

The University of Waikato Curriculum Design Framework

- The University of Waikato Graduate Attributes
- The University of Waikato Curriculum Design Principles
- The University of Waikato Degree Architecture

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University of Waikato Curriculum Design Framework

Introduction

The University of Waikato Strategy 2014-2017 signalled an intention to undertake a curriculum renewal process to ensure programmes and qualifications meet the objectives of the Strategy. The University recognised that there were some areas where it was already very well-placed and continuing the value of these areas was vital. As Alcorn (2014) explains:

Waikato University has always prided itself on being different and innovative. Some of this innovation might better be described as improvisation born of necessity, but most major developments were based on deeply felt principles: equity and access; the needs of the region, the integration and applicability of knowledge. These goals were established early and still drive the university's vision (p.287-88).¹

At the same time, the current Strategy acknowledges there is a need to do some things very differently. To ensure the University is providing the best education for all its students, an education that prepares them for their working lives, to participate fully in their communities and for lifelong learning, new approaches to both content and delivery of curricula needed to be explored. Consistent with the University's historical commitment to innovation, this new approach will include consideration of the way technologies can be used to enhance teaching and learning.

The University of Waikato decided to use the Curriculum Enhancement Programme (CEP) as a means to devise and implement its approaches to meeting the learning needs and professional aspirations of its current and future students. The major objective of the CEP is to develop and deliver coherently structured curricula that are more relevant to existing student, employment and societal needs and is flexible enough to respond quickly and appropriately to changing needs.

While the objective is to devise curricula that will deliver a high quality, distinctive learning, and overall educational, experience for students, revised curricula must be designed in such a way that implementation is manageable for teaching staff, and at the same time allow for an increase in the allocation of resources for research, including the capacity to seek external funding, and for increased investment in workforce capability.

A major aspect of the CEP thus far has been a rethinking of the structure of our undergraduate qualifications. To this end, a Curriculum Design Framework was proposed and feedback has been sought from staff and students on the content, structure and requirements outlined in the three constitutive parts of the Framework:

1. The Curriculum Design Principles
2. The overarching University of Waikato Graduate Attributes
3. The University of Waikato Degree Architecture.

The Curriculum Design Framework has been revised in light of the feedback received through the submission process and decisions made by the CEP Leadership Group.

¹ Alcorn, N. (2014). *Ko Te Tangata: A history of the University of Waikato, the first fifty years*. Wellington: Steele Roberts.

The University of Waikato Curriculum Design Principles

The Curriculum Design Principles (CDP) provide a conceptual scaffold for the provision of relevant curricula and a world-class university experience. It provides a framework that will ensure all students have the opportunity to acquire the overarching graduate attributes of a Waikato qualification.

The CDP treats curricula as research-informed, dynamic and responsive to changing student professional and societal needs. It is student-centred and oriented towards their future needs; what they need to know and be able to do to be successful in their chosen areas and to participate effectively in their communities both locally and globally.

The CDP also takes into account the future of the institution itself, aiming to ensure its systems and processes are designed to offer the best possible facilitation of and support for the provision of quality learning experiences for students. This includes employing technologies in ways that are demonstrated to support learning, and the systematic review and update of content and delivery.

Curriculum Development

Value Proposition	Actions
<p>The University offers and delivers a curriculum that is: future-oriented, research-led, socially and culturally responsive, with an embedded global perspective, dynamic and responsive to changing student and societal needs, and adequately prepares students for their working lives, to participate fully in their communities both locally and globally, and to become lifelong learners.</p>	<p>Papers within a programme enable the progressive acquisition of knowledge and contribute to the both the qualification and overarching University of Waikato graduate outcomes. Papers are research-led, responsive to students' learning needs, and future-oriented.</p> <p>All majors and the qualifications to which they contribute have a clearly identified purpose and a graduate profile that aligns with the University of Waikato's overarching graduate profile.</p> <p>All papers provide students with learning experiences designed to enable the development and demonstration of the agreed graduate attributes.</p> <p>Ongoing priority will be given to the development and introduction of study options that are distinctive to the University of Waikato.</p> <p>Although there is no intention to be prescriptive about the number of papers offered in any one programme, there is a need for the University to offer papers that have enrolment levels that are sustainable within the resources allocated.</p>

Teaching

Value Proposition	Actions
<p>The University provides and supports quality teaching, including flexible delivery modes that are responsive to student and societal needs.</p>	<p>Quality teaching is guided by current pedagogical knowledges. Student learning is fostered through the use of a variety of approaches, including purposeful employment of technologies, and the active engagement of students in the process of research inquiry in their discipline(s).</p> <p>There will be increased use of online learning environments, providing students with opportunities to access their papers online and/or adopting blended approaches to the teaching of curricula.</p> <p>The University will encourage and support staff to take up professional development opportunities so they keep abreast of and implement current and emerging pedagogies and assessment practices, and e-learning strategies.</p>

Students and their experiences

Value Proposition	Actions
<p>From pre-enrolment through programmes of study and into work or further study, The University of Waikato provides a world-class student experience for on campus and online students that is distinctive to the institution.</p>	<p>The University provides high quality student support services including: academic support, the Student Centre - Te Manawa, health services, financial advice and career guidance.</p> <p>Students' learning is facilitated by assessment tasks and feedback appropriate to the level of study and to the learning outcomes of the overall paper and programme.</p> <p>Student learning is supported by early assessment in all papers, but especially at 100 level as students transition to university, timely feedback, and ongoing support tailored to individual needs.</p>

Strengthening pathways to work and life-long learning

Value Proposition	Actions
<p>Waikato students are provided with clear and purposeful pathways from undergraduate to postgraduate studies – within the University and through joint national and international provision.</p>	<p>There are increased opportunities for students to participate in work-related learning as part of their undergraduate and postgraduate studies.</p> <p>Contributions to the University and the community are valued and recognised on a student’s official transcript as complementary to their academic achievement and part of their overall experience as Waikato students.</p> <p>There are clear pathways from undergraduate to postgraduate study.</p> <p>Support is provided to enable students to articulate, demonstrate and build on the capabilities developed through their studies.</p>

Workforce development: investing in and building talent

Value Proposition	Actions
<p>The University will nurture all staff, especially new and emerging academics, providing them with opportunities to develop their expertise in research, teaching and leadership. It will use best employment practices to attract, retain and support excellent staff. It will provide professional opportunities for leadership development and will implement effective succession planning.</p>	<p>The University’s portfolio of qualifications and papers is designed to ensure teaching allocations result in workloads that are equitable and fair for staff. Agreed loads are planned to enable academic staff to undertake effectively the essential components of their role – teaching, research and service, all of which are highly valued.</p> <p>As part of the University induction process, newly appointed staff are offered the opportunity to be assigned a mentor or colleague-in-support.</p>

University of Waikato Graduate Attributes

These overarching graduate attributes capture the qualities—the competencies—that the University community agrees all its graduates should develop as a result of successfully completing their university studies.

Through its qualifications and papers, the University aspires to provide opportunities for students not only to develop these competencies, but to be able and motivated to become active contributors to their field(s) of study, their workplace and the community at large. Through their University studies students will have opportunities to become open to experience, capable of leadership and innovation, and aware of the importance of sustainable practices, contributing to devising solutions and to decision making in local, regional, national and global contexts.

Concept	Rationale	Corresponding Graduate Attributes
<p>1. Application of discipline- (and profession-) specific knowledge</p>	<p>A central goal of undergraduate programmes is to enable students to acquire knowledge in one or more disciplines and for graduates to demonstrate a critical understanding of their specialist area(s). This includes being aware of the dynamic nature of knowledge and of the importance of keeping this disciplinary expertise current. Integral to a critical understanding is the ability to identify and ask the right questions and to use the concepts and methods of the discipline to pursue research-based solutions. Students are also being increasingly encouraged to recognise that interdisciplinarity – combining or crossing disciplines – can provide new ways of thinking about and understanding the world.</p>	<p>The ability to apply discipline-specific knowledge and concepts to professional practice and in everyday practical contexts.</p> <p>An appreciation of how discipline-specific knowledges intersect, creating new spaces of enquiry and new ways of understanding the world.</p> <p>(Where relevant) the ability to demonstrate professional competence and to meet the technical standards of their profession.</p>

<p>2. Application of critical thinking in systematic, innovative and creative ways</p>	<p>A further goal is to enable students to become capable of applying their discipline-specific knowledge both in scholarly and practical contexts. This involves acquiring, practising and refining skills of critical and analytical thinking: being able to integrate and synthesise knowledge and to evaluate it for its relevance and usefulness. This requires knowledge of current and emerging research methodologies and of digital technologies and their practical applications. It also includes developing the intellectual confidence to identify and (re)solve problems by: gathering the right information; making connections across fields of knowledge; coping with open ended questions and uncertainty; and applying knowledge to new and complex situations.</p>	<p>The ability to assemble, analyse, synthesise and evaluate information in systematic and creative ways, making connections across fields of knowledge, and identifying solutions to challenges in familiar and unfamiliar contexts.</p> <p>Knowledge of current and emerging research methodologies in particular disciplines, and the ability to apply these in systematic and innovative ways.</p> <p>The ability to engage effectively and critically with technology-enabled information, data and tools.</p>
<p>3. Effective communication and collaboration</p>	<p>A graduate should be capable of communicating clearly with others working within their disciplinary area(s) as well as to a non-specialist audience. This requires well-developed communication skills, including the ability to write to audience and to present properly structured evidence-based arguments.</p> <p>While working independently is a valued skill, the ability to work effectively within a team is also important. Employers seek employees who are adaptable and who can contribute expert knowledge and productive energy to their team. Many professional projects are team-based and thus require people with the ability to work constructively within diverse groups of people, contributing individual expertise while assisting the collective to achieve the team's goals.</p>	<p>The ability to communicate clearly in a variety of oral, written and digital formats to a variety of specialist and non-specialist audiences.</p> <p>The ability to contribute effectively to collaborative tasks and projects.</p> <p>The capacity for cross-cultural communication and for working constructively with diverse groups and individuals.</p>

<p>4. Competent in culturally diverse local and global contexts</p>	<p>Our graduates will find themselves competing in an international employment market with graduates who are multilingual and who have diverse cultural backgrounds and experiences. Graduates with limited experiences and understanding of cultures and languages other than their own may struggle to make meaningful contributions to the world of work and to society as a whole. In the workplace they will need the capacity to work productively in multicultural and/or multilingual teams. This requires developing confidence within multicultural settings in Aotearoa/ New Zealand and in broader, global contexts, respect for a diversity of cultural perspectives, and the ability to evaluate approaches and solutions that take account of different perspectives.</p>	<p>The ability to communicate effectively in culturally and linguistically diverse contexts.</p> <p>The ability to integrate Māori and indigenous perspectives in the contexts of disciplinary knowledges.</p> <p>The ability to grasp and apply disciplinary knowledges from within local and global perspectives.</p>
<p>5. Professional and personal integrity</p>	<p>An undergraduate education aims to develop independent, self-directed learners, able to engage in life-long learning and successfully navigate inevitable and unpredictable changes that will take place in their working and personal lives. An important aspect of this is an awareness and understanding of ethical issues that relate to their area of study and to academic endeavour more widely. Also important is the ability to determine criteria for the evaluation of their own and others' performance in relation to a task and to apply these responsibly.</p>	<p>The ability to demonstrate adherence to the ethical standards of the discipline and the profession (where relevant).</p> <p>The capacity for self-reflection and ongoing learning.</p> <p>The ability to apply knowledge and skills for the wider benefit of society locally, regionally, nationally and globally.</p>

University of Waikato Undergraduate Degrees: University-wide Requirements

Purpose

The papers and qualifications offered by the University will be designed to provide opportunities for students to develop the knowledge and skills identified in the University's overarching graduate attributes (above) and the graduate attributes of its qualifications and majors. Although students may already be acquiring these attributes via existing papers and qualifications, the process of rethinking curricula to ensure they are future-oriented and fit for purpose(s) provides a means to become confident that all of our qualifications provide all of our students with opportunities to acquire the knowledge, understanding and abilities identified as University of Waikato graduate attributes.

To ensure that opportunities for acquiring the abilities, knowledge and understanding that comprise the University's overarching graduate attributes are included in every student's programme of study, three elements have been identified that will need *either* to be explicitly integrated into papers *or* offered as stand-alone papers in order to meet a University-wide requirement that the three elements be included within all qualifications.

Element One: Disciplinary Foundations (100 level) Attributes 1, 2, 3, 5 (see table above)

Inclusion of this element is intended to ensure that students have opportunities to develop an understanding of the nature and place of their discipline(s) within the context of the broader area of their qualification and to provide opportunities for the successful acquisition of academic competencies and literacies.

Thus these papers will be at 100 level and will be designed to support students' successful transition into university study, while also providing them with the foundational concepts and methods required if they are to successfully complete their chosen qualification. These papers will include:

- Fundamental undergraduate-level academic skills (including, but not limited to: information gathering and analysis, communication in a variety of relevant formats, digital literacy, and collaborative work).
- An introduction to the nature of the discipline(s) and its fundamental concepts and methods.
- An introduction to academic integrity and to professional ethics.

Element Two: Cultural Perspectives (100, 200 or 300 level) Attributes 2, 3, 4

The components of this element are designed to ensure that students have the opportunity to become competent and confident in culturally and linguistically diverse contexts both locally and globally.

Students will experience and develop these capabilities in a context-dependent way. Opportunities to fulfil this requirement might include: purpose-developed papers; international student exchanges and study abroad; study tours, te reo Māori and tikanga papers; international language and culture papers, and/or the design and delivery of a paper in such a way that its content, tasks and assessments are properly aligned with the rationale and learning objectives that drive this requirement.

Element Three: Industry, Employer and Community Engagement (200 or 300 level) Attributes 1, 2, 3, 5

The inclusion of this element is intended to ensure students have the opportunity to apply their knowledge and skills in community-based and work settings, and that they are well prepared for their transition to future study and work.

Opportunities to fulfil this requirement might include: summer research scholarships, internships and work placement papers; community based work, for example, for voluntary agencies; papers built around a community-engagement project, and/or the design and delivery of a paper in such a way that its content, tasks and assessments are properly aligned with the rationale and learning objectives that drive this requirement.

Approach

As each Faculty redesigns its qualifications, majors and papers, decisions will be made about how they will enable their students to meet these three requirements and thereby develop the competencies that constitute the overarching graduate attributes.

Some qualifications and majors, such as those explicitly related to learning languages and to the study of culture in various disciplinary and interdisciplinary contexts, together with those that are accredited by professional bodies, already meet one or more of these needs.

Nevertheless, there is considerable scope for the development of new papers that provide students with learning opportunities related to these three areas. These developments could be both intra- and inter-faculty and could serve students from several different qualifications and disciplines. An inter-faculty approach would also serve the goals of increased interdisciplinarity and more real-world oriented learning tasks, and papers could be designed to enable problem-based teaching and learning.

While it is intended that decisions concerning curriculum content and delivery will be Faculty-driven, the CEP Leadership Group will oversee the approval of curriculum revisions, ensuring that they align with the Curriculum Design Framework.

University of Waikato Degree Architecture

The University of Waikato Degree Architecture provides a framework for the design and structure of papers and degrees. It lays out the ways in which programmes and their disciplines are included within qualifications and connect with each other, and maps the pathways between qualifications.

The degree architecture has been designed to provide a coherent and consistent approach to curriculum development across the University. It enables prospective and current students to easily identify degree requirements and to make purposeful selections of papers.

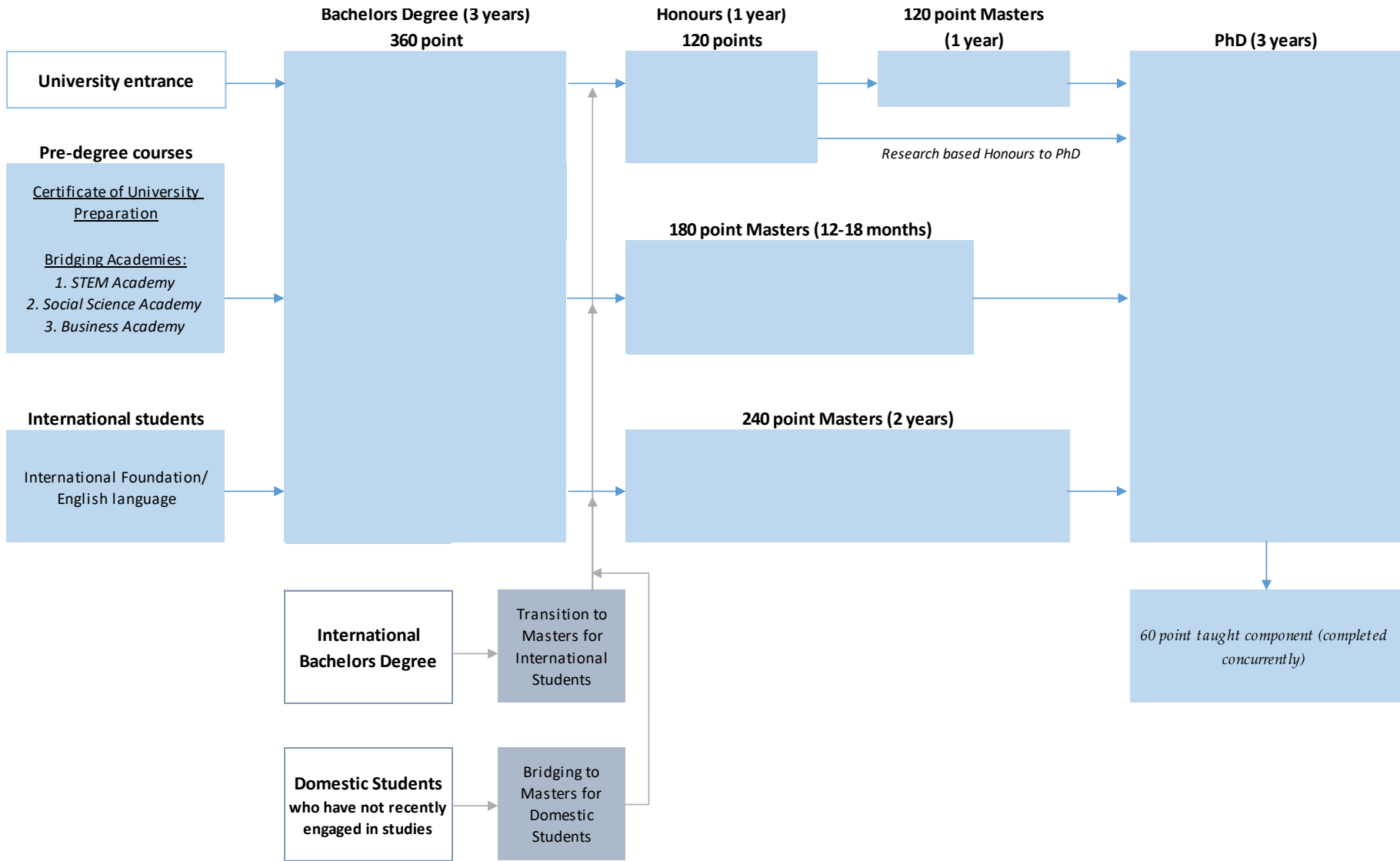
The development of the degree architecture has included an exploration of a range of options for undergraduate degree structures. Most other universities in Aotearoa New Zealand have moved to 15 point papers across all undergraduate levels of study. This enables us to benchmark our qualifications more effectively with other New Zealand universities and to align discipline-specific learning outcomes with those of other New Zealand programmes. It provides greater flexibility in the degrees for out-of-classroom experiences, such as internships and exchanges nationally and internationally. Further, it provides ease of transition for students transferring to our qualifications from other New Zealand universities. Moreover, a design was required that ensured papers within a student's programme demonstrate progression of knowledge acquisition, and that students have appropriate opportunities to develop and demonstrate the knowledge and skills that constitute the graduate attributes associated with their qualifications.

The rationale for this degree architecture structure is that it offers:

- a. coherent pathways that are relatively easy for students to navigate;
- b. greater flexibility for students while ensuring their choices are purposeful;
- c. a distinctive Waikato experience;
- d. the opportunity for internships, study abroad and other learning experiences that enhance students' programmes of study and contribute to the development of the knowledge, understanding and skills that constitute the graduate attributes; and
- e. alignment with other institutions in New Zealand and Australia (in terms of papers' points value) and greater ease for recognition of credit when transferring between institutions.

Figure 1 illustrates a framework for University of Waikato programmes and degrees, showing clear pathways from pre-degree and transition to university, through to postgraduate studies.

Figure 1: Degree architecture framework



Undergraduate Degrees

There are two broad types of University of Waikato Bachelors and Bachelors with Honours degrees: Comprehensive degrees and Professional degrees.

- Comprehensive degrees offer students the opportunity to develop a depth of expertise through a selected major(s), while expanding that knowledge within a broader context by completing a range of papers from within their chosen field of study, as well as electives from other fields.
- Professional degrees offer students the opportunity to undertake a professional qualification at undergraduate level. There are two types of professional degrees, those that are accredited by the relevant professional bodies (accredited) and those that are not (non-accredited). A single professional programme may offer a number of different specialisations within the field.

Comprehensive Degrees

Comprehensive undergraduate degrees offered at Waikato have a flexible structure that enables students to build a programme of study that suits their interests and career plans. Students enrol in a degree offered by a particular Faculty, but have the option to select from a wide range of papers in different subject areas from across the University to complement their major(s) and to extend their knowledge, understanding and skills.

The structure and design of comprehensive degrees reflect the Curriculum Design Principles and are designed to enable students to develop and demonstrate the overarching University of Waikato graduate attributes in addition to the graduate attributes associated with their majors and qualifications.

All comprehensive undergraduate degrees consist of 24 papers:

- a. A single major consists of nine papers – 135 points. (A double major consists of 16 papers – 120 points for each of the contributing majors).
- b. Seven papers will be specified as required for each degree. These will be selected by Faculties in the process of reconfiguring their qualifications, and will be intended to complement the majors for the degree and to place students' disciplinary knowledge in a broader, but related, context. The papers may be drawn from a single discipline or may be interdisciplinary. These seven papers include the compulsory University-wide requirements: Disciplinary Foundations; Cultural Perspectives; and Industry, Employer and Community Engagement. Faculties will have the option of delivering these as discrete papers or as modules embedded within a number of papers.
- c. The remaining eight papers provide students with the flexibility to structure their programme of study in a number of ways: by taking a double major (8 papers), adding a minor (4 papers) or taking a range of elective papers from different areas across the University curriculum.

Comprehensive Undergraduate Degree Structure – Single major

YEAR 1	YEAR 2	YEAR 3
MAJOR	MAJOR	MAJOR
MAJOR	MAJOR	MAJOR
DEGREE SPECIFIED PAPER	MAJOR	MAJOR
DEGREE SPECIFIED PAPER	DEGREE SPECIFIED PAPER	MAJOR
DEGREE SPECIFIED PAPER	CULTURAL PERSPECTIVES *	INDUSTRY, EMPLOYER & COMMUNITY ENGAGEMENT *
DISCIPLINARY FOUNDATIONS *	ELECTIVE	ELECTIVE
ELECTIVE	ELECTIVE	ELECTIVE
ELECTIVE	ELECTIVE	ELECTIVE

Comprehensive Undergraduate Degree Structure – Double major

YEAR 1	YEAR 2	YEAR 3
MAJOR 1	MAJOR 1	MAJOR 1
MAJOR 1	MAJOR 1	MAJOR 1
DEGREE SPECIFIED PAPER	MAJOR 1	MAJOR 1
DEGREE SPECIFIED PAPER	DEGREE SPECIFIED PAPER	DEGREE SPECIFIED PAPER
DEGREE SPECIFIED PAPER	CULTURAL PERSPECTIVES *	INDUSTRY, EMPLOYER & COMMUNITY ENGAGEMENT *
DISCIPLINARY FOUNDATIONS *	MAJOR 2	MAJOR 2
MAJOR 2	MAJOR 2	MAJOR 2
MAJOR 2	MAJOR 2	MAJOR 2

Notes:

* All undergraduate degrees must include the three University-wide requirements: Disciplinary Foundations; Cultural Perspectives; and Industry, Employer and Community Engagement. These elements could replace the paper requirements for the major.

Comprehensive Undergraduate Degree Requirements

1. The normal minimum period of enrolment for completion is three years.
2. Candidates must gain a minimum of 360 points at 100, 200, 300, and 400 levels, including at least 225 points above 100 level and 75 points above 200 level.
3. Candidates must complete the compulsory papers prescribed in the approved programme of study, including the three University-wide requirements that are included in all undergraduate degrees. These elements include: Disciplinary Foundations; Cultural Perspectives; and Industry, Employer and Community Engagement.
4. Candidates must complete the requirements of either a single major or double major.
5. To complete the requirements of a single major, candidates must gain 135 points in that major, including at least 105 points above 100 level and at least 60 points above 200 level. Candidates must also meet any specific requirements prescribed for the major.
6. Where a sound academic case has been made and approved by the Academic Board, the requirements for a single major may be varied for individual qualifications, to allow for at least 105 points above 100 level and at least 45 points above 200 level. This variation will form part of the individual qualification regulations.
7. Candidates may complete a double major in any subject offered as a major. To complete the requirements of a double major, candidates must gain 120 points in each of the respective majors, including at least 90 points above 100 level and at least 45 points above 200 level, including any papers prescribed as compulsory for the major(s).
8. Where a sound academic case has been made and approved by the Academic Board, the requirements for a double major may be varied for individual qualifications, to allow for at least 90 points above 100 level and at least 30 points above 200 level. This variation will form part of the individual qualification regulations.
9. Candidates taking a single major have the option of completing a minor by gaining 60 points in a single subject other than the major, including at least 30 points above 100 level, except if taking a double major.
10. Candidates may take up to 120 points from outside the field of the Degree.

Standard pathway to complete minimum points requirements for a degree

MAJOR – 135 points	100 level paper	200 level paper	300 level paper
	100 level paper	200 level paper	300 level paper
		200 level paper	300 level paper
			300 level paper
DEGREE SPECIFIED – 105 points	100 level paper	200 level paper	
	100 level paper	200 level paper	
	100 level paper	200 level paper	
	100 level paper		
ELECTIVES – 120 points	100 level paper	200 level paper	300 level paper
	100 level paper	200 level paper	
	100 level paper	200 level paper	
		200 level paper	

Honours Degrees

Principles:

- All four-year comprehensive degrees offered at Waikato are Honours degrees (4 year model).
- The option to add an honours year onto any three year comprehensive undergraduate degree will remain (3 + 1 year model).
- An honours year comprises 120 points with the normal period of enrolment being one year (two semesters) full-time study.

Comprehensive Honours Degree Structure (4 year model)

YEAR 1	YEAR 2	YEAR 3	YEAR 4
MAJOR	MAJOR	MAJOR	RESEARCH PAPER – 30 points
MAJOR	MAJOR	MAJOR	
DEGREE SPECIFIED PAPER	MAJOR	MAJOR	MAJOR – 30 points or 2x 15 points
DEGREE SPECIFIED PAPER	DEGREE SPECIFIED PAPER	MAJOR **	
DEGREE SPECIFIED PAPER	CULTURAL PERSPECTIVES *	INDUSTRY, EMPLOYER & COMMUNITY ENGAGEMENT *	MAJOR – 30 points or 2x 15 points
DISCIPLINARY FOUNDATIONS *	ELECTIVE / MAJOR 2	ELECTIVE / MAJOR 2	
ELECTIVE / MAJOR 2	ELECTIVE / MAJOR 2	ELECTIVE / MAJOR 2	ELECTIVE / RESEARCH PAPER – 30 points or 2x 15 points
ELECTIVE / MAJOR 2	ELECTIVE / MAJOR 2	ELECTIVE / MAJOR 2	

Notes:

* All four year honours degrees must include the three University-wide requirements: Disciplinary Foundations; Cultural Perspectives; and Industry, Employer and Community Engagement. These elements could replace the paper requirements for the major.

** Only required if the student is completing a single major.

Honours Degree Requirements (3 + 1 year model)

- The normal minimum period of enrolment for completion of the Degree is one year.
- Candidates must gain 120 points at level 500 or above.
- Candidates must gain at least 60 points in a subject listed as a major for the Degree, including any compulsory papers prescribed in the relevant subject area.
- Candidates must include at least 30 points in research.
- Candidates may take up to 30 points from outside the field of the Degree.
- The Degree may be awarded with:
 - First Class Honours, or
 - Second Class Honours (first division), or
 - Second Class Honours (second division), or
 - Third Class Honours.

Honours Degree Requirements (4 year model)

1. The normal minimum period of enrolment for completion of the Degree is four years.
2. Candidates must follow an approved programme of study and complete the requirements of a specified programme, as set out in the University of Waikato Calendar.
3. Candidates must gain at least 480 points at 100, 200, 300 and 500 level, with at least 345 points above level 100, 195 points above level 200 and 120 points at level 500.
4. Candidates must complete the requirements of either a single major or double major (as previously specified) and include at least 30 points of research at 500 level for a single major.
5. To complete the requirements of a specified programme, candidates must pass the papers prescribed for that programme in the relevant subject entry in the University of Waikato Calendar.
6. The Degree may be awarded with
 - a. First Class Honours, or
 - b. Second Class Honours (first division), or
 - c. Second Class Honours (second division), or
 - d. Third Class Honours.
7. If awarded, the level of honours will be determined on the basis of the candidates' grades in the papers in Year 3 and 4 of the programme.

Certificates and Diplomas Certificate

A certificate is equivalent to the first year of study of a bachelors degree. It is a way to gain an introductory qualification in a field of study or can be used as an exit pathway from a bachelors degree after successful completion of the first year of study. All Certificates, with the exception of the Certificate in STEM, will adopt the following structure:

Certificate Structure

Two semesters (1 years)							
100 level	100 level	100 level	100 level	100 level	100 level	100 level	100 level

Certificate Requirements

1. The normal minimum period of enrolment for completion of the Certificate is 1 year (two semesters or equivalent).
2. Candidates must gain 120 points at 100 level or above in the Certificate fields specified in the University of Waikato Calendar.
3. Candidates must gain at least 90 points in one field.
4. The Certificate awarded will be endorsed in the field in which at least 90 points are gained.

Note: A candidate who has successfully completed papers for this qualification may apply to have them transferred to an undergraduate degree, before the qualification is awarded.

Diploma

A diploma is equivalent to the second year of study of a bachelor's degree and provides an introductory qualification in a field of study that is slightly more comprehensive than a certificate programme. All Diplomas, with the exception of the named Diploma in Law, will adopt the following structure:

Diploma Structure

Two semesters (1 years)				
100 level	100 level	100 level		
200/300 level	200/300 level	200/300 level	200/300 level	200/300 level

Diploma Requirements

1. The normal minimum period of enrolment for completion of the Diploma is 1 year (two semesters or equivalent).
2. Candidates must gain 120 points at 100 level or above, including 75 points at 200 level or above, in the Diploma fields specified in the University of Waikato Calendar.
3. Candidates must gain at least 75 points in one field.
4. The Diploma awarded will be endorsed in the field in which at least 75 points are gained.

Graduate Certificate

Graduate certificates are intended to develop student's knowledge and skills in a subject area that is different from their first degree's major. A graduate certificate is a shorter version of a graduate diploma, is studied at undergraduate level, and can be completed in the equivalent of one semester of full-time study. All Graduate Certificates will adopt the following structure:

Graduate Certificate Structure

One semester (0.5 years)		
100/200 level		
300 level	300 level	300 level

Graduate Certificate Requirements

1. The normal minimum period of enrolment for completion of the Graduate Certificate is 0.5 year (one semester or equivalent).
2. Candidates must gain 60 points at 100 level or above, including at least 45 points at 300 level or above, in the Graduate Certificate subject.
3. Candidates must gain at least 45 points from one of the Graduate Certificate subjects specified in the University of Waikato Calendar.
4. The Graduate Certificate awarded will be endorsed in the subject in which at least 45 points are gained.

Graduate Diplomas

Graduate diplomas are intended to provide the equivalent of a major in a subject area that is different from a student's first degree major. A graduate diploma is a more in-depth version of a graduate certificate, is studied at undergraduate level, and can be completed in the equivalent of one year of full-time study. Studying a graduate diploma helps students develop knowledge and skills in their chosen subject area, enabling them to undertake a different career or further study. All Graduate Diplomas will adopt the following structure:

Graduate Diploma Structure

Year 1 (two semesters)				
100/200 level	200 level	200 level		
300 level	300 level	300 level	300 level	300 level

Graduate Diploma Requirements

1. The normal minimum period of enrolment for completion of the Graduate Diploma is one year (two semesters or equivalent).
2. Candidates must gain 120 points at 100 level or above, including at least 75 points at 300 level or above, in the Graduate Diploma subject.
3. Candidates must gain at least 90 points from one of the Graduate Diploma subjects specified in the University of Waikato Calendar.
4. The Graduate Diploma awarded will be endorsed in the subject in which at least 90 points are gained.

Conjoint Degrees

Students will continue to have the option of undertaking a conjoint or double degree. Upon completion, they receive two separate awards, one for each degree. The number of points required to complete each level of study in a conjoint or double degree programme is dependent on the degree combination chosen (540 points or more). The total number of papers required may be reduced due to special cross-crediting provisions. Both qualifications must be taken concurrently and conferred together in order to take advantage of these special provisions.

Professional Degrees

The University offers a number of degrees that equip students with the conceptual understanding, practical skills and techniques needed to apply their knowledge effectively in a professional context. These degrees will be referred to as 'Professional Degrees' and require students to complete a highly prescribed programme of papers, which may result in the degree taking more than three years to complete. There will be two types of professional degrees; accredited and non-accredited.

All professional degrees will normally be required to include the three University-wide elements.

Postgraduate Studies

Postgraduate study can be taught or research-based. A taught degree is a structured programme of study that consists of papers taught in lectures. Taught degrees are intended to develop knowledge or technique in a particular area of study. Research-based degrees offer opportunities for students to complete independent study and explore a research topic with the assistance of a supervisor.

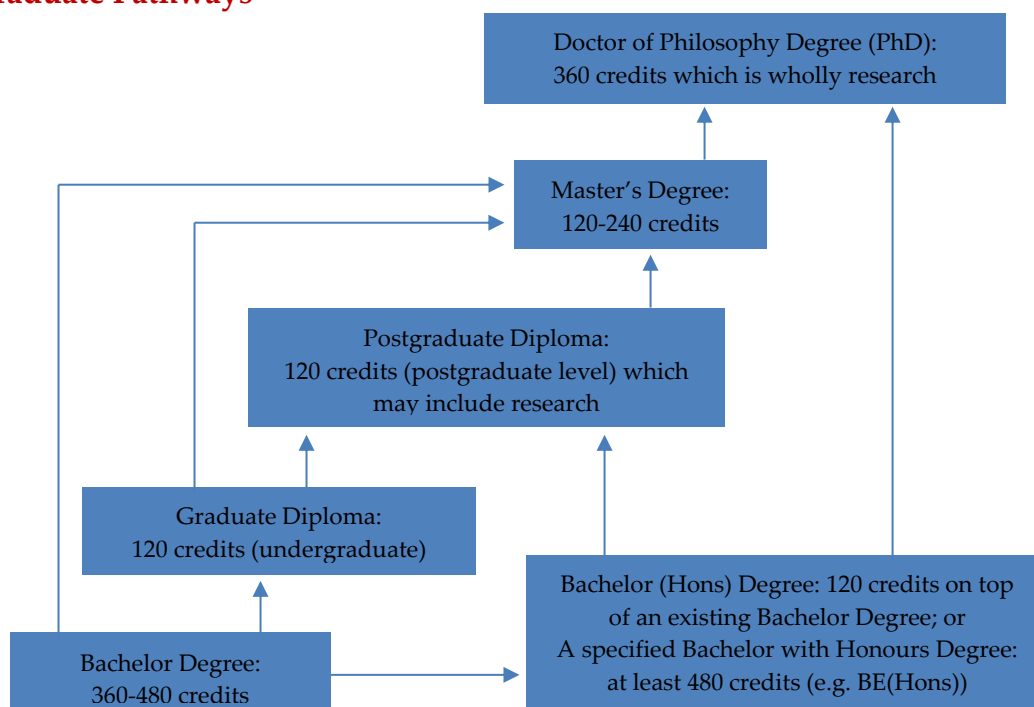
Postgraduate Degree Principles

The Curriculum Design Principles outlined on pages 4-6 are applicable to the development of postgraduate qualifications. These principles can be summarised as:

1. Curriculum that is future-oriented, research-led, socially and culturally responsive, and dynamic, preparing students for their working lives, to participate fully in their communities both locally and globally, and to become lifelong learners.
2. Flexible delivery modes that are responsive to student and societal needs.
3. A world-class student experience for on campus and online students that is distinctive to the institution.
4. Clear and purposeful pathways from undergraduate to postgraduate studies—within the University and through joint national and international provision.
5. Nurturing of new and emerging academics, providing them with opportunities to develop their expertise in research, teaching and leadership.

In addition, there is an expectation that postgraduate qualifications will follow a similar structural architecture to undergraduate degrees and be made up of taught papers and research components that are 15 points or multiples thereof. This will ensure consistency across the university and coherent pathways from undergraduate level to postgraduate level study. It will also allow for greater flexibility of our curriculum at postgraduate level to ensure easy navigation and development of interdisciplinary programmes of study.

Postgraduate Pathways



Postgraduate qualifications and definitions

Postgraduate Certificate

Postgraduate certificates (PGCerts) are designed to widen and deepen knowledge and skill at a postgraduate level through both taught courses and directed inquiry. They are both a pathway to other postgraduate study options and provide professional development options. Postgraduate certificates can typically be completed in six months full-time study or up to two years part-time study.

PGCert Requirements

1. The normal minimum period of enrolment for completion of the Postgraduate Certificate is 0.5 year (1 semester or equivalent).
2. Candidates must gain 60 points at 500 level or above in one of the Postgraduate Certificate subjects specified in the University of Waikato Calendar.
3. The Postgraduate Certificate awarded will be endorsed in the subject in which it is gained.
4. If a candidate fails a paper or papers (worth not more than 30 points in total), he or she may repeat the paper or papers or take an alternative paper or papers with the same total points on one occasion only. A candidate who fails a paper or papers worth more than 30 points in total will not be permitted to proceed with the Certificate.

Postgraduate Diploma

Postgraduate diplomas (PGDips) provide an alternative to Honours for graduates who wish to extend their knowledge and expertise in a subject area at postgraduate level but who do not necessarily want to direct their careers towards research. They are usually 120 points and take one year of full-time study or up to four years part-time study to complete. PGDips can also be a pathway into a Master's degree.

Some postgraduate diplomas are only available for post-experience students in particular and specialised professions.

PGDip Requirements

1. The normal minimum period of enrolment for completion of the Postgraduate Diploma is one year (two semesters or equivalent).
2. Candidates must gain 120 points at 500 level or above in one of the Postgraduate Diploma subjects specified in the University of Waikato Calendar.
3. The Postgraduate Diploma awarded will be endorsed in the subject in which at least 90 points are gained.
4. If a candidate fails a paper or papers (worth not more than 30 points in total), he or she may repeat the paper or papers or take an alternative paper or papers with the same total points on one occasion only. A candidate who fails a paper or papers worth more than 30 points in total will not be permitted to proceed with the Diploma.
5. The Postgraduate Diploma may be awarded with Distinction.

Masters Degrees

A Masters degree comprises postgraduate papers and can be a combination of taught papers and a research dissertation or thesis, providing an advanced level of learning in a chosen field. A Masters degree can be either in the same area as a student's undergraduate study, or in a new area of study (though not for all areas of study). The typical duration of study is equivalent to one or two years of full time study.

The University offers two different streams of postgraduate study at the level of Masters qualifications; Coursework and Research.

A Masters by Coursework involves a combination of coursework—attending online or face to face lectures and classes, completing assignments, and individual research. Some may be more coursework-focused and others more research-led.

A Masters by Research provides an opportunity for independent supervised study, free from the constraints of attending timetabled lectures and classes. Students work with a supervisor to present an original piece of research in the form of a thesis.

Masters Degrees are typically 240 points but can be achieved by completing fewer points if building on particular pathways as outlined below:

1. Building on an Bachelor Degree with Honours:
When a Masters Degree builds on a Bachelor Degree with Honours, it can be fewer than 240 points, but no less than 120 points. The remaining 120 points must be at 500 level as prescribed in the relevant subject entry in the University of Waikato Calendar.
2. Building on a three-year undergraduate Bachelor Degree:
Where a Masters Degree builds on a three year Bachelor Degree, it can be fewer than 240 points but no less than 180 points. The Masters Degree could include a 90-point thesis or greater, however, a 180 point Masters would normally be made up of taught components. No more than 60 points may be taken from outside of the field of the degree.
3. A 240 point Research Masters Degree.

The individual faculties are the administrative points of contact for candidates enrolled in Masters qualifications. Faculty staff provide support and advice to students through every stage of the process from enrolment to completion.

Higher degrees

A higher research degree requires a high level of scholarly acumen, independence and perseverance. Research is supervised by members of academic staff, but must be the candidate's original work that is presented as a written thesis that documents the research undertaken and its findings.

Doctoral research makes an original contribution to the field by empirical investigation, the formulation of theories or the innovative reinterpretation of known data and established ideas.

The University offers a variety of higher research degrees:

- **Supervised doctorate:** Doctor of Philosophy (PhD), Doctor of Musical Arts (DMA); Doctor of Education (EdD), and Doctor of Juridical Science (SJD);

- **The Master of Philosophy (MPhil);** and
- **Higher doctorates:** Doctor of Literature (DLit), Doctor of Science (DSc), Doctor of Laws (LLD).

The School of Graduate Research is the administrative point of contact for candidates enrolled in higher degrees. School of Graduate Research staff work alongside the faculty staff to support both the candidates and the supervisors through every stage of research from enrolment through to the examination and final submission of thesis.

Higher degree definitions

The Master of Philosophy (MPhil) involves a minimum of one year (full time equivalent study) of original research under supervision, culminating in a thesis. The MPhil thesis must demonstrate expertise in the methods of research and scholarship, display intellectual independence, make a substantial contribution to knowledge in a particular field, and contain publishable material.

The Doctor of Education (EdD) and Doctor of Juridical Science (SJD) are supervised professional research degrees designed for candidates with relevant professional experience. These degrees are a minimum of three years full-time study and require an initial year of coursework to be successfully completed prior to the development and submission of a supervised thesis.

The Doctor of Musical Arts (DMA) is a research degree in which the research component is divided equally between research-based performance and a supporting thesis. In addition to a thesis, the student will undertake supervised weekly performance sessions. The DMA will take a minimum of three years full-time study to complete and will include public performances. The final assessment will include the thesis (of up to 50,000 words) and a research-based 90-minute public recital.

The Doctor of Philosophy (PhD) is acquired through by the submission of a thesis and can be completed in a minimum of three years full-time study, though many students complete in four years. The PhD thesis will critically investigate an approved topic of substance and significance, and make a substantial and original contribution to knowledge.

Recognition of prior learning

Students may be fast-tracked to honours- or postgraduate-level study based on exceptional academic achievement or recognition of prior learning.

Students deemed to be high-achieving academically may be provided with an opportunity to fast-track the completion of their degree and be awarded an honours degree in three years. High-achieving students or other academically high-achieving students who have completed a research focused honours degree may also be provided an opportunity to proceed straight from an Honours degree to a PhD.

Candidates with extensive industry and professional experience may be considered for Masters or PhD study based on recognition of prior learning. This recognises the knowledge contribution and

experience gained within their chosen field of study and allows them to fast-track their degree on the basis of this experience and knowledge.

Staff are encouraged work with their Dean to identify and recognise current and future students who fit these profiles.

Glossary of terms

Academic points	Each paper has an academic point value which indicates the amount of credit that will be gained towards completing a programme if the paper is passed. For example, a three-year Bachelors degree typically requires a total of at least 360 academic points.
Assessed papers	Papers that include internal assessment and, if one is offered, an examination that a student must undertake in order to be awarded a formal grade and credit.
Assessment	Means the internal assessment (details of which are prescribed in the relevant paper outline) and, if one is offered, the examination that a student must undertake in order to be awarded a formal grade for the paper concerned.
Assessment component/Item	Anything that is assessed in a paper which measures a student's progress in their study e.g. an essay, a final examination, an attendance requirement.
Bachelors Degree	The qualification awarded to a person who has completed their first university degree. It is sometimes also called an undergraduate degree.
Certificate	Undergraduate certificates are for students who wish to gain an introductory qualification in a particular field of study. Students need to gain 120 points at 100 level (first year papers) or above to complete a certificate.
Concurrent study	The term used when a student chooses to study two qualifications in the same academic year.
Conjoint degrees	A conjoint degree allows candidates to qualify for two degrees. The most common conjoint programmes entail the completion of two undergraduate degrees. The number of points required to complete each level of study in a conjoint programme is dependent on the degree combination chosen. While students are bound by the regulations governing each degree, the total number of papers required may be reduced due to special cross-crediting arrangements. Both qualifications must be taken concurrently and conferred together in order to take advantage of these special cross-credit provisions.
Co-requisite	A co-requisite paper must be taken either prior to or concurrently with the paper for which the co-requisite paper is specified.
Core paper	A paper that must be passed as part of a particular qualification.
Credit points	Each paper has been given a point value. A full-time year of study equals 120 points. The total student learning hours required for a paper can be calculated at 10 times the point value of the paper, for example, a 15 point paper would require 150 hours of study.
Cross credit	Means credit towards one University of Waikato qualification for papers passed may go towards another University of Waikato qualification.
Degree	A programme of study that meets the requirements set down by the University and as approved by CUAP.
Degree-Specific paper	A paper that a student must take within the field of their degree in order to fulfil the requirements of that degree.
Delivery components	The teaching components of a paper, e.g. lecture, tutorial, laboratory, etc.

Diploma	Undergraduate diplomas are for students who wish to gain an introductory qualification in a particular field of study. Students need to gain 120 points at 100 level (first-year papers) or above, including 75 points at 200 level (second-year papers) or above to complete the diploma.
Elective papers	Non-compulsory papers chosen by students (with certain guidelines usually provided). Elective papers contribute to the qualification, but not to the major(s).
Equivalent papers	Equivalent papers are in effect the same paper. For example, two papers with different paper codes whereby one paper was taught in the past.
Exemption	Permission to enrol in a paper that overrides requirements, such as co-requisites or pre-requisites.
Faculty	Faculties are made up of academic schools/departments related by discipline that plan, direct and co-ordinate research and teaching. There are seven organisational units that operate as faculties at the University: Faculty of Arts and Social Sciences; Faculty of Computing and Mathematical Sciences; Faculty of Education; Faculty of Law; Faculty of Science and Engineering; Faculty of Management; and School of Māori and Pacific Development.
Field/Field of study	Means a general area of academic study that includes a number of related subjects or majors.
Formal Programme	Formal qualifications are recognised qualifications that have formal assessment procedures that add to academic credit.
Full-time study	For completion of a degree in the minimum timeframe, full-time study is normally the status that applies to students who are enrolled in papers totalling 120 or more points in one academic year, or 60 or more points in one semester. However, for StudyLink purposes, full time study applies to a students who are enrolled in a minimum of 96 points for an academic year or a minimum of 48 points over a semester.
Graduate	A person who has been awarded a university degree.
Graduate Certificate	Graduate certificates are intended for study in a subject area that is different to the student's first degree major. The qualification open to graduates or to those who have been able to demonstrate equivalent practical, professional or scholarly experience of an appropriate kind. A graduate certificate is a shorter version of a graduate diploma, is studied at an undergraduate level, and can be completed in the equivalent of one semester of full-time study.
Graduate Diploma	Graduate diplomas are intended for study in a subject area that is different to the student's first degree major. The qualification open to graduates or to those who have been able to demonstrate equivalent practical, professional or scholarly experience of an appropriate kind. A graduate diploma is a more in-depth version of a graduate certificate, is studied at an undergraduate level, and can be completed in the equivalent of one year (two semesters) of full-time study.
Higher Research Degree	A research degree, sometimes described as a higher degree, is awarded by the University for research that requires a high degree of scholarly acumen, independence and perseverance. The research is supervised by members of academic staff, but must be the candidate's original work. This must be presented as a written thesis that demonstrates the research process and the argument or results.

Honours	A class of honours may be awarded for academic excellence in some degrees, e.g. First Class (First Division), Second Class (Second Division).
Honours degree	Honours degrees are the equivalent of the first year of graduate study and require a higher level of academic scholarship e.g. BMS(Hons).
Interdisciplinary paper	A paper taught from the perspective of more than one discipline and involving academic staff from different school/departments and/or faculties.
Learning outcomes	The knowledge and skills the student will achieve.
Level of Papers	Papers are taught at different levels. Levels 100-400 are undergraduate papers and levels 500-900 are postgraduate papers.
Major	Means a principal area of study (main subject) a student has chosen for a bachelors degree and is selected from those listed in the relevant degree regulations. A student is required to take a defined and substantial number of papers in the major at a range of levels up to and including 300 or 400.
Masters degree	A graduate degree that requires the prior completion of a Bachelors or Honours degree.
Minor	An additional subject to the major that comprises at least 60 credit points at undergraduate level.
Non-assessed papers	Papers that are not assessed and do not result in the award of a formal grade or credit.
Paper	A segment of work in a particular subject that is identified by means of a unique paper code. Papers are delivered through lectures, tutorials, practicals, and such other coursework as may be required by the school/department concerned. A paper is sometimes referred to as a course.
Paper code	Each University of Waikato paper has a unique code to identify its subject, level and identity, e.g. ACCT101. Further identifiers to identify a paper offering, such as academic year, semester and location, will be added to the Paper Code in key publications.
Paper offering	A paper being taught at a particular location/mode in a given year and semester.
Paper Outline	The document providing detailed information about the nature and requirement of the paper. It contains a statement of expected learning outcomes, assessment procedures and a description of the learning programme in which students are expected to participate. It is usually distributed to students prior to the commencement of a paper or at the beginning of teaching a paper.
Paper prescription	A brief statement of the material taught in a paper.
Placement	Work placement opportunities or projects with businesses and community groups. In most cases, these can count as part of the student's programme of study.
Postgraduate Certificate	Postgraduate certificates are available to graduates who wish to build on the attainment of an earlier degree and who have the appropriate practical, professional or scholarly experience.

Postgraduate Diploma	Postgraduate diplomas generally comprise a one- year full-time programme of graduate papers. They are available to graduates who wish to build on the attainment of an earlier degree and who have the appropriate practical, professional or scholarly experience.
Postgraduate study	Postgraduate study refers to study above undergraduate level.
Pre-degree programmes	A programme for students who have not met the entry criteria for degree study or need additional academic preparation.
Pre-requisite	A pre-requisite paper must be passed before a student may enrol in the paper for which the pre-requisite paper is specified.
Programme	A programme of study leading to a qualification. In the University regulations, rules, and other documents, a 'programme' includes papers, course of study or training, programme of study and qualification.
Qualification	An official award given in recognition of the successful completion of a programme of study.
Qualification regulations	The qualification regulations are peer-reviewed written rules governing the admission, academic, and qualification and completion requirements of a qualification. They include schedules of papers and must be read in conjunction with the General Regulations which apply to all qualifications.
School of study	An academic unit or department within a faculty that is responsible for teaching and research in related subjects.
Specialisation	A recognised pathway within a qualification or major that provides an area of focus within the qualification or major. Specialisation provides for further specialisation in or beyond the major, subject or field.
Stream	In some large papers, students are divided into smaller groups called streams. Streams are often referred to by a letter. Each lecture and/or lab will be repeated for each stream.
Subject	An area of study, e.g. Accounting, History. Subject is a grouping of papers with a common academic theme, defined in terms of the listing under individual subject headings in the University of Waikato Calendar. A school/department may offer more than one subject.
Transfer credit	Transfer credit allows for the credit towards a University of Waikato qualification for papers passed at another tertiary institution.
Undergraduate	An undergraduate student is someone who has yet to complete the requirements for a Bachelors degree.
Waiver of Paper Rules	A waiver of paper rules, also sometimes referred to as exemption, is a personal variation permitting a student to enrol in a paper without meeting the pre-requisite, co-requisite or other general requirements which would otherwise present approval into that paper. A waiver does not contribute to the total credit points needed for the completion of a qualification.