



Request for Feedback from Staff

Proposals for a New School Structure in the Te Pūtahi
Mātauranga | Faculty of Arts and Education

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Executive Summary

This document provides information for all staff in the Faculty of Arts and Education about the future organisation of schools in the faculty.

The document sets out

- The need for a reorganisation of the faculty's schools
- Proposed structures for the faculty, a rationale for them, along with an outline of their possible strengths and weaknesses.

Members of the faculty are asked to provide feedback on the proposals by 4pm 30 April 2025.

Feedback is sought from schools, discipline and programme teams, research teams and individual staff members. Some open-ended feedback prompts are included. Feedback will be sought from the faculty's student associations and the AUSA.

Feedback should be emailed to Professor Mark Barrow, m.barrow@auckland.ac.nz.

The feedback will be used to inform the proposed structure that will be put to the Faculty meeting on 22 May 2025.

The new structure will require final approval by the Vice Chancellor following consultation with July Senate.

When the structure is agreed further consultation will occur within the new schools to determine leadership structures and internal organisation of the school.

Note: This document was first issued in the week commencing 7 April 2025. Minor corrections were made to EFTS numbers following the initial release of the document. This version was published on 14 April 2025.

1.0 Introduction

Purpose

This document sets out two possible proposals for schools in the Faculty of Arts and Education. It is intended that the new structure will be in place from 1 January 2026.

Schools and individuals in the faculty are asked to provide feedback on the options. In particular, feedback on the mix of disciplines within schools being proposed is sought.

The feedback period runs until 4pm Friday 30 April 2025.

Current state

When it was created on 1 January 2025, the academic units that make up the Faculty of Arts and Education were transferred from the former faculties of Arts, Creative Arts and Industries (excluding the School of Architecture and Planning and the Design Programme) and Education and Social Work.

As a result, the faculty currently has

- eleven schools and a programme (independent of any school) that host between 65 and eight full-time equivalent academic staff

- four approved faculty research centres¹ and
- hosting responsibilities for one University research centre and a CoRE.

A list of these academic units, along with summary information, is set out in Appendix One.

This 'lift and shift' of academic units allowed the new faculty to come into existence relatively easily and ensured continuity of existing teaching and research programmes. It is however not a structure that supports the delivery of many of our programmes or that encourages behaviours that will enable us to realise the benefits to research and education that were envisaged for the new faculty. The structure does not promote good governance, as it has created more than 20 direct reports to the Dean who must also have oversight of the work of the faculty's eight associate deans.

School Structure Steering Group and Consultative Team

At the start of 2025 the Dean established a Steering Group, led by Deputy Dean Associate Professor Kathy Smits, to oversee a programme of work to propose a new school structure for the faculty. Appendix Two lists the membership of the Steering Group.

The Steering Group has been working with Professor Mark Barrow (the former dean of the Faculty of Education and Social Work) as Academic Transition Lead to develop possible school models.

The Steering Group presented a preliminary set of options to a Consultative Team for its feedback. A list of members of this Team is provided in Appendix Three.

Preliminary Work

Individual meetings have been held with the existing academic heads and a number of programme and discipline leaders to discuss their view of possible structures and discipline groupings.

A review of the structure of similar subject/discipline groupings in the G8 Australian universities was undertaken.

As a result of this work the Steering Group generated four possible school structure models. These were presented to a Consultative Team with representatives from all the current schools at a meeting on 19 March 2025. The Consultative Team provided considerable feedback on the strengths and weakness of the four options.

As a result of this feedback, one option was set aside and amendments were made to the other the options. The faculty's Operational Leadership Team workshopped the three amended options. As a result of considerable input of this group further changes were incorporated. These were considered by the Steering Group resulting in the two options being presented here.

Call for feedback

This document sets out two options for school structures for consideration by academic and professional staff in the faculty.

The Steering Group welcomes feedback that

- Addresses the strengths and weaknesses of the options
- Suggests amendments that would magnify the strengths and diminish the weaknesses.

¹ This document addresses the schools in the faculty. Faculty and University research centres will continue to operate in accordance [procedures](#) developed by the University of Auckland Research Committee.

- Provides alternative suggestions for the arrangements of disciplines

At this point in the process we are not seeking feedback about intra-school organisation or structures.

Top-down and bottom-up processes

This consultation is about the number of schools in the faculty, the disciplines they contain and therefore staff who will be members of them. The proposal has been developed in a 'top-down' process led by a steering group appointed by the Dean.

The document suggests groupings of the faculty's disciplines into schools. These schools are given names that should be seen as tentative; they are placeholders for the purposes of this consultation.

Once the groupings are agreed, the names will be decided in a bottom-up process involving members of the new schools in late May and early June. The internal structures of the schools will also involve 'bottom up' processes. Appendix Four sets out material that will inform these processes following a decision about the organisation of schools along with some information about budgets and budgeting.

What comes next

Feedback from faculty staff and students will be considered by the Steering Group in the first instance.

The Steering Group will make amendments as appropriate and put them to the Consultative Team for its consideration.

The Steering Group will summarise its views and those of the Consultative Team for the Dean and put recommendations to her about how to proceed at the Faculty meeting on 22 May.

Following the 22 May meeting the Dean will seek the Vice-Chancellor's approval of the structure. It is customary for the Vice-Chancellor to consult with Senate (July 2025) prior to making giving her approval.

Effective date

The new structure will come into effect on 1 January 2026. Until that date the current school structure remains.

2.0 Overarching rationale

The aim of the school structure work is to create a set of coherent schools that will be able to facilitate ever better research, teaching at undergraduate and postgraduate levels and community engagement.

A faculty the size of Arts and Education cannot operate effectively with the number of academic units it has. Following the Dean's direction, the aim is to develop a complement of four to five schools.

The underlying rationale for the project and each of the options are as follows:

Increased capacity to act

Larger schools have operating budgets that can provide the capacity to sponsor developments that increase research productivity, improve our capacity to deliver undergraduate and postgraduate teaching and provide doctoral supervision.

Reducing silos

Schools create silos of different sorts. Staffing is assigned to schools, as are other resources. Schools can tend towards operating in ways that ringfence these resources. Fewer larger schools reduce such silos by reducing the ring-fencing and allowing different disciplinary groups to have more regular contact and discussion amongst themselves. This increases the 'porosity' of academic disciplines and encouraging cross-disciplinary conversations, increasing potential for more cross-disciplinary supervision and teaching. Having fewer schools and a streamlined faculty structure makes it easier to organise cross-disciplinary collaborations.

There is always a balancing act here. A faculty of the size of Arts and Education cannot operate as a single school, but neither can it operate effectively with eleven schools.

Better governance

Fewer, larger schools encourage better governance practices. The efficient and effective operation of larger schools requires structured systems and processes. They require internal governance structures that represent their component parts (these will be worked out to suit the needs of individual schools, see below). These systems and processes can be transparent and accessible to staff. Questions of fairness and equity in the distribution of resources within schools can be discussed with the participation of all member disciplines. Larger schools can support governance structures by allocating workload to academic staff to lead and participate in them.

With fewer, larger schools it is easier to recruit and support highly effective leaders who can represent their area well on faculty committees. Conversely many smaller schools lead to faculty committees having too many voices, reducing their ability to work effectively.

Better support

Fewer, larger schools can support the best deployment of professional staff resource. Providing support and service to Academic Heads and staff spread across smaller schools is not sustainable, given the resources available to the faculty.

Succession planning

Fewer larger schools co-locate a larger group of academics with leadership skills. This can facilitate succession planning making it possible for people to step into and out of leadership roles, without unnecessary disruptions or complication. Larger schools can also make it easier for a school to contribute staff to participate in academic citizenship and leadership work in the faculty and University.

Representation at professional bodies and associations

In professional programmes, in particular, it is important that the external stakeholder community and regulators have a single point of authoritative contact within the University. In the previous faculty arrangement, this contact point was the Dean. Given the breadth of the faculty's work the Dean is unlikely to be able to take on this role in many situations. Heads of School will have the capacity to take on these roles.

Teacher Education Programmes

The teacher education programmes in the faculty evolved in the Faculty of Education and Social Work where faculty-level structures and resources facilitated unique aspects of these programmes.

Currently these programmes are a three-year undergraduate programme preparing primary teachers and three one-year programmes for graduates preparing to teach in early childhood, primary school and secondary school settings. A new one-year Huarahi Māori graduate programme is currently working through the approval process. These programmes draw courses from across four schools and operate from the City and Tai Tokerau campuses, and online. Students in all these programmes also spend considerable time placed in schools across Auckland and Northland and (to a lesser extent) the rest of Aotearoa NZ. The complexity of these programmes requires them to be placed in a single academic unit (a school) that can be resourced to manage this complexity.

3.0 Models

Two models are presented here. In this section, the proposed school structures are illustrated in the form of organisational diagrams. Appendix Five provides more detail of the subjects and EFTS involved.

The names of the future schools are not definitive and should be considered placeholders.

EFTS numbers are used as a proxy for school size. As EFTS numbers are reported at the level of subject it is relatively straightforward to show the effect of shifting a subject.

While it would be useful to provide academic headcount and FTE also it is difficult to obtain these data at a sub-school level².

In the proposal Te Wānanga o Waipapa retains its current form. While this retains a small school amongst larger ones, the Steering Committee is of the view that the faculty and University require structures that overtly state a commitment to Māori studies and Pacific studies. A conversation within Te Puna Wānanga is continuing about its relationships with Te Wānanga o Waipapa, Education and Social Practice is continuing. The result of that conversation will feed into the feedback from this consultation.

Model A

In this model the School of Cultures, Languages and Linguistics is disbanded and its disciplines/subjects are distributed across three schools (Humanities, Social Sciences and Education and Social Practice).

Strengths

It brings some disciplines (Communication, Global Studies, Linguistics) closer to their disciplinary whanau in Social Sciences. Likewise, it brings together applied linguistics groups that currently exist in both CLL and Curriculum and Pedagogy.

It maintains groups that, by and large, share pedagogical approaches. Note: that the three former CAI schools only loosely share pedagogical approaches, but they do share artistic traditions of creating/making, performing/displaying and critiquing. They also share what might loosely be called

² EFTS numbers drive allocation of many resources. This include academic staff resources that are determined by Staff Student Ratios (SSR), not school structures. The University applies different SSRs to different disciplines to account for different pedagogical approaches they require in their teaching. So called wEFTS (weighted EFTS) are used to account for the differences between undergraduate, postgraduate and doctoral teaching. Changes to disciplinary groupings will not change the SSR that the University has assigned to them.

‘studio pedagogy’ though this plays out differently in the three disciplines. With this in mind, Drama is added to the former CAI disciplines.

A grouping of the former CAI schools (and Drama) ensures the visibility of these creative arts disciplines within the University.

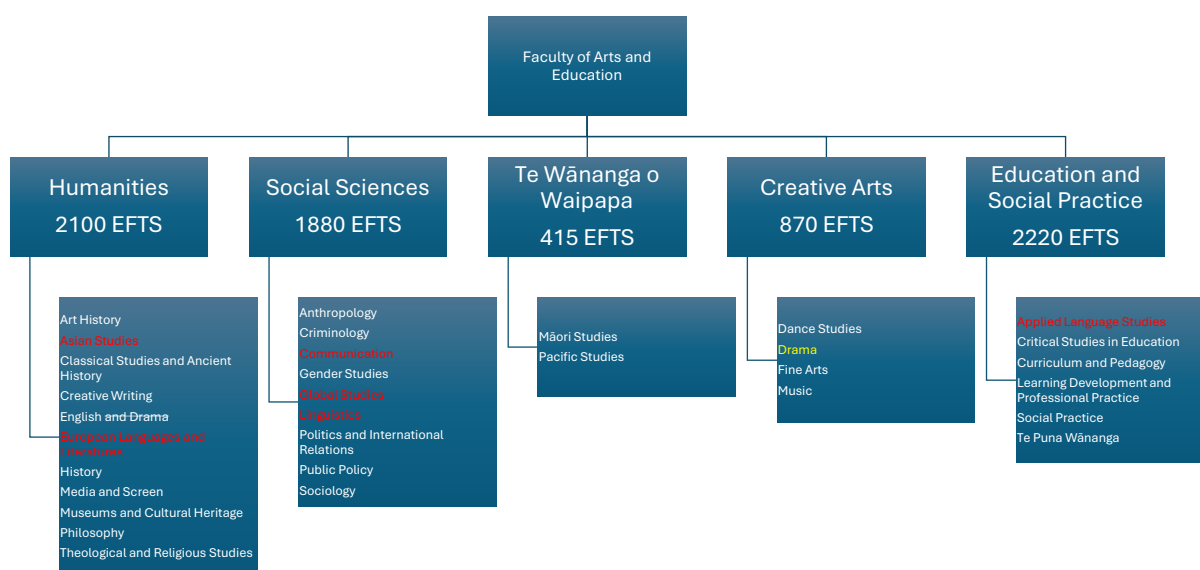
The model maintains the status quo with respect to professional programmes in teaching, counselling and social work that remain in a single organisational structure. In doing so, it keeps a grouping that has maintained top 50 rankings in both QS and THE rankings for many years despite falling staff numbers. Education is the only subject in the University now left in the top 50 in the THE rankings.

It creates five schools. Three large schools ranging from 1800-2200 EFTS are created, and a smaller school of about 870 EFTS and Te Wānanga o Waipapa (at about 400 EFTS).

Weaknesses

It provides a structure that is so close to the status quo that it may not progress us towards realising the benefits for scholarship and education that the faculty amalgamation envisaged.

It leaves the creative arts in a small school that may be exposed to the stresses caused by any fall in student numbers caused by shifts in student demand or changes in government policy.



Model B

As in Model A, in this model the School of Cultures, Languages and Linguistics is disbanded and its disciplines/subjects are distributed across three schools (Humanities, Social Sciences and Education and Social Practice).

The model draws together the Dance Studies, Fine Arts and Music disciplines with allied disciplines such as Art History and Media along with other ‘production’ disciplines such as Drama and Screen to create a larger school. A similar mix of disciplines is seen in some G8 universities e.g., UNSW.

Strengths

It places the visual/performing arts into a larger grouping, whilst maintaining their visibility.

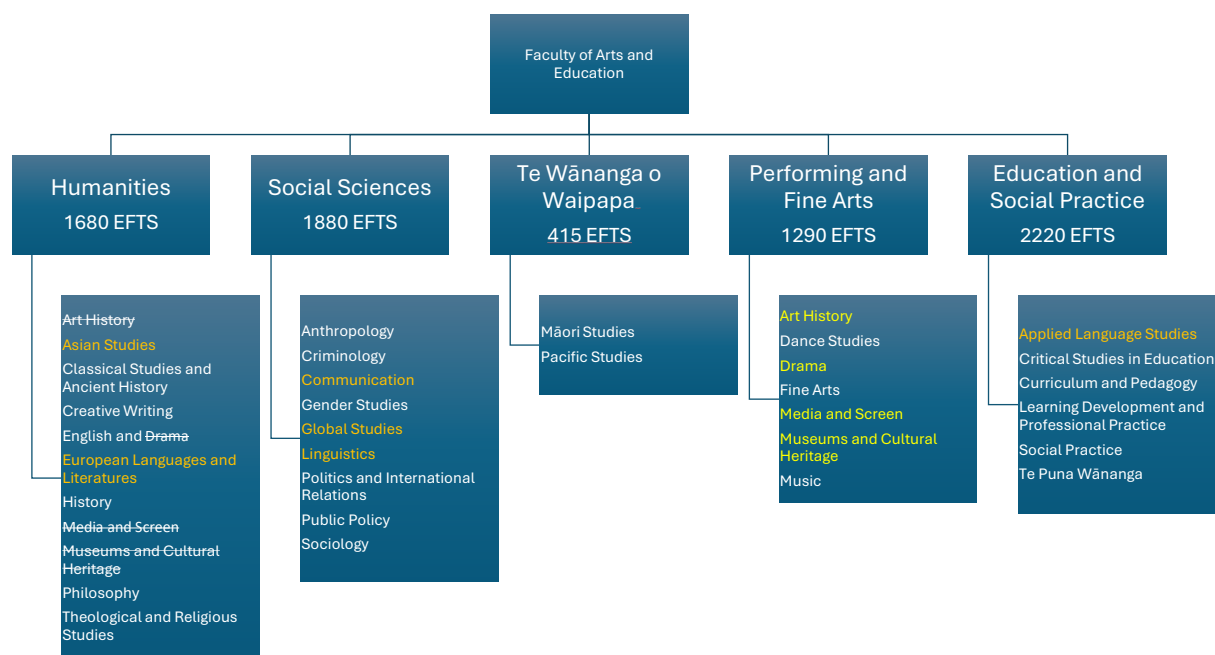
It may spark synergies that strengthen the University's performance capabilities – especially the grouping of dance studies, drama, music and screen. Fine Art and Art History have frequently discussed closer placement which may be helpful for students in Elam programmes – though the distance between Elam's facilities and the classrooms in sector 200 and its surrounds may be a barrier to student enrolment. It brings together vocationally focused practice disciplines like dance studies, fine art and music with adjacent humanities disciplines which may be generative in student supervision and in programme development.

It maintains the status quo with respect to professional programmes in teaching, counselling and social work that remain in a single organisational structure. In doing so, it keeps a grouping that has maintained top 50 rankings in both QS and THE rankings for many years despite falling staff numbers. Education is the only subject in the University now left in the top 50 in the THE rankings.

It creates five schools. The schools range in size (Te Wānanga o Waipapa aside) from 2200 EFTS to approximately 1300 EFTS.

Weaknesses

It mixes the studio pedagogies of Dance Studies, Fine Arts and Music with the larger classroom teaching approaches of disciplines like Art History and Media each with different teaching workload models.



4.0 Request for Feedback

The Steering Group is seeking feedback on

1. The strengths and weaknesses of each proposed model
2. Changes to the proposal in terms of the discipline mix that would amplify the strengths and diminish the weaknesses
3. Alternative combinations of disciplines that would strengthen the schools.

We welcome feedback from academic and professional staff, schools, discipline groups, research groups and individuals, that provides a rationale for any suggestions and recommendations.

Feedback should be in the form of an email or word document sent to m.barrow@auckland.ac.nz, specifying on whose behalf the submission is made and including the name a contact person.

At this point in the process, we will not consider feedback related to the placement of individuals within the structure.

The faculty's student associations and AUSA will be approached for student input.

5.0 Support for staff

The changes being proposed in this document are organisational ones. There is no suggestion of reducing academic staff numbers in the proposals. Nonetheless, times of change can bring opportunities but may also be unsettling for some people. The University supports staff in taking care of their own mental health and wellbeing so that they have the capabilities to deal with possible change and difficult situations in a constructive way.

Staff are welcome to access confidential counselling and advisory services provided for and paid by the employer through EAP services throughout the consultation period. EAP services contact number is (09) 358-2110 or 0800 327 669 (0800 EAP NOW).

EAP services also offer Rongoā Māori support which can be arranged through the contact number above. More information is available [here](#).

Appendix One – Current schools grouped in legacy faculties

This appendix lists the structure of the three legacy faculties that make up the Faculty of Arts and Education.

EFTS (Equivalent Fulltime Student) numbers are included to provide some indication of the size of schools. These figures include undergraduate, postgraduate and doctoral EFTS. They are the EFTS as at December 2024 (the latest full year figures available). Note: this means that WTR EFTS are not included.

HC and FTE (Fulltime Equivalent) academic staff counts are based on fixed term and permanent staff as at 25 March 2025. GTAs are included in these numbers, which needs to be considered when looking at the head count.

Former Faculty of Arts

University Research Centre - James Henare Māori Research Centre

Centre of Research Excellence - Ngā Pae o te Māramatanga

Research Units, Centres and Institutes

- Centre of Methods and Policy Application in the Social Sciences (COMPASS), Director – Barry Milne
- Public Policy Institute, Director – Jennifer Curtin

School of Cultures, Languages and Linguistics, Head of School - Martin East

(1162 EFTS, FTE 51, HC 128)

Applied Language Studies and Linguistics
Asian Studies
Communication
European Languages and Literatures
Global Studies

School of Humanities, Head of School - Kim Phillips

(1550 EFTS, FTE 60, HC 150)

Art History
Classical Studies and Ancient History
English and Drama
History
Media and Screen
Museums and Cultural Heritage
Philosophy
Theological and Religious Studies

School of Māori Studies and Pacific Studies (Te Wānanga o Waipapa), Heads of School – Tiopira McDowell, Gordon Nanau

(400 EFTS, FTE 25, HC 55)

Māori Studies
Pacific Studies

School of Social Sciences, Head of School – Francis Collins

(1498 EFTS, FTE 51, HC 121)

Anthropology
Criminology
Development Studies
Politics and International Relations
Public Policy
Quantitative Social Sciences
Sociology

Former Faculty of Creative Arts and Industries

Dance Studies Programme, Head of Programme – Ralph Buck

(128 EFTS, FTE 9, HC 36)

Dance Movement Therapy
Dance Studies
Community Dance

Elam School of Fine Arts, Head of School – Fiona Jack

(288 EFTS, FTE 15, HC 44)

School of Music, Head of School – David Chisholm

(403 EFTS, FTE 27, HC 54)

Classical Performance
Composition
Conducting
Jazz Performance
Music Education
Musicology
Popular Music Performance
Production and Business
Technology

Former Faculty of Education and Social Work

Research Units, Centres and Institutes

- Centre for Asia Pacific Refugee Studies, Directors, - Rêz Gardî, Ritesh Shah
- Centre for the Arts and Social Transformation, Directors – Peter O'Connor, Selina Marsh

Other non-school academic groups

- Pasifika Success

School of Social Practice (Counselling, Human Services and Social Work Head of School) – Jay Marlowe

(345 EFTS, FTE 18, HC 36)

Community and Social Leadership
Counselling
Social Work
Youth Work

School of Critical Studies in Education, Head of School – John Morgan

(250 EFTS, FTE 15, HC 31)

- Higher Education
- History of Education
- Pacific Education
- Philosophy of Education
- Sociology of Education

School of Curriculum and Pedagogy, Head of School – Aaron Wilson

(515 EFTS, FTE 30, HC 58)

- Arts Education
- Languages and literacies
- Science, Technology and Mathematics Education
- Sport, Health and Physical Education

School of Learning, Development and Professional Practice, Head of School – Jason Stephens

(610 EFTS, FTE 24, HC 64)

- Early Years, Child Development and Childhood Studies
- Educational Leadership, Policy and School Improvement
- Learning Sciences and Psychological Studies in Education
- Professional Learning and Practice

Te Puna Wānanga, Head of School – Piata Allen

(160 EFTS, FTE 11, HC 33)

- Indigenous Education
- Mātauranga Māori

At the start 2025 TPW took on oversight of the faculty's Waipapa Taumata Rau course.

Tai Tokerau Campus, Director of Tai Tokerau – Māia Hetaraka (EFTS are included in schools above)

Appendix Two – Steering Group Membership

Purpose

The Steering Group is responsible for developing a set of recommendations for the organisation of academic units in the Faculty of Arts and Education. The Group will generate ideas for the structure of the faculty, advocate for the ideas and ensure wide discussion within the faculty.

Membership

- Associate Professor Kathy Smits (Deputy Dean, Chair)
- Heads of School from legacy faculties
 - Associate Professor Fiona Jack (Elam)
 - Associate Professor Aaron Wilson (Curriculum and Pedagogy)
 - Professor Kim Phillips (Humanities)
- Māori Academic – Professor Melinda Webber
- Pacific Academic – Professor Yvonne Underhill-Sem
- Director of Faculty Operations – Claire Philipson
- Director of Faculty Finance – Bevan Iles
- HR – Jeanine Scholey
- Professor Mark Barrow (Transition Lead)

Appendix Three – Consultative Team Membership

School	Name
CLL	Bridget Conor/Bernadette Luciano
	Nicole Perry
	Neil Matheson
Humanities	Erin Carlston
	Nabeel Zuberi
	Caroline Vercoe
Social Sciences	Thegn Ladefoged
	Stephen Winter
	Susann Wiedlitzka
Te Wānanga o Waipapa	Tiopira McDowell
	Unfilled
Dance Studies	Nicholas Rowe
	Sarah Foster Sproull
Fine Art	Peter Robinson
	Ruth Watson
Music	Te Oti Rakena
	Millie Locke
CHSSWK	John Fenaughty
	Christa Fouche
CRSTIE	Kirsten Locke
	Ritesh Shah
CURRPD	Fiona Ell/Maurice Cheng
	Alan Ovens
LDPP	Lexie Grudnoff/Helen Dixon
	Maria Cooper
TPW	Ella Newbold
	Maia Hetaraka

Appendix Four – Implementation Steps

The current schools and their heads and deputies will continue to operate as they do now until 31 December 2025.

The Steering Group appreciates that the internal organisation of the new schools will affect their research productivity and the organisation of teaching. It also recognises that the organisation of each school will need to differ depending on the mix of disciplines and programmes it is responsible for, its research strengths and the mix of doctoral, postgraduate and undergraduate students it supports.

The information in this appendix provides some information about the management and resourcing of schools. In most cases the information repeats information that is available in the university's policy, procedures and guidelines. Where appropriate links are made to these.

Appointment of heads and deputies

Each school will have a single Head of School and Deputy Heads of school. The Steering Group considers the model of deputies in the current schools of CLL, Humanities, and Social Sciences as useful. However, it notes that in schools that are large and that bring together vocationally oriented programmes and theory driven ones the deputy head structure can be used to ensure that all disciplines are represented on the school executive.

Once a decision has been made about the school structure to be implemented from 1 January 2026 the following will occur

1. Appointment of a Head of School for each of the new Schools, in contestable processes (early to mid-August)
2. Appointment of deputy and associate heads. Deputy/associate head designations will be decided in an agreement and appointments will be agreed between the incoming HoS and the Dean (or her delegate)

The [policy](#) and [guidelines](#) associated with the appointment of Heads of Schools are common across the University and will apply. [Support](#) is provided to heads. The term, time allowance and support for deputies/associates will be agreed at the time of appointment to the role. In all cases these will align with the university's guidelines.

Budgets and budgeting

The university's budgeting processes begin in early August. The 2026 budgets will be based on the agreed structure of the faculty. New HoS will contribute to the development of the 2026 budget.

Specific budgets that support specific research or teaching programmes will not be directly affected by schooling changes.

The university's delegations framework assigns a number of responsibilities to Heads of School including financial planning (including input into EFTS forecasting, planning academic resource needs, capital expenditure plan), managing of school, programme and research budgets and transactional processes such as expenses approvals. In this work heads are supported by members of the faculty's finance or group services team. In discharging these duties heads need to work with principal investigators and programme and specialisation leaders to ensure that the needs of research and teaching programmes are met.

Appendix Five – School models

Model A

	Discipline	Subjects	2024 EFTS
Humanities			
Humanities	Art History	ARTHIST	114.6
Cultures, Languages and Linguistics	Asian Studies	ASIAN	74
Cultures, Languages and Linguistics	Asian Studies	CHINESE	78
Cultures, Languages and Linguistics	Asian Studies	JAPANESE	76
Cultures, Languages and Linguistics	Asian Studies	KOREAN	67
Humanities	Classical Studies and Ancient History	ANCHIST	4.3
Humanities	Classical Studies and Ancient History	ANCIENT	129
Humanities	Classical Studies and Ancient History	GREEK	0
Humanities	Classical Studies and Ancient History	LATIN	15.3
Humanities	Creative Writing	CREWRIT	9
Humanities	English and Drama	ACADENG	
Humanities	English and Drama	COMPLIT	
Humanities	English and Drama	ENGLISH	194
Humanities	English and Drama	ENGWRIT	
Humanities	English and Drama	ENGLACP	
Humanities	English and Drama	TFCACENG	
Humanities	English and Drama	TFCENG	96
Humanities	English and Drama	TFCEWRIT	
Cultures, Languages and Linguistics	European Languages and Literatures	COMPLIT	23
Cultures, Languages and Linguistics	European Languages and Literatures	EUROPEAN	22
Cultures, Languages and Linguistics	European Languages and Literatures	FRENCH	56
Cultures, Languages and Linguistics	European Languages and Literatures	GERMAN	42
Cultures, Languages and Linguistics	European Languages and Literatures	ITALIAN	16
Cultures, Languages and Linguistics	European Languages and Literatures	LATINAM	8
Cultures, Languages and Linguistics	European Languages and Literatures	SPANISH	51
Humanities	History	HISTORY	255
Humanities	History	TFCHIST	0
Humanities	Media and Screen	MEDIA	283
Humanities	Media and Screen	SCREEN	20
Humanities	Museums and Cultural Heritage	MUSEUMS	10
Humanities	Philosophy	LOGICOMP	1.3
Humanities	Philosophy	PHIL	347
Humanities	Theological and Religious Studies	THEOREL	62
Humanities	Theological and Religious Studies	THEOLOGY	3.4
Humanities		ARTSCHOL	10
Humanities		CAREER	16.3
Humanities		HUMS	0
Humanities		TDDEM	8
Humanities		TFCARTS	12
	Total EFTS		2103.2
Social Sciences			
Social Sciences	Anthropology/Linguistics	ANTHRO	179
Cultures, Languages and Linguistics	Anthropology/Linguistics	LINGUIST	86
Social Sciences	Criminology	CRIM	363
Cultures, Languages and Linguistics	Communication	COMMS	256
Social Sciences	Development Studies	DEVELOP	11
Social Sciences	Gender Studies	GENDER	60
Social Sciences	Gender Studies	WOMEN	1
Cultures, Languages and Linguistics	Global Studies	GLOBAL	95

Social Sciences	Politics and International Relations	POLITICS	354
Social Sciences	Public Policy	POLICY	86
Social Sciences	Sociology	SOCIOL	350
Social Sciences	Sociology	TFCSOCIO	33
Social Sciences		FTVM	10
	Total EFTS		1884
Te Wānanga o Waipapa			
Māori Studies and Pacific Studies		INDIGEN	15.1
Māori Studies and Pacific Studies		MAORI	243
Māori Studies and Pacific Studies		TFCMAORI	16
Māori Studies and Pacific Studies		PACIFIC	110
Māori Studies and Pacific Studies		SAMOAN	10
Māori Studies and Pacific Studies		TFCPAC	13
Māori Studies and Pacific Studies		TONGAN	9
	Total EFTS		416
Creative Arts			
Dance Studies		DANCE	128
Humanities	English and Drama	DRAMA	48
Fine Arts		FINEARTS	288
Music		MUS	403
	Total EFTS		867
Education and Social Practice			
CHSSWK		EDPROFST	6
CHSSWK		PROFCOUN	48
CHSSWK		PROFSUPV	26
CHSSWK		SOCFAM	12
CHSSWK		SOCCLEAD	18
CHSSWK		SOCHLTH	13
CHSSWK		SOCWORK	144
CHSSWK		YOUTHWRK	75
Critical Studies in Education		DISABLT	9
Critical Studies in Education		EDPROF	2.5
Critical Studies in Education		EDPROFST	15
Critical Studies in Education		EDUC	234
Critical Studies in Education		TFCEDUC	14
Curriculum and Pedagogy		EDCURRIC	216
Curriculum and Pedagogy		EDCURSEC	106
Curriculum and Pedagogy		EDPROF	18
Curriculum and Pedagogy		EDPROFST	23
Curriculum and Pedagogy		EDUC	63
Curriculum and Pedagogy		EDUCSW	10
Curriculum and Pedagogy		HEALTHED	16
Curriculum and Pedagogy		PHYSED	7.3
Curriculum and Pedagogy		SPORT	27
Curriculum and Pedagogy		SPORTHPE	44
Curriculum and Pedagogy		TFCEDUC	1
Cultures, Languages and Linguistics	Applied Language Studies	LANGTCHG	98
Cultures, Languages and Linguistics		ACADENG	106
Cultures, Languages and Linguistics		TFCACADENG	4
Cultures, Languages and Linguistics		ENGWRIT	20
Cultures, Languages and Linguistics		TFCEWRIT	3
Cultures, Languages and Linguistics		TRANSLAT	4
LDPP		EDCURRIC	3
LDPP		EDPRAC	114
LDPP		EDPROF	18

LDPP	EDPROFST	237
LDPP	EDUC	272
LDPP	SOCWORK	4.3
LDPP	TFCEDUC	11
Te Puna Wānanga	EDCURRM	9
Te Puna Wānanga	EDPRACM	3
Te Puna Wānanga	EDPROFM	95
Te Puna Wānanga	EDUC	50
Te Puna Wānanga	EDUCM	3
Te Puna Wānanga	TFCMAORI	16
Total EFTS		2218.1

Model B

Humanities	Discipline	Subjects	2024 EFTS
Cultures, Languages and Linguistics	Asian Studies	ASIAN	74
Cultures, Languages and Linguistics	Asian Studies	CHINESE	78
Cultures, Languages and Linguistics	Asian Studies	JAPANESE	76
Cultures, Languages and Linguistics	Asian Studies	KOREAN	67
Humanities	Classical Studies and Ancient History	ANCHIST	4.3
Humanities	Classical Studies and Ancient History	ANCIENT	129
Humanities	Classical Studies and Ancient History	GREEK	0
Humanities	Classical Studies and Ancient History	LATIN	15.3
Humanities	Creative Writing	CREWRIT	9
Humanities	English and Drama	ENGLISH	194
Humanities	English and Drama	ENGWRIT	
Humanities	English and Drama	ENGLACP	
Humanities	English and Drama	TFCACENG	
Humanities	English and Drama	TFCENG	96
Humanities	English and Drama	TFCEWRIT	
Cultures, Languages and Linguistics	European Languages and Literatures	COMPLIT	23
Cultures, Languages and Linguistics	European Languages and Literatures	EUROPEAN	22
Cultures, Languages and Linguistics	European Languages and Literatures	FRENCH	56
Cultures, Languages and Linguistics	European Languages and Literatures	GERMAN	42
Cultures, Languages and Linguistics	European Languages and Literatures	ITALIAN	16
Cultures, Languages and Linguistics	European Languages and Literatures	LATINAM	8
Cultures, Languages and Linguistics	European Languages and Literatures	SPANISH	51
Humanities	History	HISTORY	255
Humanities	History	TFCHIST	0
Humanities	Philosophy	LOGICOMP	1.3
Humanities	Philosophy	PHIL	347
Humanities	Theological and Religious Studies	THEOREL	62
Humanities	Theological and Religious Studies	THEOLOGY	3.4
Humanities		ARTSCHOL	10
Humanities		CAREER	16.3
Humanities		HUMS	0
Humanities		TDDEM	8
Humanities		TFCARTS	12
	Total EFTS		1676
Social Sciences			
Social Sciences	Anthropology	ANTHRO	179
Cultures, Languages and Linguistics	Linguistics	LINGUIST	86
Social Sciences	Criminology	CRIM	363
Cultures, Languages and Linguistics	Communication	COMMS	256
Social Sciences	Development Studies	DEVELOP	11
Social Sciences	Gender Studies	GENDER	60
Social Sciences	Gender Studies	WOMEN	1
Cultures, Languages and Linguistics	Global Studies	GLOBAL	95
Social Sciences	Politics and International Relations	POLITICS	354
Social Sciences	Public Policy	POLICY	86
Social Sciences	Sociology	SOCIOL	350
Social Sciences	Sociology	TFCSOCIO	33
Social Sciences		FTVM	10
	Total EFTS		1884
Performing and Fine Arts			
Dance Studies		DANCE	128
Fine Arts		FINEARTS	288

Music	MUS	403
Humanities	English and Drama	DRAMA 48
Humanities	Art History	ARTHIST 114.6
Humanities	Media and Screen	MEDIA 283
Humanities	Media and Screen	SCREEN 20
Humanities	Museums and Cultural Heritage	MUSEUMS 10
	Total EFTS	1294
Education and Social Practice		
CHSSWK	EDPROFST	6
CHSSWK	PROFCOUN	48
CHSSWK	PROFSUPV	26
CHSSWK	SOCFAM	12
CHSSWK	SOCCLEAD	18
CHSSWK	SOCHLTH	13
CHSSWK	SOCWORK	144
CHSSWK	YOUTHWRK	75
Critical Studies in Education	DISABLT	9
Critical Studies in Education	EDPROF	2.5
Critical Studies in Education	EDPROFST	15
Critical Studies in Education	EDUC	234
Critical Studies in Education	TFCEDUC	14
Curriculum and Pedagogy	EDCURRIC	216
Curriculum and Pedagogy	EDCURSEC	106
Curriculum and Pedagogy	EDPROF	18
Curriculum and Pedagogy	EDPROFST	23
Curriculum and Pedagogy	EDUC	63
Curriculum and Pedagogy	EDUCSW	10
Curriculum and Pedagogy	HEALTHED	16
Curriculum and Pedagogy	PHYSED	7.3
Curriculum and Pedagogy	SPORT	27
Curriculum and Pedagogy	SPORTHPE	44
Curriculum and Pedagogy	TFCEDUC	1
Cultures, Languages and Linguistics	Applied Language Studies	LANGTCHG 98
Cultures, Languages and Linguistics	ACADENG	106
Cultures, Languages and Linguistics	TFCACADENG	4
Cultures, Languages and Linguistics	ENGWRIT	20
Cultures, Languages and Linguistics	TFCEWRIT	3
Cultures, Languages and Linguistics	TRANSLAT	4
LDPP	EDCURRIC	3
LDPP	EDPRAC	114
LDPP	EDPROF	18
LDPP	EDPROFST	237
LDPP	EDUC	272
LDPP	SOCWORK	4.3
LDPP	TFCEDUC	11
Te Puna Wānanga	EDCURRM	9
Te Puna Wānanga	EDPRACM	3
Te Puna Wānanga	EDPROFM	95
Te Puna Wānanga	EDUC	50
Te Puna Wānanga	EDUCM	3
Te Puna Wānanga	TFCMAORI	16
	Total EFTS	2218
Te Wānanga o Waipapa		
Māori Studies and Pacific Studies	INDIGEN	15.1
Māori Studies and Pacific Studies	MAORI	243

Māori Studies and Pacific Studies	TFCMAORI	16
Māori Studies and Pacific Studies	PACIFIC	110
Māori Studies and Pacific Studies	SAMOAN	10
Māori Studies and Pacific Studies	TFCPAC	13
Māori Studies and Pacific Studies	TONGAN	9
	Total EFTS	416