

PAPER REQUIREMENTS STYLE GUIDE

Preamble

Paper Requirements is a generic term to describe paper attributes such as Pre-requisites, Co-requisites, and Restrictions. This Guide is intended to assist staff when considering the specification or amendment of Paper Requirements for papers they teach or as part of the review of qualifications in which the papers teach into.

No Guide can cover every situation and it is anticipated that this Style Guide will promote understanding, provoke discussion, and assist the University to work towards best practice.

The Paper Requirements Style Guide was approved by the Academic Committee in September 2014. Responsibility for maintaining the currency of the Style Guide has been devolved to the Academic Policy and Regulations Unit.

The Style Guide is a living document and the content will be reviewed regularly to reflect current best practice; feedback to APRU is welcomed. Any staff requiring advice are invited to discuss their concerns with the APRU Consultant assigned to their College.

1. CONTEXT FOR THE APPROVAL, CAPTURE, AND USE OF PAPER REQUIREMENTS

Pre-requisites, co-requisites, and restrictions are approved, captured, and implemented at the University within the following context:

1.1 Approval Process

Pre-requisites, co-requisites, and restrictions are approved by Academic Committee as attributes of new papers as part of the Paper Approval process. Changes to pre-requisites, co-requisites, and restrictions may be approved by College Boards as part of the Paper Amendment process and reported to Academic Committee.

All decisions regarding paper requirements are subject to academic oversight, peer review, and quality assurance.

1.2 System Capture

Pre-requisites, co-requisites, and restrictions are recorded on the Integrated Paper Planning (IPP) database, and are reflected wherever the paper appears in qualification schedules in the University Calendar. This capture is subject to rigorous quality assurance processes.

Paper Requirements are also captured in a separate rules engine in IPP to operationalise these attributes of a paper, so that enrolling students are not approved into a paper when their prior or current study does not align with the stated attribute.

Poor system integration means that this operationalisation of the pre-requisites, co-requisites, and restrictions is subject to translation into rules. While best attempts are made, this translation may not fully align with the approved paper requirements or qualification regulations, particularly if the requirements are very complex. When the University moves to a new SMS it is envisaged that such aspects will become more visible.

2. RELEVANT REGULATIONS

There are a number of entries in the University Calendar which provide context for, and which supplement, the use of pre-requisites, co-requisites, and restrictions, and guide student progression, including:

2.1 General Regulations

General regulations apply to all qualifications unless the specific qualification has stated rules which provide a higher level of requirement or specificity.

The following regulations apply to all programmes at either Undergraduate/Graduate or Postgraduate level:

- Every course of study will comply with any specified pre-requisites, co-requisites and restrictions requirements. This applies to papers specific to that qualification or, where allowed within the relevant regulations, to approved papers able to be selected from other qualifications or subjects. (*Undergraduate/Graduate*)
- Students who wish to take a paper for which they do not have the pre-requisite(s) may make a case for admission to the relevant Head of School or Programme Director concerned.¹ (*Undergraduate/ Graduate*)
- Students may not enrol for any 200-level paper unless they have passed at least 45 credits at 100-level, nor enrol for any 300-level paper unless they have passed at least 45 credits at 200-level. (*Undergraduate/ Graduate*)
- Students will normally have completed their 700-level paper requirements prior to enrolling in the thesis paper. (*Postgraduate*)

2.2 Qualification Regulations

Individual qualification regulations also guide student progression and the order in which papers may be taken, in addition to specifying which papers may be taken or which students are precluded from taking. Some examples are outlined in the Style Guide below.

2.3 Glossary Definitions

Relevant Glossary Definitions from the University Calendar include:

Pre-requisite: A paper that must be completed to a defined standard before a student's enrolment in another paper is confirmed. For this purpose the minimum grade required is a C, except where a different grade is specified in the Schedule for the qualification; e.g. P(B) means that the minimum grade that satisfies the requirement is B.

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

¹ If there are precedents for waiver of pre-requisites or co-requisites for a particular paper in particular prescribed circumstances, the precedent may be recorded by the Colleges in the approved Programme Guide for the Qualification, and delegated to Academic Administrators for implementation. Maintaining the currency of the Programme Guide and any such precedents is the responsibility of the Colleges.

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

Waiver to Paper Rules: A Personal Variation permitting a student to enrol in a paper without meeting the pre-requisite, co-requisite or other general requirement which would otherwise prevent approval into that paper. A waiver does not contribute to the total credit needed for the completion of a qualification.

3. STYLE GUIDE

As qualifications have developed over time, a variety of scenarios have been required to be addressed. Some situations require the specification of paper requirements, whereas others can be managed by alternative means.

What do you want to do?

- i. Ensure students take their papers in a specific order
- ii. Ensure students have specific knowledge or skills
- iii. Ensure students have well-developed academic skills
- iv. Ensure the students have sufficient discipline knowledge in broad context areas
- v. Ensure students understand the theory prior to the practice
- vi. Ensure students can link the theory and practice together
- vii. Ensure students do not complete papers with overlapping or the same material
- viii. Stop students enrolling in papers which are restricted to a specific degree
- ix. Ensure students are placed appropriately for their knowledge and skill level
- x. Ensure the resources are in place to support individual students

I. Ensure Students take their Papers in a Specific Order

Pre- and co-requisites can be used to guide progression through a qualification, where specific knowledge or skills from a preceding or concurrent paper is required (see II, V, and VI below). However, if the paper order is for reasons other than specific skills or knowledge, there may be alternative progression tools that are more appropriate - particularly in parts-based programmes where the focus is on keeping a student cohort intact in relation to a body of knowledge.

This is the approach used for Master's programmes where progression to the 800-level papers is guided via the parts-based structure of the programme.

If a paper is limited to a specific qualification and appears solely on the schedule for a selected parts-based qualification or solely as a core paper in a selected entry qualification, but nowhere else is it offered; the paper will only be available to students enrolled in that qualification (see VIII below). Progression is, therefore, guided by the qualification progression regulations. For example:

- Candidates may progress from Parts One to Two, Two to Three, and Three to Four, by passing all papers in the prior part, either by examination or by the award of combined results pass.

(Bachelor of Engineering with Honours)

A third approach is to guide students through the timing of the offerings, i.e. offering a range of papers in Semester One, followed by a second range in Semester Two. This approach works well for full-time students, but may need to be supplemented with advice for part-time students and for students commencing in Semester Two.

II. Ensure Students have Specific Knowledge or Skills

a) Assurance of learning via a paper completion.

The most appropriate means of addressing this is through specification of a **pre-requisite paper(s)** which must be completed prior to a subsequent paper, because the knowledge and skills from the prior paper are essential to ensure success in the next.

117.345	Genetics for Livestock Improvement	15	P 117.254 or 203.202
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In the above example the student is expected to have subject specific knowledge regarding genetics and breeding, demonstrated via successful completion of either 117.254 (Principles of Animal Science and Production) or 203.202 (Genetic Analysis).

b) Assurance of prior knowledge demonstrated by a means other than paper completion.

Experience/ prior knowledge that is not related to a Massey-offered paper cannot be 'read' nor implemented by a Student Management System (SMS). In many cases the prior knowledge is subjective in nature and therefore requires human interpretation.

There are a number of options for addressing this kind of requirement:

- published information and personalised advice, so that students may make appropriate selections; an information field is available in IPP and this will publish to the website.

Confirmation of enrolment in the paper will be automated, and will rely on the student making good choices based on the information provided.

- Using an 'appraisal/ assessment required' general pre-requisite, so that students can be correctly placed within a suite or cluster of papers;
- requiring an assessment by a relevant staff member that the student is sufficiently prepared for the paper, e.g. Permission HoS, or P HoI/PD
- specifying an appropriate paper as a benchmark, so that students who have already completed work of a similar nature can apply for a waiver of pre-requisite (see 2.3 above).

All of these options will require a manual assessment of the enrolment before the student can be confirmed into a paper. As this delays enrolment and increases cost to the University, it should only be used where the pre-requisite structures are not sufficient.

III. Ensure Students have well-Developed Academic Skills

Advanced papers require that students have mastered basic academic skills, such as Information Literacy (the ability to know how and when to source evidence), Academic Integrity (how to acknowledge contributions and sources), Essay writing, Numeracy.

There is no need to specify these as a paper requirement as the general regulations require students to have studied successfully at a lower level prior to proceeding to study at a higher level.

- Students may not enrol for any 200-level paper unless they have passed at least 45 credits at 100-level, nor enrol for any 300-level paper unless they have passed at least 45 credits at 200-level. (Undergraduate/ Graduate)
- Students will normally have completed their 700-level paper requirements prior to enrolling in the thesis paper. (Postgraduate)

These regulations ensure that students are likely to have acquired a good mix of academic skills, general academic maturity and proven study skills.

IV. Ensure the Students have Sufficient Discipline Knowledge

Accumulative (as opposed to sequential) exposure to the ideas, concepts, frameworks, methods, and knowledge of the discipline may provide a rationale for requiring the prior completion of a specified number of credits from a qualification or schedule.

172.338	Language and Mediated Communication in a Transcultural World	15	P Any 200-level Linguistics paper.
139.329	Advanced Fiction Writing	15	P 139.123 or 139.133 and any 200-level 139-prefix paper

Currently the use of paper requirements remains the appropriate choice to communicate this requirement; however, the increasing focus on coherent curriculum design, supported by curriculum mapping tools will provide opportunities to re-examine the progression of knowledge, skills, and discipline approaches, and how this development is communicated and managed.

Note that this option relates to disciplines only; it is not appropriate to specify a pre-requisite credit requirement from a College or other organisational or management unit.

V. Ensure Students Understand the Theory Prior to the Practice

Specifying **Pre-requisite papers** is generally an appropriate choice as these must be completed prior to a subsequent paper because the knowledge and skills from the prior paper are essential to ensure success in the next.

131.899	Thesis	120	P 131.707
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In the above example, the student is expected to have specific research methods skills acquired via successful completion of 131.707 (Development Research Design) prior to enrolment in the thesis paper.

If the body of theory is substantial, several pre-requisite papers may be specified. A further option is structuring the qualification as parts-based if the practical component is more of a capstone or summative paper for the qualification.

VI. Ensure Students can Link the Theory and Practice Together

Co-requisite papers must be completed concurrently because the content of one or each of the papers is required for the successful completion of the other.

151.746	Communication for Dietetic Practice	15	C 151.750
151.750	Professional Dietetic Practice	45	P 151.744, 151.743, 151.717; C 151.746

The two papers shown in the example above are a praxis combination – providing students the opportunity to practice communication (along with other clinical practice) and reflect on the practice and its alignment with theory and models of communication.

VII. Ensure Students do not Complete Papers with Overlapping or the Same Material

While it is not desirable to have multiple papers with overlapping content, there are times where this is unavoidable. Some examples include: where content is delivered at two different levels to different qualifications; where a paper has been renumbered; where content has been split over two papers; or where content has been moved to a higher level.

Papers may be **restricted** against one another when similarity of content means that it would be inappropriate to credit them both to a qualification.

159.334	Computer Networks	15	P 159.201 or 159.234; R 159.354
159.354	Architecture and Networks	15	P 159.253; R 159.334

In the above example the papers are both restricted against one another. Where a paper with overlapping content is no longer offered, only the new paper needs to show the restriction.

Note that where papers are re-numbered due to a change in discipline allocation, the Papers Database records a link with the earlier version of the paper to prevent re-enrolment in a passed prior version of the paper. The restriction can still be recorded in IPP but can be aged off within a few years.

There are occasional examples where a restriction is not the appropriate means of preventing students from crediting papers with overlapping content to a qualification. An example may be where specialist discipline papers are only offered within a professional degree, but generalist papers are provided for other degrees. In this case a qualification regulation may be more appropriate, e.g.:

- Papers with significant overlap of content will not be approved for inclusion in the Degree; paper 132.221 Planning Studies cannot be credited to the Degree.
(Bachelor of Resource and Environmental Planning)

VIII. Prevent Students Enrolling in Papers which are Restricted to a Specific Qualification

In general pre- and co-requisite papers are not necessary to restrict enrolment in a paper to students enrolled in a specific programme.

Many qualifications are open to enrolment from all students who are admitted to the University. A number of qualifications state that students may take any other X00-level paper from throughout the University; however this is not a statement that all papers are available to take.

A paper listed on a schedule to a qualification that specifies admission criteria or is subject to a selection process, is not available to other degrees, i.e. the student must be admitted to the qualification first. Papers in such qualifications will be 'ring-fenced' in the rules manager in IPP so that they are not visible to students who are not enrolled in the qualification. This system functionality can be overridden by manual intervention if required.

IX. Ensure Students are Placed Appropriately for their Knowledge and Skill Level

Some disciplines offer a range of papers for students who may be admitted to University with varying skill levels. This tends to be concentrated in two main areas: core science subjects (Mathematics, Chemistry, Physics) and languages.

There are a number of options to address this – depending on the nature of any overlap in content:

- published information and face-to-face advice, so that students may make appropriate selections; an information field is available in IPP and this will publish to the website.
- providing an online self-assessment tool for students to test their pre-knowledge or skill level;

Confirmation of enrolment in the paper will be automated, and will rely on the student making good choices based on the information provided. Approaches which require an intervention, i.e. no auto-confirmation, include:

- using an 'appraisal/assessment required' general pre-requisite, so that students can be correctly placed within a suite or cluster of papers;
- specifying an appropriate paper as a benchmark, so that students who have already completed work of a similar nature can apply for a waiver of pre-requisite (see 2.3 above).

A further enhancement is a one-way restriction in which the advanced paper is listed as a restriction against the introductory paper. This ensures that students progress in their studies, rather than completing papers below the level they have already successfully completed.

X. Ensure Sufficient Resources are in Place to Support Students

General Limitations - Enrolment Caps

Enrolments in some papers may be restricted due to a limitation of resources – either funded places, or physical resources.

There are two primary types of limitation that may require a restriction on student numbers by withholding the ability to enrol, these are:

1. College Imposed Limitations (CIL)

These arise when there is a limiting factor on the numbers of students that arises within the control of the College. These limitations may be at paper level, or at programme level:

- a. **CIL (Paper)** – a limitation within a paper may arise because of factors such as supervisory staff, laboratory space, field trip places etc. Sometimes these limiting factors can be addressed by the addition of an additional stream, or by successive offerings, so will not result in a limit of the number of enrolments in a particular programme.

These limitations would normally be approved along with the paper approval, but may be imposed at a later date and approved at College Board under delegation from Academic Committee; aligning with normal IPP timeframes. Limitations on enrolments at paper level are recorded in IPP as an Offering characteristic.

Students are enrolled into the paper on a 'first come, first served' basis. No preferences are applied, unless there is a specific limitation on funded places for domestic students. If there is no specific limitation on domestic students and there is a desire to reserve places for International students, these places must be fully costed, providing evidence that no public funding has been used.

- b. **CIL (Programme)** – a limitation on enrolment intake within a programme may arise from the availability of workplace placements, an industry/ sector limitation on employment prospects, or Paper Level CIL in core paper(s) across the programme. These programme level restrictions on enrolment will normally impact entrance criteria for the programme resulting in implementation of a selection process managed by the College.

This would be subject to CUAP approval and as such will need to be approved through the University committee processes (College Boards/ Academic Committee/ Academic Board). A proposal to introduce selected-entry must be approved through CUAP to ensure it can be included in the University Calendar and other publications for the following year.

Where the limitation extends to the entire qualification, i.e. a limitation on cohort size for each intake, the cap can be applied to the Programme and not to each paper individually. Placement in such programmes is managed by selection. Enrolment caps for qualifications are reported to the Committee on University Academic Programmes (CUAP) as part of the qualification approval process. The rules relating to preferential placement of International students are the same as for papers (above).

2. University Imposed Limitations (UIL)

The University is subject to a funding cap imposed by TEC. To ensure the University does not enrol funded students (i.e. Domestic Students) beyond its maxima, the Strategic Enrolment Management process for limiting overall enrolments of funded students has been developed. The Strategic Enrolment Management process includes criteria (admission qualification/ application deadlines etc), and a mechanism for

implementation, and is the responsibility of the University Registrar & Student Management, on behalf of the VC under delegation from the University Council.

Individual Students – Paper Requirements

These requirements support the management of enrolment into papers where factors such as allocation of a supervisor, or approval of a project scope, need to be confirmed prior to acceptance. The usual means of indicating that such confirmation is required is via a pre-requisite that states permission is required before a student may be confirmed into the paper. For example:

158.329	Software Engineering Project	30	P Permission of the Major Leader (Albany) is required; R 157.329
118.779	Advanced Studies in Equine Diagnostic Imaging	15	P Permission of Programme Director

The limitations of this approach is that over time a number of textual references in paper requirements – particularly to specific titles (AD, HoD, HoS) or organisational units – have become obsolete or are no longer relevant due to changing delegations. There is also the inference that permission is a personal matter, i.e. personal to the student and/or personal to the staff member, rather than related to specific circumstances.

It may be more appropriate to consider a single pre-requisite flag such as ‘resource approval required’, to: firstly, future-proof the wording; and secondly, to indicate the true nature of the requirement, so that the grounds for approval/ decline may be better understood in relation to criteria, not an exercise of personal authority. The appropriate signoff point for the resource approval would need to be recorded in IPP and/or the Programme Guide (generally this applies to signature papers for a qualification) so that Enrolments staff know who to seek confirmation from.

4. POTENTIAL PITFALLS WITH THE DEPLOYMENT OF PAPER REQUIREMENTS

A review of current paper requirements has yielded examples where practice has not only diverged from the primary purpose of paper requirements, but has also yielded some unintended consequences. These include:

I. Lack of transparency with regard to admission requirements:

Pre-requisites, co-requisites or restrictions which in effect form a *de facto* means of imposing admission requirements, but which are not transparently described in the qualification admission regulations. For example:

234.717	Advanced Exercise Prescription for Musculoskeletal Conditions	15	P Completion of the Bachelor of Health Sciences degree (Sport & Exercise major); Bachelor of Sport & Exercise Science (Exercise Prescription & Training major), or similar programmes as specifically approved by the PG advisor.
190.150	Aviation Practicum 1	0	P must have been selected into the BAv - ATP major;

			C must be enrolled in any other "integrated" paper of either PART 1 or PART 2 of the BAv - ATP major.
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The approval of a standard Qualification Regulation template was intended to ensure that qualification requirements were complete and transparent. Qualification admission regulations are the appropriate place to capture and make transparent the requirements for entry into that qualification.

The requirement for prior experiences or achievements (other than expected prior paper completion) should be captured in qualification regulations, or as otherwise outlined in Section 3 above, rather than as paper pre-requisites, so that students are informed of the requirements prior to enrolment in a qualification.

II. Managing overlap in content:

Restrictions are deployed to manage non-specific overlap in content.

Example 1: Progress in a discipline manifested through non-specific overlapping content.

114.702	Human Resource Management and Workplace Relations	30	P Graduate Status and Permission Head of School; R any 30 credits from 114.700, 114.701, 114.704, 114.705
110.700	Accountancy for Business Administrators	30	P Graduate status; R 30 credits equivalent of undergraduate accounting study

Both papers above relate to the acquisition of knowledge and skills within a discipline where it does not appear to be specific content that is overlapped, rather that any paper(s) in the discipline would overlap.

Ideally progression through a discipline is planned and communicated through a well-defined curriculum plan, using reporting tools that identify overlap in curriculum and communicate to students and staff how knowledge and skills are attained and developed.

Restrictions may still be required, but they would be complementary to the primary communication tool, rather than the only communication device.

III. Undermining of the requirement for specific prior knowledge:

Differential application of requirements according to the qualification the student is undertaking.

156.232	Consumer Behaviour	15	P 115.104 or 156.100 for BBS; 156.200 or any 75 credits for other Business and non Business programmes; R 156.702
150.213	Tikanga-a-Iwi: Tribal Development	15	P 150.114 or 146.101; nil for GDip Maori Devpt; nil for GradDipArts

The differential application of pre-requisite requirements based on the qualification in which the paper appears may reflect a number of underlying factors, such as:

- the stated pre-requisite is not required prior knowledge for success in the paper;
- the stated pre-requisite acts as a benchmark for the prior knowledge required which may be met in other ways;
- the stated pre-requisite is in place to guide progression through a qualification.

Each of the above scenarios can be addressed through means other than qualification-specific differential application: the first through advice and curriculum mapping; the second through waiver of pre-requisite for alternative prior knowledge; and the third through progression regulations. Using these alternative approaches would reduce the requirement for differentiated paper requirements.

Students will be assessed for their eligibility for admission to a Graduate Diploma. Either they:

- Already meet the pre-requisites for the papers by having passed them as part of their undergraduate degree, *or*
- They are admitted on the proviso that they complete the pre-requisites - either as an elective paper as part of their Graduate Diploma or prior to enrolling in the Graduate Diploma papers, *or*
- The requirement to meet the pre-requisites of the Graduate Diploma is waived on the basis of having passed similar papers or on the basis of prior experience.

IV. Increasing complexity over time:

Over time qualifications and their constituent papers evolve, with new papers developed and/or existing papers added as replacements. In order to allow current students to meet the pre-requisite requirements, both new and previous papers are usually specified as legitimate pre-requisite alternatives and restrictions. As a consequence in many instances there is a high level of complexity within the pre-requisite specification.

267.880	Education Thesis	90	P Graduate Status and one of 180.780, 180.790, 185.788, 186.788, 267.720, 267.723, 267.780, 267.788 or approved equivalent; All of 186.722, 186.744, 186.754, 186.756 or all of 249.744, 256.754, 256.756, 258.722 for MEdPysch; R 180.791, 180.897, 180.898, 186.891, 186.892, 186.893, 186.894, 187.892, 267.881, 267.882
283.702	Advanced Agronomy	30	P 171.301 or 171.304 or 171.305 or 171.308 or 171.309; Graduate Status and Permission AD; R 171.701 or 171.711 or 171.713

There are a number of potential ways in which this specification-escalation could be contained:

- firstly, to reduce instances of renumbering papers through a better understanding of the use of discipline pre-fixes and the other management and reporting tools available in the SMS dictionaries;
- secondly, through aging off reference to obsolete papers in paper requirements. With the introduction of Time to Completion, Abandonment, and the requirement that students move forward to the Current Year of Regulations (2012), the need to list old papers as pre-requisites and restrictions is only relevant for a shorter period, after which the University may take a more critical view of prior study and how it relates to the current regulations under the Personal Course Variation regulations;
- thirdly, through eliminating replication of parts-based regulations in paper requirements;
- fourthly, use of curriculum planning and reporting tools will assist students and staff to understand progression through skill development which will better support appropriate paper choices.

The Academic Policy and Regulations Unit will work with staff to provide guidance where such is required.

V. Lack of Clarity in Requirement

This is where the pre-requisite is stated as optional, recommended, or assumed. For example:

287.706	New Product Development	15	P An undergraduate degree in an approved discipline such as engineering, technology, or design. Applicants without these qualifications may be considered provided they can demonstrate relevant industry experience; R 183.713
125.783	Research in Finance: Investments	30	P Graduate status, permission of Head of School. It is assumed that students will have completed 125.340 Advanced Investments or equivalent in their undergraduate degrees before enrolling in this paper as prior knowledge in this area is assumed; R 125.740

Depending on how such statements are interpreted by the administrative staff, they will either have been written into the IPP rules engine as a pre-requisite and therefore required, or more probably, will have been determined to be advisory only and therefore not included in the rules engine – with the result that no checks for prior knowledge will be undertaken as a paper requirement.

In this first example, the requirement may be more appropriately stated as admission regulations for the qualification; in the second example, the requirements could just list

125.340 as a pre-requisite, as the prior knowledge is required for success in the 700-level paper.

VI. Paper Requirements based on structures

Specifically this relates to references to management units or qualification schedules in paper requirements rather than specific papers or disciplines. For example:

222.215	Brand Communication	15	P 75 credits at 100 level from College of Creative Arts
170.201	What is Feminism?	15	P Any two 100-level papers, at least one of which is from the BA schedule

Given the diversity of disciplines in the BA and the breadth of the College of Creative Arts, it is difficult to determine how such requirements support engagement and success within the paper. Furthermore, the composition of management units including Colleges, change relatively frequently, resulting in the specification becoming out of date.

If the prior knowledge cannot be specified then general academic maturity and proven study skills are already assured through the General Regulation that requires 45 credits to be successfully completed at 100-/200-level prior to enrolment at 200-/300-level.

VII. Impossible Completions

This is where papers are constructed as co-requisites and pre-requisites at the same time, or where papers pre-requisites are offered out of sequence to each other, making it impossible to complete papers on a timely basis in accordance with the paper requirements.

190.104	Principles of Navigation I*	15	P Entry ATP; C 190.110
190.107	Human Performance*	15	P Entry ATP or PHOS; R 190.117
190.110	Introduction to Flying*	30	P Entry ATP or PHOS; C 190.104
190.112	Introduction to Flying II*	15	P Entry ATP and 190.110; C 190.104

* This is an integrated paper.

In this example 104 and 110 must be taken together, along with 112 which has 104 as a co-requisite, but 110 as a pre-requisite. Given this is an integrated paper in a parts-based degree where progression to part two is premised on successful completion of part one, it is arguable whether the paper requirements assist progression in this qualification.

VIII. Redundancies

There are currently a number of situations which do not need to be managed by Paper pre-requisites as they are already managed by other means.

Example 1: The common but inconsistently applied specification of the pre-requisite 'P Graduate Status' for 700- or 800-level papers.

149.720	International Security	30	P Graduate Status or equivalent
252.701	Sleep and Circadian Science for Health Practitioners	30	P Postgraduate Status; R 252.702

This requirement is applied at the time that a student is admitted to a postgraduate qualification.

Example 2: Pre-requisites that specify a single 100-level paper as required for enrolment in a 200-level paper, and/or a single 200-level paper required for enrolment in a 300-level paper, or one or more 700-level papers prior to enrolment in a thesis.

214.212	Research Methods in the Health Sciences	15	P Any 100-level paper
162.303	Immunology	15	P 162.101 plus any 200-level paper; R 162.389
110.894	Research Report	60	P 110.717

This replicates requirements already captured in the General Regulations for Undergraduate and Postgraduate Qualifications, and is also captured in the progression regulations for Master's degrees that have already been recast into the approved parts-based format.

Example 3: Re-stating the admission requirements to the Qualification;

175.781	Clinical Psychopathology	30	P Entry into the School of Psychology Postgraduate Programme
118.751	Canine and Feline Gastroenterology	15	P Degree in Veterinary Science registerable in NZ or other veterinary qualifications as specifically approved by the Director of the MVM programme.

This is a related issue to Example 1 and also to the practice of ringfencing as outlined in Section 3.

5. SUMMARY

The use of paper requirements at Massey University has become over-complicated and burdensome. With four locations of capture (Calendar, IPP, IPP Rules engine, QRM), the potential for discrepancy is high and maintaining alignment is a constant challenge. Paper requirements have appeared to be the tool of choice for staff as they seek to manage enrolment and progression for students.

However, there are a range of other tools available that in many circumstances are more appropriate. This guide seeks to bring greater visibility to these options, and to initiate a discourse through which staff may better understand the issues, consider the options, and commence planning for the new Student Management System. The tools available include:

- Admission requirements
- Course requirement and Progression regulations
- Aging off references to obsolete papers
- General Regulations

- Publication information and face-to-face advisory
- Curriculum mapping and reporting
- Waiver of paper requirements and Personal Course Variations

The University needs to consider better communication tools for students other than the use of paper requirements. Greater use of curriculum mapping and reporting so that the progression of skill development can be better understood will be a critical factor as will the use of a Dynamic Study Manager (similar to QRM) which will guide student enrolment through choices in their own degree rather than the pan-university approach which has been more prevalent at Massey University. The new structure for the Courses website is more informative, and it is anticipated that further improvements will be made as part of the roll out of this website redesign.

The implementation of a new SMS at Massey University must also be taken into consideration when determining a future approach to paper requirements. If Massey is to maximise the benefits from a new SMS and minimise the costs of implementation, then having a shared understanding of the differentiation between elements that are nice to have versus those that are integral to the Massey approach to the use of paper requirements will be vital to focusing the development aspect of implementation.