to Academic Committee for the next meeting.

The Committee was also advised that the Teaching Foundations Framework SharePoint site had been launched. The site was designed to support staff to understand and apply the framework to their teaching and includes guidance on the framework, information about the three foundations, self-review tools and professional development resources. The site was intended to become a central point from which staff could access related resources and support.

5.2 Curriculum Transformation Update – verbal update

The Committee noted that course descriptors were now live on the web, representing a significant milestone in work that had begun under LTC in 2022. The work of colleagues involved in initiating and

AC26/09/372

leading the project was acknowledged, including Liz Norman and Fiona Coote. It was noted that the descriptors would help clarify for students the on-campus or distance learning experiences associated with their courses.

The Committee was also advised that work was beginning under Te Ara ki Pūrehuroatanga on the first-year experience and what would be required should the University move toward a coordinated first-year experience. The earlier discussion on AI would be relevant to that work. The Chair noted that a paper on the first-year experience was also being prepared for SLT with Jean Jacoby's support,

6. COLLEGE OF HEALTH

6.1 CUAP Early Notice Qualification Amendment – Bachelor of Social Work

AC26/08/358

The College introduced the early notice relating to the Bachelor of Social Work, noting the proposal to move from a four-year, 480-credit degree to a three-year, 360-credit degree. The proposal was described as a challenging but necessary response to changes in the external environment, including professional and funding settings. It was noted that Massey is celebrating 50 years of social work programmes in 2026.

The Committee noted the following points:

- The proposal was driven by external changes, including the direction of the Social Work Registration Board, TEC funding considerations and the need to remain relevant and current in the market.
- The programme would need to continue to develop students as competent, authentic and integrated practitioners, with appropriate foundations, preparation for practice and knowledge of social work practice and competencies.
- Support was expressed for the work undertaken by the programme team and for the collaborative discussions that had occurred with colleagues.
- A concern was noted that the broader decision to move from four years to three years had not been fully discussed with all providers and had effectively been imposed on programmes.
- It was clarified that practical hours could not be reduced because the standards require them to be retained. The challenge would therefore be how to teach the required range of knowledge required within a shorter degree.
- The Committee commended the programme team for working quickly and collaboratively to provide information to students ahead of an abrupt change and to support students to make informed choices about entry and continuation.
- Questions were raised about transition arrangements for existing students and whether a 480-credit qualification taught over three years, similar to the Bachelor of Aviation model, had been considered. It was noted that the sector direction and priority funding was for a 360-credit Level 7 degree.
- The Committee was advised that transition regulations were being developed.

The Committee noted document AC26/08/358 and thanked Kieran O'Donoghue and colleagues for their work on this.

6.2 Summary of Minor Regulatory Changes – July 2026

AC26/08/359

Document AC26/08/359 was noted.

7. COLLEGE OF HUMANITIES AND SOCIAL SCIENCES

7.1 Memo re changes to Graduate Profiles for MA, PGDipArts and PGCertArts

AC26/08/360

RESOLVED:

(Agreed)

THAT the Academic Committee approve document AC26/08/360.

AC26/09/372

Carried

7.2 Memo re closure of located based offerings

AC26/08/361

The Committee noted the proposed closure of located-based offerings for Public Relations in the Bachelor of Communication and the Master of Speech and Language Therapy. The Chair queried the broader strategy for academic offerings across the University's campuses, particularly in the context of recruitment activity on the Pukeahu Wellington campus and the need for an overarching logic for turning on former programmes or offering new programmes on any campus and noted the need for coordinated strategic decision-making across campuses.

Document AC26/08/361 was noted.

7.3 Course Retirements

AC26/08/362

RESOLVED:

(Agreed)

THAT the Academic Committee approve document AC26/08/362.

Carried

8. COLLEGE OF SCIENCES**8.1 Summary of Minor Regulatory Changes – July 2026**

AC26/08/363

Document AC26/08/363 was noted.

8.2 Summary of Minor Regulatory Changes – May 2026

AC26/08/364

Document AC26/08/364 was noted.

9. MASSEY BUSINESS SCHOOL / COLLEGE OF BUSINESS**9.1 CUAP Qualification Amendment – Master of Business Administration**

AC26/08/365

This amendment would add a new specialisation, AI in Strategic Decision Making, in response to growing demand for AI courses and specialisations in business programmes. The proposal also involved replacing two core courses with new courses. One financial course would be replaced with an AI-related course, and another would be replaced by a financial course combining material from the existing courses.

RESOLVED:

(Agreed)

THAT the Academic Committee approve document AC26/08/365 and forward it to Academic Board for approval and then to CUAP for approval.

Carried

9.2 Course Retirement – 137900 PhD Banking

AC26/08/366

RESOLVED:

(Agreed)

THAT the Academic Committee approve document AC26/08/366.

Carried

9.3 Summary of Minor Regulatory Changes – July 2026

AC26/08/367

Document AC26/08/367 was noted.

AC26/09/372

10. DOCUMENTS FOR NOTING**10.1 Learning and Teaching Committee 9 June 2026 Part I Minutes**

AC26/08/368

Document AC26/08/368 was noted.

11. MOVING INTO PART II

The Chair moved that members of the press and public be now excluded from the meeting so that for the undernoted reasons the following matters may be discussed without public disclosure; the Committee being satisfied, where appropriate, that there were considerations which outweighed the public interest of disclosure.

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

Subject	Reason for Proposed Exclusion
Item 1: Minutes of the meeting held 7 July 2026	To prevent the disclosure or use of official information for improper gain or improper advantage (Reference s7(2)(a) or s7(2)(j)).



College Board Meeting

Friday 14 August 2026 at 10.00am

Confirmed Minutes Part I

1. **PRESENT:** Professor Cynthia White (Chair), Professor Jenny Poskitt, Dr Tony Fisher, Andrea Flavel, Professor Bill Fish, Professor Beth Greener, Professor Kirsty Ross, Professor Hēmi Whaanga, Professor Huia Jahnke, Dr Anastasia Bakogianni, Dr Karyn Aspden, Dr Stephanie Denne, Professor Fiona Te Momo, Dr Timu Niwa, Dr Pita King, Professor Jodie Hunter, Dr Jared Carpendale, Associate Professor Nick Holm, Lochlan Barrable

IN ATTENDANCE: Caroline Lowe, Heather Reedy, Anne Meredith (Secretary).

IN ATTENDANCE for Part I: Gerrit van Jaarsveld

GUESTS: Assistant Professor Matt Henry, to speak to Item 11 Academic Proposals.

LATE ARRIVAL:

EARLY DEPARTURE:

APOLOGIES: Associate Professor Peter Rawlins, Associate Professor Tara McLaughlin, Dr Barbara Andersen, Ness Gibson, Hananke van Gernerden.

NEW MEMBERS:

Professor White opened the meeting with a karakia.

2. **CONFIRMATION OF MINUTES**

Confirmation of the Part I Minutes from the meeting held on Friday 3 July 2026

HSS CB 26/07/261

Moved by the Chair: That the Part I minutes of the meeting held on 12 June 2026
be confirmed as a true and accurate record

Carried

3. **MATTERS ARISING**

- 3.1 Further to Item 13.2, the Chair has sent two names through to the Staff Rep Pacific for the Pacific Academy of Science.

4. **CHAIRPERSON'S REPORT – Professor Cynthia White**

- 1) On Wednesday 25 August the new University Strategy will be launched. There are events on all three campuses. Everyone is invited to attend, and the PVC will be at the Manawātū event.
- 2) Also on 25 August, at 11:59pm, feedback closes on the Enabling the 2026 Strategy - Proposal for Change, which affects the senior leadership within the University. The PVC encouraged members of the College to send feedback, and group feedback will be accepted. The new structure will allow Massey to move forward with the new strategy.

One of the changes in the proposed new senior leadership structure is that Alumni will be moved from the marketing space to Research and Development. The shift is towards working with Alumni as potential

partners in enterprise and other areas. This College tends to engage with Alumni more in marketing, as role models for potential future students, and in collaboration in community networks.

- 3) The College's Communication Advisor Paul Duffin is working well in the College. The PVC thanked the Director College Projects for her help with the Open Days across the campuses and for supporting Paul in his work on the Open Days. The Manawatū Open Day was very well attended this year.

- 4) The PVC is planning to hold a College wide Zoom Forum later in September.

- 5) The DTL brought up the Two-lane assessment proposal and some of the issues associated with it.

The Two-lane proposal is not being rolled out formally until 2028, but the AI-use framework is being removed from semester 1 2027. From that time, it appears that secured assessments will be in Lane 1, where no AI-use is permitted, and unsecured assessments will be in Lane 2, which allows unrestricted use of AI.

It is not feasible for this College to bring in remotely proctored examinations for 2027.

Cadmus is developing a new tool for a recorded oral assessment which can sit on top of an existing assessment as a verification point, which could be helpful.

There was a concern about the lack of time for the College to comment on and respond to the Two-lane proposal as the College that focuses on human relationships and human skills. Other issues identified included preparation time for this change, impacts on workload, and the difficulties involved in marking assessments which may have been entirely created by AI.

A meeting will be set up with the PVC, Heads of Units, the DTL and the DAQ. The meeting will consider the problems, find some key ways to develop a carefully considered and coordinated response to these issues, and give staff clear guidance.

This College has approximately 4,500 EFTS, which is a significant part of the almost 16,000 EFTS in the whole University. It is important to have an awareness of how to work with and use AI. Professional bodies are also asking that AI-use is wrapped into teaching.

- 6) New procedures have been put in place to remind staff when to open their Stream sites for a new semester. This semester a small number of course sites were not open two weeks before the start of the semester, and an even smaller number were not open at the beginning of week one. The reminders which the College used to receive in previous semesters were not able to be sent this semester. At the end of week three, which is the last date for the students to withdraw without financial penalty, there was a drop in the number of EFTS.

The PVC thanked the HoS HMCC, the DTL and the DAQ for their help with this situation.

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

See the Chairperson's report

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

Received for noting:

6.1 DAQ report to CB August 2026 HSS CB 26/08/286

★ 6.2 APC Minutes Part I 22 June 2026 CONFIRMED HSS CB 26/08/287

Noted

7. REPORT FROM DIRECTOR, TEACHING & LEARNING – Dr Tony Fisher

Received for noting

7.1 Report from DTL for CB August 2026 HSS CB 26/08/288

The selection committee will meet in the next two weeks to consider the submissions for the Teaching Excellence Awards, which is a positive event to look forward to.

★ 7.2 CTLC Minutes Part I 26-May-2026 confirmed HSS CB 26/08/289

Noted

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

8.1 Director Research report August 2026 Verbal

The assessment committee for the University-level Strategic Research Excellence Fund has had their first meeting. This is the first time it has been run with the new Pillar priorities as the focus.

The way in which areas of the College have pivoted and worked in that space has been really impressive, and the DR offered his congratulations to everyone for engaging with those new priorities and doing such a good job. The DR will report back when the results are released.

★ 8.2 CRC Minutes 16 April 2026 Rev1 Confirmed HSS CB 26/08/290

★ 8.3 CRC Minutes 15 May 2026 Confirmed HSS CB 26/08/291

Noted

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

★ 9.1

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

10.1 A concern was raised about the selection and vetting of texts for courses, after it was discovered that in a book for a first-year course, one of the studies cited in the book says the opposite to the claim made in the book.

The PVC thanked the Student Rep for this report and advised that matters like this could be raised with the Head of Unit or brought directly to the PVC.

It is understood that the course coordinator alerted the publisher, and the publisher is embarrassed about the error, but also really impressed, and appreciative, that students have contributed to the quality assurance. The error will now be corrected.

11. ACADEMIC PROPOSALS – Associate Professor Matt Henry, for Associate Professor Peter Rawlins***Received for approval for forwarding to Academic Committee:***

Associate Professor Matt Henry introduced these items.

HMCC

11.1 Memo re Revised Undergraduate Arts Graduate Profiles HSS CB 26/08/292

This proposal is to simplify the existing graduate profiles and better align them with the University graduate profile. More detail is in the memo.

Points from the discussion included:

There was a request to change the wording on the first page, to replace the A with the full word Arts i.e. Cert A should be Cert Arts. This will be changed before the document is sent to Academic Committee.

There was also a query about the wording of point 6 on page 7, but when this was checked with the DAQ later, the original wording had already been adjusted as requested by APC.

It was proposed that this document be approved by CB, but held back from Academic Committee until the September CB meeting. The concern is that the change of the AI-use Framework to the Two-lane proposal will affect this proposal and possibly mean changes would be necessary.

Moved: That document HSS CB 26/08/26/08/292 be approved with the above amendments and held over until the September CB meeting

**Henry/Ross
Carried**

HSS CB 26/08/283
Confirmed Minutes Part I

- | | | |
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| 11.2 | New Micro-credential Latin Music | HSS CB 26/08/293 |
| 11.3 | New Micro-credential Spanish Language at Work | HSS CB 26/08/294 |

IoE

- | | | |
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| 11.4 | Non-CUAP Specialisation Amendment Education (PGDipArts) | HSS CB 26/08/295 |
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Summaries

- | | | |
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| 11.5 | CoHSS Summary of Minor Regulatory Changes 2026 | HSS CB 26/08/296 |
|------|--|------------------|

There was no discussion about the above four proposals.

Moved: That documents HSS CB 26/08/293 to HSS CB 26/08/296 be approved and forwarded to Academic Committee for consideration

**Henry/Ross
Carried**

12. DOCUMENTS FOR DISCUSSION AND APPROVAL

12.1

13. GENERAL BUSINESS

13.1

14. LATE ITEMS

Part I of the meeting finished at 11:00am.

Note: Exclusion of Press and Public:

The Chair will move that members of the press and public be excluded from Part II of the meeting so that the following matters may be discussed without public disclosure, the Board being satisfied where appropriate, that there are considerations which outweigh the public interest of disclosure.

Grounds: Section 48 (1) of the Local Government Official Information and Meetings Act 1987
Section 9.2(a), (j) and (k) of the Official Information Act – 1982

The Chair will note that Anne Meredith, Secretary, will be in attendance in Part II

DATE:	23 September 2026
AUTHOR:	Chair of Academic Board, Professor Fiona Te Momo
SUBJECT:	EXCLUSION OF PUBLIC

Recommendation

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

General subject of each matter to be considered		Reason	Section 48(1) grounds
AB26/09/159	Confirmation of Minutes Academic Board Meeting 26 August 2026 - Part II	For the reasons set out in the Part I minutes of 26 August 2026 held with public present	
AB26/09/160	Generative Artificial Intelligence Discussion	Improper gain or advantage	s7(2)(j)
AB26/09/161	Graduating Year Reviews	Improper gain or advantage	s7(2)(j)
AB26/09/162	Conferment of Degrees and Awarding of Diplomas and Certificates	Personal privacy	s7(2)(a)
Papers for Noting			
i. AC Minutes 4 August 2026 – Part II (AB26/09/163)			
ii. CoHSS College Board Minutes 14 August 2026 – Part II (AB26/09/164)			

This resolution is made in reliance on Section 48(1)(a) of the Local Government Official Information and Meetings Act 1987 and the particular interest or interests protected by Section 6 or Section 7 of that Act which would be prejudiced by the holding of the whole or the relevant part of the proceedings of the meeting in public as stated in the above table.



Massey Policy Guide

POLICY FOR DOCTORAL SUPERVISION POLICY

Section	Office of the Provost
Contact	Dean, Postgraduate Research
Last Review	October 2020
Next Review	October 2031 ²⁵
Approval	DRG-20/10/03
Effective Date	

Purpose:

The purpose of this policy is to articulate the University's expectations for doctoral supervision, recognising supervision as a distinctive form of teaching and learning, and to support the successful development of doctoral students and equitable supervisory practices, evidenced in high-quality research outcomes.

Background:

Doctoral supervision at Massey University is recognised as a distinctive and relational form of teaching and learning. It encompasses academic guidance, mentoring and apprenticeship-based learning in the development of doctoral students as independent researchers. Supervisory relationships are shaped by differences in experience, authority and responsibility, and therefore require deliberate attention to communication, trust and mutual understanding.

The University acknowledges that doctoral supervision involves inherent power differentials and that effective supervision is underpinned by practices that support student voice, agency and wellbeing. Supervisory approaches should be responsive to the diverse backgrounds, aspirations and needs of doctoral students, and attentive to cultural contexts, including Māori concepts such as tuakana-teina and ako, where learning and teaching are reciprocal and relational.

Doctoral supervision at Massey University is informed by values drawn from te ao Māori, including whanaungatanga (relationships), manaakitanga (care and respect), kaitiakitanga (stewardship), rangatiratanga (leadership and autonomy), and ako (reciprocal learning). These values underpin expectations of supervisory practice and the experience of doctoral students.

High-quality doctoral supervision is a shared responsibility enacted through the University's academic, operational and governance structures. It requires clarity of roles and expectations, ongoing development of supervisory capability and institutional systems that support research quality and successful doctoral outcomes.

Massey University provides academic guidance, advice and support for each research candidate through the appointment of supervisors. Research supervision, as a unique and personalised approach to teaching and learning, is the highest level of study within the university. Supervision is described, invariably, as a distinctive form of teaching and learning, mentoring, providing apprenticeship opportunities, developing researchers, advising student research, or scaffolding student projects.

Principles of Doctoral Supervision

The principles of doctoral supervision reflect and support the University's strategic values of Ako (Lifelong Learning), Hono (Connection), Auaha (Future-Ready) and Pae Tawhiti (Purpose-Driven), ensuring that doctoral supervision contributes to the development of researchers, the creation of knowledge, and positive impact for Aotearoa and beyond.

1. **Quality and Integrity:** Doctoral supervision should support high-quality research, academic integrity and scholarly standards appropriate to the discipline and degree.
2. **Student Development and Independence:** Supervision should support the progressive development of doctoral students as independent researchers, balancing guidance and mentorship with increasing autonomy.
3. **Respectful and Ethical Relationships:** Supervisory relationships should be characterised by professionalism, mutual respect, clear communication and ethical conduct, with awareness of inherent power differentials.
4. **Equity and Inclusion:** Supervisory practices should be equitable, culturally responsive and inclusive, recognising the diverse identities, backgrounds and research contexts of doctoral students.
5. **Shared Responsibility:** Doctoral supervision is a shared institutional responsibility, enacted through the University's academic, operational and governance arrangements, and supported by appropriate systems, development opportunities, and oversight.
6. **Ongoing Capability Development:** Supervisors are expected to engage in ongoing learning and development to maintain and enhance their supervisory capability **and accreditation over time.**

This policy outlines expectations and principles of research supervision which have been developed to:

Policy:

Doctoral research ~~candidate~~students will be provided with a supervisory team, consisting of a main Massey University supervisor and one or more co-supervisor(s), who may have different roles and responsibilities, as outlined in the following sections.

The Supervisory Team

~~The s~~Supervisory teams should be constituted as the best fit for the student and research project, with consideration of disciplinary, methodological, cultural and equity factors and must be approved by the Head of Academic Unit (or their delegate) in which the student will be enrolled. s~~are appointed by the Head of Unit (or delegate) in consultation with the proposed supervisors and the doctoral student, and .~~The supervisory team should be constituted as the best fit for the student and research project, with consideration of disciplinary, methodological, cultural and equity factors. The supervisory team will comprise at least two members, and should have a mix of expertise in the discipline(s) of the student's research and the relevant research methods (including Kaupapa Māori principles and practices, as appropriate). All supervisory teams must include at least two Massey University academic staff members, one of whom must be the primary supervisor. External supervisors can be included in supervisory teams but only in addition to two Massey-based supervisors. The main supervisor will be a Massey University academic staff member, and, preferably, the second co-supervisor(s) will be a Massey University academic staff members. External supervisors should only be appointed in exceptional circumstances. Arrangements that result in a token role for the main Massey University supervisor should be avoided.

~~Arrangements that result in a token role for the main Massey University supervisor should be avoided.~~

The supervisory team should:

- actively assist and support the student's research;
- meet the academic and administrative requirements of the Doctoral Research Committee;
- tailor their practice to the needs of individual students within their disciplinary context;
- support facilitate culturally responsive and respectful research supervision; and
- and encourage researcher learning and development and pastoral care.

Additional expertise outside the supervisory team may be sought or appointed to support the student by way of content, methodological, and/or cultural advisor(s) or an advisory group. External supervisors are

subject to the same expectations for supervision quality, professional conduct, and development, with clear lines of accountability and institutional oversight.

Eligibility and Role of the Main Supervisor

The supervisory team will be co-ordinated by a main supervisor who is:

- an academic staff member of Massey University (including Emeritus Professors);
- suitably qualified or experienced in their discipline (including relevant cultural knowledge and skills);
- actively engaged in research of national standing, as evidenced in written research outputs and creative works;
- experienced in all aspects of doctoral processes experienced across the full doctoral lifecycle, including admissions, progression and milestone requirements, examination, and the conceptualisation, development, and communication of research; and
- engaged in ongoing supervision development, as evidenced by accreditation.

The main supervisor should take overall responsibility for co-ordinating the supervisory team, ensure transparent and consistent communication amongst all team members, ensure administrative requirements for the degree are met, and may have a role in mentoring other supervisors.

Eligibility for Co-Supervisors

Co-supervisors, including external supervisors, are expected to be:

- an academic staff member of Massey University (including Emeritus Professors) or a research associate, sponsor, partner or other active working relationship with Massey University research (including Honorary and Adjunct positions)
- suitably qualified or experienced in their discipline (including relevant cultural knowledge and skills);
- actively engaged in research; and
- engaged in ongoing supervision development, as evidenced by accreditation for Massey University staff.

Co-supervisors are expected to make an active and substantive contribution appropriate to their role.

Supervisor Accreditation

All Massey University supervisors will be accredited by the Doctoral Research Committee, following approval by the Head of Academic Unit (or their delegate), within a reasonable timeframe of commencement of supervision responsibilities. Supervisor accreditation recognises eligibility and capability for roles that staff members are approved to undertake within doctoral supervision at Massey University.

~~-(e.g., Main Supervisor, Co-supervisor). Supervisors who engage in leading doctoral education, supervisor development and supervisory teams with early career researchers may be accredited as Mentor Supervisors. Mentor supervisors are expected to support supervisory capability building and provide leadership across the University.~~ **External Supervisors**
External supervisors are subject to the same expectations for supervision quality, professional conduct, and development, with clear lines of accountability and institutional oversight.

Accreditation will be initially gained through an application providing evidence of supervisor experience, learning and development. Ongoing accreditation will be maintained by supervisors through differential engagement in supervision development, which may be facilitated by the Graduate Research School and Ethics, Colleges, academic unit or an external body (e.g., Quality in Postgraduate Research conference), and approved by the Doctoral Research Committee.

Supervisor accreditation will be determined based on the following supervisory roles:

- Mentor Supervisor: Accreditation recognises experienced doctoral supervisors who demonstrate leadership in supervision practice and support the development of supervisory capability. Mentor supervisors may act as main and co-supervisors.
- Main Supervisor: Accreditation recognises capability to take primary responsibility for coordination of

a supervisory panel, oversight of doctoral progress and management of supervisory processes. Main supervisors may also act as co-supervisors.

- Co-Supervisor: Accreditation recognises capability to contribute substantively to doctoral supervision through disciplinary, methodological, cultural or contextual expertise.

In addition to Supervisor Accreditation, supervisors at Massey University may also seek recognition through AdvanceHE as part of their continuing professional development for teaching, of which supervision is a form. In addition to Supervisor Accreditation, supervisors at Massey University may also seek accreditation through the Higher Education Academy as part of their continuing professional development for teaching, of which supervision is a form.

The Graduate Research School and Ethics (GRSE) will manage the accreditation process, and facilitate learning and development programmes for supervisors. ~~and maintain operational guidance and resources.~~

Where external supervisors are not formally accredited by the Doctoral Research Committee, they are expected to actively maintain and enhance their supervisory capability through ongoing professional learning and development. The University will ensure that appropriate development opportunities are available and accessible to external supervisors.

Appointment Establishment and Approval of Supervisory Teams

The Head of Academic Unit (or their delegate) is responsible for establishing an appropriate supervisory team for each doctoral student, ensuring that the composition of the team reflects the expertise required to support the proposed research and the student's development. The supervisory team is subject to approval by the Doctoral Research Committee.

~~The appointment of, and any changes to, supervision will be the responsibility of the Head of Unit (or delegate) in the school/institute/department in which the student is enrolled. The supervisory team should work together with the Head of Unit (or delegate) to determine the roles and responsibilities, how they will work together and why this is the right team for the student. Any perceived or real conflicts of interests should be disclosed and managed, as part of the appointment of a supervisory team. Conflicts of interest include personal, business or academic relationships between members of the supervisory team or students and supervisors that may negatively impact the research student, research process or outcomes. The final approval of supervisory teams will be given by the Doctoral Research Committee.~~

The Head of Academic Unit (or their delegate) is responsible for ensuring that each doctoral student is supported by an appropriately constituted supervisory team throughout the duration of their candidature. This includes maintaining continuity of supervision where changes occur, including where supervisory relationships break down or where a supervisor departs the University, and ensuring that suitable supervisory arrangements are put in place in a timely manner.

Research supervision should be formally and transparently recognised in workload formulae. The University is responsible for ensuring consistent workload recognition for doctoral supervision across colleges and academic units. Supervision should be balanced in terms of other workload responsibilities (e.g., teaching, research, service), with time allocated, dependent upon supervisory roles and responsibilities. The Performance and Development Process-Planning (PDP) should help supervisors review and improve their supervision performance, and identify appropriate supervisor development opportunities.

University Staff involved in doctoral supervision
Internal and External Doctoral Supervisors
Doctoral students

Relevant legislation

Copyright Act 1994
Education and Training Act 2020

[Employment Relations Act 2000](#)
[Health and safety at Work Act 2015](#)
[Human Rights Act 1993](#)
[Privacy Act 2020](#)
[Public Records Act 2005](#)

Related policies and procedures

[Assessment and Examination Regulations](#)
[Code of Ethical Conduct for Research, Teaching, and Evaluations Involving Human Participants](#)
[Code of Ethical Conduct for the Use of Animals for Research, Testing, and Teaching](#)
[Code of Responsible Research Conduct](#)
[Intellectual Property Policy](#)
[Qualifications Policy](#)
[Thesis Embargo Policy](#)



TE KURA
HAUORA
TANGATA
COLLEGE OF HEALTH

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CUAP Proposal – Amendment to Qualification

Academic Contact and Purpose of the Proposal

Professor Kieran O'Donoghue, School of Social Work, College of Health

The purpose of this proposal is to significantly amend the Bachelor of Social Work by:

1. Changing the structure of the degree from a 4-year 480-credit degree to a 360-credit degree.
2. Changing the regulations to reflect a 3-year, 3-part degree.
3. Changing the Schedule of Courses through the introduction of new courses and the amendment of other courses.
4. Changing the Curriculum mapping with the University Graduate Attributes.

Proposal Summary

Massey University proposes to significantly amend the Bachelor of Social Work from a 4-year 480-credit degree to a 3-year 360-credit degree to align with the revised Social Workers Registration Board (SWRB) Education Standards and the Tertiary Education Commission's prioritisation of the 3-year social work degrees.

Justification / Rationale

In response to changes in the external environment, namely, the Social Workers Registration Board (SWRB) revised the education standards, changing from requiring bachelor's degrees to be 4 years and 480 credits to a minimum of 360 credits at Level 7 on the NZQA framework, and the Tertiary Education Commission subsequently prioritised funding for 3-year 360 credit degrees, the School of Social Work will be revising the Bachelor of Social Work (BSW) from a 4-year 480-credit degree to a 3-year 360-credit degree. This revision of the BSW considered the SWRB's general scope of social work practice, the Code of Ethics and Code of Conduct, and the SWRB competence standards. At the same time, we maintained our alignment with the focus on decolonisation and authenticising (the development of a genuine, authentic, and grounded approach to social work in Aotearoa), so that its practice is relationship-based and grounded in local contexts, climate justice, the impact of climate change and how to practice sustainable social work with the people who access social work services within organisations and local communities. The revised BSW addresses the current challenges and the needs of the profession, the regulatory authority, social service providers, and the people who access and use social work services by developing social workers' competence and readiness for practice, and for provisional registration as social workers. The revised degree in Year one establishes the foundations for social work both within the discipline and by drawing on interdisciplinary foundational knowledge bases in Social Policy, Sociology, the United Nations sustainability goals, human development, and Māori studies.

Year two is focused on developing an integrated approach to practice through a relational-integrated framework, and on studying Te Tiriti o Waitangi, Tangata Moana Perspectives and Ethics, and Values and Law, in preparation for a developing practice placement in a social service setting. Year three focuses on developing competent, authentic, integrated practitioners and includes gaining knowledge and skills in fields of practice and specific issues, such as the role of community development and social policy in well-being and sustainable development, their positioning within Te Tiriti o Waitangi and utilising Māori models of

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practice. In preparation for their placement, students will undertake an evidence-informed study in a selected area of policy or practice, or on a diverse population group. The development of competence in social work practice placement aligns with the Social Work Registration Board practice competencies and prepares the student to enter social work practice.

Treaty of Waitangi Implications

Te Tiriti o Waitangi has been considered throughout the development of the revised BSW. The proposal has been consulted with Whānau Pūkenga, the Māori academic staff in the School, namely, Dr Ange Watson, Dr Paul'e Ruwhiu, Deacon Fisher and Jane Lee. The proposal has also been consulted with the College of Health Associate Dean Māori and Kaiārahi Tiriti. Consultation has also occurred with Professor Hemi Whaanga, Head of Te Pūtahi-a-Toi, Professor Fiona Te Momo and Dr Marjorie Lipsham. The needs of Māori students and scholars are important in the revised degree, and it retains the focus of engaging students in a journey from decolonisation to authentisation (the development of a genuine, authentic, and grounded approach to social work in Aotearoa).

Acceptability

The development of the revised Bachelor of Social Work has been widely consulted with staff within the School of Social Work. Consultation has also occurred with colleagues in the School of Health Sciences, the College of Health, and College of Humanities and Social Sciences, who contribute courses in sociology, human development and Māori studies to this qualification. This consultation has involved circulating the Early-Notice version of this proposal via email and requesting feedback. A meeting has also occurred with Associate Professor Peter Rawlins, Director of Academic Quality, College of Humanities and Social Sciences, Professor Hemi Whaanga, Professor Fiona Te Momo and Dr Marjorie Lipsham, Te Pūtahi-a-Toi.

The student representatives in the BSW have also been consulted and provided with the opportunity to comment on the revisions to the BSW at meetings with the degree coordinators and via email. A copy of the Early Notice of this proposal was also sent to the Social Workers Registration Board Education Deputy Registrar, Krystiarna Jarnet-Phillips and Dr Andrew Thompson, Senior Social Work Advisor. There has also been consultation with the School's Community Advisory Group at their June meeting. This group consists of Social Work Leaders from the Sector, who also provide student placements.

The revised degree must be approved by the Social Workers Registration Board as a prescribed degree before it is offered. This is planned to occur between July and September 2027.

Year of Implementation and First Year Teaching Plan

2028

Proposal Details

The revised BSW aims to prepare students to become competent social workers who practise effectively and appropriately in Aotearoa New Zealand.

The revised BSW 3-year curriculum is a mix of new, amended, and existing courses in a programme designed to support the scaffolding of knowledge and the embedding of key social work knowledge, ethics, skills, and values in a purposefully aligned programme that incorporates modern pedagogies, digital learning, and reflective practice. The revised programme detailed below outlines a progressive development both horizontally (across the year) and vertically (from year one to three). Year one establishes the foundations for social work, both within the discipline and by drawing on

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interdisciplinary knowledge bases in Social Policy, Sociology, the United Nations Sustainable Development Goals, Human Development, and Māori Studies.

Year two is focused on developing an integrated approach to practice through a relational-integrated framework, and studying Te Tiriti o Waitangi, Tangata Moana Perspectives and Ethics, and Values and Law, in preparation for a developing practice placement in a social service setting. Year three focuses on developing competent, authentic, integrated practitioners and includes gaining knowledge and skills in fields of practice and specific issues. It also examines the role of community development and social policy in well-being and sustainable development, students' positioning within Te Tiriti o Waitangi, and the utilisation of Māori models of practice. In preparation for their placement, students undertake an evidence-informed study in a selected area of policy or practice, or on a diverse population group. The development of competence in social work practice placement aligns with the Social Work Registration Board practice competencies and prepares the student to enter social work practice.

REVISED BACHELOR OF SOCIAL WORK:

Semester 1	Semester 2
PART ONE - Foundations of Social Work (120 credits)	
179110 Creating a Foundation for Social and Community Work (refreshed) An introduction to social and community work in Aotearoa New Zealand and internationally. This introduction includes an examination of colonisation throughout the development of social and community work.	179120 Environmental Sustainability in Social and Community Work (existing) An introduction to issues of sustainability, climate change and the environment in social and community work.
279101 Social Policy: An Introduction (refreshed) An examination of social policy, including the history of social policy in Aotearoa New Zealand and key theories and concepts informing the development and impact of social policy.	179155 Interpersonal Skills for the Helping Professions (refreshed) An examination of the skills for effective helping relationships and their application in Aotearoa/New Zealand.
179121 Identity Development in Aotearoa New Zealand (existing) An exploration of identity development – and how our personal and social histories contribute to our personal, professional and social interactions within the context of social work practice.	150103 Nau mai e noho - Engaging with Māori (existing) This course will equip students with a range of skills to engage with Māori communities including common expressions in te reo, an understanding of key traditional concepts, customary practices (tikanga), the importance of the Treaty of Waitangi and the nature and structure of Māori social and political organisations.
176101 The Sociological Imagination (existing) A foundation course in Sociology covering the key substantive aspects of contemporary society e.g. individual and social processes, globalisation and social inequalities.	275102 Human Development (existing) An introduction to the study of lifespan human development and learning within changing social and physical contexts.
PART TWO - Developing an Integrated Approach to Practice (120 credits)	
179241 A Relational Framework for Integrated Practice (new) Developing a relational-integrated framework for practice, incorporating theories and models and approaches to engagement, assessment and intervention with individuals, groups, whānau and families.	179260 Social Work Practice Development (new) (60 credits) A supervised practice development placement of a minimum of 450 hours (60 days) in a social service setting, negotiated and

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Semester 1	Semester 2
150201 Te Kawenata o Waitangi: The Treaty of Waitangi in New Zealand Society <i>(existing)</i> A study of the Treaty of Waitangi background, texts, principles, and application to contemporary New Zealand. There is a particular focus on land, legislation, court decisions, social policies, the environment, constitutional matters, claims to the Waitangi Tribunal and Treaty settlements. Differing perspectives of hapū/iwi/Māori and the Crown, as well as opportunities for resolution, are explored.	supervised, in accordance with the Social Workers Registration Board’s standards.
179230 Tangata Moana Perspectives and Practices for Transformation <i>(existing)</i> Examining Tangata Moana (Pacific/Pasifika) perspectives and how they inform social practice and policy towards transforming individual, family and community outcomes.	
179240 Ethics, Values and Law in Social Work and Social Policy <i>(refreshed)</i> An examination of the impact of values and ethics in professional practice while addressing issues of law, power, social justice and human rights with a particular focus on social work and social policy.	
PART THREE - Developing Competent Authentic Integrated Practitioners (120 credits)	
179350 Authentic Integrated Social and Community Work Theory and Practice <i>(new)</i> An examination of selected fields of practice, selected theoretical models, and clinical skills to develop integrated and authentic professional practice.	179360 Developing Competence in Social Work Practice <i>(new)</i> (60 credits) A supervised placement of a minimum of 450 hours (60 days) in a social service setting, negotiated and supervised, in accordance with the Social Workers Registration Board’s standards, to develop competence in social work practice
179321 Wellbeing and Sustainable Development in Communities <i>(new)</i> An examination of the role of community development and social policy in wellbeing and sustainable development, with a particular focus on history, theory, strategies, and stakeholders.	
179330 Māua ko Te Tiriti o Waitangi <i>(existing)</i> An examination of self and cultural positioning within Te Tiriti o Waitangi. Students will develop confidence in utilising Māori models of practice and clinical practice from a te ao Māori space.	
179351 An Evidence-Informed Inquiry for Social Change <i>(new)</i> A study of the principles and practices for evidence-informed social work in a selected area of policy, practice, or a diverse population group.	

Current and proposed new curriculum (new courses are highlighted)

Current BSW 4-year	Proposed BSW 3-year
PART ONE - 120 credits:	PART ONE - 120 credits:
179110 Creating a Foundation for Social and Community Work	179110 Creating a Foundation for Social and Community Work
279101 Social Policy: An Introduction	279101 Social Policy: An Introduction

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179121 Identity Development in Aotearoa New Zealand	179121 Identity Development in Aotearoa New Zealand
176101 The Sociological Imagination	176101 The Sociological Imagination
179120 Environmental Sustainability in Social and Community Work	179120 Environmental Sustainability in Social and Community Work
179155 A Foundation of Interpersonal Skills for the Helping Professions	179155 Interpersonal Skills for the Helping Professions
275102 Human Development	275102 Human Development
150103 Nau mai e noho: Engaging with Māori	150103 Nau mai e noho: Engaging with Māori
PART TWO - 120 credits: (no new enrolments in 2028)	PART TWO - 120 credits: (from 2028)
179210 A Relational Framework for Social Work Theory and Practice	179241 A Relational Framework for Integrated Practice
150201 Te Kawenata o Waitangi: The Treaty of Waitangi in New Zealand Society	150201 Te Kawenata o Waitangi: The Treaty of Waitangi in New Zealand Society
179230 Tangata Moana Perspectives and Practices for Transformation	179230 Tangata Moana Perspectives and Practices for Transformation
179240 Ethics, Values and Law in Social Work and Social Policy	179240 Ethics, Values and Law in Social Work and Social Policy
179202 An Introduction to Social Research for Social Work and Social Policy	179260 Social Work Practice Development (60 credits)
279203 Social Policy and Government	
150205 Kura Mai Tawhiti: Māori Knowledge	
179255 Preparation for Field Education	
PART THREE - 120 credits: (no new enrolments in 2029)	PART THREE - 120 credits: (from 2029)
179310 Integrated Social Work Practice - Decolonising Social Work	179350 Authentic Integrated Social and Community Work Theory and Practice
179320 Community Development	179321 Wellbeing and Sustainable Development in Communities
179330 Māua ko Te Tiriti o Waitangi	179330 Māua ko Te Tiriti o Waitangi
279301 Social Policy: Political Theories and Approaches	179351 An Evidence-Informed Inquiry for Social Change
179355 Field Education I (45 credits)	179360 Developing Competence in Social Work Practice (60 credits)
179340 Developing Practice	
PART FOUR - 120 credits: (no new enrolments in 2030)	These fourth-year courses are scheduled to be retired in 2031
179430 Integrated Social Work Practice – Authenticising Practice	
179432 Ahurea ki uta, Ahurea ki tai	
179433 Selected Study in Policy, Practice or Diverse Populations	

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179440 Leadership in the Social Services	
179455 Field Education II (<i>45 credits</i>)	
179431 Consolidating Practice	

It is proposed that Parts One and Two of the programme will start in 2028, with those who have enrolled and completed Part One in 2027 progressing to Part Two in 2028; Part Three will start in 2029. The following transition arrangements will be in place up until 31 December 2031:

Subject to the Maximum Time to Completion and Abandonment of Studies provisions specified in the Part One qualification regulations, candidates enrolled in the Bachelor of Social Work prior to 1 January 2027 and who have completed all or any of 179202, 179255, 279203 and 150205 but have not commenced Part Three of the degree may complete 179260 upon approval of the Pro Vice-Chancellor or delegate and graduate the Bachelor of Social Work with either 375, 390, 405 or 420 credits.

The following courses will be retired in 2029:

179210, 179202, 279203, 179255.

The following courses will be retired in 2030:

179310, 179320, 179340, 179355, 279301.

The following courses will be retired in 2031:

179430, 179432, 179433, 179440, 179455, 179431.

Internal and External Consultation

(a) Consultation within the College of Health has occurred with the School of Health Sciences, Associate Professor Rachel Page, Professor Christina Severinsen, and Associate Professor Andy Towers. Consultation within Massey University has occurred with Associate Professor Peter Rawlins, the Director of Academic Quality for the College of Humanities and Social Sciences. Prof Hemi Whaanga, Head of Te Pūtahi-a-Toi, Professor Fiona Te Momo, and Dr Marjorie Lipsham of Te Pūtahi-a-Toi. (b) Consultation has also taken place with Associate Professor Nicola Brown, the Leader of the Bachelor of Impact and Innovation.

(c) The 3-year BSW degree proposal has been shared with Whānau Pūkenga, School of Social Work, and the Associate Dean Māori COH, Associate Professor Bevan Erueti and the College of Health, Kaiārahi Tiriti as part of consultation about Te Tiriti o Waitangi implications and the relevant courses maintained in the revised programme.

(d) Consultation with students has been conducted by sharing the proposal with student representatives.

(e) Consultation has occurred externally with the School of Social Work Advisory Group and Social Worker Registration Board.

Qualification Regulations Part II

Admission

1. Admission to the Degree of Bachelor of Social Work requires that the candidate will:

- (a) meet the University admission requirements as specified;
- (b) meet the requirements for registration as set down by the New Zealand Social Workers Registration Board in terms of candidates being 'fit and proper persons to practice social work';
- (c) provide satisfactory evidence of their proficiency in English, if English is not the applicant's first language, in the form of:

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- (i) overall academic score of at least 6.5 in an IELTS assessment with no band score less than 6.5 within the preceding two years; or
- (ii) A TOEFL internet-based test (iBT) score of 85 or higher with a writing score of 22; or
- (iii) at least two years of successful study in a New Zealand secondary school, with at least ten Level 2 NCEA credits in Literacy (five reading and five writing) or equivalent; and
- (d) hold a current full driver's licence valid in New Zealand unless otherwise exempted; and
- (e) be selected into the programme.

Qualification Requirements

2. Candidates for the Bachelor of Social Work shall follow a parts-based programme of study, which shall consist of courses totalling at least ~~360~~~~480~~ credits, comprising:

- (a) Parts One, Two, and Three, ~~and Four~~;
 - (b) at least ~~three~~~~four~~ years of study;
- and including:
- (c) any compulsory courses listed in the Schedule to the Degree;
 - (d) attending field trips, workshops, tutorials, and practice laboratories as required.

Specialisations

3. The Degree of Bachelor of Social Work is awarded without specialisation.

Academic Requirements

4. Every candidate for the Bachelor of Social Work shall complete the required Field Education courses and at least 120 days of approved supervised field education and associated reports, in accordance with the requirements of the following courses:

- (a) 179260 Social Work Practice Development
- (b) 179360 Developing Competence in Social Work Practice
- ~~(a) 179255 Introduction to Field Education~~
- ~~(b) 179355 Field Education I~~
- ~~(c) 179455 Field Education II.~~

Student Progression

- 5. Candidates may progress from Parts One to Two, and Two to Three, ~~and Three to Four~~, by passing all courses in the prior part.
- 6. The Academic Board may, under such conditions as it may determine and taking into account the recommendations of the examiners, admit any candidate to a supplementary privilege (normally an examination) where available in a course in which the candidate failed to gain a pass.
- 7. Notwithstanding Regulation 5:
 - (a) Candidates shall not enrol in Part ~~Two~~~~III~~ unless they have passed courses to at least 75 credits. The candidate may, on the recommendation of the Pro Vice-Chancellor or delegate~~Academic Board~~, be permitted to enrol in approved courses of Part ~~Two~~~~III~~ in the same year that the candidate is enrolled in the remaining courses of the previous part.
 - (b) Candidates shall not enrol for Part ~~Three~~~~III~~ unless they:
 - (i) have passed all the compulsory requirements of the previous parts, except that a candidate who has passed all the prerequisites for entry to Part ~~Three~~~~III~~ of the degree, except one of the compulsory courses in Part ~~One~~~~I~~ or Part ~~Two~~~~II~~ may, with the approval of the Pro Vice-Chancellor or delegate~~Academic Board~~, be permitted to enrol in Part ~~Three~~~~III~~;
 - (ii) have been admitted to Part ~~Three~~~~III~~ by a selection process approved by the Head of School, ~~and~~
 - ~~(iii) hold a current full driver's licence valid in New Zealand unless otherwise exempted.~~

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~~(c) Candidates shall not enrol in Part IV unless they have been admitted to Part IV by a selection process approved by the Head of School.~~

8. Candidates must continue to meet the requirements to be eligible for registration as set down by the New Zealand Social Workers Registration Board in terms of candidates being 'fit and proper persons to practice social work'. Candidates must advise the Programme Coordinator of any change to their circumstances in this regard within 7 days, including any conviction or criminal charges pending. Annual confirmation of eligibility is required.

~~9. The Degree of Bachelor of Social Work may be awarded with or without a class of Honours.~~

Completion Requirements

~~910.~~ Any timeframes for completion as outlined in the General Regulations for Undergraduate Degrees, Undergraduate Diplomas, Undergraduate Certificates, Graduate Diplomas and Graduate Certificates will apply.

~~1011.~~ Candidates may be graduated when they meet the Admission, Qualification and Academic requirements within the prescribed timeframes; candidates who do not meet the requirements for graduation may, subject to the approval of Academic Board, be awarded the Diploma in Arts should they meet the relevant Qualification requirements.

Academic Progress

~~1112.~~ For candidates enrolled in the Degree of Bachelor of Social Work, the following will lead to exclusion from the qualification:

- (a) Failure to continue to meet the requirements for registration as set down by the New Zealand Social Workers Registration Board in terms of candidates being 'fit and proper persons to practice social work';
- (b) Failure to obtain a pass in either ~~179260179355~~ or ~~179360179455~~ on their second attempt;
- (c) Persons excluded under clause ~~1112~~(b) will only be re-admitted to the Degree of Bachelor of Social Work with approval of the Academic Board, which may be declined, or granted under such conditions as it may determine.

Transitional Provisions

12. Subject to the Maximum Time to Completion and Abandonment of Studies provisions specified in the Part One qualification regulations, candidates enrolled in the Bachelor of Social Work prior to 1 January 2027 and who have completed all or any of 179202, 179255, 279203 and 150205 but have not commenced Part Three of the degree may complete 179260 upon approval of the Pro Vice-Chancellor or delegate and graduate with the Bachelor of Social Work with either 375, 390, 405 or 420 credits. These transitional arrangements expire on 31 December 2031.

Schedule to be added to

Part One

120 credits

Code	Title	Allow Mapping	Credits
150103	Nau mai e noho: Engaging with Māori	Yes	15
176101	The Sociological Imagination	Yes	15
179110	Creating a Foundation for Social and Community Work	Yes	15
179120	Environmental Sustainability in Social and Community Work	Yes	15
179121	Identity Development in Aotearoa New Zealand	Yes	15

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Code	Title	Allow Mapping	Credits
179155	A Foundation of Interpersonal Skills for the Helping Professions	Yes	15
275102	Human Development	Yes	15
279101	Social Policy: An Introduction	Yes	15

Part Two (No New Enrolments from 2028)*120 credits*

Code	Title	Allow Mapping	Credits
150201	Te Kawenata o Waitangi: The Treaty of Waitangi in New Zealand Society	Yes	15
150205	Kura Mai Tawhiti: Māori Knowledge	Yes	15
179202	An Introduction to Social Research for Social Work and Social Policy	Yes	15
179210	A Relational Framework for Social Work Theory and Practice	Yes	15
179230	Tangata Moana Perspectives and Practices for Transformation	Yes	15
179240	Ethics, Values and Law in Social Work and Social Policy	Yes	15
179255	Preparation for Field Education	Yes	15
279203	Social Policy and Government	Yes	15

Part Two (from 2028)*120 credits*

Code	Title	Allow Mapping	Credits
150201	Te Kawenata o Waitangi: The Treaty of Waitangi in New Zealand Society	Yes	15
179230	Tangata Moana Perspectives and Practices for Transformation	Yes	15
179240	Ethics, Values and Law in Social Work and Social Policy	Yes	15
179241	A Relational Framework for Integrated Practice	Yes	15
179260	Social Work Practice Development	Yes	60

Part Three (No New Enrolments in 2029)*120 credits*

Code	Title	Allow Mapping	Credits
179310	Integrated Social Work Practice - Decolonising Social Work	Yes	15
179320	Community Development	Yes	15
179330	Māua ko Te Tiriti o Waitangi	Yes	15
179340	Developing Practice	Yes	15
179355	Field Education I	Yes	45

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Code	Title	Allow Mapping	Credits
279301	Social Policy: Political Theories and Approaches	Yes	15

Part Three (from 2029)

120 credits

Code	Title	Allow Mapping	Credits
179321	Wellbeing and Sustainable Development in Communities	Yes	15
179330	Māua ko Te Tiriti o Waitangi	Yes	15
179350	Authentic Integrated Social and Community Work Theory and Practice	Yes	15
179351	An Evidence-Informed Inquiry for Social Change	Yes	15
179360	Developing Competence in Social Work Practice	Yes	60

Part Four (No New Enrolments in 2030)

120 credits

Code	Title	Allow Mapping	Credits
179430	Integrated Social Work Practice – Authenticising Practice	Yes	15
179431	Consolidating Practice	Yes	15
179432	Ahurea ki uta, Ahurea ki tai	Yes	15
179433	Selected Study in Policy, Practice or Diverse Populations	Yes	15
179440	Leadership in the Social Services	Yes	15
179455	Field Education II	Yes	45

Qualification Comparison

UBSCW Bachelor of Social Work Bachelor Social Work v5.0 DRAFT

compared to

UBSCW Bachelor of Social Work Bachelor Social Work v4.0 APPROVED

Number of Years	3 Years				
	4 Years				
Professional Body					
Professional Body		Effective From	Interim Date	Contact Person	Notes
Social Workers Registration Board		01/01/2019			
Year of Implementation	2028				
	2026				
Qualification Code	UBSCW				

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Qualification Title	Bachelor of Social Work
Reporting Title	Bachelor Social Work
Abbreviated Title	BSW
Credit Value	360 480
Language of Instruction	English (EN)
Qualification Duration	3 Years 4 Years
Maximum Time to Completion	8
Qualification Type	Undergraduate
Qualification Subtype	Undergraduate Bachelor Degree
No New Enrolment	No
Without Specialisation?	nosp
Allows Minors from other Qualifications	No
Qualification Lead	KIERAN O'DONOGHUE (4 Jun 2026 to ---) KIERAN O'DONOGHUE (16 Jan 2025 to ---)
Owning Organisation	College of Health (MU00548)
Proposed Review Dates	
<i>Date Types</i>	<i>Date</i>
Qualification Review	01/08/2023

Qualification Graduate Profile

The Massey University Bachelor of Social Work graduates understand and work alongside people, families, groups and communities. Our graduates demonstrate knowledge, skills, beliefs and attitudes that enable them to advocate for structural change, engage in community development and work with people to make sense of their world and improve their quality of life.

Graduates will possess the necessary foundations to pursue postgraduate study in social work and will gain skills and experience that will prepare them for a career as a social worker in a range of social and health service agencies.

Qualification Graduate Attributes (QGAs)

On successful completion of this programme the learner will be able to:

#	Description	Graduate Profile	Educational Objectives
GA1	Demonstrate initiative, social consciousness and critical reflexivity.	Scholarly 2	

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GA2	Apply knowledge of themselves, their world views and cultural positions and the ability to recognise their own strengths and areas for development.	Scholarly 2	
GA3	Develop effective written and oral communication, critical thinking and engagement skills, and lifelong learning and knowledge seeking skills.	Scholarly 2 Social 2	
GA4	Demonstrate understanding of and commitment to Te Tiriti o Waitangi and social work values of social justice, social equality and social change.	Cultural 2	
GA5	Formulate their integrated practice framework in/across applied settings and across the life span.	Scholarly 1	
GA6	Develop an evidence-informed understanding of social problems and intervention methods.	Scholarly 1	
GA7	Apply knowledge of social work theories, models, skills and methods and how these are applied in different contexts.	Scholarly 1	
GA8	Apply indigenous theory/knowledge and approaches in social work practice.	Scholarly 1	
GA9	Examine the contemporary debates, issues, challenges and structural issues impacting collective responsibility and sustainability in areas of social policy, social and community development.	Social 1 Social 3	
GA10	Develop critical application of knowledge of engagement, assessment and intervention.	Scholarly 1	
GA11	Develop the ability to gather knowledge of community resources and network with stakeholders.	Social 2	
GA12	Construct one's professional practice and identity align with fit and proper under the Social Work Registration Act.	Scholarly 3	
GA13	Demonstrate respect for diversity and diverse individuals and communities.	Cultural 1	
GA14	Apply interpersonal skills and qualities with individuals, groups, communities and with different cultures, for example, knowledge of and practice whakawhanaungatanga.	Social 2	
GA15	Apply knowledge and understanding of Tangata Whenua including tikanga and Te Reo Māori constructs.	Cultural 2	
GA16	Apply decolonising methodologies deployed through thorough and ongoing consultation with communities.	Cultural 1	
GA17	Develop knowledge of and ability to apply Te Tiriti o Waitangi in practice including how the historical and cultural context of Aotearoa New Zealand impacts Māori.	Cultural 2	
GA18	Apply a professional code of ethics and conduct in their social work practice.	Scholarly 3	
GA19	Articulate micro, meso and macro understandings of the world.	Social 3	
GA20	Promote equality, inclusion, accessibility and emancipation for all people.	Scholarly 3 Social 1	
Graduate Profile 1. Scholarly 1 - Disciplinary knowledge and skills 2. Scholarly 2 - Creativity and innovation 3. Scholarly 3 - Resilience and adaptability 4. Cultural 1 - Cultural awareness			

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5. Cultural 2 - Māori knowledge and understanding
6. Social 1 - Social responsibility
7. Social 2 - Communication and collaboration
8. Social 3 - Global engagement

Qualification Graduate Attributes and Competencies Mapping

Qualification Graduate Attribute	Competencies
1. Demonstrate initiative, social consciousness and critical reflexivity.	• Professional Body Social Workers Registration Board • Framework SWRB Framework • SWRB3 Competence to work respectfully and inclusively with diversity and difference in practice. The social worker: • demonstrates knowledge of diversity between and within different cultures, including ethnicity, disability, social and economic status, age, sexuality, gender and transgender, faiths and beliefs; • demonstrates sufficient self-awareness and is able to critically reflect on own personal values, cultures, knowledge and beliefs to manage the influences of personal biases when practising; • can respectfully and effectively communicate and engage with a diverse range of people.
2. Apply knowledge of themselves, their world views and cultural positions and the ability to recognise their own strengths and areas for development.	• Professional Body Social Workers Registration Board • Framework SWRB Framework • SWRB3 Competence to work respectfully and inclusively with diversity and difference in practice. The social worker: • demonstrates knowledge of diversity between and within different cultures, including ethnicity, disability, social and economic status, age, sexuality, gender and transgender, faiths and beliefs; • demonstrates sufficient self-awareness and is able to critically reflect on own personal values, cultures, knowledge and beliefs to manage the influences of personal biases when practising; • can respectfully and effectively communicate and engage with a diverse range of people. • SWRB7 Competence to apply critical thinking to inform and communicate professional judgments. The social worker: • can distinguish, appraise and integrate multiple sources of knowledge, including new information and communication technology, research based knowledge and practice wisdom; • engages in research-informed practice and practice-informed research; • demonstrates the ability to work autonomously and make independent judgments from a well-informed social work position and seeks guidance when necessary; • demonstrates effective oral, written and electronic communication.
3. Develop effective written and oral communication, critical thinking and engagement skills, and lifelong learning and knowledge seeking skills.	• Professional Body Social Workers Registration Board • Framework SWRB Framework • SWRB7 Competence to apply critical thinking to inform and communicate professional judgments. The social worker: • can distinguish, appraise and integrate multiple sources of knowledge, including new information and communication technology, research based knowledge and practice wisdom; • engages in research-informed practice and practice-informed research; • demonstrates the ability to work autonomously and make independent

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Qualification Graduate Attribute	Competencies
	judgments from a well-informed social work position and seeks guidance when necessary; • demonstrates effective oral, written and electronic communication.
4. Demonstrate understanding of and commitment to Te Tiriti o Waitangi and social work values of social justice, social equality and social change.	• Professional Body Social Workers Registration Board • Framework SWRB Framework • SWRB1 Competence to practise social work with Māori. The social worker demonstrates this competence by: • demonstrating knowledge of the Treaty of Waitangi, te reo Māori and tikanga Māori; • articulating how the wider context of Aotearoa New Zealand both historically and currently can impact on practice; • Te Rangatiratanga: Maintaining relationships that are Mana enhancing, self-determining, respectful, mindful of cultural uniqueness, and acknowledge cultural identity. • Te Manaakitanga: Utilising practice behaviours that ensure mauri ora by ensuring safe space, being mana enhancing and respectful, acknowledge boundaries and meet obligations. • Te Whanaungatanga: Engaging in practice that is culturally sustaining, strengthens relationships, is mutually contributing and connecting and encourages warmth. • SWRB4 Competence to promote the principles of human rights and social and economic justice. The social worker: • understands, has a commitment to, and advocates for human, legal and civil rights, social and economic justice, and self-determination; • understands and challenges mechanisms of oppression and discrimination and also has the knowledge, skills and an understanding of how to appropriately leverage those which enhance power and privilege; • respects and upholds the rights, dignity, values and autonomy of people and creates an environment of respect and understanding. • SWRB5 Competence to engage in practice which promotes social change. The social worker: • critically analyses policies, systems and structures and understands how they impact on people, groups, communities and wider society; • advocates the need for social change to provide equity and fairness for all; • collaborates with others to generate new knowledge that will contribute to the improvement of peoples' lives, communities and wider society; • contributes to policy making to make systems and structures responsive to those who use them.
5. Formulate their integrated practice framework in/across applied settings and across the life span.	• Professional Body Social Workers Registration Board • Framework SWRB Framework • SWRB6 Competence to understand and articulate social work theories, indigenous practice knowledge, other relevant theories, and social work practice methods and models. The social worker: • demonstrates a critical understanding of specific social work theories and other relevant theories and integrates this into bi-cultural social work practice; • demonstrates an understanding of human behaviour and integrates this into social work practice; • demonstrates an understanding of and is able to utilise a variety of social work practice methods, models and interventions whilst drawing upon a wider theoretical framework; • critically reflects on practice and utilises relevant theories and methods of practice.
6. Develop an evidence-informed understanding of	• Professional Body Social Workers Registration Board

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Qualification Graduate Attribute	Competencies
social problems and intervention methods.	Framework SWRB Framework - SWRB6 Competence to understand and articulate social work theories, indigenous practice knowledge, other relevant theories, and social work practice methods and models. The social worker: • demonstrates a critical understanding of specific social work theories and other relevant theories and integrates this into bi-cultural social work practice; • demonstrates an understanding of human behaviour and integrates this into social work practice; • demonstrates an understanding of and is able to utilise a variety of social work practice methods, models and interventions whilst drawing upon a wider theoretical framework; • critically reflects on practice and utilises relevant theories and methods of practice. - SWRB7 Competence to apply critical thinking to inform and communicate professional judgments. The social worker: • can distinguish, appraise and integrate multiple sources of knowledge, including new information and communication technology, research based knowledge and practice wisdom; • engages in research-informed practice and practice-informed research; • demonstrates the ability to work autonomously and make independent judgments from a well-informed social work position and seeks guidance when necessary; • demonstrates effective oral, written and electronic communication.
7. Apply knowledge of social work theories, models, skills and methods and how these are applied in different contexts.	Professional Body Social Workers Registration Board Framework SWRB Framework - SWRB6 Competence to understand and articulate social work theories, indigenous practice knowledge, other relevant theories, and social work practice methods and models. The social worker: • demonstrates a critical understanding of specific social work theories and other relevant theories and integrates this into bi-cultural social work practice; • demonstrates an understanding of human behaviour and integrates this into social work practice; • demonstrates an understanding of and is able to utilise a variety of social work practice methods, models and interventions whilst drawing upon a wider theoretical framework; • critically reflects on practice and utilises relevant theories and methods of practice.
8. Apply indigenous theory/knowledge and approaches in social work practice.	Professional Body Social Workers Registration Board Framework SWRB Framework - SWRB1 Competence to practise social work with Māori. The social worker demonstrates this competence by: • demonstrating knowledge of the Treaty of Waitangi, te reo Māori and tikanga Māori; • articulating how the wider context of Aotearoa New Zealand both historically and currently can impact on practice; • Te Rangiratanga: Maintaining relationships that are Mana enhancing, self-determining, respectful, mindful of cultural uniqueness, and acknowledge cultural identity. • Te Manaakitanga: Utilising practice behaviours that ensure mauri ora by ensuring safe space, being mana enhancing and respectful, acknowledge boundaries and meet obligations. • Te Whanaungatanga: Engaging in practice that is culturally sustaining, strengthens relationships, is mutually contributing and connecting and encourages warmth.

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Qualification Graduate Attribute	Competencies
	- SWRB6 Competence to understand and articulate social work theories, indigenous practice knowledge, other relevant theories, and social work practice methods and models. The social worker: • demonstrates a critical understanding of specific social work theories and other relevant theories and integrates this into bi-cultural social work practice; • demonstrates an understanding of human behaviour and integrates this into social work practice; • demonstrates an understanding of and is able to utilise a variety of social work practice methods, models and interventions whilst drawing upon a wider theoretical framework; • critically reflects on practice and utilises relevant theories and methods of practice.
9.Examine the contemporary debates, issues, challenges and structural issues impacting collective responsibility and sustainability in areas of social policy, social and community development.	Professional Body Social Workers Registration Board Framework SWRB Framework - SWRB4 Competence to promote the principles of human rights and social and economic justice. The social worker: • understands, has a commitment to, and advocates for human, legal and civil rights, social and economic justice, and self-determination; • understands and challenges mechanisms of oppression and discrimination and also has the knowledge, skills and an understanding of how to appropriately leverage those which enhance power and privilege; • respects and upholds the rights, dignity, values and autonomy of people and creates an environment of respect and understanding. - SWRB5 Competence to engage in practice which promotes social change. The social worker: • critically analyses policies, systems and structures and understands how they impact on people, groups, communities and wider society; • advocates the need for social change to provide equity and fairness for all; • collaborates with others to generate new knowledge that will contribute to the improvement of peoples' lives, communities and wider society; • contributes to policy making to make systems and structures responsive to those who use them.
10.Develop critical application of knowledge of engagement, assessment and intervention.	Professional Body Social Workers Registration Board Framework SWRB Framework - SWRB8 Competence to promote empowerment of people and communities to enable positive change. The social worker: • is compassionate, empathetic and respectful and seeks to understand others to adequately assess their needs; • demonstrates resilience and the ability to manage interpersonal conflict and challenges that arise in social work practice; • facilitates and promotes clients' active participation in decision making; • effectively collaborates and engages with others and works in partnership with clients to gain access to resources; • reflects on their own social work practice to enable people to realise their potential and participate in their communities.
11.Develop the ability to gather knowledge of community resources and network with stakeholders.	Professional Body Social Workers Registration Board Framework SWRB Framework - SWRB5 Competence to engage in practice which promotes social change. The social worker: • critically analyses policies, systems and structures and understands how they impact on people, groups, communities and wider society;

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Qualification Graduate Attribute	Competencies
	• advocates the need for social change to provide equity and fairness for all; • collaborates with others to generate new knowledge that will contribute to the improvement of peoples' lives, communities and wider society; • contributes to policy making to make systems and structures responsive to those who use them. • SWRB8 Competence to promote empowerment of people and communities to enable positive change. The social worker: • is compassionate, empathetic and respectful and seeks to understand others to adequately assess their needs; • demonstrates resilience and the ability to manage interpersonal conflict and challenges that arise in social work practice; • facilitates and promotes clients' active participation in decision making; • effectively collaborates and engages with others and works in partnership with clients to gain access to resources; • reflects on their own social work practice to enable people to realise their potential and participate in their communities.
12. Construct one's professional practice and identity align with fit and proper under the Social Work Registration Act.	• Professional Body Social Workers Registration Board • Framework SWRB Framework • SWRB10 Represents the social work profession with integrity and professionalism. The social worker: • demonstrates active promotion and support of the social work profession, acts with integrity and ensures accountability; • attends to professional roles and responsibilities with diligence, timeliness and care, acknowledges that social work positions carry power and uses authority responsibly; • behaves in a professional manner, maintains personal and professional boundaries and is accountable for all actions and decisions; • knows the limits of their own practice and experience, practices appropriate self-care and seeks advice where necessary; • actively participates in supervision, continual professional development and career-long learning. • SWRB9 Competence to practice within legal and ethical boundaries of the social work profession. The social worker: • adheres to the SWRB Code of Conduct, any workplace code of conduct and the professional Code of Ethics; • identifies and manages ethical dilemmas and issues that arise in practice and seeks supervision or guidance; • recognises and responds appropriately to actual or potential conflicts of interest; • demonstrates an understanding of relevant legislation, policies and systems which govern practice and performs any statutory duties with diligence and care; • upholds the right to privacy and confidentiality of personal information and informs clients of the situations where the information may need to be disclosed; • keeps clear and accurate records and ensures these records are made at the same time as the events being recorded or as soon as possible afterwards.
13. Demonstrate respect for diversity and diverse individuals and communities.	• Professional Body Social Workers Registration Board • Framework SWRB Framework • SWRB2 Competence to practise social work with different ethnic and cultural groups in Aotearoa New Zealand. The social worker: • Acknowledges and values a range of world views including divergent views within and between ethnic and cultural groups; • Understands that culture is not static but changes over time; • Demonstrates awareness and self-critique of their own cultural beliefs, values and historical positioning and how this impacts on their social work practice with their clients from other cultural backgrounds; • Critically analyses how the culture and

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Qualification Graduate Attribute	Competencies
	social work approaches and policies of their employing organisation may compromise culturally safe practice; • Demonstrates knowledge of culturally relevant assessments, intervention strategies and techniques; • Engages with people groups and communities in ways that respect family, language, cultural, spiritual and relational markers.
14. Apply interpersonal skills and qualities with individuals, groups, communities and with different cultures, for example, knowledge of and practice whakawhanaungatanga.	• Professional Body Social Workers Registration Board • Framework SWRB Framework • SWRB1 Competence to practise social work with Māori. The social worker demonstrates this competence by: • demonstrating knowledge of the Treaty of Waitangi, te reo Māori and tikanga Māori; • articulating how the wider context of Aotearoa New Zealand both historically and currently can impact on practice; • Te Rangatiratanga: Maintaining relationships that are Mana enhancing, self-determining, respectful, mindful of cultural uniqueness, and acknowledge cultural identity. • Te Manaakitanga: Utilising practice behaviours that ensure mauri ora by ensuring safe space, being mana enhancing and respectful, acknowledge boundaries and meet obligations. • Te Whanaungatanga: Engaging in practice that is culturally sustaining, strengthens relationships, is mutually contributing and connecting and encourages warmth. • SWRB2 Competence to practise social work with different ethnic and cultural groups in Aotearoa New Zealand. The social worker: • Acknowledges and values a range of world views including divergent views within and between ethnic and cultural groups; • Understands that culture is not static but changes over time; • Demonstrates awareness and self-critique of their own cultural beliefs, values and historical positioning and how this impacts on their social work practice with their clients from other cultural backgrounds; • Critically analyses how the culture and social work approaches and policies of their employing organisation may compromise culturally safe practice; • Demonstrates knowledge of culturally relevant assessments, intervention strategies and techniques; • Engages with people groups and communities in ways that respect family, language, cultural, spiritual and relational markers. • SWRB3 Competence to work respectfully and inclusively with diversity and difference in practice. The social worker: • demonstrates knowledge of diversity between and within different cultures, including ethnicity, disability, social and economic status, age, sexuality, gender and transgender, faiths and beliefs; • demonstrates sufficient self-awareness and is able to critically reflect on own personal values, cultures, knowledge and beliefs to manage the influences of personal biases when practising; • can respectfully and effectively communicate and engage with a diverse range of people. • SWRB8 Competence to promote empowerment of people and communities to enable positive change. The social worker: • is compassionate, empathetic and respectful and seeks to understand others to adequately assess their needs; • demonstrates resilience and the ability to manage interpersonal conflict and challenges that arise in social work practice; • facilitates and promotes clients' active participation in decision making; • effectively collaborates and engages with others and works in partnership with clients to gain access to resources; • reflects on their own social work practice to enable people to realise their potential and participate in their communities.

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Qualification Graduate Attribute	Competencies
15. Apply knowledge and understanding of Tangata Whenua including tikanga and Te Reo Māori constructs.	• Professional Body Social Workers Registration Board • Framework SWRB Framework • SWRB1 Competence to practise social work with Māori. The social worker demonstrates this competence by: • demonstrating knowledge of the Treaty of Waitangi, te reo Māori and tikanga Māori; • articulating how the wider context of Aotearoa New Zealand both historically and currently can impact on practice; • Te Rangatiratanga: Maintaining relationships that are Mana enhancing, self-determining, respectful, mindful of cultural uniqueness, and acknowledge cultural identity. • Te Manaakitanga: Utilising practice behaviours that ensure mauri ora by ensuring safe space, being mana enhancing and respectful, acknowledge boundaries and meet obligations. • Te Whanaungatanga: Engaging in practice that is culturally sustaining, strengthens relationships, is mutually contributing and connecting and encourages warmth.
16. Apply decolonising methodologies deployed through thorough and ongoing consultation with communities.	• Professional Body Social Workers Registration Board • Framework SWRB Framework • SWRB1 Competence to practise social work with Māori. The social worker demonstrates this competence by: • demonstrating knowledge of the Treaty of Waitangi, te reo Māori and tikanga Māori; • articulating how the wider context of Aotearoa New Zealand both historically and currently can impact on practice; • Te Rangatiratanga: Maintaining relationships that are Mana enhancing, self-determining, respectful, mindful of cultural uniqueness, and acknowledge cultural identity. • Te Manaakitanga: Utilising practice behaviours that ensure mauri ora by ensuring safe space, being mana enhancing and respectful, acknowledge boundaries and meet obligations. • Te Whanaungatanga: Engaging in practice that is culturally sustaining, strengthens relationships, is mutually contributing and connecting and encourages warmth. • SWRB2 Competence to practise social work with different ethnic and cultural groups in Aotearoa New Zealand. The social worker: • Acknowledges and values a range of world views including divergent views within and between ethnic and cultural groups; • Understands that culture is not static but changes over time; • Demonstrates awareness and self-critique of their own cultural beliefs, values and historical positioning and how this impacts on their social work practice with their clients from other cultural backgrounds; • Critically analyses how the culture and social work approaches and policies of their employing organisation may compromise culturally safe practice; • Demonstrates knowledge of culturally relevant assessments, intervention strategies and techniques; • Engages with people groups and communities in ways that respect family, language, cultural, spiritual and relational markers.
17. Develop knowledge of and ability to apply Te Tiriti o Waitangi in practice including how the historical and cultural context of Aotearoa New	• Professional Body Social Workers Registration Board • Framework SWRB Framework • SWRB1 Competence to practise social work with Māori. The social worker demonstrates this competence by: • demonstrating knowledge of the Treaty of Waitangi, te reo Māori and tikanga Māori; • articulating how the wider context of Aotearoa New Zealand both historically and currently can impact on practice; • Te

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Qualification Graduate Attribute	Competencies
Zealand impacts Māori.	Rangatiratanga: Maintaining relationships that are Mana enhancing, self-determining, respectful, mindful of cultural uniqueness, and acknowledge cultural identity. • Te Manaakitanga: Utilising practice behaviours that ensure mauri ora by ensuring safe space, being mana enhancing and respectful, acknowledge boundaries and meet obligations. • Te Whanaungatanga: Engaging in practice that is culturally sustaining, strengthens relationships, is mutually contributing and connecting and encourages warmth.
18. Apply a professional code of ethics and conduct in their social work practice.	• Professional Body Social Workers Registration Board • Framework SWRB Framework • SWRB10 Represents the social work profession with integrity and professionalism. The social worker: • demonstrates active promotion and support of the social work profession, acts with integrity and ensures accountability; • attends to professional roles and responsibilities with diligence, timeliness and care, acknowledges that social work positions carry power and uses authority responsibly; • behaves in a professional manner, maintains personal and professional boundaries and is accountable for all actions and decisions; • knows the limits of their own practice and experience, practices appropriate self-care and seeks advice where necessary; • actively participates in supervision, continual professional development and career-long learning. • SWRB9 Competence to practice within legal and ethical boundaries of the social work profession. The social worker: • adheres to the SWRB Code of Conduct, any workplace code of conduct and the professional Code of Ethics; • identifies and manages ethical dilemmas and issues that arise in practice and seeks supervision or guidance; • recognises and responds appropriately to actual or potential conflicts of interest; • demonstrates an understanding of relevant legislation, policies and systems which govern practice and performs any statutory duties with diligence and care; • upholds the right to privacy and confidentiality of personal information and informs clients of the situations where the information may need to be disclosed; • keeps clear and accurate records and ensures these records are made at the same time as the events being recorded or as soon as possible afterwards.
19. Articulate micro, meso and macro understandings of the world.	• Professional Body Social Workers Registration Board • Framework SWRB Framework • SWRB5 Competence to engage in practice which promotes social change. The social worker: • critically analyses policies, systems and structures and understands how they impact on people, groups, communities and wider society; • advocates the need for social change to provide equity and fairness for all; • collaborates with others to generate new knowledge that will contribute to the improvement of peoples' lives, communities and wider society; • contributes to policy making to make systems and structures responsive to those who use them.
20. Promote equality, inclusion, accessibility and emancipation for all people.	• Professional Body Social Workers Registration Board • Framework SWRB Framework

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Qualification Graduate Attribute	Competencies
	• SWRB2 Competence to practise social work with different ethnic and cultural groups in Aotearoa New Zealand. The social worker: • Acknowledges and values a range of world views including divergent views within and between ethnic and cultural groups; • Understands that culture is not static but changes over time; • Demonstrates awareness and self-critique of their own cultural beliefs, values and historical positioning and how this impacts on their social work practice with their clients from other cultural backgrounds; • Critically analyses how the culture and social work approaches and policies of their employing organisation may compromise culturally safe practice; • Demonstrates knowledge of culturally relevant assessments, intervention strategies and techniques; • Engages with people groups and communities in ways that respect family, language, cultural, spiritual and relational markers. • SWRB4 Competence to promote the principles of human rights and social and economic justice. The social worker: • understands, has a commitment to, and advocates for human, legal and civil rights, social and economic justice, and self-determination; • understands and challenges mechanisms of oppression and discrimination and also has the knowledge, skills and an understanding of how to appropriately leverage those which enhance power and privilege; • respects and upholds the rights, dignity, values and autonomy of people and creates an environment of respect and understanding. • SWRB5 Competence to engage in practice which promotes social change. The social worker: • critically analyses policies, systems and structures and understands how they impact on people, groups, communities and wider society; • advocates the need for social change to provide equity and fairness for all; • collaborates with others to generate new knowledge that will contribute to the improvement of peoples' lives, communities and wider society; • contributes to policy making to make systems and structures responsive to those who use them.

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QGA-CLO Mapping

Course Learning Outcomes		Qualification Graduate Attributes																			
		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20
150103 Nau mai e noho: Engaging with Māori (v3.0)																					
LO1	Demonstrate a basic understanding in te reo Māori and be able to participate in formal and informal Māori settings in an appropriate manner.	✓		✓												✓					
LO2	Explain the value of the Treaty of Waitangi in facilitating engagement with Māori in a variety of settings.	✓		✓	✓													✓			
LO3	Explain and apply Māori concepts to a range of engagement situations.	✓		✓												✓					✓
LO4	Discuss the structure and diversity of a range of Māori organisations and formulate appropriate approaches to engage with them.	✓		✓								✓		✓			✓				
150201 Te Kawenata o Waitangi: The Treaty of Waitangi in New Zealand Society (v5.0)																					
LO1	A sound understanding of the background to Treaty of Waitangi.	✓		✓	✓													✓			
LO2	An appreciation of the meaning of the Treaty and its relevance to New Zealand now.	✓		✓	✓													✓			
LO3	Knowledge of the application of the Treaty to policy areas of particular significance to positive Māori advancement and national development.	✓		✓	✓													✓			✓
150205 Kura Mai Tawhiti: Māori Knowledge (v4.0)																					
LO1	Demonstrate understanding of a range of traditional Māori knowledges and belief systems.	✓		✓												✓					
LO2	Explain a number of contemporary mātauranga Māori paradigms and their particular relevance in Māori and New Zealand society.	✓		✓	✓											✓					
LO3	Discuss and critique debates about the place and politics of mātauranga Māori in organisations within New Zealand society.			✓	✓											✓					
176101 The Sociological Imagination (v4.0)																					

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Course Learning Outcomes		Qualification Graduate Attributes																			
		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20
LO1	Demonstrate knowledge and a broad understanding of key substantive aspects of contemporary society, e.g. individual and social processes, globalization, and social inequalities.	✓		✓						✓										✓	
LO2	Demonstrate knowledge and understanding of sociological topics through a focus on 'the Sociological Imagination'.	✓		✓						✓									✓	✓	
LO3	Demonstrate an awareness of, and competence in, the sociological skills of theorising and research enquiry.	✓		✓			✓			✓										✓	
LO4	Demonstrate ability to develop an informed and critical look at key features of their own society.	✓		✓						✓										✓	
179110 Creating a Foundation for Social and Community Work (v4.0)																					
LO1	Identify the origins, development, and meanings of social work and community work in Aotearoa New Zealand and globally.	✓	✓	✓				✓	✓												
LO2	Examine the nature and use of basic social work theory and models of practice and how they are used.	✓	✓	✓				✓	✓												
LO3	Describe oppression and its meanings in Aotearoa New Zealand, and the nature of anti-discriminatory practice.	✓	✓	✓										✓							✓
LO4	Explain the professional social work values of ethics, sustainability, and critical thinking.	✓	✓	✓						✓									✓		
179120 Environmental Sustainability in Social and Community Work (v1.0)																					
LO1	Describe issues of sustainability, climate change and the environment and how they relate to social and community work.	✓		✓						✓										✓	
LO2	Describe frameworks and values such as the Global Sustainable Development Goals and their relationship to local concepts.	✓		✓						✓											✓
LO3	Describe the sustainable practices taken by groups in Aotearoa to respond to the effects of climate change.	✓		✓								✓									

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Course Learning Outcomes		Qualification Graduate Attributes																			
		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20
LO4	Discuss community responses to crisis and disaster using a case study approach.	✓		✓			✓					✓								✓	
179121 Identity Development in Aotearoa New Zealand (v1.0)																					
LO1	Describe what a worldview is, what shapes their own cultural worldviews, taking into account gender, ethnicity, disability, and gender and sexual diversity; how worldviews influence understandings of the world and social and community work practice.	✓	✓											✓							✓
LO2	Reflect on the role of cultural, social and political factors in their personal histories.	✓	✓											✓							✓
LO3	Examine key events from pre-colonisation to modern day and their impact on personal, family, whānau, professional social work identity and place within Aotearoa.				✓					✓				✓		✓	✓	✓		✓	✓
LO4	Relate key events to identity, current social issues and social policy.	✓		✓						✓										✓	✓
LO5	Reflect on Aotearoa as a Te Tiriti o Waitangi society and the histories of our peoples on current social work policy and practice.				✓													✓		✓	✓
179155 A Foundation of Interpersonal Skills for the Helping Professions (v5.2)																					
LO1	Reflect on the development of knowledge, personal and professional qualities, relationship and communication skills necessary to develop a helping relationship.	✓		✓																	
LO2	Explain different models and theories of communication including Māori and Pasifika theories.			✓				✓	✓					✓	✓						✓
LO3	Apply interpersonal and cross-cultural communication skills and protocols appropriately in different contexts.	✓		✓											✓						
LO4	Demonstrate basic engagement social work techniques and approaches to problem-solving.	✓	✓	✓				✓													
LO5	Identify how ethics, values and power impacts on the development of helping relationships.	✓	✓												✓				✓		

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Course Learning Outcomes		Qualification Graduate Attributes																			
		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20
179202 An Introduction to Social Research for Social Work and Social Policy (v4.0)																					
LO1	Explain and define how knowledge is formed in social research.	✓	✓	✓																	
LO2	Examine types of research methods used in social research, and their appropriateness and application in social policy and social work.						✓			✓											
LO3	Explore decolonising methodologies and demonstrate knowledge of ethical principles with research with Tangata Whenua.				✓												✓				
LO4	Examine the validity, ethical adequacy and social and cultural appropriateness of social work and social policy research.						✓														
LO5	Explain how research contributes to creating or changing social policy and social work.				✓					✓											
179210 A Relational Framework for Social Work Theory and Practice (v6.2)																					
LO1	Examine and describe key relational assessments, theories and interventions used in social work practice with individuals in the context of their whānau, families, and communities.	✓									✓										
LO2	Develop, apply, and reflect on relationship building, interviewing and interpersonal skills for social work practice.			✓				✓													
LO3	Explore how your worldview shapes your practice in respect of individuals and whānau and families.		✓					✓							✓						
LO4	Describe and reflect critically on social work practice theories and models.	✓					✓	✓	✓												
179230 Tangata Moana Perspectives and Practices for Transformation (v2.1)																					
LO1	Examine the diverse nature of ethnic specific Moana communities.	✓							✓					✓						✓	✓

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Course Learning Outcomes		Qualification Graduate Attributes																			
		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20
L02	Critically analyse the histories and marginalisation of Tangata Moana.	✓		✓						✓				✓							✓
L03	Explain how decolonisation transforms Tangata Moana outcomes.																✓				
L04	Describe a range of Moana-centric theories and models and their application in contemporary practice and policy.	✓							✓								✓			✓	✓
L05	Evaluate practices, programmes and policies targeting Moana communities across a range of fields.	✓		✓								✓								✓	✓
L06	Critically discuss assumptions in order to develop cultural safety and cultural humility in their practice with Tangata Moana.		✓						✓					✓						✓	✓
179240 Ethics, Values and Law in Social Work and Social Policy (v3.0)																					
L01	Critically reflect on the impact of upbringing, culture, world view and life experience on perceptions of fairness, right and wrong.	✓	✓		✓																✓
L02	Identify the key ethical principles and values of social work and the key laws relevant to social work.	✓	✓		✓			✓											✓		✓
L03	Identify the key values of social policy.								✓											✓	
L04	Analyse the key values which underpin social work codes of ethics.	✓			✓									✓					✓		✓
L05	Apply the ethical principles, values and law to support decision-making in case studies from social and community practice.	✓	✓	✓					✓										✓		
179241 A Relational Framework for Integrated Practice (v1.0)																					
L01	Examine and describe key theories, assessments and interventions used in social work practice with individuals, whānau, families, and groups.			✓				✓			✓	✓	✓		✓					✓	
L02	Develop, apply, and reflect on relationship building, interviewing and interpersonal skills for social work practice.	✓	✓	✓				✓			✓				✓						

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Course Learning Outcomes		Qualification Graduate Attributes																			
		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20
L03	Explain how Te Tiriti o Waitangi, the scope of practice, codes of ethics and conduct, competency standards and worldviews shape practice with individuals and whānau, families and groups.	✓	✓	✓	✓								✓	✓	✓			✓	✓		
L04	Develop and explain their relational- integrated framework for social work.	✓	✓	✓	✓	✓		✓	✓		✓		✓		✓				✓	✓	✓
L05	Apply knowledge, skills and attitudes for relational- integrated practice with individuals, whānau, families, and groups in Aotearoa New Zealand.	✓	✓	✓	✓	✓		✓			✓	✓	✓		✓				✓	✓	✓
179255 Preparation for Field Education (v4.1)																					
L01	Explain the nature and extent of social services and the importance of networking in social and community work fields of practice.			✓								✓			✓						
L02	Identify the Mana whenua of their geographical area and examine the Kaupapa Māori and Iwi social services that are provided in this area.				✓				✓								✓				
L03	Reflect on learning from voluntary field experience.	✓	✓	✓															✓		
L04	Identify, apply and reflect on the knowledge and relationship skills required when preparing for and engaging with social services as a volunteer or employee.	✓	✓	✓						✓	✓				✓						✓
179260 Social Work Practice Development (v1.0)																					
L01	Apply and explain a range of social and community work models and skills in their practice development placement.	✓	✓	✓	✓			✓		✓	✓	✓		✓	✓					✓	✓
L02	Apply and explain ethical and professional practice in their practice development placement.	✓	✓	✓	✓								✓	✓				✓	✓		✓
L03	Demonstrate engagement and participation in supervision in their practice development placement.	✓	✓	✓	✓								✓	✓					✓	✓	✓
L04	Reflect on the development of their practice competence as measured against each of the Social Work Registration Board competencies.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓

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Course Learning Outcomes		Qualification Graduate Attributes																			
		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20
L05	Reflect on the organisational philosophy and how it influences the organisation's choice of assessment tools and strategies.	✓	✓	✓	✓					✓	✓	✓								✓	
L06	Examine how theory underpins their own developing practice, their choice of assessment tools and intervention strategies.	✓	✓	✓	✓			✓			✓									✓	
L07	Reflect on the application of Te Tiriti o Waitangi, ethical principles, codes of ethics and conduct, values and law in their developing practice.	✓	✓	✓	✓				✓				✓					✓	✓	✓	✓
179310 Integrated Social Work Practice - Decolonising Social Work (v6.2)																					
L01	Critique the current state of social work knowledge and practice, with particular reference to working with groups, under-served groups and mandated interventions.	✓		✓																✓	
L02	Reflect on how personal, societal and professional factors affect the social work role in working with individuals and groups.	✓	✓	✓						✓				✓	✓				✓	✓	✓
L03	Apply key skills concepts, theories and models which guide practice with groups.	✓		✓			✓	✓	✓						✓					✓	
L04	Develop an integrated framework for practice that articulates a basis for analysis (assessment) and a basis for action (intervention).	✓		✓		✓	✓													✓	
L05	Use a decolonisation lens to critique the influence of western society on indigenous ways of knowing and doing.	✓		✓					✓								✓			✓	
179320 Community Development (v4.0)																					
L01	Examine theories, principles, strategies and practices of community development.	✓						✓	✓		✓									✓	✓
L02	Discuss the different ways community development is practiced across communities in Aotearoa New Zealand and internationally.	✓									✓									✓	✓

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Course Learning Outcomes		Qualification Graduate Attributes																			
		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20
LO3	Analyse the suitability of theories and strategies for community development in Aotearoa New Zealand, particularly in relation to tangata whenua communities and Te Tiriti o Waitangi.	✓			✓				✓									✓		✓	✓
LO4	Apply group facilitation and community-building skills.			✓								✓									
LO5	Critically reflect on practice as an emerging community development worker.	✓	✓			✓				✓										✓	✓
179321 Wellbeing and Sustainable Development in Communities (v1.0)																					
LO1	Analyse and explain the historical and theoretical perspectives of well-being and sustainable development at community and societal levels.	✓	✓	✓	✓					✓		✓						✓		✓	✓
LO2	Examine current perspectives of Te Tiriti o Waitangi and decolonising and indigenising developments that engage with the well-being debate at systemic and structural levels.	✓	✓		✓							✓		✓				✓		✓	✓
LO3	Review key legislation and government policy of relevance to community development practice.	✓	✓	✓	✓					✓		✓						✓		✓	
LO4	Apply community development strategies to address diverse and complex sustainable development needs in Aotearoa New Zealand.	✓	✓	✓	✓					✓		✓		✓			✓			✓	✓
LO5	Apply a social policy analysis that addresses the well-being and sustainable development of communities and groups in Aotearoa New Zealand.	✓	✓		✓					✓										✓	✓
179330 Māua ko Te Tiriti o Waitangi (v7.0)																					
LO1	Explore bi-culturalism and kaupapa Māori in the context of social work.	✓	✓		✓				✓							✓		✓			
LO2	Demonstrate engagement with a range of Māori models of practice in social and community work contexts.								✓						✓	✓	✓	✓			
LO3	Apply a decolonisation framework to social work practice.	✓	✓		✓											✓	✓				

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Course Learning Outcomes		Qualification Graduate Attributes																			
		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20
LO4	Reflect on the how the immersive and cultural learning of the noho marae contributes to an individual's practice.	✓	✓	✓	✓											✓	✓	✓			✓
LO5	Examine their own cultural positioning as social workers in Aotearoa.	✓	✓		✓									✓				✓		✓	✓
179340 Developing Practice (v2.0)																					
LO1	Reflect on the development of their own competence as measured against each of the Social Work Registration Board competencies.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
LO2	Reflect on the organisational philosophy and how it influences the organisation's choice of assessment tools and strategies.	✓								✓									✓		
LO3	Examine how theory underpins their own developing practice, their choice of assessment tools and intervention strategies.	✓	✓			✓	✓	✓	✓		✓			✓	✓					✓	✓
LO4	Reflect on the application of ethical principles in their developing practice.	✓			✓	✓							✓	✓					✓		✓
179350 Authentic Integrated Social and Community Work Theory and Practice (v1.0)																					
LO1	Analyse and explain key fields of practice and specific practice issues.	✓	✓	✓				✓		✓				✓						✓	
LO2	Apply knowledge related to key fields of practice and specific practice issues in social work practice.	✓	✓	✓	✓			✓		✓	✓			✓						✓	✓
LO3	Critically reflect on the development of their authentic integrated practice framework.	✓	✓	✓	✓	✓	✓	✓		✓	✓			✓	✓				✓	✓	✓
LO4	Examine their own social work practice framework in ways that support Te Tiriti o Waitangi, decolonisation and relational, mana-enhancing praxis in key fields of practice and with specific practice issues.	✓	✓		✓				✓				✓	✓	✓			✓	✓	✓	✓
LO5	Critically reflect on their own micro and macro knowledge and skills practice.	✓	✓	✓	✓			✓			✓			✓	✓					✓	✓
179351 An Evidence-Informed Inquiry for Social Change (v1.0)																					

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Course Learning Outcomes		Qualification Graduate Attributes																			
		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20
LO1	Locate, evaluate, and synthesise diverse sources of evidence relevant to a defined policy, practice, or population issue.	✓	✓	✓			✓			✓										✓	
LO2	Critically demonstrate the application of evidence-informed practice principles and the role of evidence in shaping social justice in a selected area of social work.	✓	✓	✓	✓		✓			✓										✓	
LO3	Critically analyse the influence of power and social structures in the construction of knowledge.	✓	✓	✓	✓		✓			✓							✓			✓	✓
LO4	Integrate and apply evidence-informed insights with professional judgement and reflexive awareness to a complex social issue.	✓	✓	✓	✓		✓			✓	✓			✓			✓			✓	✓
179355 Field Education I (v6.0)																					
LO1	Apply and discuss a range of social and community work models and skills in their field education placement.	✓	✓	✓				✓	✓		✓				✓						
LO2	Apply and discuss ethical and professional practice in their field education placement.	✓	✓	✓	✓								✓						✓		
LO3	Demonstrate engagement in supervision in their field education placement.																				
179360 Developing Competence in Social Work Practice (v1.0)																					
LO1	Apply and evaluate a range of social and community work models and skills in their placement.	✓	✓	✓				✓	✓		✓				✓						
LO2	Apply and evaluate ethical and professional behaviour in their placement.	✓	✓	✓	✓								✓						✓		
LO3	Engage and fully participate in supervision in their placement.	✓	✓	✓									✓						✓		
LO4	Critically evaluate the development of competence as measured against each of the Social Work Registration Board competencies.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
LO5	Critically reflect on the influence of Te Tiriti o Waitangi, the Scope of Practice, the Code of Ethics, the Code of Conduct and their personal and professional values underpinning their social work practice framework.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		✓	✓				✓	✓		✓

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Course Learning Outcomes		Qualification Graduate Attributes																			
		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20
LO6	Critically evaluate the theories that inform their practice framework	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
LO7	Consolidate knowledge acquired in other practice courses to articulate an integrated practice framework.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
179430 Integrated Social Work Practice – Authentising Practice (v2.0)																					
LO1	Discuss key fields of practice	✓					✓	✓	✓	✓											
LO2	Apply knowledge related to key fields of practice.						✓	✓	✓	✓	✓	✓			✓						
LO3	Critically reflect on the development of their integrated practice framework.	✓	✓	✓		✓															
LO4	Examine their own social work practice framework in ways which support decolonisation and relational, mana-enhancing praxis in key fields of practice.				✓	✓			✓							✓	✓	✓			✓
LO5	Critically reflect on their own micro and macro knowledge and skills practice.	✓			✓	✓				✓					✓					✓	✓
179431 Consolidating Practice (v2.1)																					
LO1	Critically evaluate the development of competence as measured against each of the Social Work Registration Board competencies.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
LO2	Critically reflect on the personal and professional values which underpins social work practice frameworks.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		✓	✓				✓	✓		✓
LO3	Critically evaluate the theories which underpins their practice framework	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
LO4	Consolidate knowledge acquired in other practice courses in order to articulate an integrated practice framework.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
179432 Ahurea ki uta, Ahurea ki tai (v1.0)																					
LO1	Critically reflect on the key features of culturally relevant practice including responding to cultural and linguistic diversity, in different professional contexts.	✓	✓	✓	✓				✓					✓	✓			✓			✓
LO2	Evaluate services and approaches provided to Tangata Whenua and Tagata Pasifika communities in their own region.				✓				✓	✓		✓		✓		✓	✓	✓			

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Course Learning Outcomes		Qualification Graduate Attributes																			
		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20
L03	Apply skills and select appropriate tools, approaches and networks to support effective relational assessment and intervention across the lifespan.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓						✓	✓
L04	Demonstrate cultural humility in their interactions with cultural and linguistical diverse clients.	✓	✓	✓	✓									✓	✓						✓
L05	Reflect on the decolonisation and authentication of their integrated practice frameworks.	✓	✓	✓	✓	✓			✓					✓		✓	✓	✓		✓	✓
179433 Selected Study in Policy, Practice or Diverse Populations (v2.0)																					
L01	Formulate a research question.	✓	✓	✓			✓			✓	✓	✓					✓			✓	✓
L02	Scope and review literature and research evidence.	✓	✓	✓			✓			✓	✓										
L03	Critically examine literature and research evidence.	✓	✓	✓			✓				✓						✓				
L04	Discuss implications of literature and research evidence review for the selected area of policy, practice or diverse population group.	✓	✓	✓			✓				✓			✓							✓
L05	Present the findings of research in appropriate scholarly formats.			✓	✓		✓							✓					✓		✓
179440 Leadership in the Social Services (v4.0)																					
L01	Critically evaluate theories of leadership and management and consider the implications of current policy and practice relevant to human service organisations in Aotearoa New Zealand.	✓	✓	✓			✓	✓	✓	✓	✓	✓		✓	✓				✓	✓	✓
L02	Examine the implications of current policy and practice for the leadership and management of human service organisations.	✓	✓	✓			✓			✓					✓					✓	✓
L03	Critically examine how Te Tiriti o Waitangi influences leadership and management in human service organisations.				✓													✓			
L04	Identify current challenges facing social work leadership within human service organisations in Aotearoa.	✓	✓	✓	✓					✓		✓		✓			✓	✓			✓
L05	Reflect on their own leadership style.	✓	✓	✓									✓						✓		

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Course Learning Outcomes		Qualification Graduate Attributes																			
		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20
179455 Field Education II (v5.0)																					
LO1	Apply and evaluate a range of social and community work models and skills in their field education placement.	✓	✓	✓				✓	✓		✓				✓						
LO2	Apply and evaluate ethical and professional behaviour in their field education placement.	✓	✓	✓	✓								✓						✓		
LO3	Engage in supervision in their field education placement.	✓	✓	✓									✓						✓		
275102 Human Development (v5.0)																					
LO1	Identify and outline major models and theories of life-span human development and learning.	✓	✓	✓		✓															
LO2	Demonstrate an understanding of how different theories of human development may be used to describe, explain, predict and modify developmental pathways.			✓		✓															
LO3	Demonstrate the interdependency of the three interactive domains of development - physical, cognitive, and psychosocial.			✓		✓														✓	
LO4	Demonstrate and understanding of how human beings both influence, and are influenced by their physical, historical and social contexts.	✓	✓	✓						✓										✓	
LO5	Outline the interrelatedness of human development theory, research and application and begin to apply course theories and concepts to real life situations.	✓	✓	✓			✓													✓	
279101 Social Policy: An Introduction (v5.1)																					
LO1	Explain foundational theory and key concepts of social policy.	✓	✓	✓	✓					✓								✓		✓	✓
LO2	Explain the development of social policy in Aotearoa New Zealand.		✓		✓					✓								✓		✓	✓
LO3	Explain the roles of the State, private sector, and the voluntary sector in the context of social policy over time.	✓	✓	✓						✓										✓	
LO4	Discuss and analyse current themes and issues in social policy in relation to the social services.	✓	✓	✓						✓			✓							✓	✓
279203 Social Policy and Government (v5.0)																					

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Course Learning Outcomes		Qualification Graduate Attributes																			
		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20
LO1	Explain core concepts that are fundamental to government systems in Aotearoa New Zealand.	✓		✓						✓				✓				✓		✓	✓
LO2	Engage with the system of government and reflect on their own ability to access this system.	✓		✓						✓					✓						
LO3	Discuss the impact of social policy on the personal and professional lives of both workers and consumers in the social services.	✓	✓	✓	✓					✓				✓						✓	✓
LO4	Explain the policy-making process using a policy case relevant to social services in Aotearoa New Zealand.	✓	✓	✓						✓										✓	
279301 Social Policy: Political Theories and Approaches (v7.0)																					
LO1	Critically analyse the complexity of the policy process in Aotearoa New Zealand.	✓	✓	✓						✓								✓		✓	✓
LO2	Critically engaging with Te Tiriti o Waitangi as a fundamental foundation to social policy and the social policy landscape within Aotearoa New Zealand.	✓	✓	✓	✓					✓								✓		✓	
LO3	Discuss concepts of power and their impact on wellbeing, decision-making, and access to government.	✓	✓	✓	✓					✓				✓	✓			✓		✓	✓
LO4	Assess contemporary policy developments using theoretical knowledge of power, ideology, the role of the state, policy systems.	✓	✓	✓	✓					✓				✓	✓			✓		✓	✓
LO5	Analyse the development, implementation and evaluation of policy.	✓	✓	✓						✓										✓	

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Library Impact Statement

Research / Information Literacy Skills

The Library is committed to the development of Information Literacy (IL) skills among all students. IL includes what is often described as 'library skills' or 'how to use the Library', but also includes broader skills and knowledge in understanding how and why different types of information are created, how to find and manage information, and issues of academic integrity. Students enrolling in these courses may need some basic background resources for learning library skills e.g. different types of information, the best places to source these, evaluating what is found, finding the Library Website, the distance services that are available, effective reading and note-taking. This content should be included in the first course(s) the students undertake. Specific information skills are best built into assessments, which can be supported by Librarians and Centre for Learner Success either via Stream, Zoom or face to face. Library staff are also available on an individual basis via the service points, by phone or email.

Current Collections- Books

The Bachelor of Social Work comprises 28 courses over the four years of the qualification. The Library currently has over 10,700 book titles on the combined topics of Social Work and Social Work Practice, of which approximately 75% are available as ebooks. Approximately 46% of all the titles were published in the past 10 years. Bearing in mind, some books will cover more than one topic, the Library currently has 2367 book on New Zealand, or Aotearoa, and Social History of which over 50% are available as ebooks. Approximately 46% of all the titles were published in the last ten years. The library holds approximately 1170 books on the topic of Sociology and "helping professions" OR "social problems" OR "social services", of which 93% are available as ebooks. Approximately 52% of all the titles were published in the past 10 years. The Library currently has over 119 book titles on Sustainable Practice in the helping professions of Social, of which over approximately 81% are available as ebooks. Approximately 59% of all the titles were published in the past 10 years. The Library currently has 3118 book titles on Human Development, of which approximately 85% are available as ebooks. Approximately 54% of all the titles were published in the past 10 years. The Library currently has over 2700 book titles on the combined topics of ethics OR values and "social work" OR "social policy", of which over approximately 76% are available as ebooks. Approximately 51% of all the titles were published in the past 10 years. The Library currently has over 170 book titles on the combined topics of decolonising OR colonising and "social work", of which over approximately 44% are available as ebooks. Approximately 87% of all the titles were published in the past 10 years. The Library currently has approximately 80 book titles on the combined topics of Māori OR pasifika OR pacific OR asian, and "cultural learning" OR "cultural competence" of which over approximately 68% are available as ebooks. Approximately 57 % of all the titles were published in the past 10 years. The Library also provides online access to a comprehensive range of eBooks from collections sourced from major eBook publishers. This includes all published online content from Oxford University Press, World Scientific, Routledge/Taylor & Francis, Emerald, IGI and Wiley. Online access is also provided to recently published eBook titles through Cambridge University Press, Springer and Elsevier publishers.

Current Collection- Journals

Social Work is covered by a number of the areas in the Scopus SJR journal ranking as there is no one subject area called "social work": We hold 97% of the top journals in Social Sciences: Health (Social Science) – 97% of the top journals; Social Sciences (Miscellaneous) – 90% of the top journals; Sociology and Political sciences – 94% of the top Journals; 90% of the top journals in Life-span and Life-course studies; Social Sciences: Cultural Studies - 86% of the top journals. We hold 96% of the top titles in the area of Psychology: Applied Psychology; 98% of the top journals in Psychology: Developmental and Educational Psychology; 88% of the top journals in Medicine: Public Health, Environmental and Occupational Health

Current Collection- Journals Articles Database

The Library provides access to journal articles through Discover, Scopus and EBSCO'S Academic Search Premier and relevant subject article databases including Social Work Toolkit and Social Services Abstracts.

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Future Collecting- Books

The Library regularly purchases books in all the subject areas covered by this qualification and will continue to do so. The policy on format for the purchasing of books is e-preferred. This will ensure equity of access for all students whether studying internally or by distance. Particular attention will be paid to sourcing any resources relevant for the Māori and Tangata o te Moananui a kiwa (Tangata Whenua Tagata Pasifika/Pacific, Asian Communities, CALD) section of this qualification.

Future Collecting - Journals

Current journal subscriptions are sufficient to meet the needs of courses in this qualification.

Future Collecting- Journals Article Databases

Current journal article databases are also sufficient for this qualification.

Recommendations

1. Learning modules are developed to cover basic information skills and provided throughout the qualification.
2. As this programme will be taught from resources supporting current courses there are no additional resourcing implications for the Library.

Lyndall Holstein
Health Subject Librarian
27/04/2023

Jo-Ann Cowie, Collection Manager
2/5/23

TEC Code	Code MY0098
QAC, NZQF and ISCED	20 - Bachelors
NZSCED	Social Work
Workload Limit	No
Eligible for StudyLink	Yes
EFTS Based Funding Request?	No
Student Allowances Request?	No
Student Loans Request?	No
Teacher Registration Approval	N/A
Tuition/Teaching (FTE) Weeks	0
Vacation/Recess Weeks	0
Total Gross weeks	0
Teaching Hrs/wk	0
Work Experience Hrs/Wk	0

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Self-Directed Learning Hrs/Wk	0
Total Learning Hrs/Wk:	0
Total Length	0
Full Time / Part Time	Not Set
ISCED Subsequent Destination	Not Set
Source of Funding	Not Set
Distance Learning Available	Not Set

General Section

Proposal ID

05653

Change Scale

4

3. Resource Impacts- For New and Significantly Amended Qualifications and for Closure to New Enrolments (Internal Audience Only)

Students

Transitions have been proposed which ensure that students enrolled prior to 2027 are not disadvantaged by the changes.

Academic Staff

The School of Social Work has 15.4 permanent FTE, and 2.0 fixed term FTE. The School has been delivering an undergraduate four-year Social Work degrees since 1976. The School has high student/staff ratios and functions through the support of casual assistance, contracted placement supervisors and visitors. The staff have been consulted about this change and the 3 -year degree proposal.

International

No impacts anticipated.

Information Technology

No impacts anticipated.

Student Management System

No impacts anticipated.

Facilities Management

No impacts anticipated.

Teaching & Learning Services

No impacts anticipated.

Student Learning Services

None anticipated beyond what is currently used.

Course Funding Classifications

A mixture of A2 and B2 for Fieldwork practice.

Limitations on Numbers

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There will be no limitations on numbers.

Committee References	COHAQRWG 26/08/058Rev1; SSWPC 26/07/025 AC25/06/272 COH CB25/05/084; COH APC 25/05/06
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Collaborating Staff

Staff Member
DEANNA ABBOTT
POLLY YEUNG
JILL MCCUTCHEON
PHIL BRONN
Alicia Jacob

Status Log

<i>Initial Status</i>	<i>End Status</i>	<i>User</i>	<i>Date</i>	<i>Comment</i>
HOD Approval	College Sub-Committee	KIERAN O'DONOGHUE	29/Jul/2026 10:59 AM	yes
Draft	HOD Approval	Alicia Jacob	29/Jul/2026 10:10 AM	Revised BSW 3 Year qualification
	Draft	DEANNA ABBOTT	04/Jun/2026 4:30 PM	CUAP qualification amendment to change the BSW from a 4-year degree to a 3-year degree.