

Curriculum Framework Transformation

Curriculum Structure Paper

Peter Shand, Claire Sinnema

6th May, 2022

Table of Contents

1	Introduction Purpose	2
2	Strategic Context.....	2
3	Approach and engagement journey	4
4	Recommendations for Curriculum Structure	7
4.1	The Recommendations	7
4.2	Undergraduate Curriculum Structure Recommendations	8
4.3	Sub-doctoral Postgraduate Curriculum Structure Recommendations	13
4.4	Pathways Recommendations	16
5	Phased implementation.....	18
	Appendix A: Early assessment of international curriculum models.....	20
	Appendix B: Diagram of recommended standard pathways from undergraduate to doctoral study ..	26

This structure paper and all supporting specialist working group papers can be found on the [Curriculum Framework website](#)

1 Introduction | Purpose

Structure in and of itself is a powerful, though partial, means for transforming curriculum. It assists with the *appearance and form* of transformation. Transformation of the *nature* of the educational experience at Waipapa Taumata Rau | University of Auckland is more deep-set and will be realised through the integration of our Recommendations for Curriculum Structure with the emerging recommendations from the specialist focus areas of the Curriculum Framework Transformation (CFT). The role of structure in this respect is to enable those changes to occur across the curriculum and within programmes. It also serves to enhance student educational access and opportunity and to help achieve positive and lasting learning experiences for an increasingly diverse student population with changing expectations of the relationship between learners and their institution.

As a central unlocking and enabling part of the CFT Programme of work, the Faculty and Specialist Leads of the CFT Taskforce have investigated and assessed the potential impact of opportunities to transform curriculum structure. That work has built on previous innovations within faculties and programmes at Waipapa Taumata Rau | University of Auckland, is responsive to current conditions and seeks to achieve more consistency and resilience for the future needs of learners, teachers and administrators of programmes as well as for the University.

This paper presents to the University community and stakeholders the Recommendations for undergraduate curriculum structure, sub-doctoral postgraduate curriculum structure and pathways that have arisen from that work. We begin by outlining the strategic context of those Recommendations. Following this, we outline our Working Group's composition, approach and engagement journey.

Our Recommendations section is in three parts:

- Undergraduate Curriculum Structure (Recommendations 1-12);
- Sub-doctoral Postgraduate Curriculum Structure (Recommendations 13-20); and
- Pathways (Recommendations 21-24).

The Recommendations are accompanied by an outline of the principal themes and considerations to provide context and how they relate to the full set of Recommendations.

We note that consideration of doctoral programmes is outside the remit of the CFT, but we have been mindful of higher degrees in the development of our Recommendations.

2 Strategic Context

A foremost objective of the CFT is transformation and enhancement of education and student experience in line with the priorities set out in *Taumata Teitei*:

- Accessible, equitable, lifelong higher education opportunities;
- Student-centric learning, co- and extra-curricular activities;
- Education that is research-informed, transdisciplinary, relevant and with impact for the world; and
- Graduates who make the world better tomorrow than it is today.

These priorities present both important implications and opportunities for curriculum structure.

Prioritising *accessible, equitable, lifelong higher education opportunities* necessitates a curriculum structure that:

- provides a clear stack of programme offers;
- presents clear and easily navigable pathways;
- accommodates broader student needs and life stages; and
- supports improved retention and progression with particular focus on supporting improved outcomes for Māori students and Pacific students.

Prioritising *student-centric learning, co- and extra-curricular activities* necessitates a curriculum structure that:

- develops a student-centric learning model for diverse learning activities enriched by professional and community co-curricular activities;
- affords opportunities for engagement between individuals, student cohorts, staff and the broader University community;
- is conducive to students being engaged in the design of their programmes, learning experiences and contexts in which they learn;
- ensures that student experience is conducive to developing a sense of belonging for all students and develops skills for ongoing success; and
- fosters cohort-building and an ongoing sense of community and wellness.

Prioritising *education that is research-informed, transdisciplinary, relevant and with impact for the world* necessitates a curriculum structure that:

- includes te ao Māori in programmes, teaching and student experience;
- builds on and continues to enhance existing research excellence;
- provides significant opportunities and support for research (including development of skills and preparedness for doctoral study);
- affords students opportunities for research and work- and community-integrated learning experiences;
- offers opportunities for students to be excited and challenged by research-led/informed teaching;
- develops current and new transdisciplinary offerings;
- reflects a commitment to sustainability;
- enables students to develop a deep sense of cultural identity, social justice and civic duty;
- allows for breadth and depth of study; and
- has domestic and international marketability.

Prioritising *graduates who make the world better tomorrow than it is today* necessitates a curriculum structure that:

- clearly supports and enables the aspirations of graduates as pūmātauranga|scholars, kirirarau|citizens, kiriauaha|innovators and kaiaarataki|leaders; and
- provides clear opportunities for the realisation of graduate capabilities (including those shared by all graduates of Waipapa Taumata Rau | University of Auckland, and programme capabilities specific to their areas of study) as articulated in the Refreshed Graduate Profile.

The values underpinning *Taumata Teitei* and the Education and Student Experience Priorities necessitate a curriculum that is structured in ways that ensure those values are experienced and carried forward by our students and staff. The emerging recommendations named here arise from a consideration of those values.

3 Approach and engagement journey

The CFT Taskforce was convened in July 2021. The initial phase of work (July- September) was focused on ideation and design in response to the strategic context of *Taumata Teitei*. This included international comparisons of different curriculum models and their elements, Faculty SWOT and competitor analysis and a review of the Academic Programme Development Model undertaken in 2017. Specific considerations of curriculum structure began to emerge in parallel to and as a result of that work. The CFT Taskforce was effectively given an unconstrained remit to explore possibilities and entered the process without any presupposed notions as to any specific curriculum structure.

The whole Taskforce remained engaged in the curriculum structure workstream for 2021. This allowed for the responsiveness of ideas across all working groups of the CFT and emerging considerations for structure to be developed and tested simultaneously. At the same time, from September 2021 Faculty and Large-Scale Research Institute (LSRI) Leads, working with the Structure Lead Peter Shand and Acting Director of Teaching and Learning Duncan McGillivray, worked on curriculum structure specifically (subsequently referred to as the Structure Working Group)

The Structure Working Group investigated and analysed different international models and their elements, including:

- Block Model;
- the Melbourne Model (broad undergraduate degrees and more specialist postgraduate study);
- School Leaver Model;
- Social Inclusion Model;
- Social Impact Model;
- Student Choice Model;
- Student Enrichment Model; ;
- Two-Year Fast-track Degrees Model;
- and explored others, including a 20-point paper model.

From the analysis it was noted that other universities are attempting to distinguish themselves through their curriculum in what is currently a crowded field of higher education providers. Evident in the models explored is a wide range of domains that universities are using to define a distinctive curriculum experience. These include:

- Delivery mode (face-to-face; online; remote);
- Programme structure (open choice, defined course series, major/s, minor/s, electives, integrated pathways);
- Programme duration (accelerated pathways – for example uniform 4-year undergraduate degrees or 2-year fast track degrees);
- Professional and graduate degrees following undergraduate study;
- Time (learning periods – semesters, trimesters – per year; structure of the academic year; block teaching);
- Learning & teaching methods (lectures; labs; tutorials; studios; workshops);
- Academic focus (teaching; research ratios from 100:0 through 0:100; Proportion of time spent ‘in context’ (enterprise, community);
- Curriculum components (breadth; knowledge transfer; capstones; thematic approaches to the curriculum);and
- Embedding a distinctive ‘experience’.

The criteria used to assess those models and elements in relation to the strategic context and local conditions for undergraduate and postgraduate curricula at Waipapa Taumata Rau | University of Auckland included:

- Equity and community considerations;
- Clear and clean stack of programmes, clear entry and exit points;
- Pathways are clear and navigable;
- Completion on time;
- First Year experience (UG);
- Cohort building, co-curricular student community and wellness;
- Enables and/or advances “hallmark” elements;
- Breadth across disciplines;
- Marketability and student identification (domestic); and
- Marketability and student identification (international).

A number of assumptions informed that investigation and analysis:

- That tertiary education is research-informed, transdisciplinary, relevant and with impact for the world, and that including te ao Māori in programmes, teaching and student experience will appeal to existing student markets whilst growing appeal to Māori and Pacific students, international students and lifelong learners;
- That there is increased diversification of the market, including career enhancers, career changers, later-in-life learners, demand for part-time study, and extending study and completion times over longer durations (including taking account of breaks in full-time study and interrupted progression);
- That transferring students will retain appropriate admission and credit recognition;
- That there is increased demand for increased breadth of study options including cross-disciplinary study and an increased demand for transdisciplinary experiences and skills;
- That the 180-point masters is emerging as the standard masters qualification in the New Zealand market; and
- That there will be a revision Waipapa Taumata Rau | University of Auckland’s scholarship support for students, notably to improve access and support for a more diverse student demographic and to address any adverse impacts on Studylink support that may arise from any implementation of the emerging recommendations.

As part of our approach, Faculty and LSRI Leads worked closely with their colleagues on the CFT Taskforce and convened different opportunities for engagement with and feedback from staff and students of their respective faculty and LSRI. This work contributed to the development of Faculty SWOTs and an overall University SWOT that has provided a useful reference point in the development of the structure recommendations and assessment against the various international models.

As a result of this analysis the CFT Taskforce identified the following options as having the most potential value for structure that realises the priorities of *Taumata Teitei* (either severally or in combinations of elements):

- Reduced number of undergraduate degrees and clear disciplinary specialisation at postgraduate level;
- 3+2+3 structural model;
- Combined or double degrees or double majors as distinct from conjoins;
- Strong interdisciplinary core programme; and

- Research-based inquiry as core principle and through-line to postgraduate programmes.

An internal presentation from the University's Research and Doctoral Study Segment Lead identified an additional model for consideration being a 4+4 model for study (comprising an integrated honours undergraduate programme and four-year doctoral programme inclusive of 60 points coursework in the first semester of candidature).

In addition, there were elements of international models that were considered for more targeted or differentiated alignment with Waipapa Taumata Rau | University of Auckland programmes either within aspects of the options above and/or as options for specific scenarios, for example non degree offers. These were:

- Emphasis on maximising degree breadth/depth/height that can be achieved in 4 years;
- Single or joint majors;
- Modularised programmes;
- Delay to choose major to explore new subjects and/or begin specialisation from day one;
- Focus on flexible double bachelors degrees;
- Distinct avenues for UG research (senior thesis; summer UG research fellowships; research courses for academic credit; research for pay under a faculty members grant);
- Block models;
- Students focus on one unit (subject) at a time over four weeks as opposed to four units at once over a 16-week semester;
- 4+1+3 variant of structure;
- Student-created bespoke programme suited to their individual interests, strengths & career plans; and
- Professional disciplines (Engineering, Law and Medicine) moved to masters by coursework.

[Please see below Appendix A]

Papers concerned with curriculum structure were presented to Provost, Deans and Directors Committee (PDDC) throughout the process to enable PDDC, as the CFT Steering Group, to provide direction and offer their curriculum structure insights and experience, and to provide feedback on the areas of investigation and their related emerging recommendations. Key themes explored in these meetings included breadth of learning (including General Education), structure and pathways, research opportunities in the structure, and the different means available to integrate specialist areas' thinking and emerging recommendations. That feedback has been valuable for testing and continuing to develop the recommendations. Regular updates have also been given to the Sponsor (Valerie Linton, Provost) and Co-Sponsors (Te Kawehau Hoskins, Pro Vice-Chancellor Māori, and Jemaima Tiatia, Pro Vice-Chancellor Pacific) as well as the Operations Advisory Group (with representatives of the University's Service Divisions, Finance and Planning Offices).

From 2022, the focus of the work shifted to developing and testing a clear set of recommendations for consultation. The Structure Working Group of Faculty and LSRI Leads was joined by Claire Sinnema (EDSW) to assist with ongoing analysis of the emerging recommendations, particularly with regards to their overall cohesiveness and to their specific faculty impacts. This work was the primary focus of the Leads from January-April. Their work has included:

- Faculty scans: to elicit feedback on feasibility, any concerns or advantages for particular programmes and more generally; and

- Faculty analysis: consolidation of faculty feedback to capture anticipated/potential implications including EFTS increases, risks & considerations, and any major financial implications with regard to operating costs, concerns and feasibility.

We have arrived at the Recommendations for Curriculum Structure from an iterative approach, attendant to the specific implications of each while simultaneously mindful of their interaction as an intentionally coherent whole. To further drive the work, we have had seven formal meetings and workshops with PDDC in 2022 that focussed on curriculum structure, including final endorsement for the Recommendations to be presented for formal consultation.

It became apparent throughout the process that, despite its complexities and siloed particularities, the fundamentals of the existing curriculum structure could, with attention to simplification and consistency, serve as a platform from which to realise the shared University aspirations of *Taumata Teitei*. A change to a new model might seem transformational in appearance and form but the considerable level of implementation complexities could well divert attention and energy from a transformation of the nature of the educational experience at Waipapa Taumata Rau | University of Auckland. We are not advocating change for change's sake and this is evident in the final set of Recommendations going through to formal consultation.

Webinars were used in 2021 and 2022 to grow awareness of the emerging ideas with staff. Peter Shand also attended General Education Board of Studies, and Ranga Auaha Ako, Programme Directors and Curriculum Development Managers Communities of Practice meetings for matters of specific relevance to those groups. The emerging recommendations proposed by the Structure Working Group have been the focus of pre-consultation activity carried out by both Faculty and LSRI leads. These have included formal and informal opportunities to give feedback on the Recommendations through faculty executives and faculty CFT working groups convened by Faculty Leads.

In parallel with staff engagement activities and to ensure broader engagement the CFT Team have worked in partnership with students to engage them on some of the developing ideas for the curriculum structure. This engagement has included student involvement on the CF leadership team, regular attendance at AUSA's Student Council meetings, student focus groups as well as faculty-specific engagement.

The members of the Structure Working Group: Rob Batty (Law, 2021), Deidre Brown (CAI, 2021), Kelly Burrowes (ABI, 2021-2), Bronwyn Davies (Law, 2022), Lindsay Diggelmann (Arts, 2021-2), John Egan (FMHS, 2021), Murray Ford (Science, 2022), Liz Hollard (Strategic Programme Manager, 2021-2), Michael Hodgson (Engineering, 2021-2), Sue Laurenson (B&E, 2021-2), David Lines (CAI, 2022), Duncan McGillivray (Science, 2021), Darren Powell (EDSW, 2022), Helen Ross (SBS, 2021-2), Peter Shand (Lead, 2021-2), Claire Sinnema (2022), Barb Staniforth (EDSW, 2021), Mark Vickers (Liggins, 2021-2), and Clare Wall (FHMS, 2022).

4 Recommendations for Curriculum Structure

4.1 The Recommendations

Below are Recommendations for consultation, grouped in relation to three domains:

- Undergraduate curriculum structure;
- Sub-doctoral postgraduate curriculum structure; and
- Pathways.

To assist with understanding the context and rationale for the Recommendations, each of the domains includes an introduction that articulates what informs the recommended structural changes and gives an outline of what we hope to achieve through the Recommendations. We have adopted this approach, rather than providing further contextual notes for individual Recommendations, because the Recommendations are interwoven and our hope is that the curriculum structure work is viewed holistically rather than in a more atomised fashion. Nevertheless, we do welcome consultative feedback that is focussed on specific Recommendations as well as that which is holistic.

Some Recommendations distinguish between creative practice, general, professionally-accredited and professionally-oriented degrees. To aid understanding and engagement, this language refers to:

- *Creative practice degrees*: academic programmes where learning and outcomes are achieved in creative practice activities.
- *General degrees*: academic programmes that may be independent of set professional outcomes or where the means by which those outcomes are achieved are flexible.
- *Professionally-accredited degrees*: academic programmes that are subject to accreditation by an external professional body or where graduates are registered based on having met specified professional competencies within that programme.
- *Professionally-oriented degrees*: academic programmes that are not subject to accreditation by a professional body but the relevance of the programme requires graduates to have met professional competencies.

A fundamental driver of the recommended curriculum structure is to enhance the development of a sense of place, belonging and purpose for students. It reflects a commitment to excellence and the values of *Taumata Teitei*. It is focused on learning that connects students with place, is informed by world-class research, is highly relevant, supports the values of respect, integrity and service, and sees students as having the capacity to make a difference for the betterment of Aotearoa | New Zealand, the Pacific Region and beyond. This is particularly reflected in a focus on te reo Māori, mātauranga Māori and Te Tiriti o Waitangi principles and accountabilities as well as looking to new opportunities for transdisciplinary study.

4.2 Undergraduate Curriculum Structure Recommendations

Transformation of the CF brings with it an opportunity to design the undergraduate curriculum in a way that clearly realises the aspirations set out in *Taumata Teitei* and meets Graduate Profile capabilities.

Underpinning the Recommendations for undergraduate curriculum structure is increased consistency of offer. They provide clarity of qualification offerings and consistency for all undergraduate degrees, including professionally-accredited and professionally-oriented qualifications.

As part of the focus on student-centred learning, the undergraduate curriculum structure will be more conducive to student choice, allowing students to have more active engagement in the design of their programmes of study, supported by appropriate advice. It will enable the balance of breadth and depth of study options for students and opportunities for study choices to be badged on their transcripts.

It is important to underline that the increased consistency of education and student experience supported by these Recommendations does not suggest support for uniformity across the institution in terms of delivery of disciplinary content or internal programme structure. We hope that the Recommendations strike a balance between coherent and consistent institutional offerings with the particular requirements of programmes.

Shape and size of programmes and courses

Recommendations 1-3 support a greater consistency in undergraduate offer that does not represent a major change to current practice for most undergraduate programmes. It recommends two principal types of degree (Bachelors and Bachelors Honours) and attendant conjoint degrees. As part of that recommended revision of offer, it encourages programmes that do not currently offer integrated honours as part of a 480-point degree to introduce this opportunity for students. The additional note, allowing for transfer into that degree from the 360-point Bachelors, seeks to balance the value for students of a Bachelors Honours degree (including student allowances support and the opportunity to apply for entry to doctoral study) with potential commitment hurdles when commencing undergraduate study. The consideration of the points value of courses (Recommendation 3) is pragmatic and functional in that it standardises the sizes of course offerings that allows students greater opportunities to undertake study outside their immediate disciplines (see below).

A central tension of this component was to balance introduction of new learning imperatives within the available envelope of the undergraduate programmes. We have not recommended a complete change to the scale of those programmes, whether in the overall points value or the points value of individual courses. We were mindful of the particular challenge presented for some professionally-accredited courses. At the same time, we recognise the opportunity CFT presents for the University and recommend that the curriculum framework transformation principles are adopted by all programmes.

General Education

Recommendation 4 has been made following careful consideration of the history of General Education's introduction to the curriculum, its intended purpose and its current structure and regulation.

The purpose of General Education was to ensure breadth of educational experience, give students the opportunity to connect with significant research activities, and to both maintain and ignite areas of passion or interest outside their disciplinary study. This intent resulted in original expectations such as it being required of all students (two courses as the standard), consist of unique courses developed for a non-specialist audience, provide exposure to leading research in the field (notably including the work of the professoriate), and having the potential to ignite further interest or study for students.

Over time, we have not been able to maintain all aspects of that intent. Courses are not always unique offers, do not always reflect significant research activities and are not necessarily delivered by senior academic staff. Perhaps the greatest tension lies in the restrictions on subject areas so that rather than ignite interest General Education courses restrict further study in those subjects within a student's study for a degree.

That said, General Education requirements are useful for students who need or would benefit from Academic English development and they can allow for breadth of study.

On balance, we suggest that General Education as a requirement for all students is missing the mark. In consultation, students have noted that its constraints can erode its educative value for them. Therefore, the Recommendation suggests the removal of General Education as a requirement for students. This presents two immediately relevant considerations for curriculum structure. First (and see below), that curriculum structure retains a commitment to breadth of learning that expands opportunities for students to undertake some study outside their discipline (including the opportunity to undertake more study in a subject that is not permitted under the current the General Education Regulations). Second, many of the courses offered in the General Education schedule offer outstanding learning opportunities that we would like to see continue and we will need to develop clear mechanisms to bring them to students' attention. Further, those courses that are currently not part of a suite of

offers could well allow progression in the subject area or be developed into a thematic series of courses that students could have badged on their transcript (for example, as modules of study).

Core learning

Recommendations 5-8 are closely aligned to Priority 3 of the Education and Student Experience Initiative of *Taumata Teitei* articulates the value of four areas of learning central to learning at Waipapa Taumata Rau | University of Auckland: te ao Māori framed by Te Tiriti o Waitangi principles, transdisciplinarity, Work-Integrated Learning and research-led experiences. In our view, the last of these is already integral to the education and experience of the University and did not require additional endorsement.

The other three, however, are not available as credit-bearing learning opportunities for all students in all programmes, as prioritised in *Taumata Teitei*. For this reason, they have been a focus of attention for the Structure Working Group. Nevertheless, it should be repeated that our work is to consider structure opportunities, not to lead questions of content or delivery. For this reason, more substantive detail on proposed realisation of these elements of core learning can be found in the supporting FAQ of the Pūtoi Ako Specialist Area and the supporting papers of Transdisciplinarity, Innovation and Entrepreneurship and Work- and Community-Integrated Learning Specialist Areas.

That said, the Structure Working Group recognise the opportunity for these Recommendations to help provide a unique educational experience for students of Waipapa Taumata Rau | University of Auckland. The recommended first year “Waipapa Taumata Rau” course would make a fundamental contribution to students’ relevant knowledges of place to enhance their learning, including a Māori-focused curriculum content and understanding of Te Tiriti o Waitangi principles and accountabilities relevant to their programmes of study. A transdisciplinary requirement will connect students from across the University to learn in collaborative ways and from multiple perspectives, potentially including consideration of highly pertinent complex social, political, economic or environmental issues with relevance and connection beyond the University. A work- and/or community-integrated learning requirement will help develop competencies relevant to students’ future aspirations.

The Structure Working Group is also mindful of the importance given in *Taumata Teitei* to other aspects of the CF specialist areas’ work, notably Sustainability and Innovation and Entrepreneurship. Nevertheless, for the structure (as distinct from content and delivery) of curriculum framework we have only made recommendations for required, credit-bearing learning in alignment with Priority 3. Content (including Sustainability and Innovation and Entrepreneurship) will be addressed by faculties and programmes as part of the implementation of the Graduate Profile.

In addition, we have reiterated the importance of both the Academic Integrity course and DELNA screening and note that we hold the view te reo Māori pronunciation screening is of a similar foundational importance for learners.

We note here that students enrolled in conjoint programmes would only be required to complete each of these core learning experiences once.

Optionality and breadth of learning

Recommendations 9-12 consider the opportunities for students to have more options in how they can shape their education, including options for breadth of study.

A capstone experience would involve the expectation that a student would demonstrate their ability to integrate what they have learned across the programme. We have not recommended this be a compulsory requirement for students in all programmes (although this is current practice in some

programmes) but have recommended that all programmes offer it, either as requirements or as options for students.

A provision for out-of-disciplinary study shifts the University's current position for breadth of study away from a requirement (General Education) to an option for students. This is intended to support greater flexibility and choice for students to shape their educational experience. We reiterate that this Recommendation supports mandating programmes to offer a minimum of 45 points out-of-discipline study but does not require students to undertake that study. Nevertheless, we note that there are significant opportunities to offer an increased range of badged modules of learning to all students, both in established subjects and expanding areas of learning (such as sustainability), as well as initiatives whereby we offer thematically linked clusters of courses from different subjects. This Recommendation gives additional impetus to those opportunities.

The final two Recommendations in this domain recommend two means of increasing breadth of study for students. We are alert to the complexities of conjoint study, however, and have therefore recommended a review of their current structure within the University before embarking on an investigation of further opportunities.

Recommendation 1:

Use a standard structure for undergraduate degree qualifications:

- 360-point Bachelors degree;
- 480-point Bachelors Honours degree;
- Conjoint degree (two 360-point Bachelors degrees);
- Conjoint degree (one 360-point Bachelors degree and one 480-point Bachelors Honours degree);
- Conjoint degree (two 480-point Bachelors (Honours) degrees);
- Where this does not already exist, the University will investigate opportunities for formal recognition of learning for those students who exit an undergraduate qualification prior to completion.

Note: a Bachelors Honours degree requires a research component of at least 30 points.

A student who successfully completes a Bachelors Honours degree may meet admission requirements for doctoral study.

Consider the scale and structure of all professionally-accredited and professionally-oriented undergraduate programmes on a case-by-case basis to meet academic and accreditation requirements while adopting the curriculum framework transformation principles.

Recommendation 2:

Identify further opportunities for 480-point Bachelors Honours degrees.

Note: As part of this work consider enabling students who meet appropriate achievement requirements to elect to apply to transfer from a 360-point Bachelors degree into a 480-point Bachelors Honours.

Recommendation 3:

Standardise the points value of all undergraduate courses to multiples of 15 points.

Recommendation 4:

Discontinue General Education as a specific requirement for students.

Note: The value of breadth of learning continues to be recognised in Recommendations 10-12.

Recommendation 5:

All Waipapa Taumata Rau | University of Auckland undergraduate degrees will require completion of:

- a zero-point te reo Māori pronunciation screening for all students by the end of first year of enrolment; and
- a 15-point faculty-based “Waipapa Taumata Rau” course for all students, relevant to their programme of study and completed in the first year of full-time equivalent enrolment. The course will provide Māori-focused curriculum content and Te Tiriti o Waitangi principles and accountabilities and will ensure all students have the relevant knowledges of place to enhance their learning.

Note: Faculties may need to refresh programmes in light of the proposed “Waipapa Taumata Rau” course to ensure a connected experience for students. There is the potential for some aspects of this course to be supported centrally and delivered at a faculty level.

Recommendation 6:

All Waipapa Taumata Rau | University of Auckland undergraduate degrees will continue to require completion of a zero-point Academic Integrity course and DELNA screening for all students by the end of first year of enrolment.

Recommendation 7:

All Waipapa Taumata Rau | University of Auckland undergraduate degrees will require completion of a 15-point transdisciplinary requirement (with parallel requirement for students enrolled in mātauranga Māori pathways).

Note: Students may fulfil the transdisciplinary requirement through a range of teaching and research options that meet approved transdisciplinary learning outcomes.

Recommendation 8:

Faculties will enable students in all programmes to experience work- and/or community-integrated learning.

Note: This element is required learning for students. Faculties will have flexibility on how programmes integrate work- and/or community-integrated learning equivalent to a minimum 15 points in a degree. It is recognised that this emerging recommendation sits between structure and the implementation of learning outcomes, but it is also recognised that there needs to be space within programmes for this area of learning for students.

Recommendation 9:

Faculties will ensure all undergraduate degree programmes include a capstone project of a minimum 15 points in the final year of study; capstones may be required or optional.

Recommendation 10:

Faculties will, when accreditation requirements permit, ensure all undergraduate degree programmes include an option for a minimum of 45 points out-of-discipline study of the student’s choosing at two or more levels of study, including opportunities to undertake transdisciplinary or out-of-faculty study.

Note: The value for students of 45 points across two levels is that this aligns with modules of study and enables the learning to be badged as a specified component of achievement on an academic transcript.

Students who opt for a transdisciplinary module will be able to include the 15-point transdisciplinary requirement in the calculation of the 45 points of out-of-faculty study.

Recommendation 11:

Faculties offering general degree programmes will ensure an option for double majors is included in all non-conjoint general degree programmes (including investigation of a second major outside the faculty).

Recommendation 12:

Review the current structure of conjoint offers with a view to achieving greater consistency of structure and to reducing minimum completion requirements and investigate further opportunities for conjoint programmes.

4.3 Sub-doctoral Postgraduate Curriculum Structure Recommendations

Transformation of the curriculum structure brings with it an opportunity to clarify and simplify sub-doctoral postgraduate offerings, to design them in a way that is more conducive to achieving aspirations set out in *Taumata Teitei* and to realise the capabilities named in the Refreshed Graduate Profile. Those aspirations are supported by ensuring that all students, including postgraduate students new to Waipapa Taumata Rau | University of Auckland, have the opportunity to develop relevant knowledges of place and Te Tiriti o Waitangi principles and accountabilities.

There is also a valuable opportunity to afford greater clarity of and opportunity for postgraduate research experience. Waipapa Taumata Rau | University of Auckland is a highly ranked and widely regarded institution of marked research expertise and value – ranging from global regard to community engagement. These orientations (global reach, local responsiveness) are advanced by *Taumata Teitei*'s clear positioning of our place. Excellence of research outcomes and developing future researchers is a hallmark of our postgraduate experience that we should make available to more and a wider range of students. Such an experience serves not only to give students opportunities to engage in research as part of their study, but also assists them to make decisions about further academic research and doctoral candidature.

Concomitant with escalating contextualisation of knowledges and research activities, together with the increasingly complex, cross-disciplinary areas of investigation, there is an opportunity to consider innovative ways in which postgraduate research can flex to meet contemporary complexities or urgencies. Of immediate relevance to *Taumata Teitei* and the proposed Graduate Profile is a focus on transdisciplinarity. A consequential opportunity is to investigate opportunities for transdisciplinary masters degree offers that are not constituted in a single discipline but are coherent programmes of study with clear opportunities for innovative research within and connection beyond the University. These are exciting propositions with respect to current and future tertiary research experiences.

Shape and Size

The range of sub-doctoral postgraduate programmes we offer has resulted in a high degree of complication and confusion at an overarching level. This presents challenges externally in how we market qualifications to students not currently studying with us (including international students) and internally. Pathways and learning outcomes are not always clear to students and can lead them to make choices that do not help them meet their aspirations. Qualification types carry different implications for future study and this presents risks for students in relation to what their qualification means for them. Specific offers, such as stand-alone honours do not have wide currency overseas. Moreover, this

is rendered more complicated by the range of ways in which honours is constructed within degrees (whether extra work, level of achievement, or indicating research activity commensurate with preparation for doctoral study). This considerable variance of curriculum structure in turn creates marked challenges for the management and administration of programmes within the University. In looking at sub-doctorate postgraduate curriculum structure the Structure Working Group has recognised the high degree of tactical responsiveness at a programme level but is looking to rebalance that approach to achieve greater clarity and consistency of offer across the University to support students' navigation of study opportunities and to support the academic servicing of those programmes.

Recommendations 13-16 support a revised and consistent structure for postgraduate qualifications made up of stacked components: Postgraduate Certificate (60 points), Postgraduate Diploma (120 points) and Masters (180 points). Students could enrol in any of these, affirming the importance of postgraduate study and enabling those students who do not yet think they can commit to masters study the opportunity to experience this level of learning before transferring into a larger qualification at a higher level of study. Such stacking also enables students to withdraw from study should their circumstances require but retain the opportunity to return to study when circumstances permit. These elements are recommended in support of lifelong learning opportunities for students. We are, because of national regulation, unable to stack these qualifications to allow for gaps of study between each 60-point stackable element as may occur in, for example, Australia.

A component of our sub-doctoral postgraduate offer currently missing is a Masters of Research (MRes). This qualification is realised by a 120-point thesis in a subject and that may allow for students to transfer into doctoral study at the mid-point of their enrolment and backdate their doctoral enrolment to the start date of their research. This has clear value for Bachelors Honours graduates who may have ambitions for further research but are unable to commit to doctoral study straight away, as well as for international and domestic non-Waipapa Taumata Rau | University of Auckland graduates also looking for a stand-alone research degree with the advantage of possible transfer into doctoral study.

The Structure Working Group has made no recommendations on the curriculum structure of qualifications for working professionals.

Core Learning

Recommendations 17 and 18 for core learning reflect that the core foundational elements for academic success are of value for all students, irrespective of level of study. The obvious difference at this level, however, is that programmes have limited to no scope to introduce additional required credit-bearing elements. Outside of the foundational competencies in Academic Integrity, English language and te reo Māori pronunciations, the Structure Working Group recommend nuanced responses to core learning for postgraduate learning.

Rather than a credit-bearing course for "Waipapa Taumata Rau" the Recommendation supports the development of a more flexible means of realising the learning with postgraduate students. This could be in the form of a zero-point version of the learning, although we note that students would under these recommendations already need to complete three other non-credit bearing requirements to complete their qualification. An equivalent way of realising the value for students would be to include the relevant knowledges of place and Te Tiriti o Waitangi principles and accountabilities as part of thorough induction to postgraduate study within faculties and departments.

Transdisciplinarity and Work- and Community-Integrated learning equivalents are not mandated for sub-doctoral postgraduate programmes so are not regarded as core. Nevertheless, the Structure

Working Group affirms their value for education at all levels and the Recommendations indicate this through investigations of opportunities for new postgraduate inter- and transdisciplinary qualifications and opportunities for further inclusion of work- and/or community-integrated learning options within qualifications.

Research

The Recommendations are intended to support the achievement of identifiable postgraduate research pathways that will give increased clarity and transparency to research experience, including capacity to continue to doctoral study. Provision of clear and consistent opportunities to experience research activity in postgraduate programmes will be a matter for faculties and programmes to realise as the Recommendations do not stipulate or advocate for a single approach. Clarity regarding research options will allow more students to develop capability in research activities commensurate with their own sense of ambition and capability, as well as meeting disciplinary and professional expectations and thresholds for doctoral study. As noted above, we have recommended the introduction of an MRes that may afford an accelerated path to doctoral enrolment for some students.

Recommendation 13:

Use a standard structure for general and creative practice postgraduate degree qualifications:

- 180-point Masters degree;
 - structured with stacked qualifications (60-point PG Certificate; 120-point PG Diploma; 180-point Masters) enabling students to:
 - commence study in any of these qualifications and progress to complete a 180-point Masters; and
 - exit the 180-point Masters with PGCert or PGDip as appropriate to points completed;
 - recognition of equivalent of 60 points at entry to the 180-point Masters for students who have completed an Honours qualification or a PG Cert where that qualification was awarded under this structure or recognition of prior learning.

Consider the scale and structure of all professionally-accredited and professionally-oriented sub-doctoral postgraduate programmes on a case-by-case basis to meet academic and accreditation requirements while adopting the CFT principles.

Note: This Recommendation does not require changes to Postgraduate Certificate or Postgraduate Diploma programmes specifically designed for working professionals.

Recommendation 14

Phase-out or convert existing general and creative practice sub-doctoral postgraduate programmes that differ from the proposed standard structure (including stand-alone 120-point Honours and 240-point Masters).

Recommendation 15

Introduce a new 120-point Masters of Research (MRes) degree consisting of a 120-point thesis for students who hold a Bachelors Honours qualification or equivalent and who meet appropriate admission requirements.

Note: This qualification would be available for enrolled students in any subject registered for doctoral study.

A student enrolled in the MRes who meets appropriate achievement requirements may apply to transfer to doctoral study after completing the equivalent of 60 points of the degree; the start date of the PhD would be backdated to the start of the MRes.

Recommendation 16:

Standardise the points value of all sub-doctoral postgraduate courses and research projects to multiples of 15 points.

Recommendation 17:

All Waipapa Taumata Rau | University of Auckland postgraduate programmes will require completion of:

- a zero-point te reo Māori pronunciation screening for all students who have not already completed it; and
- a zero-point postgraduate version of “Waipapa Taumata Rau” or equivalent in the first year of equivalent full-time enrolment for all students who have not already completed the undergraduate course.

Note: The intent is to ensure all postgraduate students have been introduced to relevant knowledges of place and Te Tiriti o Waitangi principles and accountabilities to enhance their study at Waipapa Taumata Rau | University of Auckland.

Recommendation 18:

All Waipapa Taumata Rau | University of Auckland postgraduate programmes will require completion of a zero-point Academic Integrity course and DELNA screening for all students who have not already completed them.

Recommendation 19:

Investigate and develop further opportunities for inter- and transdisciplinary master’s programmes.

Recommendation 20:

Faculties and programmes to investigate opportunities to develop:

- out-of-discipline study options (up to 30 points); and
- work- and/or community-integrated learning options.

Note: out-of-discipline study and work- and/or community-integrated learning options should be investigated for professionally-accredited and professionally-oriented programmes with attention to how options could be provided whilst meeting academic and professional requirements.

4.4 Pathways Recommendations

Transformation of curriculum structure brings with it an opportunity to design clear and consistent pathways in and out of study that will support the priorities and strategic initiatives named in *Taumata Teitei*. The clear commitment to accessible, equitable and lifelong learning opportunities is of particular importance in *Taumata Teitei*. This commitment gives emphasis to pathways into tertiary study, within individual programmes, pathways through qualifications of increasing academic and professional seniority, qualifications with increasing opportunities for research and through to higher degrees. The Recommendations support a review of admission requirements for all levels of qualification and the provision of bridging programmes for students to assist some to meet those requirements. It also requires that students are clearly supported to meet the demands of those escalating levels of study

including responsiveness to changing life stages that might impact on some students' capability to undertake successive years of full-time enrolment. Greater clarity and consistency of standard pathways are desirable not only for students who embark on their studies at Waipapa Taumata Rau | University of Auckland but are also helpful for graduates of and students looking to transfer from other institutions.

An important allied piece of work with these Recommendations is the support paper to the CF Consultation Paper concerning Transitions. The Transitions work is being engaged on and will be presented for consultation in Phase Two of CF Consultation. The Transitions work will build on programmes that already support students early in their tertiary study experience such as Tōia ki Waipapa, Unibound and Summer Start, the Foundation Tertiary Certificate and specific faculty-centred examples. It is helpful to register that work here because it will speak to scaffolded support at critical junctures in a student's study progression from pre-matriculation, through undergraduate study, to postgraduate study and through to doctoral enrolment.

Recommendation 21:

The standard pathways from undergraduate to doctoral study (where admission requirements are met) for students of Waipapa Taumata Rau | University of Auckland will be:

- 360-point Bachelors degree » 180-point Masters degree » Doctoral degree;
- 480-point Bachelors Honours degree » Doctoral degree;
- 480-point Bachelors Honours degree » 120-point Masters of Research degree » Doctoral degree;
- 480-point Bachelors Honours degree » 180-point Masters degree (with recognition equivalent to 60 points) » Doctoral degree;
- Conjoint (two 360-point Bachelors degrees) » 180-point Masters degree » Doctoral degree;
- Conjoint (one 360-point Bachelors and 480-point Bachelors Honours degrees) » 180-point Masters (if the discipline of study is from the 360-point Bachelors degree) » Doctoral degree;
- Conjoint (combining 360-point and 480-point Bachelors Honours degrees) » Doctoral degree (if the discipline of study is from the 480-point Bachelors Honours degree);
- Conjoint (combining 360-point and 480-point Bachelors Honours degrees) » 120-point Masters of Research degree (if the discipline of study is from the 480-point Bachelors Honours degree) » Doctoral degree;
- Conjoint (combining 360-point and 480-point Bachelors Honours degrees) » 180-point Masters degree (with recognition equivalent to 60 points if the discipline of study is from the 480-point Bachelor Honours degree) » Doctoral degree;
- Conjoint (two 480-point Bachelors Honours degrees) » Doctoral degree;
- Conjoint (two 480-point Bachelors Honours degrees) » 120-point Masters of Research degree » Doctoral degree;
- Conjoint (two 480-point Bachelors Honours degrees) » 180-point Masters degree (with recognition equivalent to 60 points) » Doctoral degree.

Specifically, within sub-doctoral postgraduate study pathways:

- Students who enrol in a PG Cert may have the opportunity to transfer to either a PGDip or 180-point Masters if appropriate achievement is attained;
- Students who enrol in a PGDip may have the opportunity to transfer to a 180-point Masters if appropriate achievement is attained;

- Students who have completed a PGCert within this structure may, for a period of time as appropriate to the programme of study and if appropriate achievement is attained, return after a period away from study to a PGDip or 180-point Master's (with reassignment or 60 points credit transfer).

[A diagram of these pathways is presented in Appendix B.]

Recommendation 22:

Review admissions criteria and/or policy and processes for undergraduate and sub-doctoral postgraduate degrees for opportunities to recognise a wider range of skills and capabilities of applicants and to increase opportunities for postgraduate study:

- Undergraduate review to include consideration of:
 - broadening admission criteria beyond simple grade ranking;
 - additional eligibility criteria to UTAS eligibility criteria to enhance diversity;
 - the role of transition and the attainment of foundational skills to support student success.
- Postgraduate review to include consideration of:
 - GPA requirements for admission (inclusive of achievement level and qualifying courses);
 - equivalent professional experience as more widely applicable criterion;
 - allied provision of transition support;
 - allied progression achievement requirement at the end of the first 60 points with potential exit and award of PGCert.

Recommendation 23:

Provide further bridging opportunities for students who otherwise may not qualify for admission into postgraduate and doctoral study (including students achieving below admission GPA requirements, non-cognate applicants, and some international students).

Note: Bridging opportunities should relate to both general skills and programme-specific skills. A specific example to support students into doctoral study could be the introduction of a new Postgraduate Certificate (Doctoral Bridging Programme).

Recommendation 24:

Review completion time requirements to:

- make part-time study available in programmes where this meets professional placement requirements; and
- to increase duration available for suspension of study.

5 Phased implementation

Following consultation and subsequent approval of the supported Recommendations for Curriculum Structure (ultimately by University Council on 18 August) a phased implementation approach will need to be undertaken that ensures optimal prioritising, pacing, and layering to ensure successful sustainable change.

It is recognised that significant investment is required to deliver on many of the Recommendations, particularly those changes that may have a high level of dependency on our infrastructure and staffing capability and capacity. For example, we note that Recommendations 4 ("Waipapa Taumata Rau" course) and 6 (transdisciplinary requirement) will require time to develop and grow these courses and

teaching and research options before being able to deliver at scale to all UG students as a mandatory requirement within the programme.

The CF work is concurrent with several other supporting strategic initiatives currently underway at Waipapa Taumata Rau | University of Auckland that will need to be considered in implementation phasing including: within the People and Culture portfolio initiatives involving workforce, capability, and culture; Research and Innovation initiatives including the establishment of University Research Centres (URCs); and the Enabling Environment initiatives including Student Services Function Review (SSFR) and the Digital Strategy; as well as other supporting initiatives within the Education Strategy, such as the Learning and Teaching support for staff initiative.

It is also recognised that existing programmes of study will be impacted in different ways and to varying degrees by these Recommendations. Some of the Recommendations to degree structure may require CUAP approval and have specific aspects to consider as we transition from current to redesigned programmes. Faculty Leads will be working closely with their Faculty teams to identify the impact of the Recommendations on each programme to help inform the implementation phasing.

All these factors will be considered in any overall implementation phasing resulting from consultation and subsequent approval of the Recommendations for Curriculum Structure.

Appendix A: Early assessment of international curriculum models

1. High level assessment of degree structure options – representing a point-in-time assessment as at 29 Oct 2021

	Summary	Context at Waipapa Taumata Rau	Benefits	Risks
Reduced number of UG Degrees and clear disciplinary specialization at PG – Refer, for example, University of Melbourne, University of Western Australia, 2-Year model UK as potential professional masters	<ul style="list-style-type: none"> • Would be challenging to implement given range of provision between discursive and professional degrees at UG • Not widely supported as overarching replacement model • Highly variable risk assessment from Faculties • Value in PG but as parallel or supplement to existing programme structure 	<ul style="list-style-type: none"> • Current provision of 26 UG qualifications. • Many of these are specialist and/or professionally accredited programs. • Some specific consideration of more to shared UG qualification already underway (e.g. FMHS) • In other instances, response to market has been to increased number of specific, named UG qualifications (e.g. Bachelor of Communications) • PG provision in parallel to UG qualification already under consideration (e.g. ME(Prof), JD) in addition to existing (e.g. MUrbPlan) 	<ul style="list-style-type: none"> • May improve clarity and simplicity of pathway at UG, if there are clear and navigable pathways within the programme • Would help achieve breadth if UG programmes resulted in expanded subject areas • Builds capacity for transdisciplinarity for some programmes • Would represent distinctiveness of offer as compared nationally 	<ul style="list-style-type: none"> • Concern that might drive more selective entry to UG; • Likely significant shift in cohort experience • May impact on numbers in UG courses (notably Y1) and this may present challenges to achieve student belonging and may impact wellbeing; • Likely impact on students identification with programme (noting level of identification with subject specialist degrees); • Loss of distinctive first-year experience at UG; • Concern that subject specialist scaffolding compromised; • Unclear that it will result in greater clarity for students within UG programmes, may be more complex if less specialised • Need to ensure alignment with international market requirements • Need to ensure alignment with targeted admission schemes
3+2+3 structural model – Refer, for example, Bologna model (including, Melbourne and variants at Monash University, University of Sydney and WA)	<ul style="list-style-type: none"> • General agreement that alignment with model and room for flexibility as to the structure is beneficial (noting specific variant of the 18 Masters); • Current strong alignment with professional stakeholders on what is seen as acceptable Bologna-variant provision; • Model understood by domestic market and in key international markets 	<ul style="list-style-type: none"> • Tertiary frameworks are aligned to Bologna (e.g. NZQF, CUAP, AQA) • While current provision does not align strictly with Bologna model in terms of distribution of programme length, variables are within accepted parameters; • Honours provision is potentially anomalous and it noted as varying to considerable degree at Waipapa Taumata Rau • General move to 180-point masters in new offers in non-accredited PG suggests an overall reduction from 5 year to masters to 4.5 in a number of 	<ul style="list-style-type: none"> • Flexibility within the fundamental parameter of UG/PG (5 years) seen as advantageous; • Flexibility seen as affording specific benefit to recruitment and progression of Māori and Pacific students • Flexibility within different component parts (UG and PG) seen as highly advantageous • Current flexibility at sub-doctoral PG seen as advantageous in addressing the different strengths of students and enabling wider participation in PG study 	<ul style="list-style-type: none"> • Flexibility may also result in a lack of consistent structural clarity (notably in Honours and sub-doctoral PG) • May be difficult to fulfill all hallmark provision within a 3-year degree envelope – does this inhibit the uniqueness of the Waipapa Taumata Rau student experience? • Need to ensure alignment with student loans and allowance provision so not a worse position for students if move to 3-year UG

		<p>programmes (compromising strict adherence)</p> <ul style="list-style-type: none"> • Simplification of UG programme offer is in line with this model 		
<p>Combined or double degrees or double majors as distinct from conjoins – Refer, for example, Nanyang Technical University, Monash, Sydney, WA</p>	<ul style="list-style-type: none"> • Double degrees not widely supported, seen as being longer and requiring higher administration than conjoint degrees for little advantage; • Conversely, conjoins regarded as helpful, widely understood by students and conforming to CUAP guidelines; • Double-majors largely supported (including inter-faculty majors) 	<ul style="list-style-type: none"> • Targeted expansion of conjoint degree offer at Waipapa Taumata Rau; • In addition, increase of student enrolment in conjoint degrees suggesting both serving need and satisfaction; • Some differentiation and complexity in construction of conjoint degrees and their duration; • Double majors currently required in BA and high levels of enrolment in BCom and BSc – reflecting wide interest in discursive degrees Conjoint degrees are particular to the context in Aotearoa 	<ul style="list-style-type: none"> • Double majors advantageous to hallmarks, notably breadth but also provide clear opportunities for inter-faculty majors, engagement in broad-based research and learning initiatives as well as providing opportunities for transdisciplinary readiness; • Opportunity to increase areas of specialisation within degrees; • Applicability of above to double degrees plausible also but would be reliant on details of regulatory implementation; • Potential for growth in market if aligned to hallmarks; • Double degrees add clarity to the scaffolding of core learning in constituent degrees; • Double degrees more plausibly implemented if a measurable impact on graduate employability and income (offsets increase of cost and time) 	<ul style="list-style-type: none"> • Problem for conjoint degrees as is particular to the Aotearoa context; • Conjoint unusual model for international students from Asia, in particular, which may confuse professional attainment focus; noted as a key market; • Flexibility of conjoint degree options potentially confusing; • CUAP definitions lead to conclusion that double degree would cost more and take longer than conjoint -therefore disincentivize enrolments; • Clarity of double degree potentially limited to faculties with like or broadly similar degree structures (e.g. Arts/Science) • Some students not able to balance demands of double major study; • Some concern regarding student overload in double degrees as potentially more acute than in conjoint degree study; • Only double major appears to fit transdisciplinary or “wicked problem” study opportunities currently
<p>Strong interdisciplinary core programme – Refer, for example, Nanyang (refer, also, Georgia Tech and MIT as discussed in Transdisciplinary Specialist Group)</p>	<ul style="list-style-type: none"> • Concern over interdisciplinary care as a compulsory element; • NTU an awkward fit for Waipapa Taumata Rau given fields of offer and conditions of Singaporean education system (germane to the compulsory aspect; not so to optional provision) • Support for element as optional (whether within curricula, co- or extra-curricular) 	<ul style="list-style-type: none"> • Good opportunity to develop within research centres – extend activity and facilities already active (e.g. CIE and Ignite); • Positive alignment as additional opportunity to build on current teaching (e.g. SciGen, Sustainability, Design) • Not easily applicable (including as option) for professional programmes 	<ul style="list-style-type: none"> • Opportunities to extend student learning and experience; <p>Offer more opportunities for cohort building – particularly if arise out of shared, project-related experience (e.g. VIP or “wicked problem” groups);</p>	<ul style="list-style-type: none"> • If compulsory, then diminished student choice; • As addition to an existing duration of study it would likely thin disciplinary depth; • The other response would be to extend duration and this creates challenges for equity and access; • Marked problem of the model is applied to professional qualifications; • Some concern over cohort identity in existing programme/subject area

<p>Research-based inquiry as core principle and through-line to programmes – Refer, for example, University College London, CalTech</p>	<ul style="list-style-type: none"> • Unclear as to how this differs from current opportunities to advance research experience or capabilities; • Logistics at Waipapa Taumata Rau very different CalTech, for example, so question of applicability of capacity of fit 	<ul style="list-style-type: none"> • Question of relationship with mātauranga Māori pathways and the independence of those parallel areas of study • Expanding inclusion of capstone in final year of UG degrees; • Growth in market for professional and non-research-track PG qualifications (with increased differentiation of research and coursework PG); • Alignment in principle with community-engaged research and engagement as suggested in Taumata Teitei – but noting the demands and responsibilities for this to be mutually beneficial 	<ul style="list-style-type: none"> • Engages students in research activities early on and help develop those capabilities; • Extension of research as a transferable skill; • Clear relation to scaffolding learning to PG research and PhD • Opportunities for greater range of educational and other student experiences (see above and link of research and inter- transdisciplinarity in the VIP, for example) • Catalysing capacity of a research culture – and potential to leverage research institutes, for example 	<ul style="list-style-type: none"> • Poor fit for non-research professional degrees
<p>4+4 model including integrated honours at UG – Refer, presentation to CFT Leads by AP Caroline Daley, Nanyang as variant, WA (high-achiever integrated offer)</p>	<ul style="list-style-type: none"> • Shared concerns regarding access and equity as presented to intending students by standardized four-year UG qualification; • In addition, concern over admissions, notably for competitive entry programmes • Shared concern over adequate preparedness for PhD study • Benefits of an integrated honours are to some extent dependent on the model adopted (ie level of attainment and/or additional component) • Overall more risk seen in the UG component than the Doctoral 	<ul style="list-style-type: none"> • Currently mixed applicability to current UG study (mix of 3- and 4-year qualifications and variance of honours); • Rare for students to go direct to PhD from Honours study – some concern about preparedness and capacity to achieve 	<ul style="list-style-type: none"> • Distinctive experience that provides a clear pathway to PG and showcases research excellence • Addresses complexity in masters space • distinctive PhD programme that would produce world-class research and well-prepared graduates • Would require the development of research skills and realisation of research projects for all students • Allows for greater inclusion of breadth hallmarks; • Expands opportunities for curricula and co-curricula projects over time; • The first 60 points of doctoral study helpful to the realisation of shared suite of skills by all candidates (less reliant on individual supervisors on a 1:1 basis); 	<ul style="list-style-type: none"> • Concern structure would exacerbate equity challenges in recruitment, retention and completion; • Concern that there should be a 3-year exit for students, and this could create a sense of failure • Possible stakeholder resistance (e.g. professional bodies) • Possible loss of competitive advantage with shorter programs • What are the implications for existing Masters research courses (these attracting good numbers as exit qualifications including international enrolments)? • Decline in enrolment in Honours in some areas where students are preferring professional PG; • Would the first 60-points aspect result in fewer admission points (e.g., aligned to semester) and would there be a negative impact of this? • Some concern over funding at PhD and the current duration of support and/or research contracting models;

2. Summary of status of elements of international models – representing a point-in-time assessment as at 29 Oct 2021

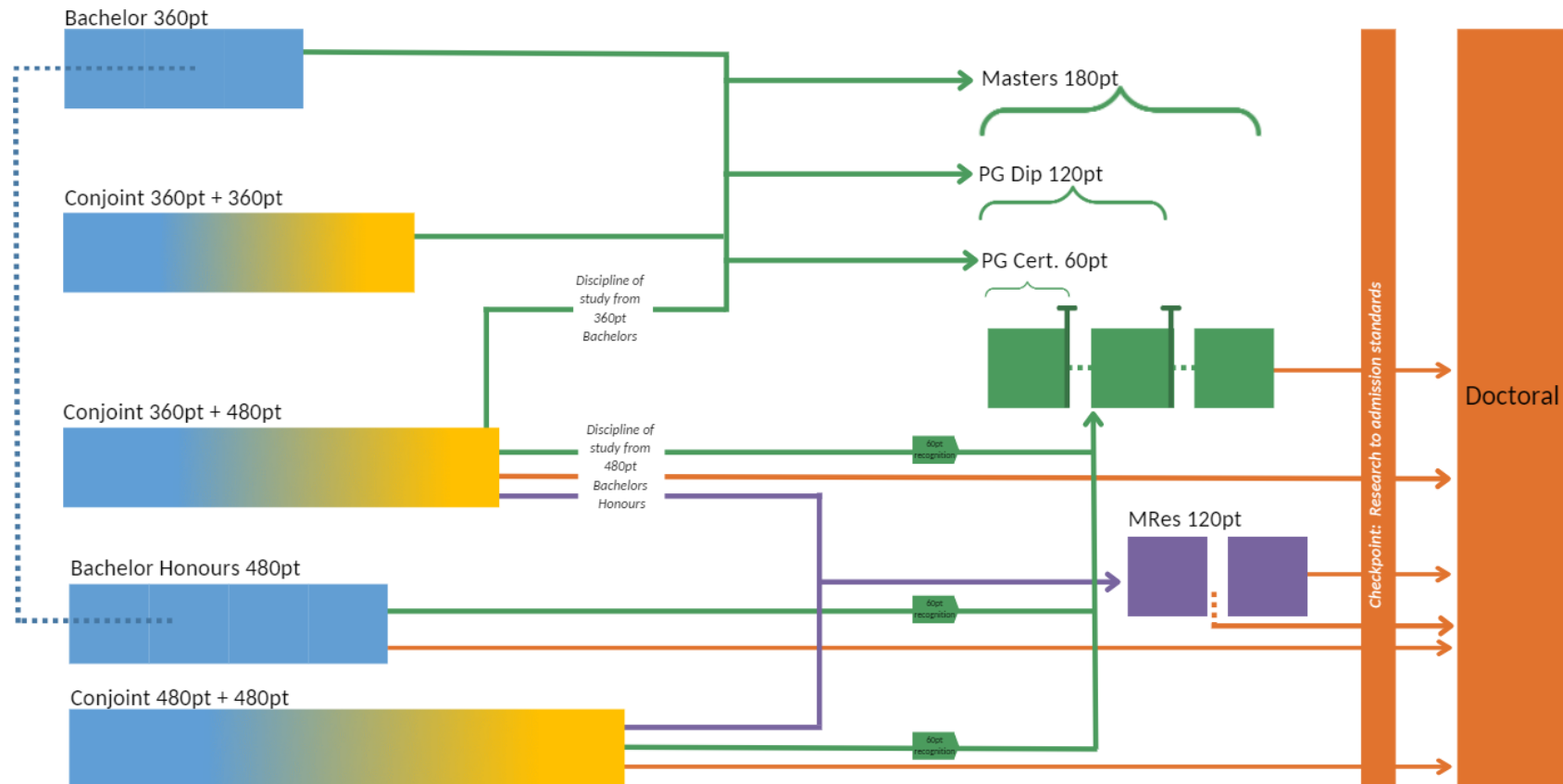
The following aspects from the international models analysis (add in link) were considered, some discounted and others are still under consideration

Structure Element	Status	Notes	Alignment to current structure
UWA - Integrated honours degrees for high achievers	In consideration	Waipapa Taumata Rau has a very wide-ranging approach to honours	Some alignment with specific programmes
Melbourne - Bologna model (3 + 2 + 3) Nanyang	In consideration	Very proximate (with variations) to current position and aligned to G8 in this respect	Broad alignment
Melbourne and UWA significant reduction in UG degrees	In consideration	Many of the 26 UG qualifications are professionally accredited so reflect the demands of those relationships; nevertheless, trend has been to more named qualifications as response to market drivers (e.g., Communications)	Mixed- broad degrees with multiple specialisation opportunities compared subject specific degrees
Sydney - combined degrees rather than conjoins	In consideration	Considered within breadth beyond disciplinary study recommendations	Not aligned
UCL - Emphasis on throughline of research built into degrees	In consideration	Being considered in relation to Research-led teaching work (connected to structure and learning and teaching work streams)	Some alignment (research skills, capstones)
Sydney - Encourages 4-year UG degree as the standard	In consideration	Some similarity to existing programmes.	Some alignment with professional programmes
Durham - Compulsory 20-40 credits of capstone modules Optional year working abroad or in the UK minimum 40 weeks (1 or up to 3 smaller placements)	In consideration	The value of this element is in capstones and related research project outcomes and to potential equivalence with WIL opportunities	Little alignment – capstones predominantly 15 or 45 point
Melbourne - Disciplinary specialisation at PG	In consideration	This matter arises in this form in partner with limited number of UG degrees	Strong alignment but note this matter arises in partner with limited number of UG degrees
UWA - Emphasis on maximising degree breadth/depth/ height that can be achieved in 4 years	Aspects	Considered within breadth beyond disciplinary study recommendations	Little alignment – though is possible in some four-year programmes
Durham - Single or Joint Honours (Note: Honours is UG)	Aspects	Within consideration of 4 + 4 model	Single only
Victoria - modularised programmes	Aspects	Some aspects have value in PG professional degree and to enable non degree	No strong alignment

Monash - Allows students to delay their choice of major & explore new subjects, or to begin their specialisation from day one	Aspects	Similar to existing situation and to be considered in pathways	Aligned
Monash - Focus on flexible double bachelor's degrees	Aspects	Aspects considered within conjoint / double major and cross faculty major	Aligned
Caltech - 4 avenues for UG research (senior thesis; summer UG research fellowships; research courses for academic credit; research for pay under a faculty member grant)	Aspects	Summer scholarships and some research courses in programmes but note significant disparity between Waipapa Taumata Rau and PG Research School such as Caltech	Instances of alignment through summer scholarships, for example.
Victoria - Students focus on one unit (subject) at a time over four weeks as opposed to four units at once over a 16-week semester	Aspects	Parked with respect to the UG programmes but with modification to the timeframes could be adapted to PG Taught (e.g., quarters)	No alignment
Victoria - block models	Aspects	Variant that may be suitable for specific cohorts of students and within certain courses	No strong alignment though instances of block teaching
Nanyang - 4-year Bachelors + 1-yr Masters + 3-yr PhD	Aspects	Variant that is considered within 4 + 4 and 3 + 2 + 3 (3 + 1.5 + 3) models	Partial alignment with some programmes
Durham - Students can create a bespoke degree suited to their individual interests, strengths & career plans	Aspects	In-principle support for student-centred degree planning, question is of the level of "bespoke" and relationship to bets academic advice for students	No alignment in the specifics of the model
Melbourne - Professional disciplines (Law, Medicine, Engineering) moved to masters by coursework.	Aspects	Noting these professional qualifications are all specifically now PG at Melbourne; Waipapa Taumata Rau has more dual approach whereby PG Professional quals meet the same accreditation needs as UG but can rely on certain skills being acquired in other disciplines; the disparity is with respect to the overall pathway structure to PG; concern is that it extends time required for professional qualifications, attendant equity concerns and negative market impact	Limited alignment but reflects potential growth in programmes run in parallel to UG – e.g., Urban Planning and prospective degrees in Engineering, Law and in FMHS aligned to current review of UG programme; some areas of specific professional advancement though generally follow on from subject-specific UG
Nanyang - High level of investment in new interdisciplinary collaborative core (ICC) as distinctive feature. The ICC is designed to enable students to make connections across disciplines and develop interdisciplinary knowledge and skills	Parked	There is potential connection with breadth, but this programme mandates the core; delivered at a University with more fewer areas of academic enquiry; builds on very specific secondary education model	No alignment

Nanyang - Bachelor with integrated second majors - cross-school programmes focussed on in-demand interdisciplinary combinations: e.g., psychology with a second major in biological sciences.	Parked	Requires specialisation at outset - risk pathways and progression and choice for students. Not appropriate in NZ context with limited exposure to specialisation at school level.	No alignment
UK - 2-year version of 3-year degrees	Parked	Accelerated learning of this order has raised concerns for student wellbeing in the past and programmes discontinued; a potential problem of fit with those universities that offer insofar as some are singularly professional training institutions (University of Law, London) or are predominantly lecture-based: i.e., limited laboratory, workshop or studio offerings (Buckingham)	No alignment
UK - An optional work placement (sandwich) year	Parked	Concerns over size of community/industry/sector to offer this extensively as well as administrative and safety/compliance work; not viewed as the same as WIL opportunities (refer WIL paper (forthcoming))	No alignment
Melbourne - Liberal arts study education at UG	Parked	No clear alignment to Taumata Teitei priorities	No alignment

Appendix B: Diagram of recommended standard pathways from undergraduate to doctoral study



Notes:

- * Students with qualifications from other New Zealand or International Universities will need seek approval for admission based on equivalency of qualification.
- * The diagram does not show other qualifications for working professionals.