Academic Board Meeting - 24 September 2024

24 September 2024 01:00 PM - 03:00 PM

11.   General Business   Chair

PART C - MEMBERS ONLY

The next ordinary meeting will be held at 1:00 pm on Tuesday 5
November 2024, in the Hunter Council Chamber.

MEMORANDUM

To	Academic Board
From	Professor Robyn Longhurst, Deputy Vice-Chancellor (Academic); Professor Rawinia Higgins, Deputy Vice-Chancellor (Māori and Engagement); Dr Logan Bannister, Deputy Vice-Chancellor (Students); and Professor Margaret Hyland, Deputy Vice-Chancellor (Research)
Date	24 September 2024
Subject	Written Reports to the Academic Board for September 2024

Executive Summary

The following report is provided to Academic Board as an update on the portfolios of the Deputy Vice-Chancellor (Academic), Deputy Vice-Chancellor (Māori and Engagement), Deputy Vice-Chancellor (Research) and Deputy Vice-Chancellor (Students).

It is requested that the Academic Board:

Receive: the September 2024 reports from the Deputy Vice-Chancellor (Academic), Deputy Vice-Chancellor (Māori and Engagement), Deputy Vice-Chancellor (Research) and Deputy Vice-Chancellor (Students).

DVC ACADEMIC PORTFOLIO

The following report is provided to Academic Board as an update on two projects being led by the Deputy Vice-Chancellor Academic. This is an approach to reporting that was suggested at the last meeting.

Academic Promotions Process Review: Te Herenga Waka is currently reviewing the academic promotions process as it is important that we have a process that rewards the delivery of outcomes that are consistent with our strategic direction, culture, and values. It needs to prompt self-reflection and discussions about professional development, be straight-forward to navigate and support decision making that is transparent.

- As a first step in this review, professional and academic staff were invited to express interest in being involved in a focus group. We were pleased with the positive response to this request and have now facilitated approximately 10 focus groups involving more than 100 staff.

- These focus group discussions were incredibly valuable, and we appreciate the time people gave to share their experiences and thoughts. The groups discussed what works well in the current academic promotions process, what does not, and what future improvements could be made.

- In addition, the Provost and DVCA have over the past month been engaged as Chair, panel members, and observers in approximately 10 panel meetings to assess applications for a full range of PA1 and PA2 promotions.

- As we analyse the information collected through the focus groups, and these engagements, we can see themes emerging. These themes will be included, among other topics, in an all-staff survey which is the next step in the process.

Academic Programme Approvals Process Review: This project aims to make the academic programme approvals process more efficient and effective. It needs to function in a way that helps us make the best decisions possible about curricula.

- On 10 June 2024 an email was sent to Associate Deans, Academic Programme Committee, Teaching and Learning Committee (50+ staff) requesting feedback on: the current academic programme approvals process; the Concept Proposal stage; the PaMI process for ascertaining EFTS viability; and, how to improve the process.

- On 26 August 2024 a second email that summarised the feedback received was sent to same group. In response to the question what works well feedback indicated: "the current process is helpful for getting intent down on paper" but overall positive feedback on the process was limited.

- In response to the question what does not work well respondents noted the process needs to be more nimble, it is not clear where Te Hiwa and PaMI fit into the process, and although the process is thorough it is onerous. In response to a question about Concept Proposals it was reported: "The concept proposal stage is a mess ... what was needed for them grew and grew."

- In response to a question about the value of PaMI it was reported that it is challenging to estimate size of market for a field, collect and analyse information on competitor programmes and ultimately forecast EFTS. Also, it was noted that it is not always clear where PaMI fit into the current process.

- Finally, in relation to the question about how we might improve the process it was suggested that we need to create greater clarity, have more effective oversight from Te Hiwa, have longer lead-in times to help develop well-conceived proposals, align the many moving parts, and that there could be a new role that supports faculties (ADAs) to develop academic proposals.

- The next step in this project is to develop a set of principles to guide this work. These principles, followed by a draft revised process will be shared with this same group and then circulated much more widely for feedback.

DVC MĀORI AND ENGAGEMENT PORTFOLIO

The following report is provided to Academic Board as an update on the portfolio of the Deputy Vice-Chancellor Māori and Engagement:

DVC Māori Portfolio

He poroporoaki tēnei ki a Kīngi Tūheitia Pōtatau Te Wherowhero VII nā Te Herenga Waka. The community of Te Herenga Waka—Victoria University of Wellington mourn the passing of Kingi Tūheitia Pōtatau of the Waikato Tainui iwi.

- As of 10 September, Māori EFTS stand at 1,776, an increase of 35 EFTS compared to the same time last year. Māori commencing EFTS are 548, compared to 529 at the same time last year.

- On 3 September, a group of 22 Māori and Indigenous Aboriginal academic leaders from across New Zealand and Australia, including Prof. Rawinia Higgins and A/Prof Meegan Hall, gathered together at the University of Waikato to signal a joint and ongoing commitment to uplifting Indigenous knowledge and the advancement of Indigenous communities in higher education.

- On 4 September, a Memorandum of Understanding was signed between Te Kawa a Māui and the University of Western Sydney. Professor Susan Page, PVC Indigenous Education at UWS, visited Te Herenga Waka to confirm the MoU. One of the purposes of the MoU is to explore and develop collaboration, with a specific initial focus on First Nations culture and exchange experiences between students, academics, and researchers.

- This year's Te Wiki o te Reo Māori, held 14–21 September, had the theme of Ake Ake Ake—A forever language. The Āwhina team organised a Rā Mākete (market day) in the Hub on Kelburn Campus on Thursday 19 September, which included a number of Māori owned and operated businesses offering tā moko, hāngi, raranga, and taonga of all shapes and sizes as well as kapa haka and much more. Mini webinars about te reo Māori were presented by Māori staff, and Māori language content was added to the University website and communications.

DVC Engagement Portfolio

- As of 1 September, Wellington University International (WUI) has moved out of the Engagement portfolio and into the portfolio of the Deputy Vice-Chancellor Students. This will enable WUI to work more closely with our domestic recruitment team and the teams that provide support for current students during their time at Te Herenga Waka. The purpose of this change is to ensure that our international students have a seamless experience from the time they start engaging with us through to graduation. The move will help to ensure our international students are integrated into our university community, something that is fundamental to achieving the goal in our refreshed strategy of creating a cohesive, connected community.

Media and events summary: 7 August to 10 September 2024

- 5 media releases/advisories issued on research and events
- 13 opinion pieces published on Newsroom and The Conversation
- 2 inaugural lectures given.

Media commentary on public interest issues included:

- Professor Colin Simpson on new study of COVID-19 vaccine effectiveness
- Professor James Bell on mass bleaching of marine sponges in Fiordland
- Dr Amanda Reilly on "right to disconnect" laws
- Associate Professor Lara Greaves on consigning the term "race relations" to history
- Dr Geoff Betram on the state of the electricity sector
- Professor Lisa Marriott on white-collar crime
- Associate Professor Martien Lubberink on the banking inquiry
- Dr Courtney Addison on the government's GE announcement
- Dr Marnie Lloydd on the Geneva Conventions
- Professor Dean Knight on the government's fast-track bill.

DVC RESEARCH PORTFOLIO

Matira - Research showcase event was held on 4 September at Rutherford House, with approximately 175 attending the Showcase and 100 attending the Panel discussion. This event provided an opportunity to showcase the ways that our researchers are mobilising their work to make meaningful contributions our researchers make and to celebrate our collective achievements. The event featured over 25 researchers who interacted with industry professionals, government representatives, and members of the university and wider Wellington community. The showcase was instrumental in facilitating discussions that could lead to future collaborations.

PGSA: Some on the Board may be aware that the Postgraduate Students Association (PGSA) has not been functional for over a year. PGSA traditionally advocates for postgraduate students and has seats on a range of committees, including Academic Board, University Research Committee and the Faculty Board of Graduate Research. On those latter two committees it provides the only student voice. PGSA is independent of both the University and VUWSA, and there are therefore limits to how much influence those two organisations can have on PGSA's internal workings. The Dean FGR and the CEO of VUWSA have both been advising the remaining members of PGSA Exec on possible ways forward. It is hoped that the upcoming AGM of the PGSA will provide an opportunity to revitalise the PGSA but it is already clear that any revitalised PGSA will need to concentrate its limited energies on a reduced portfolio. For example, the PGSA has already indicated that it cannot, in future, take responsibility for running the 3 Minute Thesis competition. Board is asked to be aware of the situation and to encourage postgraduate students to get involved in representation.

The 2024 USRF-Cross Disciplinary Fund has been awarded to:

Recipient	Disciplines involved	Value	Project title
Wokje Abrahamse	SGEES / SSIS / HPPI / EDUC	$49,832	Half-truths, lies, and hoaxes: Mapping online climate change misinformation in Aotearoa and empowering (young) people to counter it.
Brian Diettrich	NZSM / SCPS /	$48,700	Fostering Mātauranga and Inclusion in Space Science: New Sensory Renderings of Matariki, Rā, and Tahu-nui-ā-Rangi for Accessible Engagement
Marco Sonzogni	SLC / WTP / ECS	$41,744	Neither illusion nor hallucination but augmentation: a case-study in Human-AI interaction through literary translation
Hai Lin	SEF / ECS	$49,683	News Implied Climate Sentiment by Machine Learning and Economic Behaviour
Neil Dodgson	ECS/ LALS / PSYC	$49,278	How does contact impact indigenous knowledge? Colour naming and categorisation in te reo Māori and Oceanic languages
Simon Hinkley	Ferrier / SBS / SoH / SMIB	$49,415	Non-alcoholic beer: a commercial and health opportunity

DVC STUDENT PORTFOLIO

1. **Open Day**

   - Open Day 2024 attracted over 5,000 registrations for the first time. We estimate visitor numbers similar to 2023, with 5,500 attending over the day.

   - Key observations noted:
     - better use of all three campuses, with enhanced activations at Te Aro and Pipitea, driving greater foot traffic;
     - better engagement; and
     - great feedback from staff and students on the success of the day.

   - Open day was also the culmination for **Te Paewai o Te Rangi** (a week-long on-campus programme for Year 13 Māori students living outside the Wellington region. The purpose of this programme is for students to experience being a student here at Victoria University as well as living in the capital city). 20 students were hosted by the Future Students, members of Āwhina, Joan Stevens Hall and other university staff. 17 of the 20 students on the programme have now filled out admission and accommodation applications for 2025.

2. **Vic Start**

   - The University's "STAR Programme" which allows secondary school students to study university courses while they are still at school has been renamed VicStart. Secondary school students will be able to study free up to 40 points of course fees. The website is being updated with courses for 2025 as they are confirmed https://www.wgtn.ac.nz/study/programmes-courses/vicstart

   Selection of recent events for future students
   - Mathswell, MathsQuest hosted on campus the same week as open day.
   - Pasifika Year 11 day, 27 August, with well over 100 students on campus for a day of activities with student ambassadors and the Future Students team.
   - Course planning visits to high schools across the motu in Term 3 (through September) - the Future Students team are visiting all Wellington schools and around 230 additional schools across the country.
   - Several postgraduate study events, two on campus sessions for current students, a PG study expo in Rutherford House (19 September) and a PG webinar the week following.
   - Hoku'lea Part Three 24 September - the third event in our series of leadership on campus events for Year 13 Pasifika.

3. **Financial assistance**

   - 894 students were provided with a total of $80,700 in financial assistance though a new **winter energy payment initiative**. Student Finance and the Foundation collaborated to facilitate donations from alumni and university suppliers to fund the initiative, which was very well-received by students.

4. **School-leaver Scholarships**

   - Closed 2 September with a total of 2430 applications - 94 up on last year.

Some interesting stats:

- Pasifika applications have improved year on year. This year they constitute 9% of total applications, up from 8% last year.
- Māori applications are at 11%, one percent down on last year but ahead of 2022.
- The percentage of applicants in the disabilities category continues to increase. These have risen from 101 applications in 2022 to 133 this year.
- Applications in the refugee category have increased from 7 in 2022, to 12 this year.
- Applications in the Rainbow and Socio-Economic disadvantage categories are steady.
- Considering the criteria was so demanding, the new Mātātoa sports scholarship was very popular with 320 applications. Only the leadership and sustainability categories had higher numbers (1524 and 455 respectively).
- Regionally, application numbers from Auckland and Wellington have remained stable at 467 and 672 respectively. Of the bigger regions Otago had the largest increase in applicant numbers relative to the previous year (56 to 83) and Canterbury had the largest decline (207 to 188).

5. **Admission and Conversion project:**

- Proactive school-leaver scholarship offers were made to 65 high achieving students that applied for admission to the University. 51 of those have gone on to apply for a scholarship.

6. **Relocation**

- The Scholarship office staff will be relocating mid-October to the Hunter building, to improve accessibility and collaboration for students and staff.

7. **Te Pūrengi – International Student Experience**

- Planning is underway for Trimester 3 International Orientation, scheduled for November 5th-7th, with a late Orientation on November 8th. A Pre-arrival session is set for October 15th to give students a chance to interact with the team and ask questions ahead of arrival in New Zealand.

8. **Leadership Programmes Project**

- Members of the Careers and Employment team in Te Pūrengi-Student Experience and Wellbeing and the Internationalisation team in the International Office are working together to refresh and redevelop the University's extra/co-curricular leadership programmes (Wellington Plus, focused on volunteering, civic engagement, social responsibility and employability skills; and Wellington International Leadership Programme, focused on global citizenship, intercultural awareness, and employability skills).

- The Service Design team in Digital Solutions is providing support for this work which will strengthen the alignment of these two programmes in 2025 and develop a refreshed and combined leadership programme to be delivered from 2026. This is an opportunity to enhance our distinctiveness as a university, using these leadership programmes as a recruitment tool both domestically and internationally.

9. **Te Pūrengi – Careers and Employment**

- Completion of Work Integrated Learning (WIL) video by FILM 414 students. This video was made my WIL FILM 414 students about students completing WIL courses in a range of areas across our campuses and other locations in Wellington. It will be shared via social media and then on a new external student WIL webpage.

- The team is collaborating with the Faculty of Architecture and Design Innovation to deliver 'Careers Week' during week 11 of Trimester 2. The week includes a Careers in Focus Panel discussion featuring alumni, and an industry speed networking event.

10. **International admissions**

Offers for T3 this time 2023 vs 2024:

2023	2024	% growth
493	707	43%

Source: *Power BI admissions view recorded on 21 September.*

Offers for 2025 compared to 2024:

Time	Headcount of students submitting applications (PAMI SMS019)	Offers (Kurawai admission view recorded)	Enrolled (new to qualification) (SMS008)
2023	5184	2707	1269
2024	7550 (46%)	3728 (38%)	1490 (at 9/09/24) (17%)
2025 (at 9/09/24)	3581 (15% from last year)	1215 (18%)	n/a

11. **Wellington International Leadership Programme**

- **Key seminars/diplomatic dialogues held since March:** We have held 37 seminars since the beginning of March 2024 on topics ranging from intercultural communication to ethical leadership. This includes two diplomatic dialogues - one with the US Ambassador on 21 March 2024 and one with the EU Ambassador on 13 August 2024.

- **Registrations vs target:** We have had 414 new registrations for WILP so far this year (exceeding our target of 400 for the whole year).

12. Exchange (2024)

T1 inbound/outbound:	91 inbound and 103 outbound
T2 Inbound/outbound:	91 inbound and 87 outbound
Top 5 destinations:	UK, USA, Spain, Germany, and France
New agreement signed:	Dublin City University

13. Recruitment

VUW -led Webinars:	10 sessions since March (including General, Master's focus and regional focus)
Third-Party Webinars:	USA and Colombia
In-Person Events:	USA, Canada, India, Sri Lanka, Thailand, China, Indonesia
Top Source Countries (T2):	China (24%), India/USA (11% each), Indonesia (8%), Japan (8%)
T2 Channels:	Agents (35%), Partnerships (18%), Study Abroad (20%), Sponsorships, including foreign and NZ (Manaaki) (16%)
Top 5 programmes for T2:	EAP/ELT – 120 enrolments, BCom – 39 enrolments, BSc – 14, MSoftwareDev – 13, MCompSci – 12

14. Global Engagement and Partnerships

New Partnerships:	Since March 2024, we have established partnerships with 24 institutions in 9 countries, focusing on short-term study, degree pathways, and PhD collaborations with top universities, including those supported by the China Scholarship Council.
Delegations:	24 delegations, focused on Asia, Europe, and Oceania.
Upcoming Delegations:	7 confirmed, expected to reach 15 by November.
T2 Partnerships:	18% of T2 enrolments (71 students) from partnerships, with Malaysia and China leading.
Upcoming Events:	Victoria University of Wellington will attend the EAIE Conference in Toulouse from September 17-20, and the Vice-Chancellor will visit China from September 21-24 for the opening of VUW's Joint Institute at Zhengzhou University and to meet alumni and partners.

15. **World Refugee Day**

- On 19 July, THW-VUW celebrated World Refugee Day with an event. The event attracted more than 100 students and others from across and outside of the university. It was led ably by THW's Refugee Background Student Advisor Mr Abdul Haidari, supported by colleagues in the Equity and Wellbeing Team.

- The event showcased THW-VUW refugee background learners' journeys through their stories, poetry, and song. Several community-based organisations working within refugee resettlement were also present to support the event building stronger university-community relationships.

- The event also launched a research report: 'Enhancing Refugee Background Learner Journeys in Tertiary Education in Aotearoa New Zealand' (led by Professor Sara Kindon, School of Geography, Environment and Earth Sciences and the National Tertiary Network she coordinates) and celebrated the report's associated 'Best Practice Guidelines to Support Refugee-Background Learners in Tertiary Education in Aotearoa New Zealand' (also led by Prof Kindon). These were recently published by the Tertiary Education Commission.

- The The inaugural Best Practice Guidelines and the accompanying report mark a significant milestone for TH.

TO	Academic Board
FROM	Stuart Marshall
DATE	15 September 2024
SUBJECT	Work Programme - A new vision for first year experience - reduced expectations/assessments

Work Programme Top 5

Presentation on *A new vision for first year experience - reduced expectations / assessments* followed by Q&A.

TO	Academic Board
FROM	Bryony James
DATE	15 September 2024
SUBJECT	Faculty Realignment

Paper distributed separately.

6.0 RESOLUTION CONCERNING EXCLUSION OF NON-MEMBERS

To resolve: That the public be excluded from the following parts of the proceedings of this meeting, namely agenda item 13.

The general subject of each matter to be considered while the public is excluded, the reason for passing this resolution in relation to each matter, and the specific grounds under section 48(1) of the Local Government Official Information and Meetings Act 1987 for the passing of this resolution are as follows:

General subject of each matter to be considered	Reason for passing this resolution in relation to each matter The public conduct of each item below would be likely to result in the disclosure of information for which good reason for withholding would exist under the sections of the OIA identified below.	Ground(s) under section 48(1) for the passing of this resolution
Agenda item 7. Minutes of the previous meeting held on 20 August 2024	Not applicable for this meeting.	

This resolution is made in reliance on section 48(1)(a) of the Local Government Information and Meetings Act 1987 and the particular interest or interests protected by section 6 or section 7 or section 9 of the Official Information Act 1982, as the case may require, which would be prejudiced by holding of the whole or the relevant part of the proceedings of the meeting in public are set out above.

Te Herenga Waka – Victoria University of Wellington
Academic Board
Minutes of the meeting held at 1.00pm on 20 August 2024

The meeting was opened with a karakia and everyone was welcomed to the meeting.

The meeting was held face-to-face in GBLT 1 at the Pipitea Campus and was convened by Professor Bryony James until 1.20pm, and then by the Vice-Chancellor Nic Smith.

PART A

40.24   Apologies, acknowledgements and welcomes

The apologies were taken as read (see appendix 1).

The Convenor advised there were no new members to welcome.

41.24   Part B of the agenda – items brought forward

No items were brought forward to Part A from Part B.

42.24   Vice-Chancellor Oral Report

The Vice-Chancellor's oral report was noted.

43.24   Written Report   AB24/61

The August 2024 report was received from the Deputy Vice-Chancellor (Academic), Deputy Vice-Chancellor (Māori and Engagement), Deputy Vice-Chancellor (Research), and Deputy Vice-Chancellor, Students**.**

It was advised that individual DVC reports have now reverted to being combined into one report as they were becoming lengthy. The Report was taken as read.

Deputy Vice-Chancellor, Academic Report

Professor Robyn Longhurst spoke to her report.

The Academic Quality Agency (AQA) approved our One-Year Update Report for Cycle 6, available here.

The Convenor advised the following.

We continue to be on budget but this is being watched carefully. Other areas are very solid and we are looking to grow back student numbers which are increasing. Starting to see students and staff back on campus which is positive for not only the university but for businesses as well.

1

Open Day is on Friday 23 August and is an important day and it is encouraging to see more than 4.5k registrations. People are encouraged to engage with prospective students as this makes a significant difference in showcasing the university.

Ongoing university review group work is being carried out with Sir Peter Gluckman who advised that a subset of that group talked to a whole range of different people across the institution, broadly falling into questions around governance of universities and roles of council, academic boards and senates and appointments of chancellors and council members.

Sir Peter advised they are interested in the structure of funding. The wider acknowledgment, from leadership and other universities is that the bums on seats model is not serving us well as a whole, and there is a desire to create incentives that produce collaboration, particularly in bespoke offerings and institutions in areas where there was genuine excellence, and also in areas where there was big infrastructural investment. They are interested in incentive structures have requested a written paper. These are recommendations that they will provide to the minister when the report is finalised.

Sir Peter advised the report was near being finalised but was waiting for the University Advisory report and is then going to provide both at the same time, ideally towards the end of September. There were 14 questions which were answered, and another 17 questions to come.

Finalised wording for the University strategy is pending approval at the next Council meeting in September. Focussed forums are being run a week later. Implementation plans are at all levels of the organisation and we are looking at how we are going to know if we are getting traction and are successful in that space.

In relation to the refresh draft it was noted that the value Rangatiratanga had been dropped. It was advised that because there are so many values it got confusing so needed to be condensed and that Rangatiratanga is in the University's Te Triti Statute rather than one area/being one value.

Timing of school visits at other universities have been earlier than Te Herenga Waka | Victoria University, but it was noted that this is work in progress.

A query was made in relation to student numbers pre-COVID. To be advised.

Action: Vice-Chancellor Nic Smith.

In the University News there are approximately 100 submissions for the consultation on the Faculty Realignment. The decision-making panel members are meeting on 4 December. There is a theme emerging from submissions, details of which will be in the Wednesday comms.

It was noted that at the end of last year's meetings there was strategic discussion time at the end of each Academic Board meeting and it would be ideal to include this in meetings going forward. The discussions are more of a framing and an attempt to combine aspects that might be missing.

2

Deputy Vice-Chancellor, Research Report

Professor Margaret Hyland spoke to her report taking it as read.

A new research mobilisation fund is live on the internet and open for application, with a panel discussion taking place on 28 August.

Research mobilisation is about engaged research which positions research to be used and have impact.

In addition is the Revised Research Excellence Awards, which includes a team award, a collaboration award, a team/collaboration award as well as a research mobilisation award.

Deputy Vice-Chancellor, Students Report

The report was taken as read.

Deputy Vice-Chancellor, Māori and Engagement Report

The report was taken as read.

It was suggested that while it is good to have a reflection of what has been taking place, it would be useful to add goals and strategic initiatives for the portfolio rather than a list or tasks.

The meeting was opened up for an opportunity for discussion and input. It was noted that the Academic Board is in a state of transition and that the Convenor is trying to include topics in the agenda each meeting where the group can add value to a piece of work. It is useful to think about how Academic Board operates and how we could make the most of the time together, and the DVC Reports could be part of that.

Suggestions included:

- To have a format of a commentary and highlight one or two areas.
- Level of detail can assist or constrain, if not enough detail, it is hard to see meaning so is a matter of balance.
- With people being busy they often don't read the papers entirely. This is considered the role of the Academic Board and members' responsibility. Note that papers are sent one week ahead of the meeting to allow sufficient time for reviewing.
- To include good-intention sessions like what was included at the end of last year's meetings.
- It would be good to have comparative statistics, so we know whether we are moving positively or otherwise.
- Discussions within reports on any problematic data so this can be dealt with, and not just the mention of data details but initiatives going forward.
- Have time for conversation in order to share information.
- Reporting on topics that prompt conversation, rather than addressing everything.
- Encourage everyone to ask questions to inspire discussion.

The Vice-Chancellor Nic Smith arrived at 1.19pm to convene.

3

In relation to offering scholarships again, it was advised that it was a funding issue so will continue to grow in that space and branch out to wider regions, as well as retain local shares, and consider a strategy going forward.

The strategy on the local market was queried and being open to international students. Logan is looking at marketing ways to cover those fees in attempt to appeal to students who want to experience international education.

After a robust discussion, a majority <u>approval</u> was given for the current paper *Item 6. Course Constraints Regulations (AB24-63)*. To revisit in 12 months' time in order to address issues from today, with discussions continuing in the meantime.

44.24   Media and Communication and Film Studies   AB24/62

An update on the implementation plan presentation and paper.

The Board <u>endorsed</u> the paper.

Sarah advised she is currently working on proposal to change the name of the school into something more concise. She thanked the two panels for the thoughtful and considered work undertaken that received positive responses and included challenging feedback on staff culture. Stephen Marshall was also acknowledged for his hard work.

45.24   Academic Year Dates and Scheduling Regulations   AB24/63

Dr Rob Stratford gave an update on the new Academic Year Dates and Scheduling Regulations. He advised this is an update of the existing Course Constraints and Scheduling Policy and Procedures and is not seeking to set academic dates for 2026, but acknowledges changes made to the policy.

After going out to consultation, feedback was worked through. It was acknowledged that the point of the grade entry deadline was too short as it currently stands at 3 days, but is proposed to be extended to 5 days.

Other point noted was holidays and putting 5 trimester points into 5 weeks. There is flexibility in T3 timetable, but a problem with closedown and holiday dates. Concern was raised that with new regulations the impact puts pressure on students.

Concern was raised that 65 hours a week is too much, and doing 40-pts in half trimester is 80 hours a week. This is asking students to do more work in a lesser time so is a student welfare issue. Points values needs further discussion.

The Board <u>approved</u> the paper.

There were no papers moved to Part A from Part B for this meeting.

Part C of the agenda

It was resolved that non-members be excluded from this meeting for consideration of agenda items 14, 15, and 16 in accordance with s9(2)(a), s9(2)(b)(ii) and s9(2)(i) of the Official Information Act.

*The Resolution concerning exclusion of non-members was **resolved.***

Resolution concerning exclusion of non-members (standing item).

PART B OF THE AGENDA

The following items, not having been brought forward, were confirmed.

46.24   Amendments to Delegations Statute and Delegations Schedule   AB24/64

The Board noted the paper on amendments to Delegations Statute and Schedule.

47.24   Assessment Handbook Update   AB24/65

The Board endorsed the paper on update on minor updates to the Assessment Handbook.

48.24   Minutes of the last meeting

The minutes of the Academic Board meeting held 16 July 2024   AB24/66
(Numbers 32.24 to 37.24) were confirmed.

Note: Part C of meetings are excluded for reasons of confidentiality where applicable.

49.24   Report of the Academic Programmes Committee

The Academic Programmes Committee report was noted.   AB24/67

The following 7 non-CUAP proposals were approved:

Faculty	Faculty Reference	Proposal Title	AB Reference
FADI	FADI 24/5 - BDI/1	Amend the BDI regulations (APC24/46)	AB24/67a
FHSS	MFA(CP)/1	Amend the General and Subject requirements for Design in the Master of Fine Arts (Creative Practice) (APC24/47)	AB24/67b
FHSS	BA/19	Make Special Topic ANTH 215 permanent as ANTH 216 (APC24/48)	AB24/67c
FENG		Amend the Data Science major (APC24/49)	AB24/67d
FENG		Update of AIML courses (APC24/50)	AB24/67e
FOS		Amend the PGDip ClinPsyc (APC24/51)	AB24/67f
FOH	FOH/24/1-BHlth/1	Amend the BHlth Regulations (APC24/52)	AB24/67g

5

The remaining items in the report were discussed/approved by the Academic Programmes Committee at its 23 July 2024 meeting.

50.24   General Business

No general business.

PART C MEMBERS ONLY

The minutes of 16 July 2024 were confirmed/approved.   AB24/68

Attendance

5 members attended; 12 non-members attended; 26 apologies were received (refer to Appendix 1 for detailed record).

The meeting closed: 2.40 pm.

The next meeting will be held on 28 October 2024.

Appendix 1: Academic Board attendance 20 August 2024

Professor Nic Smith (Convener)
Professor Graeme Austin
Professor Ema Maria Bargh
Associate Professor Diana Burton
Professor Jane Bryson
Associate Professor Sasha Calhoun
Mairangi Campbell
Associate Professor Sue Cherrington
Dr Luke Chu
Dr Tim Corballis
Professor Alberto Costi
Professor Averil Coxhead
Professor Joanne Crawford
Associate Professor Sue Cherrington
Professor Urs Daellenbach
Professor Neil Dodgson
Dr Noelle Donnelly

Professor Alejandro Frery Dr Nicola Gilmour
Dr Caz Hales
Dr Monica Handler Monika Hanson
Dr John Haywood
Professor Sally Hill
Dr Linda Hogg
Associated Professor Val Hooper
Professor Margaret Hyland
Dr Nigel Isaacs
Professor Bryony James Sarah Leggott
Dr Andrew Lensen Associate Professor Spencer Lilley
Dr Jian Liu
Professor Robyn Longhurst
Professor Stephen Marshall

Christine McCarthy
Professor Geoff McLay
Professor Robert Mckay
Stella McIntosh
Professor Nicola Nelson
Professor Rewi Newnham
Nan O'Sullivan
Marcail Parkinson
Professor John Randal
Dr Helen Rook
Dr Mike Ross
Professor Marco Sonzogni
Professor Paul Teesdale-Spittle
Amandie Weerasundara

7

12 Non-members present

Anita Brady
Lynn Grindell
Joseph Habgood
Dr Stuart Marshall
Kirsty McClure
Carol Morris
Dr Robert Stratford
Derek White
Linda Roberts
Varsha Narasimhan
Derek White
Okan

26 Apologies

Dr Logan Bannister
Professor Daniel Brown
Prof Professor James Crampton
Carmen Dalli
Dr Ben Egerton
Professor Nicholas Golledge
Professor Anne Goulding
Professor Nikki Hessell
Associate Professor Kathy Holloway
Professor Kate Hunter
Professor Annemarie Jutel
Professor Sara Kindon
Professor Dean Knight
Associate Professor Winnie Laban
Professor Karl Lofgren
Professor Catherine Iorns Magallanes
Dr Bruno Marques
Professor Joanna Mossop
Professor Sally Jane Norman
Professor Robyn Phipps
Cathy Powley
Professor James Renwick
Associate Professor Jenny Ritchie
Professor Elizabeth Stanley
Professor John Townend
Trish Wilson

VICTORIA UNIVERSITY OF WELLINGTON

ACADEMIC BOARD

AGENDA ITEM 8

Date	**24 September 2024**
Proposer	**Professor Robyn Longhurst, Deputy Vice-Chancellor (Academic)**

DOCUMENT RECORD

Reference	**AB24/69**
Title	**Report of the Academic Programmes Committee**
Author (memorandum)	**Carol Morris, Secretary Academic Governance**

The Academic Board is asked to:

To approve: No proposals to approve.

Note: Other items discussed and/or approved by the Academic Programmes Committee at its 3 September 2024 meeting.

Note: Items that are included in this report are available from the Academic Office upon request.

VICTORIA UNIVERSITY OF WELLINGTON
TE HERENGA WAKA

Memorandum

To	**Academic Board**
From	**Carol Morris, Academic Governance Secretary**
Date	**24 September 2024**
Subject	**Report of the Academic Programmes Committee (APC)**

This section of the report relates to the scheduled 3 September 2024 meeting of the Academic Programmes Committee.

A memo and papers were sent to APC members on 21 August 2024 in lieu of the 3 September APC meeting advising that the business of the meeting was going to be conducted via email due to a light agenda, with a request that members provide comments in relation to Graduating Year Review (GYRs); and/or Special Topics.

Proposals for endorsement

There were no proposals submitted.

GYRs

Two additional completed GYRS were added and circulated being Science in Society – Science; and Geographic Information Science – Science.

It was noted that one GYR was deferred, but had already been listed in the memo because it was not ready in time for 3 September 2024 meeting being Master of Environmental Science – Science.

Special Topic content

Special Topics were noted.

TO	Academic Board
FROM	Robert Stratford – Manager, Quality and Policy
DATE	15 September 2024
SUBJECT	**2024 Completed GYRs** • Communication – FHSS • Intercultural Communication and Applied Translation – FHSS • TESOL - FHSS • Animation and Visual Effects – FADI • Designed Environments – FADI • Doctor in Education – Education • Tourism Management – WSBG • Science in Society – Science • Geographic Information Science – Science

Purpose

This paper presents the 2024 Graduating Year Reviews (GYRs) to Academic Board. Once these have been approved, they will subsequently be submitted to CUAP.

> **For approval:** The attached completed GYRs for 2024 prior to their submission to CUAP.

Background

Graduating Year Reviews are part of the external quality assurance processes the University is obliged to compete as set out in the CUAP Handbook.

In 2020-2022 the GYRs have been completed without submission to CUAP. This was to ease the assurance burdens at a time when pandemic restrictions placed pressure on university systems for learning and teaching.

This year as with 2023, 'normal conditions apply' and the process for approving GYRs returns to that set out in the CUAP Handbook (and also in the University's Academic Reviews and Monitoring Policy – Appendix 3).

GYR Timeline 2024

The following timeline sets out the next steps for the attached GYRs, subject to their approval by Academic Board:

24 September	GYR submitted to the Academic Board for approval.
1 October	Academic Office submits GYR to CUAP.
Mid October	CUAP meeting where all GYRs are considered.

Criteria for approval of GYRs

Each GYR is to be completed according to the CUAP document template. The CUAP criteria for approval of a GYR are subsequently based on those set out in the CUAP Handbook – section 6.10 (as shown below) and supported by Section 3:

Criteria for assessing Graduating Year Review reports

In assessing Graduating Year Review reports, the committee will use the criteria for programme approval set out in section 3. Particular attention will be paid in this peer review process to approval criteria 2, 4, 5, 6 and 7. (See section 3.)

The committee will be concerned mainly to verify that:

a. it has on its files a full and up-to-date statement of the institution's own review, monitoring and evaluation procedures

b. appropriate institutional review processes have been followed to an acceptable standard

c. approval criteria 2, 4, 5, 6 and 7 have been met satisfactorily, namely the adequacy of:

   i. the title, aims, stated learning outcomes and coherence

   ii. the acceptability of the programme and consultation

   iii. regulations

   iv. assessment and moderation

   v. evaluation and review.

d. Any concerns raised by CUAP at the point of approval, and any required changes, have been adequately addressed.

e. The university has provided an intention to continue or discontinue the programme.

Commentary on the attached GYRs

The attached GYRs are well-presented and either conform to the template guidelines provided by CUAP or will conform following a few edits. They have indicated the use of appropriate review processes and that they have been successful in terms of their intended aims. Following Academic Programmes Committee, several minor edits have been attached to some of these GYRs to adhere to the concise nature of these reviews (comments have been retained in the attached documents). Following Academic Board and the final advice given here, these edits will be implemented prior to CUAP submission.

Further Comments

If you have any further comments on these GYRs please feel free to contact Robert Stratford directly or bring this forward to Part A.

Current year	**2024**
Name of programme	Bachelor of Communication (BC/MC)
	Master of Communication / Postgraduate Diploma of Communication / Postgraduate Certificate of Communication (MC, PGDipC, PGCertC)
Identifier for the original proposals	VUW/19/R1 Master of Communication / Postgraduate Diploma of Communication / Postgraduate Certificate of Communication (MC, PGDipC, PGCertC)
	VUW/18 - BC/1 Bachelor of Communication
Name and position of independent GYR convenor	Associate Professor Leon Gurevitch (Architecture and Design; Associate Dean, Research Design & Innovation)
Name of other evaluation panel members and the positions they each hold	Professor Sally Hill (FHSS; Associate Dean, Academic Programmes)
	Joseph Habgood, VUWSA Senior Representation Advisor
	Zoe Keane (former BC student and current MC student)
	Emily Payne (BC and MC alumna, now working in the industry)
Programme Director	Geoff Stahl
Head of School	Sarah Ross

1.   Programme Statement

(a)   Description

The Bachelor of Communication (BC) and Master of Communication / Postgraduate Diploma of Communication / Postgraduate Certificate of Communication (MC, PGDipC, PGCertC) started in 2020.

The Bachelor of Communication has a three-pillar structure: core-major-minor. The core courses are COMS 101, MDIA 102, COMS 201, and COMS 301. Students must also take an additional course from both COMS 200-299 and COMS 300-399, for a total of 120 points. There are seven majors available: Intercultural Communication, Linguistics, Literary and Creative Communication, Marketing Communication, Media Studies, Political Communication, and Science Communication. Each major has a required number of courses students must take at each level, for another 120 points. It is possible under this model to do two majors, if students are prepared to do extra credits.

Complementary minors, made up of 60 points from an approved list of majors, are associated with each of the degree majors, for 100 points (leaving 20 points for an elective). There is a wide variety of combinations of minors from which students can choose.

The Master of Communication is a 180-point taught master, divided into two parts, and is usually completed over three trimesters in one calendar year. 150 points are completed in Part 1, where students are required to complete two core 30-point courses: COMS 501 - Communication Paradigms and 502 - Communication Research Methods. The remaining 90 points for Part 1 are made up of approved 400-level courses from across the participating faculties. Part 2 consists of either COMS 589: Research Project or COMS 590: Internship, at 30 points each. Those seeking a

1

specialisation in Science Communication can include SCIS 410 and 414 in Part 1 and can choose between SCIS 588: Research Essay or SCIS 589: Science Communication Project for Part 2.

The PGDipC consists of two core courses complemented by 60 points of elective courses. The PGCertC consists of one core course complemented by 30 points of elective courses.

(b)   Purpose

BC

The primary goal of the Bachelor of Communication is to provide a unique programme of study that equips students with a strong foundation in the field of communication as well as specialised and applied knowledge about the role of communication in different domains in society. This presents them with opportunities for employment in a variety of communication roles and a pathway to further study. The programme offers a degree framework with distinctive majors (Intercultural Communication, Literary and Creative Communication, Media Studies, Political Communication, Science Communication), which will produce graduates capable of either pursuing higher level academic study at postgraduate level or entering into the rapidly evolving communication-related employment sector. Graduates of the programme will have the knowledge, skills and attributes required by employers in the government and private/civic sector. This programme will integrate critical academic endeavor, with an emphasis on informing, influencing and being informed by government, civic, and industry sectors. Graduates of the programme should have the skills and literacies required to prosper in the communication field and hence should be able to contribute to solutions for our global civic society.

MC

The Master of Communication (and associated PGCert and PGDip) recognises that communication competency has long been a core skill required in many fields of employment but has gained significance in a globally networked information society and a rapidly evolving digital communications environment. Master of Communication graduates will not only have a critical understanding of the ways that communication and mediation are reshaping modes of socio-cultural, political and economic activities, but will also have the analytical skills to enable them to influence these developments through their own research and projects.

Both the BC and MC have been largely successful in meeting the stated goals of the original proposal. Courses in both degrees incorporate experts from the field as guest lecturers, provide opportunities for internships (in the MC), offers pathways into further graduate study (for both the BC and MC), and give students the practical, critical, creative and analytical skills that employers in the field are seeking (see Appendix 5). As student feedback indicates these pathways could be made clearer earlier in the degrees, and more opportunities (such as job fairs) could be better signposted. However, the student feedback is generally favourable for both degrees.

(c)   Changes

The BC and MC are overseen by a Programme Director, a senior academic based in a School which hosts a major in the degree. During the review period, the PD has been based in either SEFTMCAH or HPPI. They also chair a steering committee, which has representatives from those programmes with majors in the degree. This group meets once a trimester or when needed if urgent matters arise. The group has responded to feedback from students and staff and made changes to the degrees in response. For example, this has meant the introduction of the Linguistics major in 2021 and Marketing Communication as a major in 2022.

2

In September 2021, VUW started delivering courses at the Communication University of Zhejiang (CUZ), China, as part of a new joint programme between the two institutions. Students at CUZ are studying for a Bachelor of Communication, with an Intercultural Communication major and an Asian Studies minor, with the opportunity to complete their degree at VUW in a fourth year (the first cohort will arrive in T2 2024). Initially, courses were delivered virtually due to the pandemic but later moved to in-person teaching using a combination of permanent full-time VUW staff, when and where available, and teaching fellows.

2. GYR Review Processes

The self-review for this GYR was prepared by Senior Lecturer in Media & Communication, Geoff Stahl. Input was sought from the Communication Steering Committee. VUWSA met with students (see Appendix 2 for detailed feedback). The Evaluation Group included the following:

Sally Hill (FHSS; Associate Dean, Academic Programmes)

Leon Gurevitch (Architecture and Design; Associate Dean, Research, Design and Innovation)

Joseph Habgood, VUWSA Senior Representation Advisor

Zoe Keane (former BC student and current MC student)

Emily Payne (BC and MC alumna, now working in the industry)

3. Review Outcomes

(a) Adequacy and Appropriateness

The Communication title for the qualifications captures the range of available majors, which in turn reflect the interdisciplinary approaches and diverse perspectives of the wider field. Within the BC, there are several complementary minors and majors, many of which link with cognate disciplines within programmes and across the university. All students are required to complete COMS 301: Applied Communication Project. As the degree's capstone course, it brings together students from the different majors and offers them an opportunity to develop and present a final communications-based project (which can include designing campaigns, websites, etc.). The course objectives are firmly aligned with the graduate profile for the BC (see Appendix 3) and several students, domestic and international, have successfully found employment in communications-related fields upon completing either the BC or the MC (see Appendix 5. For the full Student Feedback Document, see Appendix 6).

The qualifications are offered across different schools, faculties, and campuses. This presents some logistical issues in terms of building shared literacies, avoiding presumed knowledge, and coordinating across the Kelburn and Pipitea campuses (points highlighted in the student feedback). Course convenors, in consultation with the steering committee, and in response to regular student and class rep feedback, have adjusted and adapted course content and assessments to address issues as they have emerged. In the MC, the sequencing of COMS 501 (T1) and 502 (T2), leading into either COMS 589 or 590, which are scheduled over T3, has been a focus for the Media & Communication Programme. Scaffolding these courses in ways which serve both the research project, and the internship has been a challenge, and is currently being reviewed, particularly as more students express interest in internships over research projects.

Students applying for the BC are subject to the same entry requirements as other domestic and international students.

3

In the BC, COMS 301: Applied Communication Project is designed to allow students to demonstrate their theoretical and applied learning over the course of the degree. This may either take the form of a small research project using appropriate theories and methods or an applied project demonstrating digital communication practice. Given the range of majors the course must accommodate, there are dedicated workshops set up to serve those majors that make up a larger portion of the cohort (Media Studies, Literary and Creative Communication, Marketing Communication, and Political Communication).

The MC requires for entry a cumulative grade of "B" in relevant subjects and standard English minimums. It offers two pathways for students: COMS 589: Research Project and COMS 590: Internship. The latter provides several work-based opportunities. Between 2020 and 2023, these included CreativeHQ, The Helen Clark Foundation, VUW Comms and Marketing, and Wai-te-Ata Press (specifically in the Chinese Scholars' Studio), MFAT, Age Concern NZ, Wellington City Council, the Centre for Asia-Pacific Excellence, Te Pou, Surf Lifesaving NZ, and Jack Yan and Associates.

(b)   Acceptability

The BC and MC qualifications provide graduates with several relevant and desirable theoretical and practical skills, which also include creative and critical thinking. As the variety of employment destinations indicates (see the sample provided in Appendix 5), the degrees are leading to notable positions across a range of communication-related industries and institutions, here in Aotearoa and overseas.

The COMS 590 Internship keeps the MC connected with local communications-related industries and institutions, many of which are listed in (a) above.

(c)   Assessment procedures and student performance

In the BC, the final applied communication project for COMS 301 offers a robust form of assessing student progress across the different majors that make up the degree. Respective programmes associated with the BC moderate assessment according to their own internal processes. For the MC, COMS 589 projects and 590 internships are evaluated internally by VUW staff. In 2022, a selection of COMS 589s was externally moderated by a colleague at AUT and 590s by a colleague at Otago.

(d)   Data

Table 1: Summary information on numbers enrolling and completing:

Bachelor of Communication

Years (from and including the first)	Predicted enrolments	Actual numbers enrolled	Full-time	Part-time	EFTS	Numbers completed	Withdrawals
2023	529	352	282	70	296.213	71	4
2022	389	338	275	22	297.385	52	6
2021	253	232	192	16	207.496	0	1
2020	123	143	106	8	113.439	0	5

Master of Communication

Years (from and including the first)	Predicted enrolments	Actual numbers enrolled	Full-time	Part-time	EFTS	Numbers completed	Withdrawals
2023		16	11	2	16.375	15	0

4

2022		11	6	5	9	14	1
2021		15	8	7	15.125	13	0
2020		11	10	1	12.75	7	0

	PGDipC	**PGCert**
Years (from and including the first)	Numbers completed	Numbers completed
2023	1	1
2022	5	3
2021	1	3
2020	2	0

New staff have been hired in a number of programmes as student numbers have increased, and further expansion of course offerings will be possible as and when additional staff can be hired.

(e)   Programme evaluations

- The GYR review panel appreciated the quality of the self-reviews and the very positive student feedback on both degrees, both from the VUWSA survey and from the review panel student member, as well as by the evidence of changes being made in response to student feedback over the period since both degrees were introduced. The BC/MC steering group will bear in mind the constructive suggestions from VUWSA regarding pathways, knowledge accumulation, and incorporation of Mātauranga Māori and Pasifika perspectives throughout the degrees in future curriculum mapping and development. The steering group will also consider further integration of Work Integrated Learning and Career Development Learning, including earlier incorporation of alumni and industry talks, in response to the suggestion regarding supporting students to articulate and progress toward the future options the qualifications open up for them.

- The programme will next be reviewed in 2028.

(e)   Continuation or discontinuation

The programmes involved strongly support continuation of the qualifications, and the evaluation review endorses this view wholeheartedly.

Dean approval for continuation

Dean: Sarah Leggott

Date: 29-07-2024

5

Appendix 1

BC															
Year	Students Registered	A+	A	A-	B+	B	B-	C+	C	C-	Fail	Withdrawn	GPA	GPA Māori Students	GPA Pasifika Students
2023	946	34	83	136	156	143	106	90	49	39	87	23	4.8	4	4.3
2022	962	87	108	118	139	134	96	61	33	32	116	37	5	3.7	4.6
2021	774	17	34	76	100	134	108	82	50	32	108	33	4.1	3	2.7
2020	554	16	38	81	61	83	73	46	25	20	79	32	4.4	3.6	3.1
MC - Core COMS coded courses															
Year	Students Registered	A+	A	A-	B+	B	B-	C+	C	C-	Fail	Withdrawn	GPA	GPA Māori Students	GPA Pasifika Students
2023	36	4	3	6	3	9	2	1	0	3	3	1	5.3	N/A	N/A
2022	27	1	9	7	5	2	0	1	0	0	0	2	6.9	7.6	6.6
2021	35	4	9	8	7	2	3	0	1	0	1	0	6.6	7	6.5
2020	28	3	10	4	2	6	0	0	0	0	2	1	6.6	8.5	N/A

6

Appendix 2: Student Feedback

FROM	Joseph Habgood (VUWSA Senior Representation Advisor)
TO	Evaluation Group: Communication Graduating Year Review
DAIE	Friday 10 May 2024

SUBJECT	Student Submission (Abridged) – Communication GYR

Kia ora members of the Evaluation Group for the Communication GYR,

Thank you for the opportunity to present the student opinion.

We have prepared the following submission in consultation with 115 students who have either recently completed or are currently enrolled in the Communication programme.

In addition to this survey, we ran two focus groups with several students attending includingpostgraduates and undergraduates, and with subjects including political communication, marketing and communication, and international business.

A more detailed student submission with appropriate data has been presented to the programme and is available on request. The following summary is for the convenience of the Evaluation Group.

We commend the pr(93.mme on the following:

- ☐ The programme is generally in a good state, particularly at undergraduate level, with students responding positively across most questions asked.

- ☐ The facilities are serving undergraduatesvery well- postgraduates are slightly less positive but still satisfied overall.

- ☐ Research skills are effectively taught, notwithstandingthe point about assumed mapping certain research skills below.

- ☐ The programme effectively elicits student feedback and responds compassionately to requests for accommodations.

- ☐ Students have a very degree of trust in their tutors.

8

We would suggest the following recommendations to be considered once a triangulation of data has occurred:

☐ Students would appreciate a more signposted nexus between the knowledge and skills they develop in the class and their future careers. The learnings they develop are valued but many find it difficult to answer "where to from here" at the completion of their degrees.

    o This may be well-supplemented with opportunities such as career expos.

☐ There may be multiple points of disconnect between courses hosted by different faculties. This may in part be an unavoidable cost of the interdisciplinarity of the programme - but there seems to be some room for mitigation in more closely mapping certain skills from 100- to JOO-level such as quantitative analysis and research methods more generally to avoid knowledge at a higher level being incorrectly assumed.

    o It may also be valuable to have a whole-of-programme approach to things like referencing styles and rules around extensions. This is not to say that these have to be identical, but even flagging certain disciplinary differences to students at the start of the programme would lessen students' confusion.

☐ Students' confidence that their feedback is used to benefit the programme could be improved with a more mindful articulation of how the current iteration of the programme has been shaped by past feedback.

☐ Students would appreciate the chance to be involved in learning actMties beyond the confines of the classroom.

    o In particular, postgrads would value more opportunities to both present their own research and experience the research of others.

☐ Maori students were not confident that matauranga Maori was being effectively incorporated into the programme- although the plurality of Maori respondents still answered "somewhat agree". This may also benefit from a mapping exercise across Communication's various subjects.

☐ There was unfortunately not sufficient data to establish whether Pasifika students felt supported, or whether they felt that Pasifika perspective was effectively woven into the course - however on this latter point, responses from students in general were lukewarm. We recommend that this is pursued with the Pasifika Student Success team and the Pasifika Students Council to gauge the issue more fully.

9

Conclusion

Students coming out of the Communications programme feel that they have developed a strong set of skills that will serve them well for the path ahead. The content of the programme is well-liked, and when students approach the programme with issues (individual or collective) they are addressed compassionately and effectively.

The recommendations outlined above pertain to three key areas;

1. The structure of the programme - do students across the various subjects of the qualification all take a path that builds neatly from one step to the next, without missing knowledge that is assumed in a future step?

2. The graduate outcomes - can students articulate and make progress towards the range of future options that their qualification opens up for them?

3. Matauranga Maori and Pasifika perspective -are Maori and Pasifika students empowered to complete a qualification that effectively incorporates a range of perspectives and honours Te Herenga Waka's commitment to Te Tiriti o Waitangi?

We hope that the above discussion is useful, and thank you once again for allowing us to contribute to this important work.

InconsultationwithstudentsofCommunication

Joseph Hilbgood
Senior Representation Advisor (he/him)
Victoria University of Wellington Students' Association
DOI:04 463 6987

1www.vuwsa.org.nz1

10

Appendix 3: Programme Graduate Profile

Bachelor of Communication

Graduates with a Bachelor of Communication will:

1. Have a strong understanding of the general field of Communication, including its theoretical concepts, research methodologies, and applied practices.
2. An ability to apply the theory to contemporary communication practices and issues on an interpersonal, organisational, and social level.
3. Have the capacity to critically evaluate concepts relevant to communication industries, platforms, audiences and content forms.
4. An ability to communicate complex issues to specific audiences using a variety of written, visual, and oral methods.
5. An ability to produce content for various communication needs and platforms in a wide range of industries and institutions.
6. Have the capacity to locate, evaluate, manage and use information effectively in both learning and employment contexts.
7. A readiness to practice intellectual integrity and ethical practices in Communication theory and practice.
8. An awareness and responsiveness to obligations under Te Tiriti o Waitangi in relation to Communication theory and practice.

Master of Communication

Graduates with a Master of Communication will:

1. Have an advanced understanding of the field of communication as well as its subfields, including relevant theoretical foundational and analytical techniques.
2. Be able to compare, evaluate, and critique existing academic perspectives on communication from a range of national and international scholars.
3. Be able to debate complex issues related to communication in a constructive and rational manner.
4. Be able to plan, organise, and engage in original and independent research through new and creative investigations of digital communication technologies, industries, media and audiences.
5. Be able to perform rigorous analyses and interpret the results of those analyses in a manner that leads to increased knowledge.
6. Be able to communicate knowledge in multiple contexts, using a variety of methods (e.g., written, oral, audio-visual, through a range of media).
7. Be able to use critical research praxis in engaging not only the scholarly community but external stakeholders such as governmental institutions, industry, non-governmental organisations, and the (local and global) community at large.
8. Maintain and promote intellectual integrity and ethical practices during the production of communication research, including tikanga Māori.

11

Appendix 4: Victoria University Graduate Profile

A Victoria graduate will graduate from a university in which the opportunities for local and global engagement are a dominant feature of the student experience and in which fulfilment of institutional obligations in relation to the Treaty of Waitangi is a significant goal. All graduates at the University will work in a collaborative environment to attain specialised understanding and abilities in their chosen field of study that enable them to think creatively and critically, communicate effectively, and develop a level of intellectual integrity and personal autonomy that will serve their future needs in building knowledge and understanding.

Victoria University of Wellington prepares its graduates to be scholars who:

- have a specialised understanding of their chosen field(s) of study, as evidenced by:
  o a broad understanding of a discipline or professional field, including its central concepts and theories
  o an understanding of the boundaries of the discipline and of its interdisciplinary context
  o an understanding of current issues and debates within the field of study
  o an ability to apply the methodological or professional approaches of the field of study to new information
  o an understanding of the importance of research in the development of their discipline.
- exhibit well-developed skills in critical and creative thinking, as evidenced by:
  o a capacity for rigorous analysis, critique and reflection
  o a capacity to conceptualise problems through logical thought
  o an ability to analyse and evaluate arguments
  o an ability to respond creatively to problems and formulate innovative possible solutions
  o appropriate research and enquiry skills.
- communicate complex ideas effectively and accurately in a range of contexts, as evidenced by:
  o a recognition of the importance of communication as a medium for extending learning, creating understanding, negotiating and collaborating with others
  o an ability to use oral, written and visual means to create and communicate understanding
  o an ability to listen to others in order to facilitate communication and learning
  o an ability to use advanced digital technologies effectively
  o an ability to adapt the organisation and communication of ideas as appropriate to different audiences.

- demonstrate intellectual autonomy through independence of thought, openness to ideas and information, and a capacity to manage their own learning, as evidenced by:
  o a capacity to consider issues from different perspectives
  o readiness to take responsibility for their own learning, including searching for information and asking appropriate questions
  o an ability to locate, evaluate, manage and use information appropriately in different contexts.

- demonstrate intellectual integrity and understand the ethics of scholarship, as evidenced by:
  o respect for honesty and for truth
  o an understanding of and commitment to high personal ethical standards and behaviours in scholarly and professional contexts

12

- o an understanding of the potential social, cultural and/or environmental impacts of the exercise of the methodology of the field of study or profession.

These attributes will be reflected in the formal curriculum and tested through academic assessment. Victoria University of Wellington prepares its graduates to be active and engaged global citizens who:

- demonstrate international perspectives, as evidenced by, for example:
  - o cross-cultural competence and a capacity to respect diverse perspectives
  - o an awareness of the global dimensions of issues and professional practices
  - o an ability to apply the methodology of the field of study or profession in local and international contexts.
- can engage constructively with their local and international communities, as evidenced by, for example:
  - o a commitment to contributing positively to the community in which they choose to live and work
  - o willingness to accept social and civic obligations and to make informed and responsible contributions to public debate
  - o a capacity to initiate and put into effect constructive change in their communities, including workplaces and professional communities
  - o an understanding of the distinctive features of social and community engagement in Aotearoa/New Zealand, including its distinctive communication styles and protocols.
- are able to work both independently and collaboratively with others, as evidenced by, for example:
  - o an ability to work in a self-directed way
  - o a capacity to work with and/or lead others in ways that recognise the value of their diversity and contribute to the wider community
  - o a willingness to seek and value feedback from others to inform self-awareness
  - o a capacity to work within a team, including sharing ideas and information, taking responsibility, showing respect for the strengths and contributions of others and negotiating solutions to differences of view.
- know how to set and achieve personal and professional goals for themselves, As evidenced by, for example:
  - o an understanding of their own strengths and weaknesses, a recognition of the strategies for personal development that have been successful for them, and a willingness to take responsibility for their continuing personal and professional development
  - o a commitment to continuous reflection, including self-reflection
  - o the confidence to respond positively and flexibly to change and to challenge
  - o professional integrity and a commitment to ethical behaviour.

Opportunities to develop these qualities will be available to all students through formal and informal learning opportunities.

13

Summary

Scholars who:

- have a specialised understanding of their chosen field(s) of study
- exhibit well-developed skills in critical and creative thinking
- communicate complex ideas effectively and accurately in a range of contexts
- demonstrate intellectual autonomy through independence of thought, openness to ideas and information, and a capacity to manage their own learning
- demonstrate intellectual integrity and understand the ethics of scholarship.

Active and engaged global citizens who:

- demonstrate international perspectives
- can engage constructively with their local and international communities
- are able to work both independently and collaboratively with others
- know how to set and achieve personal and professional goals for themselves.

14

Appendix 5: Graduate Employment Profile

Students who completed the BC and MC degrees have gone on to employment in several fields, including education and teaching, government and public sector positions, media and journalism, and business and management consultation, among others. Below is a cross-section of where students found employment after graduation, including a small sample of international students.

<u>Bachelor of Communication</u>
Te Herenga Waka/Victoria University of Wellington - Sessional Assistant
Te Herenga Waka/Victoria University of Wellington - Teaching Assistant
Te Herenga Waka/Victoria University of Wellington - Research Assistant
Ministry of Business Innovation and Employment - Graduate Procurement Advisor
Parliamentary Services - Functions Supervisor
Te Herenga Waka - Victoria University of Wellington - Uni Crew
Te Herenga Waka - Victoria University of Wellington - Event Staff
Office of the Clerk of the House of Representatives - Deputy Clerk of Committee
Department of Internal Affairs - Life and Identity Services Officer
Let's Get Wellington Moving - Communications Advisor
Excape Entertainment Group - General Manager (Tokyo)
Mediaworks - Creative Writer
Tāmanuhiri Tūtū Poroporo Trust - Communications and Events Advisor
NZ Classification Office - Communications Advisor
Blackland Public Relations - Public Relations Consultant
William Hall Consulting - PR Consultant
New Zealand Qualifications Authority - Credential evaluator

<u>Master of Communication</u>
Utilities Disputes - Communications and Membership Advisor
Ministry for Culture and Heritage - Senior Policy Advisor
Te Herenga Waka/Victoria University of Wellington - Production Manager
Kompas TV - Freelance writer (Jakarta)

15

Graduating Year Review   AB24/74b

Current year	2024
Name of programme	Master of Intercultural Communication and Applied Translation (MICAT) with embedded Postgraduate Diploma in Intercultural Communication and Applied Translation (PGDipICAT) and Postgraduate Certificate in Intercultural Communication and Applied Translation (PGCertICAT)
Identifier for the original proposal	03 VUW/17– MICAT/1, PGDipICAT/1, PGCertICAT/1
Name and position of independent GYR convenor	Professor John Randal, Associate Dean (Academic Programmes), Wellington School of Business and Government
Name of other evaluation panel members and the positions they each hold	Professor Sally Hill, Associate Dean (Academic Programmes), Faculty of Humanities and Social Sciences Felicity Bishton, graduate of the MICAT programme
Programme Director	Professor Marco Sonzogni, Professor of Translation Studies
Head of School	Dr Nicola Gilmour

1.   Programme Statement

(a)   Description

The MICAT is a 180-point, industry-driven, research-based taught postgraduate programme of study. Its two thematic streams – intercultural communication (IC) and applied translation (AT) – make it distinctive. The MICAT consists of six 30-point courses across 3 trimesters (2 courses per trimester). Four of the courses are at 400 level (NZQA level 8) and two at 500 level (NZAQ level 9). The PGDipICAT consists of 120 points and the PGCertICAT consists of 60 points from a prescribed range of courses.

While the regulations are flexible to accommodate different cohorts of students, the Programme Director ensures that every student's programme of study covers both intercultural communication and applied translation in all qualifications.

Student feedback and evidence from external reviews indicates that the structure of these qualifications is well organised and is working effectively for students.

(b)   Purpose

These nested qualifications produce graduates who can communicate effectively at a high level in at least two languages and communicate competently in intercultural contexts. Students are trained to translate from different languages using multiple media and apply appropriate theories, methodologies and practices to their work.

(c)   Changes

For years government agencies and professional bodies have been in conversation about standardising language services in New Zealand with a particular emphasis on interpreters. It was anticipated that the Ministry of Business Innovation and Employment (MBIE) would fund interpreters to enrol into professionally endorsed programmes of studies which would then prepare

1

them to transition to the National Accreditation Authority for Translators and Interpreters (NAATI) certification.

The Postgraduate Certificate in Intercultural Communication and Applied Translation (2 x 30-point courses) was an ideal pre-requisite qualification for interpreters to be eligible to sit NAATI's exam to become Certified Provisional Interpreters (CPI). To this end, two changes were implemented:

1. A new 30-point course in interpreting, LANG 504 Interpreting in Aotearoa New Zealand: Theory and Practice, was introduced as the course to accommodate MBIE-funded interpreters.

2. One of our existing courses, FHSS 401, was renamed as LANG 401, to better align course name and content within the programme as we prepared for NAATI's professional endorsement, which was awarded.

2. GYR Review Processes

The self-review document was prepared by the Director of the MICAT programme in consultation with the Head of School. Student feedback was sought through VUWSA, at the request of the VUW Academic Office. The programme director also has an extensive file of testimonials and feedback from students themselves. Data has been collated both by the Academic Office and by the Director of the programme in conjunction with the Faculty enrolments team.

The evaluation group was made up of:

- Professor John Randal, Associate Dean (Academic Programmes) Wellington School of Business and Government
- Professor Sally Hill, Associate Dean (Academic Programmes) Faculty of Humanities and Social Sciences
- Felicity Bishton, Graduate of the MICAT.

3. Review Outcomes

(a) Adequacy and Appropriateness

The titles were found to be appropriate: there was no evidence of problems with the titles of the MICAT, PGDipICAT and PGCertICAT.

Student and industry feedback on the programme also indicates that the qualifications are fit for purpose (see appendices). Student achievement and success within individual courses and after completion of the qualifications also indicate that the qualifications are meeting expectations.

To be admitted to the MICAT, PGDipICAT and PGCertICAT students need:

- A Bachelor's degree with at least a B average in a relevant subject
- Advanced university study or equivalent ability in a language other than English
- To be accepted by the programme director as capable of proceeding with the proposed course of study

Our systems for admission are working well both for students coming through directly from university study and those who are accepted on the basis of practical experience. Achievement data shows that both pools of students are succeeding at a high level. Students are offered several work-related and/or work-based opportunities, including the LANG 503 MICAT Project, and either LANG 502 Intercultural Communication/Applied Translation Placement or LANG 504 Interpreting in Aotearoa New Zealand: Theory and Practice. Student feedback indicates that these courses are working well and providing students with valuable experiential learning.

2

(b)   Acceptability

These qualifications equip graduates with a diverse set of theoretical and practical skills essential for the field. The placement and project courses mentioned above facilitate ongoing connections between students and relevant local and international industries and institutions. Graduates have gone on to diverse roles in the sector both within Aotearoa New Zealand and internationally. That the courses of the Certificate have been awarded professional endorsement from NAATI is further reassurance as to their acceptability.

The VUWSA feedback and the student representative on the Review Panel all spoke highly of the Programme and the way in which it combines practical skills with the opportunity for students to reflect upon intercultural knowledge in their personal practice.

Since its establishment the programme has undergone three reviews which have endorsed the programme's acceptability:

1. In 2021 the programme was reviewed by NAATI – the National Accreditation Authority for Translators and Interpreters – and granted professional endorsement (NAATI's professional endorsement has been renewed until the end of 2025).

2. In 2022 the programme was moderated externally. 1 external moderator reviewed content, assessment, and grades for LANG 401. Another external moderator – Dr Antonio Viselli, the Programme Director of the MICA, a similar taught postgraduate programme of study introduced at the University of Canterbury two years after the MICAT – reviewed the content, assessment, and grades of the other five MICAT courses.

3. In 2023 the programme was favourably reviewed within the Academic Programme Review of the School of Languages and Cultures. The programme, while not strictly in scope for the Review, was commended for its initiative and success.

There were no concerns raised by CUAP at the point of approval.

(c)   Assessment procedures and student performance

Students doing the PGDipICAT and PGCertICAT qualifications take the same courses as students in the MICAT degree. Courses are assessed through written and oral assignments that integrate practice and theory. For example, students may be asked to produce a video presentation, slides scripts and blogs. The reflective blogs and oral presentations enable students to cover a wide range of topics while also enabling them to delve more deeply into a wide range of topics of interest to them. Feedback on assessment was timely, constructive. Assessment was very well-aligned with the learning goals.

(d)   Data

Table 1: Summary information on numbers enrolling and completing

These are the predicted enrolments that accompanied the business case:

Year	Estimated full-time programme enrolments (head-count)	Estimated part-time programme enrolments (head-count)	EFTS
First year offered	12	14	25
Second year offered	14	14	28
Third year offered	16	14	31
Fourth year offered	19	14	36

3

Below are the actual numbers, according to data provided by the Faculty:

PGCertICAT

Years (2019-2024)	Actual numbers enrolled	Full-time	Part-time	EFTS	Numbers graduated*	Withdrawals
2019	4	1	3	2.5	0	x
2020	4	1	3	1.25	1	x
2021	58	1	57	16.5	3	x
2022	130	5	125	53.5	29	3
2023	143	5	138	54.75	52	1
2024 (AOT)	133	0	133	49	49	

*Note that the difference between numbers enrolled and graduated each year reflects that students enrol at different entry points during the year and that some students move into the PGDip or MICAT.

PGDipICAT

Years (2019-2024)	Actual numbers enrolled	Full-time	Part-time	EFTS	Numbers graduated*	Withdrawals
2019	x	x	x	x	x	x
2020	x	x	x	x	x	x
2021	6	0	6	3	0	x
2022	13	1	12	6.75	2	1
2023	8	0	8	3.25	13	x
2024	12	0	12	3.25	2	

*Note that the difference between numbers enrolled and graduated each year reflects that students enrol at different entry points during the year and that some students move into the MICAT.

MICAT

Years (2019-2024)	Predicted enrolments	Actual numbers enrolled	Full-time	Part-time	EFTS	Numbers graduated*	Withdrawals
2019	12	12	12	0	19.75	0	x
2020	14	15	10	5	15.75	10	1

4

2021	16	19	12	7	19.75	12	3
2022	19	32	16	16	32.75	13	1
2023	-	28	14	14	27.625	18	2
2024	-	13	6	7	11.25	9 (AOT)	

(see Appendix 1 for grade distributions)

*Note that the difference between numbers enrolled and graduated each year reflects that students enrol at different entry points during the year.

(e)   Programme evaluations

The evaluation panel noted that student feedback on the qualifications is excellent; the external moderation and NAATI endorsement also demonstrate that they are meeting their goals. Since 2019, over 300 students, representing all the ethnic, linguistic, and cultural communities in Aotearoa New Zealand, have been welcomed, supported, upskilled, and networked through this programme of study. The qualifications have achieved the objectives outlined in the initial proposal. They offer placement opportunities, pave the way for further graduate studies, and equip students with the practical, critical, and analytical skills desired by employers in a range of relevant sectors.

The programme will consider additional ways to incorporate mātauranga Māori and Pasifika perspectives. It will also work with the Careers and Work Integrated Learning teams to consider ways to provide additional guidance on careers, particularly for students who do not complete the placement. These may include, for example, alumni and speaker events.

The programme will next be reviewed in 2028.

(f)   Continuation or discontinuation

There is a clear case for continuation of these qualifications; evidence shows that they are doing well and meeting the needs of the students and external stakeholders.

Dean approval for continuation

Dean: Sarah Leggott

Date: 29-07-2024

5

Appendix 1

Grade distributions for each of the three qualifications: Please note that P/F grades refer exclusively to LANG 504 in all three qualifications.

PGCertICAT:

Year	Students registered (course registrations)	A+	A	A-	B+	B	B-	C+	C	C-	P	F/E	Grade Point Average all students	GPA Māori students	GPA Pasifika students
2019	10	1	7	1	x	1	x	x	x	x	x	x	7.7	n/a	n/a
2020	5	5	x	x	x	x	x	x	x	x	x	x	9	n/a	9
2021	67	1	2	2	2	x	x	x	x	1	58	1	6.5	n/a	7
2022	214	17	20	25	43	10	2	4	3	2	83	5	6.4	7	6.5
2023	220	8	4	20	45	21	x	4	2	x	104	12	6.1	8	5.2
2024	n/a														

PGDipICAT: Please note that this qualification was not taught until 2021

Year	Students registered (course registrations)	A+	A	A-	B+	B	B-	C+	C	C-	P	F/E	Grade Point Average all students	GPA Māori students	GPA Pasifika students
2021	12	3	3	x	x	x	x	x	x	x	6	x	8.5	x	x
2022	28	5	1	4	3	1	x	x	3	2	9	x	5.9	x	x
2023	13	x	x	x	2	4	x	x	1	x	6	x	4.8	x	5
2024	n/a														

MICAT

Year	Students registered (course registrations)	A+	A	A-	B+	B	B-	C+	C	C-	P	F/E	Grade Point Average all students	GPA Māori students	GPA Pasifika students
2019	79	47	23	3	5	1	0	0	0	0	x	0	8.4	8.7	8.8
2020	65	42	15	2	3	1	0	0	1	0	x	1	8.3	8.5	8

6

2021	79		36	31	5	1	x	x	x	x	x	6	x	8.4	x	7.8
2022	132		74	29	11	6	x	x	x	x	1	11	x	8.4	x	8.75
2023	113		55	25	18	5	3	x	x	x	x	7	x	8.1	8.8	8.3
2024	n/a															

7

Appendix 2: Student Feedback

See attached VUWSA report summarising student feedback on the programme, as well as the attached spreadsheets of student feedback on courses and teaching.

8

Appendix 3: Programme Graduate Profile

This is the graduate profile from the original CUAP proposal for the programme (pp. 6-7):

A8   Graduate profile

This section has two parts, based on the two sets of attributes in Victoria's graduate profile – scholarly attributes and personal qualities.

Scholarly attributes developed through the formal curriculum

Victoria University's Graduate Profile: Scholarly Attributes

Victoria prepares its graduates to be scholars who:
1. have a specialised understanding of their chosen field(s) of study
2. exhibit well-developed skills in critical and creative thinking and practice
3. communicate complex ideas effectively and accurately in a range of contexts
4. demonstrate intellectual autonomy through independence of thought, openness to ideas and information and a capacity to manage their own learning
5. demonstrate intellectual integrity and understand the ethics of scholarship.

These attributes will be reflected in the formal curriculum and tested through academic assessment

MICAT Graduate Profile: Scholarly Attributes

Students who complete the MICAT at Victoria University of Wellington will be able to:
A. communicate effectively at a high level in at least two languages [PGCert, PGDip, MICAT]
B. competently navigate different cultural contexts [PGCert, PGDip, MICAT]
C. interpret cultural and linguistic differences [PGCert, PGDip, MICAT]
D. translate from different languages using multiple media [PGCert, PGDip, MICAT]
E. engage in independent translation-related research using appropriate theories, methodologies and practices [PGCert, PGDip, MICAT]
F. apply linguistic knowledge appropriately and sensitively across different cultural domains [PGDip, MICAT]
G. create professional products (documents, reports, digital content, etc.) for different audience [MICAT]

Scholarly Attribute for the Qualification	Discipline knowledge	Creative & Critical Thinking	Communication	Intellectual autonomy	Intellectual integrity
(A) language skills	✓		✓		
(B) intercultural competence	✓		✓	✓	✓
(C) intercultural interpretation	✓	✓	✓		
(D) applied translation skills	✓	✓	✓	✓	
(E) translation research	✓	✓	✓	✓	✓
(F) applied intercultural skills	✓		✓		

9

(G) creative professional skills	✓	✓	✓	✓	✓

Personalqualities

Victoria University's Graduate Profile: Personal Qualities

Victoria prepares graduates who are active and engaged global citizens who:
1. demonstrate international perspectives
2. can engage constructively with their local and international communities
3. are able to work both independently and collaboratively with others
4. know how to set and achieve personal and professional goals for themselves.

Opportunities to develop these qualities will be available to all students through formal and informal learning opportunities.

MICAT Graduate Profile: Personal Qualities

Students who complete the MICAT at Victoria University of Wellington will be able to:
A. demonstrate a critical understanding of intercultural differences and similarities in a variety of different domestic and international contexts [PGCert, PGDip, MICAT]
B. engage constructively and collaboratively with others in different cultures [MICAT]
C. work independently on research and practices relevant to intercultural communication and applied translation [PGDip, MICAT]
D. plan, manage and deliver appropriate projects in different contexts and environments of the sector [PGDip, MICAT]

Personal quality for the Qualification	International perspective	Engagement	Independence and collaboration	Goal setting
(A) critical understanding	✓			
(B) constructive intercultural engagement	✓	✓	✓	
(C) MICAT independent research ability			✓	
(D) applied translation goal setting and achievement				✓

10

Appendix 4: Victoria University Graduate Profile

A Victoria graduate will graduate from a university in which the opportunities for local and global engagement are a dominant feature of the student experience and in which fulfilment of institutional obligations in relation to the Treaty of Waitangi is a significant goal. All graduates at the University will work in a collaborative environment to attain specialised understanding and abilities in their chosen field of study that enable them to think creatively and critically, communicate effectively, and develop a level of intellectual integrity and personal autonomy that will serve their future needs in building knowledge and understanding.

Victoria University of Wellington prepares its graduates to be scholars who:

- have a specialised understanding of their chosen field(s) of study, as evidenced by:
  - a broad understanding of a discipline or professional field, including its central concepts and theories
  - an understanding of the boundaries of the discipline and of its interdisciplinary context
  - an understanding of current issues and debates within the field of study
  - an ability to apply the methodological or professional approaches of the field of study to new information
  - an understanding of the importance of research in the development of their discipline.
- exhibit well-developed skills in critical and creative thinking, as evidenced by:
  - a capacity for rigorous analysis, critique and reflection
  - a capacity to conceptualise problems through logical thought
  - an ability to analyse and evaluate arguments
  - an ability to respond creatively to problems and formulate innovative possible solutions
  - appropriate research and enquiry skills.
- communicate complex ideas effectively and accurately in a range of contexts, as evidenced by:
  - a recognition of the importance of communication as a medium for extending learning, creating understanding, negotiating and collaborating with others
  - an ability to use oral, written and visual means to create and communicate understanding
  - an ability to listen to others in order to facilitate communication and learning
  - an ability to use advanced digital technologies effectively
  - an ability to adapt the organisation and communication of ideas as appropriate to different audiences.

- demonstrate intellectual autonomy through independence of thought, openness to ideas and information, and a capacity to manage their own learning, as evidenced by:
  - a capacity to consider issues from different perspectives
  - readiness to take responsibility for their own learning, including searching for information and asking appropriate questions
  - an ability to locate, evaluate, manage and use information appropriately in different contexts.

- demonstrate intellectual integrity and understand the ethics of scholarship, as evidenced by:
  - respect for honesty and for truth
  - an understanding of and commitment to high personal ethical standards and behaviours in scholarly and professional contexts

11

- o an understanding of the potential social, cultural and/or environmental impacts of the exercise of the methodology of the field of study or profession.

These attributes will be reflected in the formal curriculum and tested through academic assessment. Victoria University of Wellington prepares its graduates to be active and engaged global citizens who:

- demonstrate international perspectives, as evidenced by, for example:
  - o cross-cultural competence and a capacity to respect diverse perspectives
  - o an awareness of the global dimensions of issues and professional practices
  - o an ability to apply the methodology of the field of study or profession in local and international contexts.
- can engage constructively with their local and international communities, as evidenced by, for example:
  - o a commitment to contributing positively to the community in which they choose to live and work
  - o willingness to accept social and civic obligations and to make informed and responsible contributions to public debate
  - o a capacity to initiate and put into effect constructive change in their communities, including workplaces and professional communities
  - o an understanding of the distinctive features of social and community engagement in Aotearoa/New Zealand, including its distinctive communication styles and protocols.
- are able to work both independently and collaboratively with others, as evidenced by, for example:
  - o an ability to work in a self-directed way
  - o a capacity to work with and/or lead others in ways that recognise the value of their diversity and contribute to the wider community
  - o a willingness to seek and value feedback from others to inform self-awareness
  - o a capacity to work within a team, including sharing ideas and information, taking responsibility, showing respect for the strengths and contributions of others and negotiating solutions to differences of view.
- know how to set and achieve personal and professional goals for themselves, As evidenced by, for example:
  - o an understanding of their own strengths and weaknesses, a recognition of the strategies for personal development that have been successful for them, and a willingness to take responsibility for their continuing personal and professional development
  - o a commitment to continuous reflection, including self-reflection
  - o the confidence to respond positively and flexibly to change and to challenge
  - o professional integrity and a commitment to ethical behaviour.

Opportunities to develop these qualities will be available to all students through formal and informal learning opportunities.

12

Summary

Scholars who:

- have a specialised understanding of their chosen field(s) of study
- exhibit well-developed skills in critical and creative thinking
- communicate complex ideas effectively and accurately in a range of contexts
- demonstrate intellectual autonomy through independence of thought, openness to ideas and information, and a capacity to manage their own learning
- demonstrate intellectual integrity and understand the ethics of scholarship.

Active and engaged global citizens who:

- demonstrate international perspectives
- can engage constructively with their local and international communities
- are able to work both independently and collaboratively with others
- know how to set and achieve personal and professional goals for themselves.

13

Graduating Year Review   AB24/74c

Current year	2024
Name of programme	Postgraduate Certificate in TESOL (Teaching English to Speakers of Other Languages) and the Postgraduate Diploma in TESOL
Identifier for the original proposal	(e.g. VUW/05 – MA/1)
Name and position of independent GYR convenor	Associate Professor Sue Cherrington, School of Education
Name of other evaluation panel members and the positions they each hold	Lauren Kleinsorge, MTESOL student and outgoing class rep for PGCertTESOL and PGDipTESOL courses Professor Sally Hill, Associate Dean (Academic Programmes), FHSS
Programme Director	Jonathan Newton, AProf in Applied Linguistics and TESOL
Head of School	Averil Coxhead, Prof of Applied Linguistics and TESOL
Self-review coordinator	Jean Parkinson, AProf in Applied Linguistics and TESOL

1.   Programme Statement

(a)   Description

The Postgraduate Certificate in TESOL (Teaching English to Speakers of Other Languages) (PGCertTESOL) and Postgraduate Diploma in TESOL (PGDipTESOL) are offered alongside the 180-point Master of TESOL (MTESOL) and Master of Applied Linguistics (MAppLing). The PGCertTESOL and PGDipTESOL qualifications provide programme flexibility for students seeking a postgraduate qualification in TESOL but who do not wish or are unable to complete the full Masters.

Pedagogically, both the PGCertTESOL and PGDipTESOL qualifications cover the three content strands in the MTESOL: teaching practice, language awareness, and understanding language learning. They enrol in the same courses as MTESOL and MAppLing students. The PGCertTESOL has a total value of not fewer than 60 credits (0.5 EFTS), consisting of four 15-point courses. Of these four courses, two are from the teaching practice strand, one from the language awareness strand and one from the understanding language learning strand (please see Appendix 5 for a list of courses in each strand). The PGDipTESOL has a total value of not fewer than 120 credits (1.0 EFTS), consisting of eight 15-point courses. Of these eight courses, three are from the teaching practice strand, two are from the language awareness strand and one is from the understanding language learning strand (the remaining two courses may be chosen from any strand). The courses prescribed in the qualifications are above NZQF level 7, being offered at 500-level.

The PGCertTESOL and PGDipTESOL qualifications have been offered for four years since 2020. Both qualifications are open to graduates, with at least a B average in Linguistics, English Language, Education, or a language other than English; in addition, candidates need two years of professional experience in language education or a related field.

1

(b)   Purpose

Stated goals in the original proposal

The PGCertTESOL and PGDipTESOL are intended primarily for practising English language teachers who are interested in advanced study in TESOL at 500-level but are not intending to or, due to unforeseen circumstances, are not able to complete an MTESOL. The qualifications aim to provide such teachers with a foundation in contemporary theoretical accounts of additional language learning and bilingualism and the practice of teaching additional languages. All courses in the programme focus strongly on reading and interpreting research. Participating teachers are expected to make links between theory and scholarship and their own teaching practice and teaching context. Such linking of theory to practice is a common component of assessable course work. Programme coherence is achieved by requiring teachers to enrol in a balance of courses from the three content strands in the MTESOL: teaching practice, language awareness, and understanding language learning.

Brief statement on the extent to which original goals have been achieved

The original goal of providing flexibility for students has been achieved. The PGCertTESOL and PGDipTESOL enable students who are unable or do not wish to do the full MA programme to broaden their knowledge of TESOL and achieve a qualification which is relevant to their teaching. This flexibility is reflected in the fact that some students have started out in the PGCertTESOL and then moved to a PGDipTESOL. Similarly, some have started out doing the PGDipTESOL and graduated with a Masters degree.

(c)   Changes

No changes have been made.

2.   GYR Review Processes

People and processes involved in the self-review

The self-review was drafted by Jean Parkinson (Acting PD). The draft was reviewed and amended in consultation with:

- Associate Professor Jonathan Newton (PD, currently on RSL)
- Professor Averil Coxhead (current HoS)
- Associate Professor Peter Gu (HoS March 2020 – February 2023)

How student voice/feedback was included

All students who have enrolled in the PGDipTESOL and PGDipTESOL qualifications since their inception were surveyed by VUWSA (see commendations and recommendations in Section 3d below). A current student was also a member of the evaluation group (see below).

Evaluation group

The evaluation group consisted of:

- Sue Cherrington, School of Education (Convenor)
- Lauren Kleinsorge, MTESOL student and outgoing class rep for PGCertTESOL and PGDipTESOL courses
- Sally Hill (Associate Dean, Academic Programmes in FHSS)

2

Table 1: Data and how it is used to make judgements about the programmes

What data has been used and analysed?	How data has been used to make judgements about the programmes' progress?
Numbers of students enrolling and completing PGDipTESOL and PGDipTESOL (see Table 3a and 3b)	This data enabled judgements about how likely students were to complete PGDipTESOL and PGDipTESOL
Students enrolling and completing PGDipTESOL and PGDipTESOL and the courses they took (see discussion beneath Table 3a and 3b)	The pathways taken by PGDipTESOL and PGDipTESOL students were analysed mapping any shift between PGDipTESOL, PGDipTESOL and MTESOL. This enables us to judge whether programme flexibility, a key purpose of these programmes, is being achieved. This analysis also enabled judgements about the demographic of students being served by PGDipTESOL and PGDipTESOL
Grade distribution for the courses taken by MTESOL, MAppLing, PGDipTESOL and PGDipTESOL	Enabled judgements about grade achievement of PGDipTESOL and PGDipTESOL students compared with entire class taking the courses
Information on the distribution of grades per year for 500 level courses at Victoria University	Enabled judgements about grade achievement of PGDipTESOL and PGDipTESOL students compared with university-wide 500 level achievement

Industry / professional engagement

Industry / professional engagement was not sought as part of the GYR process.

3. Review Outcomes

(a) Adequacy and Appropriateness

The PGCertTESOL and PGDipTESOL titles were found to be appropriate: there was no evidence of problems with the titles of the PGCertTESOL and PGDipTESOL. In particular, no evidence was found of confusion with the Graduate Certificate in TESOL.

The aim of the programmes of providing students with flexibility has also been met.

The PGCertTESOL and PGDipTESOL share coherence with the long-running and successful master's programmes: MTESOL and MAppLing

As discussed and evidenced in (b) below, graduate outcomes align with the Victoria University Graduate Profile and are reflected in the course learning objectives.

Student feedback on the programme also indicates that the qualifications are fit for purpose, e.g., students strongly agreed that "courses provide interesting, up to date knowledge and skills that are relevant to their careers". Student achievement and success within individual courses also indicate that the qualifications are meeting expectations.

PGCertTESOL and PGDipTESOL share regulations for admission, credit for previous study, recognition of prior learning, structure, and progression with the long-running and successful master's programmes: MTESOL and MAppLing.

(b) Acceptability
3

Students who enrol in the PGCertTESOL and PGDipTESOL are largely New Zealand-based, practising TESOL teachers (see Section 3d). This suggests that these qualifications serve both to deepen students' knowledge of TESOL and improve their career opportunities, as well as playing a role in developing the profession within New Zealand.

Table 2 below illustrates how the course learning objectives in courses taken by PGCertTESOL and PGDipTESOL students are reflective of the Victoria graduate profile.

Table 2: Evidence of how Victoria Graduate Profile is being achieved

Victoria graduate profile	Sample Course Learning objectives
• a specialised understanding of their chosen field	Demonstrate a sound understanding of current research and scholarship on the teaching of second language (L2) listening and speaking; (LALS510)
• well-developed skills in critical thinking	Apply SLA research findings to critically appraise classroom practices. (LALS521)
• communication of complex ideas effectively and accurately both orally and in writing	Write about and present orally a range of sociolinguistic material (LALS563)
• effective use of advanced digital technologies	Locate, select and use technologies for specific language learning/teaching tasks (LALS531)
• consideration of issues from different perspectives	Understand the contributions of identity theory to our knowledge of how language learning and teaching takes place in different contexts (LALS542)
• ability to locate, evaluate and use information	Review and evaluate the available body of research on a specific topic in applied linguistics and identify gaps that invite further research. (LALS540)
• understanding of the potential social, cultural and/or environmental impacts of research methodologies	Examine teaching/learning materials and practices critically in terms of their assumptions about how learning occurs for diverse learners. (LALS542)
• constructive engagement with their local and international communities	Give research-informed advice to teachers and learners on vocabulary learning (LALS522)

In addition, written and oral assessments (see 3c below for examples) test the above attributes, as well as ensuring the following graduate attributes:

- demonstration of intellectual integrity
- ability to work both independently and collaboratively.

There were no known concerns raised by CUAP at the point of approval

(c) Assessment procedures and student performance

Students doing the PGCertTESOL and PGDipTESOL qualifications take the same courses as students in the MTESOL and MAppLing degrees. Courses are assessed through written assignments that integrate practice and theory. For example, students may be asked to design and evaluate language teaching materials, evaluate language teaching textbooks, analyse learner discourse or conduct an

4

analysis of needs of a particular group of language learners.

Below are some sample assignments that give evidence of how course assessment reflects Victoria University Graduate Profile:

- An account of a teacher's experience of teaching L2 speakers (LALS510)
- Critical appraisal of a classroom practice (LALS520)
- Case study report comparing two language learners (LALS520)
- Analysis of the language needs of an identified group of language learners (LALS521)
- A personal reflection on classroom talk (LALS510)
- Proposing and designing a study to address a specific applied linguistics question (LALS540)
- Analysing a curriculum problem (LALS515)
- Identify different theoretical perspectives on and definitions of grammar (LALS512)

The review panel also noted that the programme provides students with opportunities to individualise their learning through the ways in which assessments are framed.

(d) Data

Table 3a: Summary information on numbers enrolling and completing PGDipTESOL[1]

Years (from and including the first)	Predicted enrolments	Actual numbers enrolled*[1]	Full-time	Part-time	EFTS	Numbers completed *	Withdrawals
2023	No predictions were made about enrolments	2	0	2	0.375	1	1
2022		3	0	3	0.75	3	1
2021		4	1	3	1.5	2	0
2020		1	0	1	0.5	5	0

Table 3b: Summary information on numbers enrolling and completing PGCertTESOL

Years (from and including the first)	Predicted enrolments	Actual numbers enrolled*	Full-time	Part-time	EFTS	Numbers completed *	Withdrawals
2023	No predictions were made about enrolments	1	0	1	0.375	1	0
2022		4	0	4	0.75	2	0
2021		3	0	3	0.875	1	0
2020		6	2	4	3.125	5	0

No predictions were made about enrolments in the original proposal, because the PGCertTESOL and

---

[1] Note that numbers in column 3 'Actual numbers enrolled' and Column 7 'Numbers completed' do not match because students can start the qualification in any trimester, they are usually stududying part-time (perhaps one course per trimester) and they do not necessarily complete the qualification within one year.

5

PGDipTESOL are essentially variations to the long existing coursework masters (MTESOL and MAppLing) degrees. Our original proposal mentioned our expectation that enrolments would be 'modest', and this has proved to be the case as Tables 3a and 3b show. Table 3a shows that 3.125 EFTs have been generated from PGDipTESOL enrolments and 5.125 from PGCertTESOL enrolments. However, this slightly underestimates the income from such enrolments as some students have changed their enrolment to the MTESOL or MAppLing.

Three achievement patterns were identified from additional data supplied by the Academic office.

The first pattern relates to part-time nature of study for those enrolled in these two programmes. The Academic office provided us with a list of the 16 students who enrolled in these qualifications during 2020-23. Of these, only two students were full-time (during Covid), with the other 14 slowly doing their qualifications over several trimesters while teaching. This potential for part-time study is built into the PGCertTESOL and PGDipTESOL as well as the MTESOL and MAppLing degrees, but the norm is for students in the master's to be full-time students. Of the 16 PGCertTESOL and PGDipTESOL students, five completed a PGCertTESOL, and two completed a PGDipTESOL; the rest are continuing. Two moved from a PGCertTESOL and are continuing with a PGDipTESOL, and a further two moved from a PGDipTESOL and are continuing with an MTESOL/MAppLing.

A second pattern noticed was that the students in these programmes tended to be local, in contrast with most students in the TESOL programme, who are international students. Of the 16 students who have taken the PGCertTESOL and PGDipTESOL, 11 are New Zealand citizens living in New Zealand. This suggests that the PGCertTESOL and PGDipTESOL qualifications cater largely to English language teachers currently teaching in New Zealand. Thus, these qualifications, although taken by relatively small numbers of students, are valuable to the country in that they serve to increase the disciplinary knowledge and qualifications of language teachers within New Zealand.

A further achievement pattern, the grade distribution of the PGCertTESOL and PGDipTESOL, is shown in Table 6 in Appendix 1. Table 6 compares the grade distribution for (i) all Victoria University 500-level courses, (ii) all 500-level TESOL courses and (iii) the 16 students who have done a PGCertTESOL and PGDipTESOL during the period 2020-2023. It shows that the grades in the PGCertTESOL and PGDipTESOL were more or less the same as those in the TESOL courses more broadly.

Student feedback

All students who have enrolled in the PGDipTESOL and PGDipTESOL qualifications since their inception were surveyed by Joseph Habgood from VUWSA. He reports that two students responded to the request for feedback, which he notes is "in line with a standard 10-15% response rate". Both respondents were women and both mature students. The commendations and recommendations made by the VUWSA report are below, and VUWSA's full report on the survey is attached.*VUWSA's commendations*	Explanatory commentary from LALS
The programme seems to be in great shape, with students complimentary across almost all questions put forward – the exception was the question about being encouraged to get involved in research, but it is hard to interpret this "disagree" response as anything other than this not being applicable, particularly given the "NA" comment in the elaboration from the other student who didn't choose a response.	There is potential for PGDipTESOL students to select to take a 15-point or 30-point research paper. Only one student has taken this option and is currently completing her research paper.

6

Students see a good nexus between the courses, their learning objectives, and their future (or indeed current) careers.	
The quality of supervision is excellent.	
Students are confident that the programme takes into account cultural diversity, which is particularly important given the nature of the programme.	

VUWSA's Recommendations	Explanatory commentary from LALS
One student felt that some of the more loosely- required papers (for example where two must be chosen from a particular list) were more useful than some other more tightly-required papers. This specific issue may be worth testing with a wider body of students.	As indicated above, there are three strands in the qualifications: teaching practice, understanding language learning and language awareness strands (see Appendix 5). We require students to take courses from each of the strands, but students have choice of which courses they take, and no course is obligatory.
Despite students being generally happy with the facilities, responses to the question around research facilities were more lukewarm and may indicate an area of improvement – it is accepted that this may be beyond the ability of the programme to rectify and reflect something to be raised at University-level.	It is not clear what research facilities students might have been referring to, as only one student has taken a 30-point research paper. She is studying by distance, outside of New Zealand, but has full access to the library and has received support from ITS for software that she required.
It is interesting that one respondent agreed that the programme elicited student feedback effectively but did not provide a response as to whether this feedback was then used to improve on academic quality. Greater articulation of when and where past and current student feedback is being used to improve a course may be needed to close the loop.	We plan to ensure that this is done in future.
While both students agreed that there were good opportunities to experience the research of others, they were less certain that this extended to showcasing their own research to others. As	As indicated above, only one PGDipTESOL student has taken the option to do any research. She has in fact published an article

7

mentioned above, this may be because of the nature of the programme making such an opportunity less applicable.	related to her research in a local TESOL journal.
Neither student feel able to express an opinion beyond "I don't know" as to whether Māori or Pasifika perspectives were incorporated into the programme. It is possible that neither student had simply encountered this content yet at their stage of the programme, however given the University's commitment to mātauranga Māori this is worth a closer look.	We note that LALS541 (Qualitative research) includes Matauranga Māori, Kaupapa Māori, and Pacific methodologies. LALS542 (Identity and language teaching) includes translanguaging in Māori and Pacific educational contexts, and the use of critical pedagogy to support minority and Indigenous students. More broadly, as a programme that supports students in acquiring capability in language teaching, devoping sensitivity to culture and its expression through language is encouraged through our courses. As one small example, LALS544 (Discourse Analysis) has a topic on intercultural pragmatics. Consideration of how to highlight this further is ongoing.

Student feedback suggested that the programme consider how it might better support students to plan their course enrolment through, for example, the provision of information about longer-term course offerings. The panel noted that course selection to meet the programme completion requirements could be quite complex if a student moved from the PG Certificate to the PG Diploma to the MTESOL. The programme notes that the rules around course selection are on the website https://www.wgtn.ac.nz/explore/postgraduate-programmes/master-of-tesol/requirements?programme=postgraduate-diploma-in-tesol and any students who shift from the PGCERT to PGDIP to MTESOL are able to consult with the Programme Director or their Student advisor if they need help.

(e)   Programme evaluations
- The GYR review panel was impressed with the quality of information provided to inform the self-review undertaken by the programme and appreciated the positive and constructive feedback from VUWSA and the student representative on the evaluation panel. The panel also appreciated the in-depth response from the programme to the feedback provided by VUWSA.
- The programme will next be reviewed in 2027.

(f)   Continuation or discontinuation
The School would like to continue the PGCertTESOL and PGDipTESOL. To support continuation, we are working with schools in Wellington with the Future Students team to increase awareness of our programmes. We have already given a workshop for language teachers on the 28 March Wellington Girls x Wellington College Professional Development day. We are also planning an ESOL/language teachers Professional Development day in October/November for teachers in the Wellington area. We are looking at hosting the day at Rutherford House for ease of access to public transport and

8

parking. We are also considering whether an online version of that day is feasible for teachers from outside easy reach of Wellington. The evaluation group also agrees that they should be continued

The evaluation panel also supports continuation of the two qualifications, particularly given the increased linguistic diversity in Aotearoa New Zealand.

Dean approval for continuation

Dean: Sarah Leggott

Date: 31-07-2024

Appendix 1

Table 4: Summary information on the distribution of grades per year for all VUW 500 level courses

Year	Students registered (course registrations)[2]	A+	A	A-	B+	B	B-	C+	C	C-	Fail	GPA all students	GPA Māori students	GPA Pasifika students
2023	7943	1125	1416	1503	1047	662	399	244	115	116	152	6.7	6.4	6
2022	7289	955	1292	1297	980	626	395	264	154	123	143	6.5	6.4	5.6
2021	8486	1172	1568	1606	1134	797	447	245	169	118	157	6.6	6.3	5.7
2020	9191	1474	1536	1799	1294	802	508	289	195	108	186	6.6	6.7	6.1

Table 5: Summary information on the distribution of grades per year for 500 level TESOL courses

	Students registered (course registrations)[2]	A+	A	A-	B+	B	B-	C+	C	C-	D	E/F	Overall pass rate
2023	468	41	102	104	79	58	23	17	6	11	4	4	98.22%
2022	320	30	45	63	63	42	31	15	8	9	1	4	98.39%
2021	311	23	34	60	59	67	29	12	7	4	3	3	98.01%
2020	364	34	51	75	62	63	39	17	5	2	1	1	99.15%

Table 6: Comparison of grade distribution for all VUW 500-level courses, all 500-level TESOL courses and PGCertTESOL and PGDipTESOL 2020-2023

Year	Course registra-tions 2020-2023[2]	A+	A	A-	B+	B	B-	C+	C	C-	Fail	Overall pass rate
All VUW 500-level courses % in each grade band	32909	4726 14.4%	5812 17.7%	6205 18.9%	4455 13.5%	2887 8.8%	1749 5.3%	1042 3.2%	633 1.9%	465 1.4%	638 1.9%	95%
ALL 500-level TESOL courses % in each grade band	1463	128 8.7%	232 15.9%	302 20.6%	263 18.0%	230 15.7%	122 8.3%	61 4.2%	26 1.8%	26 1.8%	21 1.4%	98%
PGCertTESOL + PGDipTESOL % in each grade band	70	6 8.6%	16 22.9%	15 21.4%	15 21.4%	15 15.7%	11 10.0%	7				100%

---

[2] This column shows total registrations including withdrawals. Withdrawals are not reflected in the other columns in the table

10

Appendix 2: Student Feedback

Attach the VUWSA report summarising student feedback on the programme. This should be used to inform the initial drafting of the report.

Appendix 3: Programme Graduate Profile

This section has two parts, based on the two sets of attributes in Victoria's graduate profile – scholarly attributes and personal qualities.

Scholarly attributes developed through the formal curriculum

Victoria University's Graduate Profile: Scholarly Attributes

Victoria prepares its graduates to be scholars who:

1. have a specialised understanding of their chosen field(s) of study
2. exhibit well-developed skills in critical and creative thinking and practice
3. communicate complex ideas effectively and accurately in a range of contexts
4. demonstrate intellectual autonomy through independence of thought, openness to ideas and information and a capacity to manage their own learning
5. demonstrate intellectual integrity and understand the ethics of scholarship.

These attributes will be reflected in the formal curriculum and tested through academic assessment.

PGCert and PGDip TESOL Graduate Profile: Scholarly Attributes

Students who complete the PGCert or PGDipTESOL at Victoria University of Wellington will be able to:

a. understand the central concepts and theories of the professional field of TESOL, including current issues and debates apply the methodological approaches of TESOL to a specific language teaching context
b. understand the cognitive, social and cultural dimensions of second language learning and how these inform language learning in particular instructional contexts.
c. apply well-developed skills in language description to the analysis of learner language
d. demonstrate an understanding of the importance of research in the development of effective language teaching practice
e. demonstrate a capacity for rigorous analysis, critique and reflection
f. formulate responses to practical issues in the teaching and learning of second languages through the application of appropriate research and enquiry skills
g. demonstrate a recognition of the importance of communication as a medium for extending learning, creating understanding, negotiating and collaborating with others
h. use oral, written and visual means to effectively create and communicate understanding
i. use advanced digital technologies effectively to design or enhance instruction for second language learning.

While these scholarly attributes will be addressed in both the PGCert and PGDipTESOL, they will be addressed in more depth and through a greater range of learning opportunities in the PGDipTESOL.

Scholarly attributes for the PGCert and PGDipTESOL (as listed above)	Discipline knowledge	Critical & Creative Thinking	Commu-nication	Intellectual autonomy	Intellectual integrity
a. understand the professional field of TESOL	√	√		√	
b. understand second language learning and apply this understanding to learning in specific contexts	√	√	√	√	√

11

c. apply skills in language description to the analysis of learner language	√	√	√	√	
d. demonstrate an understanding of the importance of research	√		√	√	√
e. demonstrate a capacity for rigorous analysis, critique and reflection	√	√	√	√	√
f. formulate responses to practical problems	√	√	√	√	√
g. demonstrate a recognition of the importance of communication			√		
h. use oral, written and visual means to effectively create and communicate understanding	√	√	√		
i. use advanced digital technologies for second language teaching.	√	√	√		

Personal qualities

Victoria University's Graduate Profile: Personal Qualities

Victoria prepares graduates who are active and engaged global citizens who:
1. demonstrate international perspectives
2. can engage constructively with their local and international communities
3. are able to work both independently and collaboratively with others
4. know how to set and achieve personal and professional goals for themselves.

Opportunities to develop these qualities will be available to all students through formal and informal learning opportunities.

PGCert and PGDip TESOL Graduate Profile: Personal Qualities

Students who complete the PGCert or PGDipTESOL at Victoria University of Wellington will be able to:
a. demonstrate an awareness of the global context of TESOL and intercultural dimensions of professional practices in the teaching and learning of second languages
b. contribute positively to the community in which they choose to live and work as TESOL professionals
c. accept social and civic obligations and make informed and responsible contributions to public debate
d. work with and/or lead others in ways that recognise the value of their diversity and contribute to the wider community
e. identify their own strengths and weaknesses and the strategies for personal development that have been successful for them, and take responsibility for their continuing personal and professional development as TESOL professionals

While these personal qualities will be addressed in both the PGCert and PGDipTESOL, they will be addressed in more depth and through a greater range of learning opportunities in the PGDipTESOL.

Personal qualities for the qualification (as listed above)	International perspective	Engagement	Independence & collaboration	Goal-setting
a. awareness of the global context and intercultural dimensions of TESOL	√	√		
b. contribute positively to the community as TESOL professionals	√	√		
c. accept social and civic obligations	√	√		

12

d. work with and/or lead others	√	√	√	
e. take responsibility for their continuing personal and professional development		√	√	√

13

Appendix 4: Victoria University Graduate Profile

A Victoria graduate will graduate from a university in which the opportunities for local and global engagement are a dominant feature of the student experience and in which fulfilment of institutional obligations in relation to the Treaty of Waitangi is a significant goal. All graduates at the University will work in a collaborative environment to attain specialised understanding and abilities in their chosen field of study that enable them to think creatively and critically, communicate effectively, and develop a level of intellectual integrity and personal autonomy that will serve their future needs in building knowledge and understanding.

Victoria University of Wellington prepares its graduates to be scholars who:

- have a specialised understanding of their chosen field(s) of study, as evidenced by:
  o a broad understanding of a discipline or professional field, including its central concepts and theories
  o an understanding of the boundaries of the discipline and of its interdisciplinary context
  o an understanding of current issues and debates within the field of study
  o an ability to apply the methodological or professional approaches of the field of study to new information
  o an understanding of the importance of research in the development of their discipline.
- exhibit well-developed skills in critical and creative thinking, as evidenced by:
  o a capacity for rigorous analysis, critique and reflection
  o a capacity to conceptualise problems through logical thought
  o an ability to analyse and evaluate arguments
  o an ability to respond creatively to problems and formulate innovative possible solutions
  o appropriate research and enquiry skills.
- communicate complex ideas effectively and accurately in a range of contexts, as evidenced by:
  o a recognition of the importance of communication as a medium for extending learning, creating understanding, negotiating and collaborating with others
  o an ability to use oral, written and visual means to create and communicate understanding
  o an ability to listen to others in order to facilitate communication and learning
  o an ability to use advanced digital technologies effectively
  o an ability to adapt the organisation and communication of ideas as appropriate to different audiences.

demonstrate intellectual autonomy through independence of thought, openness to ideas and information, and a capacity to manage their own learning, as evidenced by:
  o a capacity to consider issues from different perspectives
  o readiness to take responsibility for their own learning, including searching for information and asking appropriate questions
  o an ability to locate, evaluate, manage and use information appropriately in different contexts.

demonstrate intellectual integrity and understand the ethics of scholarship, as evidenced by:
  o respect for honesty and for truth
  o an understanding of and commitment to high personal ethical standards and behaviours in scholarly and professional contexts
  o an understanding of the potential social, cultural and/or environmental impacts of the exercise of the methodology of the field of study or profession.

These attributes will be reflected in the formal curriculum and tested through academic assessment.

Victoria University of Wellington prepares its graduates to be active and engaged global citizens who:

- demonstrate international perspectives, as evidenced by, for example:

14

- o cross-cultural competence and a capacity to respect diverse perspectives
- o an awareness of the global dimensions of issues and professional practices
- o an ability to apply the methodology of the field of study or profession in local and international contexts.
- can engage constructively with their local and international communities, as evidenced by, for example:
  - o a commitment to contributing positively to the community in which they choose to live and work
  - o willingness to accept social and civic obligations and to make informed and responsible contributions to public debate
  - o a capacity to initiate and put into effect constructive change in their communities, including workplaces and professional communities
  - o an understanding of the distinctive features of social and community engagement in Aotearoa/New Zealand, including its distinctive communication styles and protocols.
- are able to work both independently and collaboratively with others, as evidenced by, for example:
  - o an ability to work in a self-directed way
  - o a capacity to work with and/or lead others in ways that recognise the value of their diversity and contribute to the wider community
  - o a willingness to seek and value feedback from others to inform self-awareness
  - o a capacity to work within a team, including sharing ideas and information, taking responsibility, showing respect for the strengths and contributions of others and negotiating solutions to differences of view.
- know how to set and achieve personal and professional goals for themselves, As evidenced by, for example:
  - o an understanding of their own strengths and weaknesses, a recognition of the strategies for personal development that have been successful for them, and a willingness to take responsibility for their continuing personal and professional development
  - o a commitment to continuous reflection, including self-reflection
  - o the confidence to respond positively and flexibly to change and to challenge
  - o professional integrity and a commitment to ethical behaviour.

Opportunities to develop these qualities will be available to all students through formal and informal learning opportunities.

Summary

Scholars who:	Active and engaged global citizens who:
- have a specialised understanding of their chosen field(s) of study - exhibit well-developed skills in critical and creative thinking - communicate complex ideas effectively and accurately in a range of contexts - demonstrate intellectual autonomy through independence of thought, openness to ideas and information, and a capacity to manage their own learning - demonstrate intellectual integrity and understand the ethics of scholarship.	- demonstrate international perspectives - can engage constructively with their local and international communities - are able to work both independently and collaboratively with others - know how to set and achieve personal and professional goals for themselves.

15

Appendix 5: Postgraduate TESOL and Applied Linguistics

Strand	
Teaching practice	LALS 510: Listening & Speaking in the Language Classroom LALS 511: Teaching Reading & Writing LALS 515: Language Curriculum Development LALS 521: Language for Specific Purposes LALS 522: Teaching & Learning Vocabulary LALS 523: Assessment for Learning in the Language Classroom LALS 524: Language Testing LALS 529: Task-based Language Teaching LALS 531: Computer-assisted Language Learning
Language awareness	LALS 512: Exploring Grammar using Corpus Linguistics LALS 513: The Pronunciation of English LALS 518: Formulaic Language LALS 544: Discourse Analysis and Language Teaching LALS 563: Sociolinguistics and Language Education
Understanding language learning	LALS 520: Second Language Acquisition LALS 525: Learner Autonomy and Learning Strategies LALS 542: Interaction & Identity in Language Learning
Research Methods	LALS 540: Hands-on Practice in Quantitative Research LALS 541: Hands-on Practice in Qualitative Research

16

VICTORIA UNIVERSITY OF
WELLINGTON
TE HERENGA WAKA

Current year	2024
Name of programme	Bachelor of Design Innovation, major in Animation and Visual Effects
Identifier for the original proposal	VUW/18 – BDI/6 GDipDI/2
Name and position of independent GYR convenor	Prof Paul Teesdale-Spittle, Associate Dean - Academic (Programme Development), Faculty of Sciences
Name of other evaluation panel members and the positions they each hold	Prof Paul Teesdale-Spittle, Associate Dean - Academic (Programme Development), Faculty of Sciences
	Dr Bruno Marques, Associate Dean (Academic Development), Faculty of Architecture and Design Innovation
	Joseph Habgood, Student Representation Coordinator, VUWSA
	Dr Catherine Caudwell, Programme Director (Academic Development) and MUXD, School of Design Innovation
Programme Director	Simon Ray
Head of School	Nan O'Sullivan

1. Programme Statement

(a) Description

The Animation and Visual Effects (ANFX) major emerged in 2019 as one of two new offshoots within the established Bachelor of Design Innovation (BDI) Media Design major. As one of eight BDI majors, ANFX entails 360 points, including 105 major-specific points, typically completed over three years of full-time study.

The first year includes several courses core to the BDI and additional elective courses, including a recommended course, DSDN 102 Game, Animation and Motion Design. Prior to 2025, after completing the first year, students are selected into the ANFX major based on academic performance in relevant 100-level courses. From 2025, the caps of second year courses have been removed. Second-year study combines one core BDI course (DSDN 221), one design studio (DSDN 211, 242, or 244), plus other courses focusing on their major. Finally, the third-year study focuses on a design studio course (one of DSDN 331, DSDN 351, or DSDN 321) plus the courses associated with the major, and as of 2025, students will be required to undertake the core course DSDN 371 Research Explorations for Capstone. In addition, students are encouraged to take elective courses that support building a broad experience or supplement the major, possibly through strategically minoring in another subject. Students in other programmes wishing to minor in this subject may complete 60 points of courses at the 200 level or above, including at least 15 points at the 300 level.

Graduates are well-positioned for careers in media and communication, game design, and virtual/augmented reality and are equipped to pursue postgraduate studies in the Master of Design Innovation (MDI), Master of Design (MDes), and Master of Design Technology (MDT).

This graph shows the steady growth and retention of students into the BDI throughout the COVID period, including the surge experienced in 2021 across the University as a whole. These numbers

1

show that since the introduction of ANFX, the programme has increased BDI EFTS by 108 across the BDI majors. The numbers highlight the impact of the introduction of ANFX (and other new majors COMD, IXXN, FADN and later GAME) on the MDDN, SIDN and IDDN majors as they have come on stream, but nevertheless, there is a gain overall.
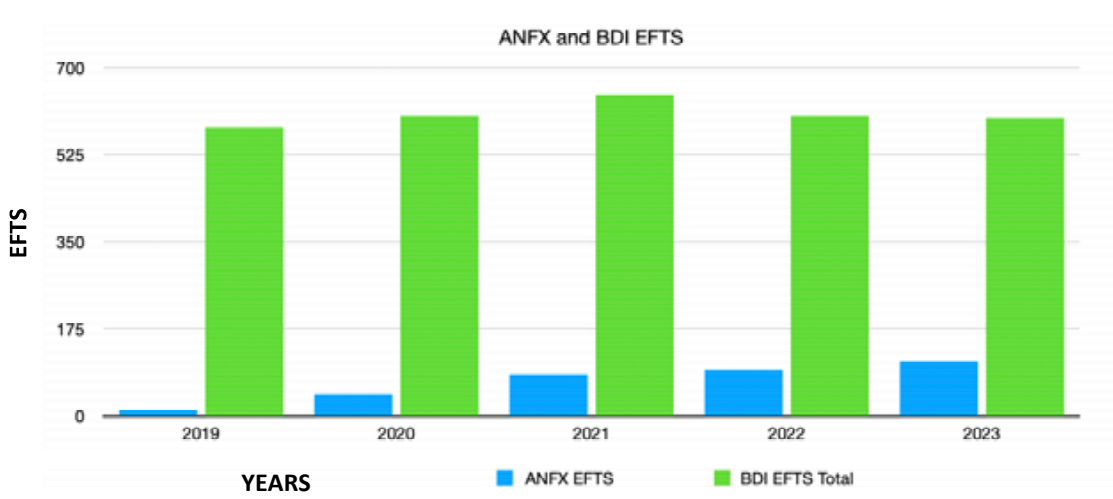
Figure 1: Total EFTS BDI (green) and Total EFTS ANFX 2029 – 2023 (blue).

(b) Purpose

The goals of the original 2018 proposal include:

Goal	Statement of Achievement
To introduce Animation and Visual Effects as a new major to the Bachelor of Design Innovation (BDI), and a new specialisation to the Graduate Diploma in Design Innovation (GDipDI).	This has been completed
To introduce nine new courses to the BDI schedule in relation to the new subject/specialisation: ANFX 101, ANFX 201, ANFX 211, ANFX 231, ANFX 271, ANFX 272, ANFX 301, ANFX 311, ANFX 312.	This was achieved between 2020 and 2023.

2

	Trimester 1	Trimester 2	Trimester 3
2019	ANFX101		ANFX101
2020	DSDN132	ANFX211	DSDN132
	ANFX201	ANFX221	
	COMD261	ANFX272	
	ANFX301		
2021	DSDN132	ANFX211	DSDN132
	ANFX201	ANFX221	
	ANFX301	ANFX390	
	ANFX311		
2022	DSDN132	ANFX211	DSDN132
	ANFX201	ANFX321	
	ANFX221	ANFX390	
	ANFX301		
	ANFX311		
2023	DSDN132	ANFX211	DSDN132
	ANFX201	ANFX321	
	ANFX221	ANFX390	
	ANFX301	DSDN383 ST	
	ANFX311		
2024	DSDN102*	ANFX221	
	ANFX201	ANFX302**	
	ANFX211	ANFX321	
	ANFX301	ANFX390	
	ANFX311		

* now Game, Animation and Motion Design
** was DSDN383 ST

To delete 3 courses from the BDI schedule: DSDN 132 (from 2019), MDDN 241 (from 2020), MDDN 311 (from 2021).	**DSDN 132 Animation and Visual Effects I** was not deleted in 2019; it remained a requirement for entry into the ANFX major until 2024 when it was replaced with DSDN 102 Game, Animation and Motion Design. DSDN 102 is a requirement for entry into the ANFX major from 2024. **MDDN 241 3D Modelling and Animation II** was deleted. It last ran in 2019. This course was replaced with two courses, ANFX 201 Animation and Visual Effects II and ANFX, and ANFX 211 Character Animation I. ANFX 201 Animation and Visual Effects II has been renamed Animation and Visual Effects I in response to the BDI amendments made in 2023. **MDDN 311 Postproduction and Visual Effects** was last run in 2019 and deleted in 2020.
To delete 1 specialisation from the Media Design major: 3D Design and Animation (TADN).	This has been completed – all specialisations have been removed from the BDI with the introduction of new majors. The BDI now offers minors in all eight majors.
To make consequential changes to the Computer Graphics major of the BSc.	All relevant changes to CGRA have been made in the university calendar to accommodate courses from the ANFX major. **Computer Graphics and Games (CGRG)** (a) CGRA 151, COMP (102 or 112), 103, (DSDN 102 or 132); (ENGR 121 or MATH 151) (b) CGRA 252, NWEN 241, (COMP 261 or SWEN 221), (CGRA 259 or ANFX 201 or MATH 245), (ENGR 123 or MATH 161 or 251) (c) CGRA 359; 30 further points from (CGRA 300–399, SWEN 303) Note: Students who started the CGRA major before 2022 should consult the 2021 Calendar

(c) Changes

The CUAP proposal was submitted and approved in 2018. At the time of its introduction as a part of the BDI schedule, the major requirements for a student majoring in ANFX were:

    (i)   DSDN 132

3

(ii) ANFX 201, and 30 further points from ANFX 200–299, COMD 241, 261, GAME 202

(iii) ANFX 301, 390, and 15 further points from ANFX 300–399, COMD 331, 361, MDDN 314

A minor in ANFX consists of 60 points from the corresponding major, including 15 points from ANFX 300 – 399

In 2021, a 30-point ANFX 390 capstone course was added for the first cohort completion, in line with the capstone offerings introduced in other majors. This course is a crucial feeder into the Master of Design Innovation (MDI), Master of Design (MDes), and Master of Design Technology (MDT).

In 2023, the BDI underwent a significant amendment. The goals were to remove repetition of course content across the BDI, introduce core courses that addressed the BDI's fundamental goals, including mātauranga Māori and sustainability, and foster opportunities for interdisciplinarity collaboration within all the majors.

In response to the academic staff's identification of the need for additional technical and research support, a core 300-level course was added as a preparatory course for the capstone, which will become core in 2025. DSDN 371 Research Explorations for Capstone will alleviate the pressure on ANFX 301 and enable more technical and skill-based expertise to be developed before ANFX 390 Capstone. This course replaces DSDN 271, which will be deleted after students have transitioned to the ANFX 390.

As part of the BDI Amendment, all BDI students are now required to take DSDN 211 Design for Sustainability; one of the three 200-level core studios, DSDN 211 Design Psychology I, DSDN 242 Whakapapa Design or DSDN 244 Photographics; and one of the three 300-level core studios DSDN 331 Concept Art and World Building, DSDN 351 Writing for Design or DSDN 321 Interactive Products as well as DSDN 371 Research Explorations for Capstone.

The 2023 amendments to the ANFX programme were included in the full BDI Amendment submitted and approved by the Academic Board in December 2023. As such, the ANFX major requirements as of 2024 are:

(i) DSDN 102

(ii) ANFX 201; one of (DSDN 211, 242, 244); 15 further points from ANFX 200–299, COMD 241, 261, GAME 202

(iii) ANFX 301, 390; one of (DSDN 321, 331, 351); 15 further points from ANFX 300- 399, MDDN 314

A minor in ANFX consists of 60 points from the corresponding major, including 15 points from ANFX 300 – 399

2.   GYR Review Processes

The ANFX major is subject to an external review process as a part of the BDI. In addition to informal feedback, formal feedback is sought from students via many channels: through the university's formal feedback process, which is administered by the Centre for Academic Development (CAD) and applied to every course; during regular student-staff liaison meetings that occur in School of Design Innovation and regular ANFX programme meetings; and informally during class sessions. All student comments are taken seriously and followed up either through adjustments to course content and delivery or referred to the Head of School, ANFX Programme Leader or one of the Programme Directors of Academic Development or Student Success.

Members of the ANFX and VFX profession are often invited to tutor or critique student work, and all members of the programme staff are highly regarded practitioners with many years of professional experience in New Zealand and abroad. This intersection and contributions from industry

4

professionals have enabled course content to be regularly reviewed and any recalibrations to meet the needs of students and industry to be considered and implemented. For this review, VUWSA undertook an anonymous survey, which was distributed to all ANFX students. The ANFX Programme Lead also distributed this survey to current third year ANFX students and some alumni to support engagement.

The self-review component of this GYR was coordinated by Dr Catherine Caudwell, Programme Director (Academic Development) and has been reviewed by the Faculty Academic Committee (Chair: Bruno Marques; Members: Robyn Phipps, Michael Dudding, Rod Barnett, Nan O'Sullivan, Guy Marriage, Mark Southcombe, Victoria Chanse, Fabricio Chicca, Claire Freeman, Catherine Caudwell, Gillian McCarthy, Bert Aldridge, Areito Echevarria, Joseph Habgood, Stephen Marshall, Juliet Aabryn, Rikipotiki Manuel, Ryan Simpson and Yang Liu).

The Evaluation Group for this GYR was composed of the following members:

- (convener) Prof Paul Teesdale-Spittle, Associate Dean (Academic Programmes), Faculty of Sciences,
- (member) Dr Bruno Marques, Associate Dean (Academic Development), Faculty of Architecture and Design Innovation,
- (member) Joseph Habgood, Student Representation Coordinator, VUWSA, and
- (member) Dr Catherine Caudwell, Programme Director (Academic Development), School of Design Innovation.

3.   Review Outcomes

(a) Adequacy and Appropriateness

The Animation and Visual Effects major intends to prepare graduates with the foundations of design thinking and studio processes that will prepare them for professional work in the creative entertainment industries and provide a pathway into the MDT or other postgraduate study. The qualification focuses on the skills and understanding required for design solutions for animation and visual effects-related industries (which include game design, virtual reality design, and animation/film production and post-production) and the professional skills for working effectively within related creative industry organisations worldwide.

Entry requirements for the BDI are a New Zealand university entrance qualification or equivalent. Entry to the ANFX major was via a selection process undertaken after the first year, but from 2025 the caps of second year gateway courses have been removed. For equity, this GYR report includes a review of the GPA of a selected grouping of cumulative grades.

All student applications that require credits for previous study or recognition of prior learning are considered and reviewed by the SoDI Programme Director (Student Success) and the Associate Dean (Students). To ensure progression throughout their studies, all students are assigned a student advisor (Tītoko) who is in regular contact with the student and the SoDI Programme Director (Student Success). In addition to this, Māori and Pasifika students are assigned an Āwhina or Pasifika Student Success advisor and have access to a specific learning and community support space that is resourced with computers, conversation areas, support staff and tutors.

Evaluation Group comments:

Programme outcomes align with student expectations and the programme's stated objectives.

5

(b) Acceptability

The School has several internal self-monitoring bodies to address concerns and maintain quality control of our teaching and learning environment at critical points. The School Management Team, which includes the SODI Programme Director of Academic Development, provides broad oversight for the School's programmes and evaluates issues that arise regarding course delivery, teaching and learning resourcing, tutor allocations, industry involvement and other related areas. The Faculty Academic Committee reviews new teaching and learning initiatives, curriculum, graduate attributes, and other related proposals or concerns. The Faculty Learning and Teaching Committee oversees learning, teaching, student engagement, and related matters of student welfare. Finally, programme directors provide quality control at the discipline level and oversee all aspects of programme delivery. The Staff-Student Liaison Committee also meets regularly to foster dialogue between students and key academic and general staff members.

Our students are given multiple opportunities to engage in professional situations, thereby receiving much benefit from our industry partnerships. The school ensures that our learning, teaching, and research programmes are appropriately positioned to function well for our students, staff, industry/research/community partners, and stakeholders. As such, the school is setting up an Advisory Board to support the continued alignment between the programmes and industry. In addition, the course content is extremely sound, with students perceiving a clear nexus between the learnings in each course, the knowledge and skills being gained from them, and the possible pathways available after university.

Evaluation Group comments:

Evidence suggests that the programme is delivering appropriately for its students. The future advisory board will be of value.

(c) Assessment procedures and student performance

Across the BDI, the School has implemented a flexible range of assessment tools and criteria. As the School has both practical and theoretical assessments in specific areas of knowledge, we maintain rigorous, discipline-specific assessment criteria and practices. A combination of written reports, verbal presentations, quizzes, and design outputs, such as animations, drawings, posters, garments, costumes, photographs or videos, reflective summaries, and blogs, is balanced across the ANFX courses to build technical expertise, leadership and critical/creative thinking skills. Professional feedback is gathered through the participation of industry partners and external reviewers in assessment moderations and end-of-year exhibitions and awards. Finally, course coordinators moderate assessments with feedback from tutors. At the end of each term, academic staff in consultation with the Programme Leads, Programme Directors and the Head of School, scrutinise all grade spreadsheets in the Examiners Meeting. Assessment and moderation procedures are reviewed at the end of each trimester through a school-wide Teaching and Learning Review. In addition, the BDI programme is subject to Graduating Year Reviews and will be part of the regular cycle of academic programme reviews for the School of Design.

Evaluation Group comments:

There is a suitably wide and authentic range of assessment procedures. Moderation is carried out appropriately. There is need to measure Māori and Pasifika student success in a way that is not recorded here. A consideration from the student evaluation is that it would be useful to enhance signposting of when acquired knowledge lines up with assessment dates (i.e. indicating where delivered content on an assignment topic is complete).

6

(d) Data

Table 1: Summary information on numbers enrolling and completing

BDI – ANFX major

Years (from and including the first)	Predicted enrolments	Actual numbers enrolled	Full-time	Part-time	EFTS	Numbers completed	Withdrawals
2023	79	151	107	44	131.502	31	17
2022	76	127	90	37	110.585	13	27
2021	70	112	85	27	101.17	17	23
2020	33	60	47	13	56.21	2	18
2019	9	15	10	5	12.584	1	3

GDipDI – ANFX

Years (from and including the first)	Predicted enrolments	Actual numbers enrolled	Full-time	Part-time	EFTS	Numbers completed	Withdrawals
2023	N/A	2	1	1	1.5	2	0
2022	N/A	1	1	0	0.875	0	0
2021	N/A	0	0	0	0	0	0
2020	N/A	1	0	1	0.25	0	0
2019	N/A	1	1	0	1	0	0

Based on the enrolment data above, the number of EFTS in the ANFX major has experienced robust and consistent growth. This is further supported by the increasing number of students completing the major each year. 2021 marked the first graduating cohort of ANFX students, and 2024 projections anticipate 35 graduating students. Despite positive growth, several constraints impact the programme's potential. Limited classroom space and specialised equipment (such as MoCap suits and a MoCap technician) hinder student work and progression outside of class. Additionally, the ANFX major has not met the staffing levels outlined in the original CUAP proposal (phasing in 3 new staff members over the next 3 years: 2 new academic staff and 1 new technical staff) due to factors including staff resignation, COVID-19 impacts, and budget constraints. The major currently relies on cross-disciplinary staff from other programmes and part-time teaching fellows, limiting ANFX's course offerings and the capabilities of the majors. Despite these challenges, ANFX has become the second-largest major in the BDI, demonstrating its consistently strong growth.

Evaluation Group comments:
Enrolments look strong, and make a case for continuation. The programme team could look at how Māori and Pasifika enrolments and completion are trending to see if aspirations are being met.

7

Noting the limitation of staff availability, we see that the programme is being successful. There are some benefits from having a wider disciplinary approaches in the major from the "borrowing" of staff. However, we do recognise that staff availability may limit the capacity of the programme to deliver new things in the future.

(e) Programme evaluations

The School of Design Innovation BDI programme was reviewed in 2022 as part of Victoria's 7-yearly cycle of Academic Programme Reviews. The panel assessed written submissions, enrolment statistics, summaries of student feedback on courses and other key documents and data, finding that the "programme is performing very well across several areas".

Between the 2017 and 2022 reviews, the ANFX major was added to the BDI. While no specific recommendations were made for ANFX, the reviews emphasised the importance of communicating the relevance and distinctiveness of all majors. In response, we've implemented regular data analysis of recruitment, retention, and student feedback. Additionally, an Industry Advisory Board will be established in 2024 to ensure graduate attributes align with industry growth and needs. In addition, the ANFX programme was designed to feed into the School of Design Innovation's postgraduate offerings, particularly the Master of Design Technology (MDT). To strengthen this connection, MDT staff now teach the undergraduate ANFX 390 capstone course. This strategy has proven successful; in 2023, 5 out of 9 MDT students came from ANFX, and in 2024, that number increased to 13 out of 23. Currently, around 50% of the MDT cohort are ANFX graduates (and about 50% of the entire ANFX graduating class has enrolled on the MDT). These efforts will be further assessed when the BDI undergoes its next External Academic Review in 2027.

Evaluation Group comments:
The evaluations are positive and give reason to continue. We note that the students are extraordinarily confident that their feedback is considered and turned into positive action. The programme director and team are commended for this.

(f) Continuation or discontinuation

The BDI's ANFX major has met and continues to meet the objectives set forth in the 2018 CUAP and will continue as currently configured.

Evaluation Group comments: The evaluation group recommends continuation.

Dean approval for continuation / ~~discontinuation~~ *(delete one)*

Dean: _Robyn Phipps_

Date: 21 May 2024

8

Appendix 2: Student Feedback

Attach the VUWSA report summarising student feedback on the programme. This should be used to inform the initial drafting of the report.

VUWSA

FROM	Joseph Habgood (VUWSA Senior Representation Advisor)
TO	Evaluation Group: Animation and Visual Effects Graduating Year Review
DATE	Thursday 28 March 2024

SUBJECT	Student Submission – Animation and Visual Effects GYR

Kia ora members of the Evaluation Group for the Animation and Visual Effects GYR,

Thank you for the opportunity to present the student opinion.

We have prepared the following submission in consultation with 53 students currently enrolled in the Animation and Visual Effects programme.

For each question, data pertaining to the most common answer has been shaded in green. If fewer than 50% of respondents gave that answer, the next-most-common answer has also been shaded in lighter green, and so on, until answers representing at least 50% of respondents have been shaded. This is intended to give an instant visualisation of how each respondent category answered each question.

N = 52	100-level		200-level		300-level		Postgraduate	
Overall:	23%	12	21%	11	25%	13	31%	16

A plurality of total respondents across all categories indicated identifying as a man.

How do you identify (select all that apply)?
- Genderqueer/nonconforming, 5, 8%
- Decline to state, 1, 1%
- Woman, 19, 30%
- Nonbinary, 8, 13%
- Transgender, 5, 8%
- Man, 25, 40%
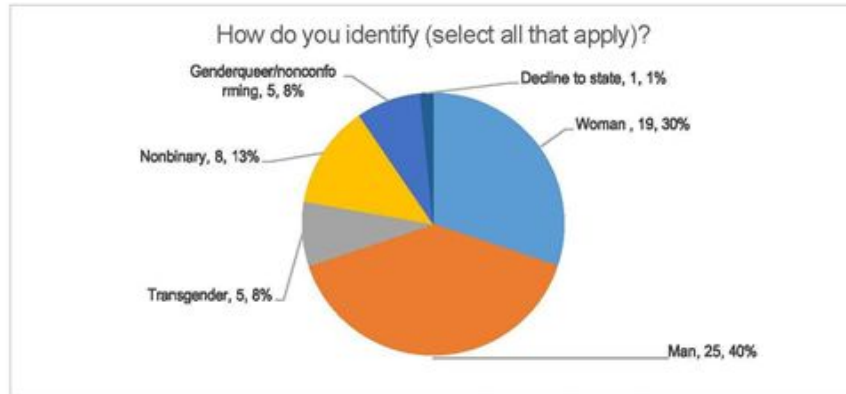
A majority of respondents across all categories were 17-21.

How old are you?:
- 30-34, 2, 4%
- 35+, 1, 2%
- 26-30, 2, 4%
- 22-26, 18, 34%
- 17-21, 30, 56%
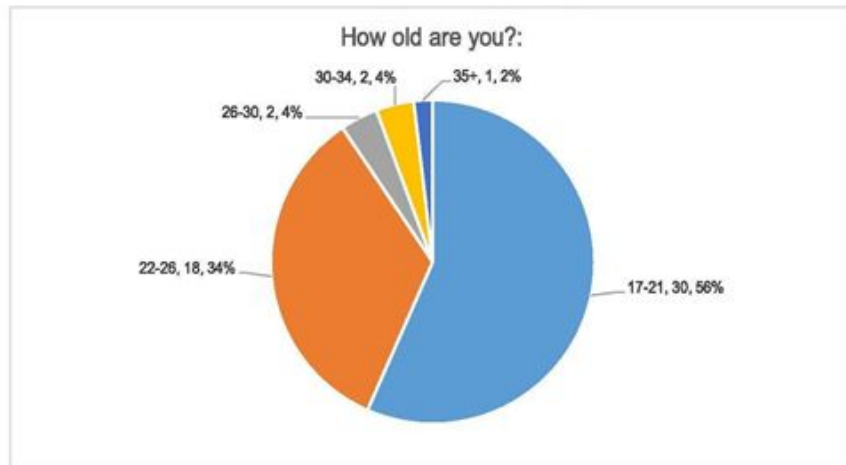
Do you consider yourself to be a "mature student"?				
N = 52	Yes		No	
Overall:	63%	33	37%	19

A majority of participants identified as New Zealand European.
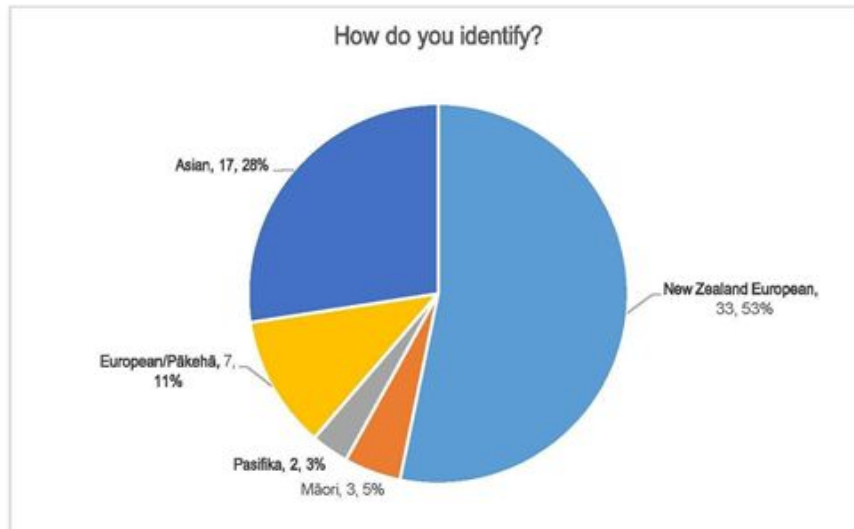
Are you an international student?				
N = 53	Yes		No	
Overall:	19%	10	81%	43

11

4

Participants were asked to respond to multiple-choice items of which most were measured on a 6-point, Likert-type scale, where "1" is "strongly disagree" and "6" is "strongly agree". Following each quantitative item, an open-ended item was provided for participants to be able to elaborate on their answer if necessary.

Where appropriate, wording was changed to suit postgraduate students. Separate postgraduate data will be provided for comparison throughout. From the data collected, several commendations and recommendations have been put forward.

We commend the programme on the following:

- This programme is in excellent shape, with students responding extremely positively across most areas. This is particularly true for the postgraduate offerings within the programme.

- Students are confident that student feedback is elicited by the programme, and *even more confident* that this feedback is in fact used to improve the programme – as distinct from every academic review survey that VUWSA has run since 2019, the result for this second question (using student feedback) is more positive than the first question (eliciting student feedback). This should be a considerable point of pride.

- The course content is extremely sound, with students perceiving a clear nexus between the learnings in each course, the knowledge and skills being gained from them, and the possible pathways available after university.

- On a similar note, this nexus includes an excellent course structure with the effect of courses building logically upon each other to obtain this knowledge and skills.

- Students on the whole perceive the programme as engaging with other disciplines effectively. There is qualitative data both urging a broader scope and a narrower scope of such material, which coupled with solidly positive quantitative data could be read as a delicate balance being accomplished.

- Postgraduates have an extremely positive impression of their supervisors, and undergraduates have the same opinion of their tutors.

- The facilities at Te Aro are serving students very well, particularly postgraduate students.

- International students feel very well supported by this programme.

12

We would suggest the following recommendations to be considered once a triangulation of data has occurred:

- The programme should remain mindful of the changing levels of preparation for advanced courses over the coming years. Students are concerned about the scope of changes to the BDI, and multiple participants spoke very highly of DSDN 132 as being essential to understand later content.

- There was unfortunately not enough data to establish whether Māori and Pasifika students felt that their academic needs were being supported by the programme, nor whether Māori and Pasifika perspectives were being incorporated by the programme. The small number of Māori and Pasifika respondents in this survey (along with a few concerning comments in the qualitative data from students outside of these groups to the effect that such perspective was not relevant) may itself reflect a problem, and we recommend that the programme continues to engage with Āwhina, the Pasifika Student Success Team, Ngāi Tauira, and the Pasifika Students Council to ensure tauira are supported.

- Course assessment could be better timed so that students know at what point during the course they will have enough knowledge and skills to get started, rather than getting started and learning material in a subsequent class that would have been helpful earlier.

    - Students have suggested small exercises for students to learn a new skill (for example being introduced to a new animation software) being completed before starting a large project.

- Students do not generally see the link between "research" and what they do in the programme, as opposed to developing the skills to create. This may be intended; however, with the concept of "research" evolving to include less traditional outputs, it could be beneficial to link the concept of "research" more mindfully with the mahi of the programme in the minds of students.

- Students tend to see the resources they use as beyond that which the library provides. With the large amount of work the library is doing in the digital space, this may be an issue of perception.

- While overall students highly value the learning opportunities in the programme, the programme may consider evaluating the role and effectiveness of lectures specifically.

13

The following submission looks specifically at each of the Domains and associated Indicators in the Terms of Reference, as laid out in the Academic Reviews and Monitoring Policy.

Domain 1 (Design): How effective is the design of the programme?

Indicator: The programme's offerings cover topics that are contemporary and provide knowledge and skills that are necessary and valued for professional and/or academic careers.

Participants were asked to respond to the item, **"The courses in the Animation and Visual Effects programme provide interesting, up to date knowledge and skills that are relevant to me and my career."**

Undergraduate

N = 34	Overall
Strongly disagree	2.94%
Disagree	2.94%
Somewhat disagree	5.88%
Somewhat agree	11.76%
Agree	47.06%
Strongly agree	29.41%

Postgraduate

N = 16	Overall
Strongly disagree	0.00%
Disagree	0.00%
Somewhat disagree	12.50%
Somewhat agree	6.25%
Agree	18.75%
Strongly agree	62.50%

14

Qualitative data exemplars:	
Undergraduate	*No relevant data was available.*
Postgraduate	"The ANFX programme allowed me to learn from the ground up 3D modelling, design practise and storytelling. The assignments were well structured and there was great feedback from all parts of the faculty. I completed my capstone last year and finished the course very proud of my skills and felt I had a great education that will allow me to continue to thrive as I enter the industry." "Kevin Romond provides up to date and relevant knowledge that is implemented practically while providing the theoretical background for how and why processes exist. Additionally, Areito and Raqi provide a wealth of knowledge and expertise in the niche areas of VFX that are typically very difficult to find in education providers; especially in regards to learning the software, Houdini." "Didn't learn any compositing and VFX, and was primarily taught non industry standard software."

15

Participants were asked to respond to the item, **"The Animation and Visual Effects programme is providing me with the knowledge, skills and opportunities I need for my future career."**

Undergraduate

	Overall
Strongly disagree	3%
Disagree	3%
Somewhat disagree	9%
Somewhat agree	31%
Agree	41%
Strongly agree	13%

No qualitative data was available.

Indicator: Teaching is informed by staff research, particularly at higher levels of study.

Undergraduates were asked to respond to; **"Academic staff in the programme introduce their own research into course material."**

	Overall
Strongly disagree	3%
Disagree	0%
Somewhat disagree	17%
Somewhat agree	31%
Agree	34%
Strongly agree	14%

Qualitative data exemplars:
"Well more like random introduce instead of teaching stuffs that are essential."

16

Undergraduates were asked to respond to; "I have an idea of the research interests of academic staff in the programme."

	Overall
Strongly disagree	4%
Disagree	4%
Somewhat disagree	4%
Somewhat agree	29%
Agree	39%
Strongly agree	21%

No qualitative data was available.

Indicator: The programme has clear mapping of content and skills development pathways that is communicated and understood by students and staff.

Participants were asked to respond to the item, "The knowledge and skills I will acquire upon completion of my qualification in Animation and Visual Effects are clearly communicated to me."

Undergraduate

N = 34	Overall
Strongly disagree	2.94%
Disagree	8.82%
Somewhat disagree	5.88%
Somewhat agree	26.47%
Agree	47.06%
Strongly agree	8.82%

Postgraduate

N = 16	Overall
Strongly disagree	0.00%
Disagree	0.00%
Somewhat disagree	0.00%
Somewhat agree	12.50%
Agree	56.25%
Strongly agree	31.25%

17

Qualitative data exemplars:	
Undergraduate	"I feel that there are more focuses on projects than exercises for practice. If I had more exercises then I'd get the navigation of software better. it would help deepen our understanding of the process of animating." "The problem with a degree that teaches animation and visual effects is that animation and visual effects are two separate fields that require different learning pathways respectively. While the two strongly compliment each other, the degree never looks at a clear conjoint of the two and dances all over the place, never specialising in one subject that would be beneficial for students to understand comprehensively rather than being hastily touched on." "Although the courses provide a basic introduction to animation skills, they don't really go deeper enough for students to develop. Instead, assignments are focused on training more story-telling skills."
Postgraduate	"Program specifics are well set up and I clearly understand what knowledge each class will give me." "The knowledge we learn about animation and visual effects in itself it useful, however I feel it would be important to also look at what is needed in the industry, such as naming conventions, repository/file structures, theory etc. The course does cover this, but industry standards are important to learn." "Course outlines were descriptive and I was easily able to find out what I would be leaning in each course. I was also able to talk to lecturers directly if there was something I wanted to learn that wasn't in the curriculum."

18

Students who identified as being 200 or 300 level were asked to respond to the item, **"There is a clear progression of knowledge and skills from 100 to 200 level papers."**

N = 23	Overall
Strongly disagree	8.70%
Disagree	4.35%
Somewhat disagree	8.70%
Somewhat agree	21.74%
Agree	34.78%
Strongly agree	21.74%

Qualitative data exemplars:

"With DSDN132, we learnt about how to navigate Blender, and had an introduction to basic animation principles. DSDN132 helped me out a lot to get started and gave me super useful knowledge for 200 level course. I'm very sad to see DSDN132 disbanded as a single course."

"I am lucky enough to be taking DSDN102 to get a crash course on blender, 3D modelling, and animation principles. I am in all 200 level animation courses besides this one, which is no longer required for the program. All my courses feel like they are missing a key introductory course on different programs and types of animation practices. It's like I'm learning to animated rigged character, while still learning how to even use blender. ANFX201 feels weird and like massive amounts of imformation and barely guided projects. not to mention being surrounded by students who can't engage well in our group project because ALL of us are beginners and lost at first. Feels like a serious learning curve."

"I don't think level100 has learned anything useful in terms of my major, whether it is animation or future direction, or maybe my course selection is not good."

(in response to another question) "I would love to see DSDN132 back in the course selection, as it was incredible for me, and also future students taking an Animation major. Otherwise there is only technically half a course in first year, as animation and game design have been merged into one 100 level course. Without it there is no clear indication of whats to come in future animation courses, and so may be a huge turn off to some students. Hopefully it can make it's way back into the course selection, as I, and many others, absolutely loved DSDN132 and felt it was a great way to introduce us into Animation and VFX, and Mark Bagley was an incredible lecturer as well."

19

Students who identified as being 300 level were asked to respond to the item, **"There is a clear progression of knowledge and skills from 200 to 300 level papers."**

N = 12	Overall
Strongly disagree	8.33%
Disagree	0.00%
Somewhat disagree	8.33%
Somewhat agree	16.67%
Agree	41.67%
Strongly agree	25.00%

No relevant qualitative data was available.

Postgraduate students were asked to respond to the item, **"There is a clear progression of knowledge and skills in the courses offered in Animation and Visual Effects such that basic courses link directly to more advanced ones."**

N = 16	Overall
Strongly disagree	0.00%
Disagree	0.00%
Somewhat disagree	0.00%
Somewhat agree	6.25%
Agree	50.00%
Strongly agree	43.75%

Qualitative data exemplars:
"Some skills could be elaborated further like the fundamentals of movement in animation. however, courses were well progressed and built off of previous knowledge."   "Sure, the animation level and requirement stepped up, but I don't think there was such thing as an advancement. We didn't even get taught how to edit, composite or use sound."

20

Relevant participants were asked to respond to the item: **"Course objectives in the Animation and Visual Effects programme are clearly and comprehensively communicated to me."**

<u>Undergraduate</u>

N = 31	Overall
Strongly disagree	3.23%
Disagree	3.23%
Somewhat disagree	9.68%
Somewhat agree	25.81%
Agree	45.16%
Strongly agree	12.90%

<u>Postgraduate</u>

N = 15	Overall
Strongly disagree	0.00%
Disagree	0.00%
Somewhat disagree	0.00%
Somewhat agree	0.00%
Agree	40.00%
Strongly agree	60.00%

Qualitative data exemplars:	
Undergraduate	"I feel like I'm learning how to do my project as we are working on it. A lecture will reveal information I was missing to best understand where I was in my project. I think learning all these things with exercises then putting together a project would be a better approach." "The pipeline to Weta from the Animation and Visual Effects programme is made quite clear. Though it would be helpful if other options were also talked about more." "There is no career if basic workflows and pipelines were not taught luckily I was doing some animation school online at the same time so that I was not daydreaming that I would get a job simply by finishing uni"
Postgraduate	*Nil.*

21

Indicator: The programme ensures that there are opportunities for all students, from a range of backgrounds and situations, to succeed in the programme (and thus, meets the goals of universal design).

Participants were asked to respond to: "**The courses in Animation and Visual Effects actively provide a variety of ways for students to engage and values a range of knowledges and viewpoints from a variety of cultures, backgrounds and orientations.**"

	Overall
Strongly disagree	2.78%
Disagree	2.78%
Somewhat disagree	8.33%
Somewhat agree	25.00%
Agree	33.33%
Strongly agree	27.78%

No qualitative data was available.

Indicator: The programme incorporates and nurtures interdisciplinary links where appropriate.

Participants were asked to respond to: "**I am exposed to relevant research from other disciplines.**"

	Overall
Strongly disagree	2.70%
Disagree	8.11%
Somewhat disagree	8.11%
Somewhat agree	24.32%
Agree	48.65%
Strongly agree	8.11%

Qualitative data exemplars:
"Good working with toi performance school in postgrad."
"Although we definitely are exposed to a lot of other disciplines, from theatre to philosophy, ANFX is very very multifaceted and I feel like there needs to be far more outside learning."

Participants were asked to respond to: "**The Animation and Visual Effects programme engages with research and ideas from other academic areas.**"

N = 37	Overall
Strongly disagree	0.00%
Disagree	5.41%
Somewhat disagree	8.11%
Somewhat agree	27.03%
Agree	51.35%
Strongly agree	8.11%

Qualitative data exemplars:

"Good collaborating with people from other fields such as toi performance school, however it is mostly contained to working with others in our industry."

"I agree, but to some extent this is a detriment. Too much focus is placed on design topics outside the domain of ANFX in my opinion."

"It does, but I don't think it's a good thing."

Indicator: The programme places emphasis on the role and methods of research in creating knowledge.

Undergraduates were asked to respond to: "**I am developing basic research skills such as collecting, evaluating, synthesising and interpreting information through course activities.**"

N = 31	Overall
Strongly disagree	3.23%
Disagree	3.23%
Somewhat disagree	9.68%
Somewhat agree	25.81%
Agree	41.94%
Strongly agree	16.13%

23

Qualitative data exemplars:
"Not very actively in animation courses. Definitely in other general design courses which I think fills that gap. First year was better than second year at actually creating your own ideas from inspiration as opposed to second year being more hands on do skills."

"This is something that several of the courses in ANFX do well, but I wish they would encourage (and reward) independently researching valuable information and concepts through graded course activities more."

"Basic research skills do not exist in animation courses and I don't see why we need such courses. Animation is animation animation is not science." |

Undergraduates were asked to respond to; "**Various courses I've taken in Animation and Visual Effects have given me an idea of how research in these areas contribute to the development of knowledge in general.**"

N = 30	Overall
Strongly disagree	3.33%
Disagree	0.00%
Somewhat disagree	3.33%
Somewhat agree	33.33%
Agree	46.67%
Strongly agree	13.33%

Qualitative data exemplar:
"There is not very much emphasis on research within this program."

Undergraduates were asked to respond to; "**Academic staff in Animation and Visual Effects have encouraged me to get involved in research where appropriate.**"

N = 28	Overall
Strongly disagree	3.57%
Disagree	3.57%
Somewhat disagree	7.14%
Somewhat agree	32.14%
Agree	25.00%
Strongly agree	28.57%

No qualitative data was available.

24

Domain 2 (Delivery and Assessment): How well does the programme ensure that students are able to achieve the goals of the programme?

Indicator: There is an appropriate range of assessment tasks that effectively measure student's achievement of the learning outcomes in the programme.

Participants were asked to respond to: "Courses in the Animation and Visual Effects programme have a good range of assessment tasks (essays, tests, quizzes, group work) that allow me to fully demonstrate what I have learnt.

N = 25	Overall
Strongly disagree	4.00%
Disagree	8.00%
Somewhat disagree	4.00%
Somewhat agree	32.00%
Agree	36.00%
Strongly agree	16.00%

Qualitative data exemplars:
"I think there is plenty of range. I enjoy the small tasks such as short reviews of animated shorts or technical quizzes. I think there should remain a focus on assessments where we produce something as this is how we can improve our skills."
"Far too much focus on milestones as means of testing progress, as opposed to quality and creativity of student work. This makes sense for an industry focused field of study, but as someone who has experience working in the industry the expectations are nothing the same."

Indicator: Students receive timely formative and summative feedback throughout their courses.

"Feedback across the programme is consistent, timely, and effective."

N = 24	Overall
Strongly disagree	4.17%
Disagree	4.17%
Somewhat disagree	8.33%
Somewhat agree	29.17%
Agree	29.17%
Strongly agree	25.00%

Qualitative data exemplars:
"Varies." "Often feedback is not timely."

Indicator: The delivery of the programme provides students with opportunities to engage in activities that support their learning and development (e.g. tutorials, labs, use of digital technology, work integrated learning).

Undergraduates were asked to respond to the item, **"The various learning activities offered in Animation and Visual Effects courses help me to achieve learning objectives."**

N = 28	Overall
Strongly disagree	7.14%
Disagree	0.00%
Somewhat disagree	7.14%
Somewhat agree	21.43%
Agree	42.86%
Strongly agree	21.43%

No qualitative data was available.

Postgraduate Items:

Postgraduates were asked to respond to the item, "**The various learning activities offered in Animation and Visual Effects courses help me to achieve learning objectives.**"

N = 15	Overall
Strongly disagree	0.00%
Disagree	0.00%
Somewhat disagree	0.00%
Somewhat agree	0.00%
Agree	33.33%
Strongly agree	66.67%

No qualitative data was available.

All participants were asked to respond to the item, "**The Animation and Visual Effects programme includes learning activities that are engaging and meaningful (eg. lectures, online learning, assessment tasks, tutorials, group work and/or work integrated learning).**"

Undergraduate

N = 27	Overall
Strongly disagree	3.70%
Disagree	14.81%
Somewhat disagree	3.70%
Somewhat agree	22.22%
Agree	33.33%
Strongly agree	22.22%

Postgraduate

N = 15	Overall
Strongly disagree	0.00%
Disagree	0.00%
Somewhat disagree	0.00%
Somewhat agree	6.67%
Agree	40.00%
Strongly agree	53.33%

27

Qualitative data exemplars:	
Undergraduate	"Second year animation feels less engaging. Lectures and class/studio time is taught in the same sessions which feels less engaging for me personally. I think more separate listening lecture time and then studio time is better in order to focus better." "ANFX lectures are notoriously bad for very heavily relying on YouTube videos with very little explanation or context that helps us understand the relevance of them being played at all. Fortunately most of the learning comes from tutorials and workshops, but even then the work assigned feels very shallow and doesn't encourage any sort of substantial work."
Postgraduate	*Nil.*

Indicator: Postgraduate supervision is of good quality and well balanced between support and fostering independence.

All postgraduate students were asked to respond to, "My experience with supervision is that it is supportive, effective and efficient."

N = 14	Overall
Strongly disagree	0.00%
Disagree	0.00%
Somewhat disagree	7.14%
Somewhat agree	7.14%
Agree	28.57%
Strongly agree	57.14%

Qualitative data exemplars:
"Good to be checked in on/communicate with lecturers if falling behind or confused." "The instructors are the best!" "I feel as though I'm getting sent links to free online content I could find myself."

28

Indicator: Students are encouraged to progress to higher levels of study in the programme.

"I am encouraged and supported to continue to postgraduate study."

N = 23	Overall
Strongly disagree	8.70%
Disagree	8.70%
Somewhat disagree	0.00%
Somewhat agree	26.09%
Agree	30.43%
Strongly agree	26.09%

Qualitative data exemplars:
"Don't know yet."
"It's not very encouraging when the University threatens to cut postgrad for my degree for reasons far beyond my control."

Indicator: Adequate learning resources are provided for students (e.g. teaching facilities, Library and IT resources)

Undergraduates were asked to respond to the item, **"The facilities (e.g., study spaces, computers, etc.) available to me as a Animation and Visual Effects student support the achievement of learning goals in the Animation and Visual Effects programme."**

N = 26	Overall
Strongly disagree	3.85%
Disagree	0.00%
Somewhat disagree	3.85%
Somewhat agree	11.54%
Agree	42.31%
Strongly agree	38.46%

29

Qualitative data exemplars:
"The computers and other basic facilities are perfectly adequate. The mo-cap technology and other advanced hardware is a step in the right direction, but what I would like to see more of is more specialised gear that allows for more hands-on experienced in many ANFX focused fields, mainly more photography gear is what comes to mind first."   "There is essentially only one computer lab on campus that is ideal for animation projects. And the room is often full with other classes. It would be helpful if there were a couple of smaller overflow computer labs that can handle animation projects."   "OneDrive is giving me error messages every time I sign into it, but otherwise it is working."

All postgraduates were asked to respond to the item, "**The facilities (e.g., study spaces, computers, etc.) available to me support the achievement of my postgraduate qualification in Animation and Visual Effects.**

N = 14	Overall
Strongly disagree	0.00%
Disagree	14.29%
Somewhat disagree	0.00%
Somewhat agree	0.00%
Agree	21.43%
Strongly agree	64.29%

Qualitative data exemplars:
"Some technical difficulties but there is a wide range of tools and software provided by the school."   "It's not possible to create industry standard and quality content when the workstation pcs dont meet the criteria for this."   "Newer faster computers are always better, but the current machines work."

30

Undergraduates were asked to respond to the item, "**Teaching facilities available to me as a Animation and Visual Effects student support the achievement of learning goals within the Animation and Visual Effects programme.**"

N = 25	Overall
Strongly disagree	0.00%
Disagree	0.00%
Somewhat disagree	8.00%
Somewhat agree	32.00%
Agree	40.00%
Strongly agree	20.00%

Qualitative data exemplars:
"I feel less compelled to reach out for help in animation as it is all digital. I think more frequent studio time with tutors would be more affective, albeit seperate sessions to the lecture content but that is my opinion."

All postgraduates were asked to respond to the item, "**Teaching facilities available to me support the achievement of my postgraduate qualification in Animation and Visual Effects.**"

N = 15	Overall
Strongly disagree	0.00%
Disagree	0.00%
Somewhat disagree	0.00%
Somewhat agree	26.67%
Agree	13.33%
Strongly agree	60.00%

Qualitative data exemplar:
"The MCC [author's note – Miramar Creative Centre] is a great facility!"

31

Undergraduates were asked to respond to the item, "The library resources available to me as a Animation and Visual Effects student support the achievement of learning goals in the Animation and Visual Effects programme."

N = 26	Overall
Strongly disagree	11.54%
Disagree	15.38%
Somewhat disagree	11.54%
Somewhat agree	38.46%
Agree	15.38%
Strongly agree	7.69%

Qualitative data exemplars:
"Library resources have not been used in animation as most content is digital and creative based as opposed to research based which would call for material that the library resources can supply." "Don't know, haven't used."

All postgraduate students were asked to respond to, "The library resources available to me as a Animation and Visual Effects student support the achievement of my postgraduate qualification in Animation and Visual Effects."

N = 14	Overall
Strongly disagree	7.14%
Disagree	0.00%
Somewhat disagree	7.14%
Neither agree nor disagree	50.00%
Somewhat agree	14.29%
Agree	21.43%
Strongly agree	7.14%

Qualitative data exemplars:
"Didn't use the physical library resources as much as online resources and videos given by lecturer." "I haven't used the library as a resource for ANFX, so I'm unsure how to answer."

25

All postgraduates were asked to respond to the item, "Research facilities available to me support the achievement of my postgraduate qualification in Animation and Visual Effects."

N = 15	Overall
Strongly disagree	0.00%
Disagree	0.00%
Somewhat disagree	0.00%
Somewhat agree	20.00%
Agree	46.67%
Strongly agree	33.33%

No qualitative data was available.

33

Domain 3 (Evaluation and Quality): How well does the programme use information and feedback in order to improve?

Indicator: The programme regularly reviews student data and uses it to identify and respond to trends in enrolment and retention.

"The Animation and Visual Effects programme actively engages with evaluation processes (e.g., eliciting student feedback)."

N = 37	Overall
Strongly disagree	2.70%
Disagree	5.41%
Somewhat disagree	5.41%
Somewhat agree	24.32%
Agree	43.24%
Strongly agree	18.92%

No qualitative data was available.

"The Animation and Visual Effects programme effectively uses student feedback to enhance academic quality."

N = 37	Overall
Strongly disagree	0.00%
Disagree	5.41%
Somewhat disagree	13.51%
Somewhat agree	13.51%
Agree	45.95%
Strongly agree	21.62%

Qualitative data exemplars:
"I'm sure the alumni's input has helped with where we are today."
"I agree with this however I've heard the 100 level ANFX courses and game design courses have merged which I couldn't disagree more with. Had that happened to me while applying for first year I would considered a different uni."

34

Domain 4 (Programme's Community): How well does the programme foster a sense of community for its students (undergraduate and postgraduate), and staff, that reaches across the programme?

Indicator: Undergraduate students are included in appropriate activities to enable them to work in a collaborative learning environment.

"I am actively encouraged to participate in learning activities both within and outside of class time (e.g. programme seminars and events)."

N = 23	Overall
Strongly disagree	0.00%
Disagree	4.35%
Somewhat disagree	4.35%
Somewhat agree	8.70%
Agree	56.52%
Strongly agree	26.09%

Qualitative data exemplars:
"This is also a mixed bag, I had one lecturer that inspired me to do an elective in Theatre as it was beneficial to ANFX and understanding character movement, but for the most part pretty much every other lecturer has been lacking in encouraging going out and learning for a field that is very very very multifaceted."

Indicator: Postgraduate students have events to discuss their research and are invited to programme-level events such as seminars and visiting lecturers.

Postgraduates were asked to respond to; **"Do you have good opportunities for presenting your research to others in the programme?"**

N = 14	Overall
Strongly disagree	0.00%
Disagree	0.00%
Somewhat disagree	0.00%
Somewhat agree	14.29%
Agree	35.71%
Strongly agree	50.00%

Qualitative data exemplars:
"Class screenings."

35

Postgraduates were asked to respond to; "**Do you have good opportunities to attend formal and informal events focused on the research of others - including seminars and lectures from other students, staff and outside speakers?**"

N = 14	Overall
Strongly disagree	0.00%
Disagree	0.00%
Somewhat disagree	0.00%
Somewhat agree	21.43%
Agree	64.29%
Strongly agree	14.29%

Qualitative data exemplars:
"Good communication about events."

Indicator: International students are supported to be an integral part of the student community.

Those participants who indicated that they were international students were asked to respond to: "**The Animation and Visual Effects programme meets the social and academic needs of international students.**"

N = 8	Overall
Strongly disagree	0.00%
Disagree	12.50%
Somewhat disagree	0.00%
Somewhat agree	12.50%
Agree	50.00%
Strongly agree	25.00%

No relevant qualitative data was available.

The following question does not fit cleanly into a Domain or Indicator but is directly relevant to two different Indicators in Domains 5 and 6 below. Responses have been shown from participants who identified as Māori, Pasifika, neither, and an overall figure.

"Staff monitor student progress and provide help to struggling students."

	Māori (n = 2)	Pasifika	Other (n = 21)	Overall (n = 23)
Strongly disagree	0.00%	*(No data)*	9.52%	8.70%
Disagree	0.00%		4.76%	4.35%
Somewhat disagree	0.00%		0.00%	0.00%
Somewhat agree	50.00%		33.33%	34.78%
Agree	50.00%		38.10%	39.13%
Strongly agree	0.00%		14.29%	13.04%

Qualitative data exemplars:

"I think those who struggle to ask for help and therefore don't wouldn't really get any support and help with their work. Maybe assigning students to one tutor to ask for specific feedback would help those people…?"

"It's a mixed bag and although I've had a pretty even combo of good and bad experiences, the bad outweighs the good ones by a lot. I've had some very good lecturers that are very understanding and have allowed me to resubmit work even after the deadline because I was struggling. On the other hand, I've had lecturers that I have gone to directly to seek help with work only to be told to my face they won't do anything because they want me to get used to an industry that is tough and unforgiving."

37

Domain 5 (Māori): How well does the programme demonstrate commitment to the Treaty of Waitangi by including Māori focus in its design, delivery, assessment and evaluation?

Indicator: The programme includes Māori content/perspectives, as appropriate to the discipline, in its offerings and assessment.

For items in this domain, where appropriate, questions have been put to all participants and then visualised as separate responses from participants who identified as Māori, all other participants, and an overall figure.

Those participants who indicated that they were Māori was asked to respond to: **"The Animation and Visual Effects programme supports the development of Māori scholarship."**

	Māori (n = 2)	Non-Māori (n = 32)	Overall (n = 34)
Strongly disagree	0.00%	0.00%	0.00%
Disagree	0.00%	0.00%	0.00%
Somewhat disagree	0.00%	18.75%	17.65%
Somewhat agree	100.00%	40.63%	44.12%
Agree	0.00%	31.25%	29.41%
Strongly agree	0.00%	9.38%	8.82%

No relevant qualitative data was available.

All participants were asked to respond to: **"Māori perspective is incorporated into the learning goals, course content, and support provided for learning within the Animation and Visual Effects programme."**

N = 35	Māori (n = 2)	Non-Māori (n = 33)	Overall (n = 35)
Strongly disagree	0.00%	6.06%	5.71%
Disagree	0.00%	3.03%	2.86%
Somewhat disagree	50.00%	27.27%	28.57%
Somewhat agree	0.00%	18.18%	17.14%
Agree	50.00%	33.33%	34.29%
Strongly agree	0.00%	12.12%	11.43%

Qualitative data exemplar:

(Māori) "They use Te Reo in slides sometimes (esp when developing Values) but haven't seen much else."

(**Non-Māori**): "I don't think this is inherently necessary for this topic compared to other majors so I don't believe it needs to be changed. I think people who are interested and engaged with Māori perspective and art can add these ideas to their personal work and outcomes."

Indicator: Staff in the programme are culturally capable and:
- *provide a learning environment in the programme that is culturally inclusive to Māori students.*
- *engage in Māori-related teaching and research.*

The participants who indicated that they were Māori were asked to respond to: "**The Animation and Visual Effects programme meets the social and academic needs of Māori students.**"

N = 2	Overall
Strongly disagree	0.00%
Disagree	0.00%
Somewhat disagree	0.00%
Somewhat agree	50.00%
Agree	50.00%
Strongly agree	0.00%

No qualitative data was available.

Indicator: The programme monitors enrolment and retention of Māori students, and takes immediate action to resolve issues.

(For data on support of struggling students, please see above, on p. 29)

39

Domain 6 (Pasifika): How effectively does the programme provide opportunities for Pasifika students to engage in their learning and progress to further study?

For items in this domain, where appropriate, questions have been put to all participants and then visualised as separate responses from participants who identified as Pasifika, all other participants, and an overall figure.

Indicator: Staff in the Programme are culturally able to provide a learning, teaching and research environment which is inclusive to Pasifika students.

(For data on support of struggling students, please see above on p. 29)

The participants who indicated that they were Pasifika were asked to respond to: **"The Animation and Visual Effects programme meets the social and academic needs of Pasifika students."**

N = 1	Overall
Strongly disagree	0.00%
Disagree	0.00%
Somewhat disagree	0.00%
Neither agree nor disagree	100.00%
Somewhat agree	0.00%
Agree	0.00%
Strongly agree	

No qualitative data was available.

40

Indicator: The programme includes Pasifika content and/or perspectives in its offerings, assessment and other applicable areas.

All participants were asked to respond to: **"Pasifika perspective is incorporated into the learning goals, course content, and support provided for learning within the Animation and Visual Effects programme."** Responses have been shown from participants who identified as Pasifika, all other participants, and an overall figure.

N = 35	Pasifika (n = 1)	Non-Pasif. (n = 34)	Overall (n = 35)
Strongly disagree	0.00%	5.88%	5.71%
Disagree	0.00%	8.82%	8.57%
Somewhat disagree	0.00%	26.47%	25.71%
Somewhat agree	100.00%	23.53%	25.71%
Agree	0.00%	26.47%	25.71%
Strongly agree	0.00%	8.82%	8.57%

Qualitative data exemplar:
(Non-Pasifika): "N/A"

41

Domain 7 (Stakeholder Engagement): How effectively is the Programme linked to and responsive to its relevant academic, social and professional communities?

Indicator: The programme identifies career opportunities/pathways for graduates and informs students of these.

All participants were asked to respond to; **"The programme is active in identifying career opportunities and pathways for me as part of my learning."**

Undergraduate

N = 32	Overall
Strongly disagree	3.13%
Disagree	6.25%
Somewhat disagree	21.88%
Somewhat agree	25.00%
Agree	31.25%
Strongly agree	12.50%

Qualitative data exemplars:
"It's too early to say, but it's not clear how I could identify career opportunities or pathways for my learning."

Postgraduate

N = 15	Overall
Strongly disagree	0.00%
Disagree	0.00%
Somewhat disagree	20.00%
Somewhat agree	33.33%
Agree	26.67%
Strongly agree	20.00%

Qualitative data exemplars:
"Getting into the industry was quite challenging once i had finished undergrad study."   "The professors that have industry experience are always open to providing insight into details about the industry, how to prepare a portfolio, and when to apply for opportunities that come available."

42

The following additional items were shown to undergraduate and appropriate postgraduate respondents:

"I feel that the assessments in Animation and Visual Effects courses are directly relevant to the learning objectives for these courses, as stated in their respective course outlines."

N = 25	Overall
Strongly disagree	4.00%
Disagree	4.00%
Somewhat disagree	12.00%
Somewhat agree	16.00%
Agree	20.00%
Strongly agree	44.00%

Qualitative data exemplars:
"Throughout most of the courses you're building pieces for your portfolio, it's pretty useful." "Each individual course was clear but writing a 1000 word essay on art deco for a course about animation didn't make sense."

"Tutors and/or markers are unbiased and my grades are accurate."

N = 25	Overall
Strongly disagree	0.00%
Disagree	0.00%
Somewhat disagree	0.00%
Somewhat agree	20.00%
Agree	44.00%
Strongly agree	36.00%

Qualitative data exemplars:
"Haven't really been marked on anything yet but I'd assume so."

43

"As a Animation and Visual Effects student, I belong to a diverse academic community (i.e., an academic community which is representative of different sub-groups)."

N = 23	Overall
Strongly disagree	0.00%
Disagree	4.35%
Somewhat disagree	13.04%
Somewhat agree	17.39%
Agree	52.17%
Strongly agree	13.04%

Qualitative data exemplars:
"Sometimes the lecturers are very clearly promoting toxic capitalist ideology, which ig makes things more diverse even if they're wrong."
"Comes with the occupation I suppose." [answered "Disagree"]

"The Animation and Visual Effects programme takes account of cultural diversity in general."

N = 37	Overall
Strongly disagree	0.00%
Disagree	2.70%
Somewhat disagree	8.11%
Somewhat agree	24.32%
Agree	37.84%
Strongly agree	27.03%

No qualitative data was available.

Those participants who indicated they consider themselves to be "mature" students were asked to respond to: "The Animation and Visual Effects programme meets the social and academic needs of mature students."

N = 22	Overall
Strongly disagree	4.55%
Disagree	0.00%
Somewhat disagree	9.09%
Somewhat agree	18.18%
Agree	40.91%
Strongly agree	27.27%

44

Conclusion

This programme is serving students extremely well, and I would like to draw particular attention to the responses to questions in Domain 3 (Evaluation and Quality). I cannot overstate that in all other student evaluations I have contributed to, even where students were generally confident that their programme both elicits and uses student feedback, the second component of that has *always* been perceived as weaker than the first.

This review marks a welcome break from that trend.

The (lack of) data from Māori and Pasifika students, as well as some concerning data points in the relevant quantitative and qualitative data, raises questions that deserve to be more fully explored with the appropriate staff- and student-led Māori and Pasifika organisations at Te Herenga Waka.

Among the students surveyed however, it is clear that this programme is very highly valued by students both for the experience in its own right and for the tools it gives them to do extraordinary things in New Zealand's creative capital.

In consultation with students of Animation and Visual Effects

Joseph Habgood
Senior Representation Advisor (he/him)
Victoria University of Wellington Students' Association
DDI: 04 463 6987

www.vuwsa.org.nz

Appendix 3: Programme Graduate Profile

Graduates of the Bachelor of Design Innovation should be able to:
1. Design with a comprehensive knowledge of design processes;
2. Formulate creative strategies and develop them through self-assessment;
3. Independently research, master and integrate new design technologies and tools;
4. Demonstrate critical thinking through effective written and oral communication skills.

Scholarly attributes developed through the Animation and Visual Effects major

Scholarly attribute for the qualification / subject	Discipline knowledge	Critical & Creative Thinking	Commun ication	Intellectual autonomy	Intellectual integrity
Design with a comprehensive knowledge of design processes	ü	ü	ü	ü	
Formulate creative strategies and develop them through self-assessment	ü	ü		ü	ü
Independently research, master and integrate new design technologies and tools	ü	ü	ü	ü	
Demonstrate critical thinking through effective written and oral communication skills		ü	ü	ü	ü

Graduates of the Bachelor of Design Innovation should have the following personal qualities:
1. The ability to contribute positively to the community in which they choose to live and work;
2. An ability to work in a self-directed way;
3. A willingness to seek and value feedback from others;
4. An ability to think critically, including through self-reflection;
5. An understanding of the distinctive features of social and community engagement in Aotearoa/New Zealand, including its distinctive communication styles and protocols.

Personal qualities for the Animation and Visual Effects major

Personal quality for the qualification / subject	International perspective	Engagement	Independence & collaboration	Goal-setting
The ability to contribute positively to the community in which they choose to live and work	⍰	⍰		
An ability to work in a self-directed way			⍰	⍰
A willingness to seek and value feedback from others to inform self-awareness		⍰	⍰	
A commitment to continuous reflection, including self-reflection		⍰		⍰
An understanding of the distinctive features of social and community engagement in Aotearoa/New Zealand, including its distinctive communication styles and protocols	⍰	⍰		

46

Appendix 4: Victoria University Graduate Profile

A Victoria graduate will graduate from a university in which the opportunities for local and global engagement are a dominant feature of the student experience and in which fulfilment of institutional obligations in relation to the Treaty of Waitangi is a significant goal. All graduates at the University will work in a collaborative environment to attain specialised understanding and abilities in their chosen field of study that enable them to think creatively and critically, communicate effectively, and develop a level of intellectual integrity and personal autonomy that will serve their future needs in building knowledge and understanding.

Victoria University of Wellington prepares its graduates to be scholars who:
- have a specialised understanding of their chosen field(s) of study, as evidenced by:
  - a broad understanding of a discipline or professional field, including its central concepts and theories
  - an understanding of the boundaries of the discipline and of its interdisciplinary context
  - an understanding of current issues and debates within the field of study
  - an ability to apply the methodological or professional approaches of the field of study to new information
  - an understanding of the importance of research in the development of their discipline.

- exhibit well-developed skills in critical and creative thinking, as evidenced by:
  - a capacity for rigorous analysis, critique and reflection
  - a capacity to conceptualise problems through logical thought
  - an ability to analyse and evaluate arguments
  - an ability to respond creatively to problems and formulate innovative possible solutions
  - appropriate research and enquiry skills.

- communicate complex ideas effectively and accurately in a range of contexts, as evidenced by:
  - a recognition of the importance of communication as a medium for extending learning, creating understanding, negotiating and collaborating with others
  - an ability to use oral, written and visual means to create and communicate understanding
  - an ability to listen to others in order to facilitate communication and learning
  - an ability to use advanced digital technologies effectively
  - an ability to adapt the organisation and communication of ideas as appropriate to different audiences.

- demonstrate intellectual autonomy through independence of thought, openness to ideas and information, and a capacity to manage their own learning, as evidenced by:
  - a capacity to consider issues from different perspectives
  - readiness to take responsibility for their own learning, including searching for information and asking appropriate questions
  - an ability to locate, evaluate, manage and use information appropriately in different contexts.

47

- demonstrate intellectual integrity and understand the ethics of scholarship, as evidenced by:
  - respect for honesty and for truth
  - an understanding of and commitment to high personal ethical standards and behaviours in scholarly and professional contexts
  - an understanding of the potential social, cultural and/or environmental impacts of the exercise of the methodology of the field of study or profession.

These attributes will be reflected in the formal curriculum and tested through academic assessment. Victoria University of Wellington prepares its graduates to be active and engaged global citizens who:

- demonstrate international perspectives, as evidenced by, for example:
  - cross-cultural competence and a capacity to respect diverse perspectives
  - an awareness of the global dimensions of issues and professional practices
  - an ability to apply the methodology of the field of study or profession in local and international contexts.

- can engage constructively with their local and international communities, as evidenced by, for example:
  - a commitment to contributing positively to the community in which they choose to live and work
  - willingness to accept social and civic obligations and to make informed and responsible contributions to public debate
  - a capacity to initiate and put into effect constructive change in their communities, including workplaces and professional communities
  - an understanding of the distinctive features of social and community engagement in Aotearoa/New Zealand, including its distinctive communication styles and protocols.

- are able to work both independently and collaboratively with others, as evidenced by, for example:
  - an ability to work in a self-directed way
  - a capacity to work with and/or lead others in ways that recognise the value of their diversity and contribute to the wider community
  - a willingness to seek and value feedback from others to inform self-awareness
  - a capacity to work within a team, including sharing ideas and information, taking responsibility, showing respect for the strengths and contributions of others and negotiating solutions to differences of view.

- know how to set and achieve personal and professional goals for themselves, As evidenced by, for example:
  - an understanding of their own strengths and weaknesses, a recognition of the strategies for personal development that have been successful for them, and a willingness to take responsibility for their continuing personal and professional development
  - a commitment to continuous reflection, including self-reflection
  - the confidence to respond positively and flexibly to change and to challenge
  - professional integrity and a commitment to ethical behaviour.

Opportunities to develop these qualities will be available to all students through formal and informal learning opportunities.

48

Summary

Scholars who:

- have a specialised understanding of their chosen field(s) of study
- exhibit well-developed skills in critical and creative thinking
- communicate complex ideas effectively and accurately in a range of contexts
- demonstrate intellectual autonomy through independence of thought, openness to ideas and information, and a capacity to manage their own learning
- demonstrate intellectual integrity and understand the ethics of scholarship.

Active and engaged global citizens who:

- demonstrate international perspectives
- can engage constructively with their local and international communities
- are able to work both independently and collaboratively with others
- know how to set and achieve personal and professional goals for themselves.

49

Current year	2024
Name of programme	Postgraduate Diploma in Designed Environments and Postgraduate Certificate in Designed Environments PGCertDE and PGDipDE – Designed Environments
Identifier for the original proposal	VUW/20/R1
Name and position of independent GYR convenor	Prof Sally Hill, Associate Dean, Academic Programmes, Faculty of Humanities and Social Sciences
Name of other evaluation panel members and the positions they each hold	Prof Sally Hill, Associate Dean, Academic Programmes, Faculty of Humanities and Social Sciences Dr Bruno Marques, Associate Dean, Academic Development, Faculty of Architecture and Design Innovation Joseph Habgood, Student Representative Coordinator, Victoria University of Wellington Students Association (VUWSA) Natasha Perkins, Deputy Head of School, Wellington School of Architecture
Programme Director	Rod Barnett
Head of School	Rod Barnett

1. Programme Statement

(a) Description

The Postgraduate Diploma in Designed Environments (PGDipDE) and Postgraduate Certificate in Designed Environments (PGCertDE) are typically preceded by a Bachelor of Architectural Studies (BAS) or an equivalent qualification. The Postgraduate Diploma in Designed Environments (PGDipDE) is two trimesters worth of study at 120-point points, while the Postgraduate Certificate in Designed Environments (PGCertDE) equates to one trimester of study at 60 points.

The PGDipDE requires eight 15-point courses, which may be completed full-time over two trimesters or part-time over 3 years. The PGCertDE requires four 15-point courses, which may be completed full-time over one trimester or part-time over at most two years. Students undertaking these programmes can specialise in architecture, interior architecture, landscape architecture, and urban and regional planning.

The courses prescribed in the PGDipDE and PGCertDE are all in advance of NZQF level 7, being offered at 400-level; therefore, students take relevant courses from the wide range offered for the first year of the Master of Architecture (Professional) (MArch(Prof)), Master of Interior Architecture (MIA), Master of Landscape Architecture (MLA) or Master of Urban and Regional Planning (MURP) programmes. Entry to the PGCertDE and PGDipDE programmes is competitive, with a minimum B grade average threshold. The course of study for the PGCertDE and PGDipDE consists of 400-level courses based on the schedules of the MArch(Prof), MIA, MLA, and MURP programmes. These courses complete the professional practice subject requirements and introduce research-rich subjects.

(b) Purpose

The CUAP proposal sought to introduce two qualifications: a 120-point Postgraduate Diploma in Designed Environments (PGDipDE) and a 60-point Postgraduate Certificate in Designed Environments (PGCertDE). The PGDipDE replaced the various Postgraduate Diplomas in the

1

Architecture, Interior Architecture and Landscape Architecture programmes with a single offering and also offers a Postgraduate Certificate to these programmes. More recently, with the introduction of the Master of Urban and Regional Planning, this new subject was added to the PGDipDE and PGCertDE. The regulations allow students to obtain a qualification awarded in one of four programmes.

The programmes have been established to cater for graduates with a Bachelor of Architectural Studies or equivalent degree who wish to gain a one-year postgraduate qualification instead of proceeding to a two-year programme in MArch(Prof), MIA, MLA or MURP. The PGDipDE enables a pathway for graduates from other institutions into the final year of the Wellington School of Architecture's Master's programmes but also provides an exit route for the MArch(Prof), MIA, MLA and MURP students who do not intend to pursue their thesis. The 60-point PGCertDE provides an exit qualification for students enrolled in the PGDipDE who do not wish to proceed beyond 60 points of study. The qualifications are drawn from existing courses in the MArch(Prof), MIA, MLA and MURP degrees.

(c)   Changes

No significant changes to the curriculum or regulations have been made since approval. However, the Master of Urban and Regional Planning (MURP) was introduced in 2023, and a new subject was introduced in both the PGCertDE and PGDipDE. Despite that, some of the courses in the MArch(Prof), MIA, MLA, and MURP programmes have slightly changed to explore the latest advancements, emerging trends, and niche areas in the different curricula.

2.   GYR Review Processes

The PGCertDE and PGDipDE programmes at Te Kura Waihanga—the Wellington School of Architecture prioritise ongoing quality improvement and responsiveness to student needs. We gather feedback through a variety of channels. For instance, we leverage the university's Centre for Academic Development course evaluation process and work with VUWSA (Victoria University of Wellington Students' Association) to conduct student surveys. In addition, regular student-staff liaison meetings within the School and programme-specific sessions foster open dialogue. We also encourage informal feedback throughout class sessions and follow up diligently. Finally, the Head of the School, the School Management Team, the Faculty of Architecture and Design Academic Committee, and the Associate Deans Postgraduate Taught and Academic Development provide ongoing oversight, ensuring integration of the programmes within the broader School and Faculty.

Collaboration with industry professionals is vital to maintaining the relevance of our programmes. The School has a pool of practitioners from the built environment disciplines who regularly participate as tutors and critics. This valuable input directly shapes our course content, ensuring we're preparing students for the demands of the profession and helping them make industry connections. These practitioners are familiar with the standards and processes of the school and make a valuable contribution to the learning experience and provide expertise and feedback from industry.

The self-review of this GYR represents our commitment to continuous improvement. Natasha Perkins, Deputy Head of School, led the self-review in collaboration with the HoS, School Manager and Dr Bruno Marques, Associate Dean (Academic Development). This report has also been reviewed by the Faculty Academic Committee (Chair: Bruno Marques; Members: Robyn Phipps, Michael Dudding, Zach Dodgson, Rod Barnett, Nan O'Sullivan, Guy Marriage, Mark Southcombe, Victoria Chanse, Fabricio Chicca, Claire Freeman, Catherine Caudwell, Gillian McCarthy, Bert Aldridge, Areito Echevarria, Joseph Habgood, Stephen Marshall, Juliet Aabryn, Rikipotiki Manuel, Ryan Simpson and Yang Liu).

2

The Evaluation Group for this GYR was composed of the following members:
- (convener) Prof Sally Hill, Associate Dean, Academic Programmes, Faculty of Humanities and Social Sciences;
- (member) Dr Bruno Marques, Associate Dean (Academic Development), Faculty of Architecture and Design Innovation;
- (member) Joseph Habgood, Student Representation Coordinator, VUWSA; and,
- (member) Natasha Perkins, Deputy Head of School, Wellington School of Architecture.

3. Review Outcomes

(a) Adequacy and Appropriateness

The Postgraduate Certificate in Designed Environments intends to prepare graduates to possess in-depth theoretical and practical expertise in their chosen design discipline, demonstrating an openness to diverse knowledge systems. It prepares graduates to have the ability to analyse complex information, synthesise knowledge creatively, solve problems innovatively, and stay current with relevant technologies. As such, graduates can communicate effectively in various built environment contexts, negotiate skilfully, and collaborate successfully within teams. Finally, graduates leaving this programme can operate with sustainability, fairness, and ethical awareness and exercise sound professional judgment while upholding the principles of the Te Tiriti o Waitangi.

The Postgraduate Diploma in Designed Environments aims to prepare graduates with broad and up-to-date theoretical and practical expertise in a professional design specialisation and demonstrated respect for diverse knowledge systems. It intends to advance skills in analysing complex information, synthesising knowledge creatively, solving problems across various contexts, and staying abreast of relevant technologies. As such, graduates can effectively communicate in diverse built environment settings, negotiate skilfully, and collaborate successfully in teams. Graduates can also operate with sustainability, fairness, and ethical awareness and exercise sound professional judgment while upholding the principles of the Te Tiriti o Waitangi. Finally, graduates exiting this programme demonstrate leadership qualities within their chosen professional field.

The PGCertDE and PGDipDE possess titles, aims, and graduate outcomes that align well with both the Faculty's systems and the wider Wellington School of Architecture programmes. The overall programme structure demonstrates coherence in its design.

Entry requirements for both programmes require a completed BAS degree or an equivalent qualification, with an average grade of at least B. The Associate Dean (Students) may waive this requirement for candidates who have practical, professional, or scholarly experience that provides equivalent preparation. In addition, candidates must also be accepted by the HoS as capable of proceeding with the proposed course of study.

All student applications that require credits for previous study or recognition of prior learning are considered and reviewed by the HoS and the Associate Dean (Students). To ensure progression throughout their studies, all students are assigned a student advisor (Tītoko) who is in regular contact with the student. In addition, Māori and Pasifika students are assigned an Āwhina or Pasifika Student Success advisor and have access to a specific learning and community support space that is resourced with computers, conversation areas, support staff and tutors.

Regulations governing admission, credit transfer, recognition of prior learning, programme structure, integration of practical/work-based learning components, and progression within the PGCertDE and PGDipDE are all adequate and appropriate. These align with the established systems within the Faculty and WSoA.

3

> Evaluation Group comments:
> Student feedback indicates that the programme includes professional practice on top of the other courses covered in the Masters programme, so provides students with excellent outcomes on a par with what Masters students receive, alongside exposure to industry. While the name "Designed Environments" could potentially be confusing for industry, the streamlining of the multiple named diplomas and certificates enables the diversity of offerings in the School to be covered within a single qualification, while the opportunity to indicate a named major means that graduates are able to clarify their expertise to potential employers.

(b)   Acceptability

The PGCertDE and PGDipDE programmes successfully serve as a pathway into professional Master's programmes in Architecture, Interior Architecture, Landscape Architecture, and Urban and Regional Planning and act as an exit qualification for those who choose not to pursue a research thesis for the master's degree. The School Management Team provides broad oversight for the School's programmes and evaluates issues that arise regarding course delivery, teaching and learning resourcing, tutor allocations, industry involvement and other related areas. The Faculty Academic Committee reviews new teaching and learning initiatives, curriculum, graduate attributes, and other related proposals or concerns. The Faculty Learning and Teaching Committee oversees learning, teaching, student engagement, and related student welfare matters. Finally, Programme Directors provide quality control at the discipline level and oversee all aspects of programme delivery. The Student Representative Group also meets regularly to foster dialogue between students and key academic and general staff members.

The effectiveness of the School's management and governance structure supports the success of our graduates. Our students are given multiple opportunities to engage in professional situations, thereby receiving many benefits from our industry partnerships. The School actively engages with professional communities to ensure continued relevance to international professional practice and maintain high academic standards. Course content and graduate attributes mirror industry expectations. This alignment is reinforced by professional reviews such as the National Visiting Panels (NVP) from industry and the Professional Accreditation Panels for Architecture and Landscape Architecture. Although not a professional programme, the MIA is a member of IDEA – The Interior Design / Interior Architecture Educators Association, ensuring alignment with international interior design education standards. Finally, the MURP, as a new degree, is currently securing professional accreditation through the New Zealand Planning Institute. Teaching staff are also involved in supervising master's theses, ensuring a clear understanding of the skills required for success at that level. Their active research and memberships in professional bodies like the New Zealand Institute of Architects (NZIA), New Zealand Institute of Landscape Architects (NZILA), and New Zealand Planning Institute (NZPI) keep the programmes current with industry needs.

While formal student feedback through the university's Centre for Academic Development is aggregated and does not provide specific insights into the PGCertDE or PGDipDE experience due to small numbers, graduates who have progressed to master's programmes and those who used it as an exit strategy indicate overall satisfaction. As the programmes have had only seven graduates at this point, the results cannot be used to determine the effectiveness of the courses from a PGCertDE and PGDipDE student's point of view.

> Evaluation Group comments:
> Student feedback indicates that the programmes are meeting their goal as serving as a pathway into professional Master's programmes for students who completed their undergraduate study elsewhere, as well as being exit qualifications for a small number of students who choose not to continue with the Master's. All students have the opportunity to work with industry professionals and to work in cohort with the Masters students.

4

(c) Assessment procedures and student performance

Across the PCertDE and PDipDE, as well as other postgraduate programmes, the School has implemented a flexible range of assessment tools and criteria. As the School has both practical and theoretical assessments in specific areas of knowledge, we maintain rigorous, discipline-specific assessment criteria and practices. All courses use a course outline that links graduate attributes to learning objectives and explicitly maps these objectives to assignment criteria. A combination of written reports, verbal presentations, quizzes, and design outputs, such as drawings, posters, digital and physical modelling, photographs or videos, reflective summaries, and blogs, is balanced across the courses as part of the PCertDE and PDipDE to build technical expertise, leadership and critical/creative thinking skills. Professional feedback is gathered through the participation of industry partners and external reviewers in assessment moderations and end-of-year exhibitions and awards. Finally, course coordinators moderate assessments with feedback from tutors. Assessment feedback is given to each student through a mix of written comments, marking templates and oral feedback. At the end of each term, academic staff in consultation with the Programme Directors and the Head of School, scrutinise all grade spreadsheets in the Examiners Meeting. Assessment and moderation procedures are reviewed at the end of each trimester through a school-wide Teaching and Learning Review. In addition, the PCertDE and PDipDE programmes are subject to Graduating Year Reviews and will be part of the regular cycle of academic programme reviews for the Wellington School of Architecture.

> Evaluation Group comments:
> Student feedback indicates that the assessment methods align well with the learning goals of the programme. Students' successful transition into the Masters programmes also indicates that this is working well. Students indicate that feedback on assignments provides good guidance for improvement. Staff are responsive to student feedback and incorporate suggestions, both during courses and for future iterations. Assessment includes professional feedback from industry partners, particularly in the design studios. Moderation is thorough and includes staff peer-review.

(d) Data
Table 1: Summary information on numbers enrolling and completing

All students - PGDipDE

Years (from and including the first)	Predicted enrolments	Actual numbers enrolled	Full-time	Part-time	EFTS	Numbers completed	With-drawals
2023	n/a	4	3	1	3.125	1	
2022	n/a	1	0	1	0.5	1	
2021	n/a	1	1	0	1	1	

All students - PGCertDE

Years (from and including the first)	Predicted enrolments	Actual numbers enrolled	Full-time	Part-time	EFTS	Numbers completed	With-drawals
2023	n/a	0	0	0	0	1	
2022	n/a	1	0	1	0.5	1	

5

| 2021 | n/a | 0 | 0 | 0 | 0 | 2 | |

While no formal business case was developed for the PGCertDE and PGDipDE due to their nature as transitional programmes, enrolment numbers cannot be accurately tracked. Nevertheless, the enrolment numbers were expected to be low.

The primary function of these programmes is to facilitate transitions between design disciplines within the Wellington School of Architecture and act as an exit qualification for those not pursuing a full master's degree. As students generally come from within WSoA or are highly invested international students, there are minimal issues with recruitment or retention. Sporadic withdrawals usually stem from students finding employment or opting out of the master's thesis year. As the qualifications draw on existing courses in the MArch(Prof), MIA, MLA, and MURP degrees, and due to the low enrolment numbers, there is no impact on resources.

Overall, the PGCertDE and PGDipDE are fulfilling their intended purpose, with acceptable completion rates considering their transitional nature. It would, therefore, be prudent to monitor any significant future growth within them to ensure continued resource alignment.

> Evaluation Group comments:
> The programmes are meeting their expected levels of enrolment, as they were always intended primarily as transitional or exit qualifications.

(e)   Programme evaluations

The PGCertDE and the PGDipDE are based on courses that are part of our professional master's degrees. Therefore, any review is generally associated with those professional disciplines. The PGDipDE and PGCertDE qualifications are subject to external reviews by professional accreditation bodies, including NZIA for Architecture and NZLA for Landscape Architecture, along with IDEA for the MIA, as previously mentioned.

The Wellington School of Architecture goes through a 7-year cycle of Academic Programme Reviews and a 5-year cycle for professional accreditations. For instance, the Architecture programme is currently being reviewed, and the Interior Architecture and Landscape Architecture programmes will be reviewed in 2025. In addition, the Architecture programme went through professional accreditation last year, and the Landscape Architecture programme is going through its professional accreditation this year. There is the expectation that the Urban and Regional Planning programme will go through professional accreditation in 2025 when the first set of graduates exit the programme. The various panels generally assess written submissions, enrolment statistics, summaries of student feedback on courses and other key documents and data.

In September 2023, the Architecture programme was reviewed by the New Zealand Registration Architecture Board (NZRAB) Accreditation Review Panel. In November 2023, it received its notification letter where the Board approved accreditation for five years, between 1 January 2024 and 31 December 2028. Seven open action items were recorded for the School to address in the provider's annual reporting with respect to standards not met. These were:

- PC 23. Understand the purpose and process of generating a return brief for approval by the client and relevant stakeholders, including an awareness of the implications of non-compliance.
- PC 28. Be able to draw on knowledge from building sciences and technology, environmental sciences and behavioural and social sciences as part of preliminary design research and when developing the conceptual design to optimise the performance of the project.

6

- PC 30. Be able to explore options for siting a project, including integrating information and analysis of relevant cultural, social and economic factors.
- PC 34. Be able to apply principles and methodologies for presenting conceptual design proposals and associated information to clients, stakeholders and communities, including using culturally responsive methods appropriate to different audiences.
- PC 45. Understand processes for selecting materials, finishes, fittings, components and systems, based on consideration of quality and performance standards, the impact on Country and the environment, and the whole life carbon impact of the project.
- PC 47. Be able to complete and communicate on-time, accurate documents for relevant stakeholders, including drawings, models, specifications, schedules and construction documentation.
- PC 55. Understand methodologies for record-keeping, document control and revision status during the construction phase.

The School has accepted the recommendations for these seven out of 43 assessed standards. The recommendations require only small additions or amendments, and under the direction of the newly appointed Programme Director for Architecture, Guy Marriage, analysis is underway to identify courses where they will be met. It is expected that some architecture programme courses delivered in the PGCertDE and the PGDipDE will be minimally affected.

In addition to the recommendations received by the NZRAB Accreditation Review, the School has developed a Mātauranga Māori Framework Action Plan for the introduction of Mātauranga Māori in its programmes. Two important elements of this project are to ensure the critical mass of theorists and practitioners of Mātauranga Māori and to develop a Kaupapa-Tikanga framework that expresses policies, practices and organisational arrangements. The framework will be used for strategic planning, measuring institutional performance, annual reporting, internal programme evaluation, and external auditing. In addition, the framework aims at embedding whanaungatanga through meaningful two-way relationships with manawhenua iwi, who, in our case, are Te Āti Awa, Ngāti Raukawa and Ngāti Toa Rangatira.

Since 2019, programme reviews have consistently called for ongoing course content and curriculum mapping to ensure alignment with evolving programme goals and best practices. This prompted a review of core interdisciplinary SARC courses, which identified areas for improvement in the interdisciplinary approach to learning and teaching. Experimentation and research into best practices have been ongoing to address these weaknesses. To further enhance the programmes, a new Curriculum Review Panel was established in 2023. This panel is currently examining all undergraduate and postgraduate courses focusing on scaffolding student learning, ensuring proper prerequisites, expanding elective offerings, standardising assessment practices, optimising content delivery methods, and finding an effective balance between remote and on-site teaching modes.

The PGDipDE and PGCertDE programmes do not have academic reviews as these are part of the related discipline academic reviews. The upcoming dates for the Wellington School of Architecture programme reviews, either professional or academic, include:
Architecture Academic Programme Review: August 2024
Landscape Architecture NZILA Accreditation Review: September 2024.
Building Science Academic Programme Review: September 2024
Interior Architecture Academic Programme Review: mid-2025
Landscape Architecture Academic Programme Review: mid-2025

Evaluation Group comments:

7

The programmes are in the process of receiving a lot of feedback both external and internally, which is likely to be helpful in further improving the programmes and outcomes for students. In particular, we commend the School on its development of a Mātauranga Māori Framework Action Plan and its work to embed this.
The fact that there is parity for Māori students indicates efforts to replicate this for Pasifika students.

(e) Continuation or discontinuation

The PCertDE and PDipDE have met and continue to meet the objectives outlined in the 2019 CUAP and will continue as currently configured.

Evaluation Group comments:
The evidence provided shows that there is a clear benefit to the programmes being continued.

Dean approval for continuation

Dean: _____

Date: 21 June 2024 _____

8

Appendix 1

Table 2: Summary information on the distribution of grades per year level 100-500 level course information can be provided by the Academic Office. Additional information can be provided at the level of individual course, depending on the overall number of courses involved.

Year	Students registered (course registrations)	A+	A	A-	B+	B	B-	C+	C	C-	Fail	Grade Point Average all students	GPA Māori students	GPA Pasifika students
2023	610	62	112	127	121	75	41	34	10	9	12	6.2	5.8	3
2022	755	85	127	175	138	99	68	22	13	4	13	6.3	6.3	5.2
2021	777	89	126	168	164	94	56	23	17	6	5	6.3	5.6	5.3

Summary information obtained from courses that feed into the PGCertDE and PGDipDE programmes at 400-level: ARCI411, 412, 421, 451; INTA411, 412, 421, 451; LAND411, 412, 421, 451; SARC401, 412, 420, 428, 454, 455, 461, 462, 464, 471, 491.

Table 3: Summary information on number of Māori and Pasifika student registrations obtained from courses that feed into the PGCertDE and PGDipDE programmes at 400-level as per above paragraph.

Year	Māori students registered (course registrations)	Pasifika students registered (course registrations)
2023	18	8
2022	58	19
2021	83	28

9

Appendix 2: Student Feedback
Attach the VUWSA report summarising student feedback on the programme.

Note: The VUWSA report summarising student feedback has faced several setbacks during the review process. There have been a significantly larger number of GYR processes being undertaken this year because of their postponement during the pandemic. In addition, because of the size of the cohort, (12 past and present Designed Environment students) the Student Representative Coordinator, Victoria University of Wellington Students Association (VUWSA) felt that a survey wasn't feasible - even a response rate of over 50% (the normal baseline is around 15% for surveys of this scope) would have made for very poor data. In March a focus group was organised but unfortunately there was no uptake for this by students.
The current course of action as suggested by the Student Representative Coordinator, which the programme agrees with, is that one student from the pool of 12 meets with Student Representative Coordinator and the Evaluation Group to give feedback after the internal self-review has been completed. VUWSA reports that this format has worked well for previous GYRs of a similar size.

10

Appendix 3: Programme Graduate Profile

PGCertDE Graduate Profile: Scholarly Attributes
Students who complete the PGCertDE at Victoria University of Wellington will:
Knowledge
- Have an up-to-date theoretical and practical knowledge in aspects of a professional discipline within the designed environment field
- Respect and engage with other knowledge systems.

Creative and Critical Thinking
- Critically analyse complex data, conditions and circumstances.
- Synthesise knowledge and solve problems in an imaginative and creative way.
- Maintain knowledge of relevant and current technologies and apply these to a design problem.

Communication
- Communicate effectively and efficiently in the context of the built environment professions.
- Interact and negotiate in a range of communal, commercial and professional situations.
- Work effectively in a team setting.

Intellectual autonomy
- Operate in a sustainable, fair and ethical manner.
- Exercise sound professional judgement and conduct.
- ***Intellectual integrity***
- Be aware of relevant responsibilities under the Treaty of Waitangi

PGDipDE Graduate Profile: Scholarly Attributes
Students who complete the PGDipDE at Victoria University of Wellington will:
Knowledge
- Have a wide-ranging and up-to-date theoretical and practical knowledge in a professional discipline within the designed environment field.
- Have one or more areas of specialised knowledge in a chosen professional field.
- Respect and engage with other knowledge systems.

Creative and Critical Thinking
- Critically analyse complex data, conditions and circumstances across a wide range of contexts
- Synthesise knowledge and solve problems in an imaginative and creative way.
- Maintain knowledge of relevant and current technologies and apply these to a design problem.

Communication
- Communicate effectively and efficiently in the context of the built environment professions.
- Interact and negotiate in a wide range of communal, commercial and professional situations.
- Work effectively in a team setting.

Intellectual autonomy
- Operate in a sustainable, fair and ethical manner.
- Exercise sound professional judgement and conduct.

Intellectual integrity
- Demonstrate Leadership
- Be aware of relevant responsibilities under the Treaty of Waitangi

11

Appendix 4: Victoria University Graduate Profile

A Victoria graduate will graduate from a university in which the opportunities for local and global engagement are a dominant feature of the student experience and in which fulfilment of institutional obligations in relation to the Treaty of Waitangi is a significant goal. All graduates at the University will work in a collaborative environment to attain specialised understanding and abilities in their chosen field of study that enable them to think creatively and critically, communicate effectively, and develop a level of intellectual integrity and personal autonomy that will serve their future needs in building knowledge and understanding.

Victoria University of Wellington prepares its graduates to be scholars who:

have a specialised understanding of their chosen field(s) of study, as evidenced by:
- o a broad understanding of a discipline or professional field, including its central concepts and theories
- o an understanding of the boundaries of the discipline and of its interdisciplinary context
- o an understanding of current issues and debates within the field of study
- o an ability to apply the methodological or professional approaches of the field of study to new information
- o an understanding of the importance of research in the development of their discipline.

exhibit well-developed skills in critical and creative thinking, as evidenced by:
- o a capacity for rigorous analysis, critique and reflection
- o a capacity to conceptualise problems through logical thought
- o an ability to analyse and evaluate arguments
- o an ability to respond creatively to problems and formulate innovative possible solutions
- o appropriate research and enquiry skills.

communicate complex ideas effectively and accurately in a range of contexts, as evidenced by:
- o a recognition of the importance of communication as a medium for extending learning, creating understanding, negotiating and collaborating with others
- o an ability to use oral, written and visual means to create and communicate understanding
- o an ability to listen to others in order to facilitate communication and learning
- o an ability to use advanced digital technologies effectively
- o an ability to adapt the organisation and communication of ideas as appropriate to different audiences.

demonstrate intellectual autonomy through independence of thought, openness to ideas and information, and a capacity to manage their own learning, as evidenced by:
- o a capacity to consider issues from different perspectives
- o readiness to take responsibility for their own learning, including searching for information and asking appropriate questions
- o an ability to locate, evaluate, manage and use information appropriately in different contexts.

demonstrate intellectual integrity and understand the ethics of scholarship, as evidenced by:
- o respect for honesty and for truth
- o an understanding of and commitment to high personal ethical standards and behaviours in scholarly and professional contexts
- o an understanding of the potential social, cultural and/or environmental impacts of the exercise of the methodology of the field of study or profession.

These attributes will be reflected in the formal curriculum and tested through academic assessment.

Victoria University of Wellington prepares its graduates to be active and engaged global citizens who:

demonstrate international perspectives, as evidenced by, for example:

12

- cross-cultural competence and a capacity to respect diverse perspectives
- an awareness of the global dimensions of issues and professional practices
- an ability to apply the methodology of the field of study or profession in local and international contexts.

can engage constructively with their local and international communities, as evidenced by, for example:
- a commitment to contributing positively to the community in which they choose to live and work
- willingness to accept social and civic obligations and to make informed and responsible contributions to public debate
- a capacity to initiate and put into effect constructive change in their communities, including workplaces and professional communities
- an understanding of the distinctive features of social and community engagement in Aotearoa/New Zealand, including its distinctive communication styles and protocols.

are able to work both independently and collaboratively with others, as evidenced by, for example:
- an ability to work in a self-directed way
- a capacity to work with and/or lead others in ways that recognise the value of their diversity and contribute to the wider community
- a willingness to seek and value feedback from others to inform self-awareness
- a capacity to work within a team, including sharing ideas and information, taking responsibility, showing respect for the strengths and contributions of others and negotiating solutions to differences of view.

know how to set and achieve personal and professional goals for themselves, As evidenced by, for example:
- an understanding of their own strengths and weaknesses, a recognition of the strategies for personal development that have been successful for them, and a willingness to take responsibility for their continuing personal and professional development
- a commitment to continuous reflection, including self-reflection
- the confidence to respond positively and flexibly to change and to challenge
- professional integrity and a commitment to ethical behaviour.

Opportunities to develop these qualities will be available to all students through formal and informal learning opportunities.

Summary

Scholars who:
- have a specialised understanding of their chosen field(s) of study
- exhibit well-developed skills in critical and creative thinking
- communicate complex ideas effectively and accurately in a range of contexts
- demonstrate intellectual autonomy through independence of thought, openness to ideas and information, and a capacity to manage their own learning
- demonstrate intellectual integrity and understand the ethics of scholarship.

Active and engaged global citizens who:
- demonstrate international perspectives
- can engage constructively with their local and international communities
- are able to work both independently and collaboratively with others
- know how to set and achieve personal and professional goals for themselves.

13

Current year	2024
Name of programme	Doctor of Education
Identifier for the original proposal	E-15-34
Name and position of GYR convenor	Louise Starkey, AD (Academic) Faculty of Education,
Name of other evaluation panel members and the positions they each hold	Natalie Lindsay AD (Academic) Faculty of Health Ruth Olds, EdD student Rewi Nankivell EdD student Joseph Hapgood, VUWSA student coordinator Catherine Townsend APC, Faculty of Education
Programme Director	Carmen Dalli and Judith Loveridge
Head of School	Sue Cherrington.

1. Programme Statement

(a) Description

The EdD qualification was introduced to provide a professional doctorate in education. It was approved in CUAP Round One 2016 and completed its first calendar year of teaching in 2017. It was proposed by the Faculties of Education and Graduate Research. The course of study for the EdD is a level 10 qualification and comprises two parts.

Part One consists of four compulsory taught courses worth 30 points each (totalling 120 points), undertaken part time over two years or one year full time:

- EDUC 601: Critical Study of a Professional Issue;
- EDUC 602: Framing Research in Professional Contexts;
- EDUC 603: Tools of Inquiry;
- EDUC 604: Research Proposal

The coursework is designed to develop the research knowledge and skills required for doctoral level research, and research in professional contexts. The four courses incrementally contribute to the full proposal for the thesis, which must be approved before the student can continue onto Part Two of the programme.

Part Two, the thesis (EDUC 691), is worth 240 points. Students can complete the thesis over 2 years full-time study or 4 years part-time.

The structure of the programme enables the continuation of professional work in the field of education, alongside doctoral studies. The EdD programme uses a cohort and blended learning model whereby students meet on campus four times during each course. The in-person meetings were designed to create a community of learning which would support students through their studies and diminish feelings of isolation.

(b) Purpose

The aim of the proposal was to offer a qualification to develop the advanced knowledge and research capability of educational professionals working in diverse roles in education and related sectors. It aimed to provide a pathway for education graduates wanting to link advanced study and research to

1

professional practice and career development, in line with that provided by other education faculties in New Zealand and overseas.

The Graduate profile is included in Appendix 3.

(c) Changes

There have been no changes to regulations since the first offering of the programme. However, some adaptations have been made to the teaching of part one of the programme largely as a result of Covid-19 restrictions and the wider acceptance of flexible access to course lectures. Students have been part-time for the first part of the study taking two years completing one course at a time, with one exception, a student who completed part one in one year. During the Covid years all class meetings moved to on-line zoom meetings. This meeting mode remains popular for those students located out of Wellington who previously would have travelled for the in-person class meetings.

2. GYR Review processes.

The review included an online survey of students (appendix 2) and enrolment data sourced from PAMI. The programme directors provided a self-review document and the evaluation panel met on 27 May 2024 to develop draft outcomes. Following the meeting further clarifications were sought on aspects of the review from data and programme directors, the evaluation team considered this and finalised the outcomes.

3. Review Outcomes

(a) Adequacy and Appropriateness

(i) The title, aims, graduate outcomes and coherence of the programme is adequate and appropriate.

(ii) We have identified that the regulations need to be amended to (1) enable students not situated in Wellington to enrol in the programme; and (2) clarify entry requirement 1a in the regulations. We will look to make these changes in 2025.

Additionally, and subsequent to the writing of the review document, we have identified the need to have an exit qualification at the end of Part 1. A proposal to put this in place will be developed in 2025.

(b) Acceptability

The part-time candidates can take up to 8 years to complete, excluding up to 12 months extension. As of 30 April 2024, 7 candidates have graduated. Their achievements and career outcomes indicate that the aims of the programme are being realised: (i) Those who have graduated have progressed in their careers. For example, shortly after graduating one was appointed as a School Principal in a Secondary School, another was appointed as an early years' specialist to Early Childhood Ireland (a professional and advocacy organisation), and another was appointed to the Board of the Kindergarten Association. VUWSA's student feedback shows that completion of the EdD is perceived as relevant to students' career advancement (see Appendix 2). (ii) Graduates have published co-authored papers with their supervisors, published sole authored articles, written media opinion pieces, and given presentations and workshops for teachers. One candidate who is near completion has secured an academic position in a tertiary institution and published a sole authored paper based on their thesis.

The student survey conducted by VUWSA reports that the programme scaffolds the students very well to reach the learning objectives, indicating students experience the programme as coherently structured. The part-time option has enabled programme staff to be flexible in response to student

needs; this has enabled students to progress through the programme at an appropriate pace while working full-time within the education sector.

Given the career advancement experienced by graduates, the EdD has achieved its aim of providing a pathway for education graduates wanting to link advanced study and research to professional practice and career development (see Domain 1 of the VUWSA survey). This indicates that the graduate profile for the EdD (see Appendix 3) is being achieved.

To date the programme has only been available to domestic students based in Aotearoa New Zealand. In response to requests from domestic students based overseas and with the experience of delivering the programme online during the pandemic, the staff are considering whether to open enrolments to these students. No concerns were raised by CUAP about the acceptability of the programme at the point of approval and none have been expressed since by relevant academic, industrial, or professional communities.

Comment(s) from review panel:

Students suggest stronger embedding of Mātauranga Māori in the programme.

There is the opportunity to open the programme to international students and for community-based learning.

(c) Assessment procedures and student performance

The assignments in the first three courses in Part One of the programme contribute to the development of a research proposal within the fourth taught course (i.e., material for the literature review, theory or methodology and methods sections). Assignments are assessed by each candidate's supervisor and moderated by the Course Co-Ordinator. All courses are pass/fail rather than graded.

The thesis proposal (produced in the fourth course, EDUC 604), is assessed by two internal reviewers. Candidates then revise their proposals in response to the reviews and it is then moderated by an international assessor. In response to the most recent set of proposals the international moderator wrote to the Course Co-Ordinator of EDUC 604: "I continue to be impressed by the valuable contributions that your internal reviewers make in this process". He also indicated that he had recommended to the University of Melbourne that they adopt our internal review and external moderation processes for their EdD.

(d) Data

Table 1: Summary information on numbers enrolling and completing.

Years (from and including the first)	Predicted EFTS	Total numbers enrolled	New enrolments	EFTS	Numbers completed	Withdrawals
2017	3.5	16	16	8	N/A	1 to PhD 2 WD
2018	7	20	7	10	N/A	3
2019	10	23	6	11	N/A	1 to PhD 2WD
2020	12	25	5	14	N/A	3
2021	14.5	29	6	15	1	2
2022	17	29	4	15	3	0
2023		32	5	15	3	2

3

| 2024* | | 28 | 0 | 12 | 3 under examination | 0 |

*No intake in 2024.

A total of 49 students have enrolled in the programme since 2017, of these 16 have withdrawn, 7 have graduated, three are under examination and 28 are continuing in their studies. Thirteen of the 14 withdrawals were during Part One of the programme. In one case the student withdrew due to insufficient progress and lack of engagement. In all other cases, the candidates' decisions reflected a change in personal circumstances – mostly related to employment or relocation overseas.

Enrolments include nine Māori and five Pasifika students (28% of the cohort), of these students three withdrew from study during part one and two converted to PhD study.

The first intake of EdD students totalled 16 which was above the expected level of 7 students. Intake numbers have since stabilised to approximately 5 new students annually and in 2024 there was no intake due to staffing constraints. The large initial student intake in 2017 means that we met the predicted EFTs figures for 2017–2021 as per the programme proposal, as these students graduate the numbers in the programme will decrease.

(e)   Programme evaluations

The EdD programme was reviewed in 2018 as part of the Education Programme review.

The next such review is scheduled for 2025.

Summary of judgements made by the GYR panel and actions: The programme has met the recruitment targets set out in the proposal and provides a programme valued by the students with strong Māori and Pasifika engagement. However, overall numbers joining the programme are marginal. The review team recommends that the programme continue.
Recommended actions:

- Develop a marketing plan to increase enrolment numbers
- Consider pathways for students not situated in Wellington to grow numbers.
- Review and strengthen Mātauranga Māori within the programme
- Set a course or intake minima for financial viability

Dean approval for continuation / discontinuation *(delete one)*

Dean: Carmen Dalli

Date: 12/08/2024

4

Appendix 1.

Any further data about student achievement and success in the programme (NA). This programme has pass/fail assessments.

Appendix 2: Student Feedback
See attached.

Appendix 3: Programme Graduate Profile

Graduate profile

Attribute for the Qualification	Discipline knowledge	Creative & Critical Thinking	Commu- nication	Intellectual autonomy	Intellectual integrity
1. Ability to link, in a coherent and rigorous manner, theory and research to questions of professional practice;	✓			✓	
2. An advanced knowledge of their professional field and be able to evaluate research and scholarly literature;	✓	✓			
3. A capacity to adopt an investigative, open-minded, critical and reflective stance in addressing scholarly and professional problems from different perspectives;		✓			✓
4. Ability to engage in high quality independent research and inquiry into their own practice and contribute original knowledge to improving educational policy and practice;	✓	✓	✓	✓	✓
5. An ability to communicate scholarly work to both academic and professional communities;			✓		
6. A capacity to engage in peer review and critique;	✓	✓	✓		✓
7. Respect for and commitment to intellectual integrity and high ethical standards.					✓

5

Current year	2024
Name of programme	Master of Tourism Management
Self-review coordinator	John Randal, Associate Dean (Academic Programmes)
Evaluation stage	n/a
Recommendation for continuation	The programme has been closed to new students since 2022, and a formal proposal to delete it has been initiated. Discontinuation is in progress.

1) Description

Until 2018, the Master of Tourism Management programme was a 120 or 240 point qualification, in the latter case, consisting of 120 points of coursework, plus a 120-point thesis. (The 120-point version was thesis only.) The 2018 CUAP proposal amended the structure of the 240-point qualification, reducing the total points to 180, comprising 90 points of courses including 30 points of research methods, and a 90 point thesis. In 2022, the Master of Tourism Management was closed to new students, and Tourism Management was established as a major within the Master of Commerce. As noted above, the qualification is in the process of being deleted.

2) Data

Table: Summary information on numbers enrolling and completing

Years (from and including the first)	Predicted enrolments	Actual numbers enrolled	Full-time	Part-time	EFTS	Numbers completed	Withdrawals
2022		2			0	0	
2021		8	0	3	0.422	5	
2020		10	5	5	8.393	3	1
2019		10	5	1	7.089	5	

NB: students were enrolled over multiple academic years, so are multiply counted in the table above.

3) Outcomes and acceptability

The programme outcomes were satisfactory, although the large proportion of international students in the degree meant the programme was affected by the border closures during the pandemic. The decision to move the subject into the Master of Commerce followed establishment of the Tourism Management major in the Bachelor of Commerce, and closure of the stand-alone Bachelor of Tourism Management degree from 2019.

Dean approval for discontinuation

Further to the programme closure in 2022, I approve discontinuation of the MTM:

Professor Jane Bryson: Date: 15 August 2024

Current year	**2024**
Name of programme	Master of Science (MSc): - By Coursework and Thesis in Science in Society – 240 points - By Thesis only in Science in Society - 120 points Postgraduate Diploma in Science in Society (PGDipSc) – 120 points Postgraduate Certificate in Science in Society(PGCertC) – 60 points
Identifier for the original proposals	VUW/18 - MSc/3, PGDipSc/2, PGCertSc/2 – Science in Society programme
Name and position of independent GYR convenor	Professor Sally Hill, Associate Dean (Academic Programmes), Faculty of Humanities and Social Sciences
Name of other evaluation panel members and the positions they each hold	Joseph Habgood, VUWSA Senior Representation Advisor (or collation of students' responses) Professor Paul Teesdale-Spittle, Associate Dean (Academic Programmes), Faculty of Science
Programme Director	Nayantara Sheoran Appleton
Head of School	Rewi Newnham

1. Programme Statement

(a)   Description

In 2018, after the approval (and successful launch) of the Master of Science in Society (MScSoc 180 point taught degree), we proposed three amendments to add new postgraduate educational opportunities in Science in Society:

Introduction of the subject 'Science in Society' to the 240-point Master of Science (MSc)to cater for students wanting to complete a more substantial research project than the 60-point project offered in the 180-point MScSoc, and for students wanting to better demonstrate their research aptitude before applying to do a PhD.

Introduction of the subject to the Postgraduate Diploma in Science (PGDipSc) and the Postgraduate Certificate in Science (PGCertSc) to provide options for students who want a postgraduate Science in Society qualification, but without the time and commitment of a full master's programme, or who get part way through one of the master's programmes and cannot commit to completing the qualification. This strategy will benefit students in the work place and those wanting to enhance their prior qualifications.

Since the first cohort enrolled in 2019 we have had success with the programmes, some of which are outlined in the pages below. As a shorter programme, the PGCertSc retains more flexibility requiring 60 points from any of the SCIS 410 - 414, 588, 589 courses. Our PGCertSc and PGDipSc have offered

a pathway to a small number of students who do not meet standard entry requirements to access courses offered under our MScSoc programme.

This review is relating to the Graduate Certificate, Diploma, and MSc subject. The MScSoc has been previously reviewed but covers overlapping course content.

(b)   Changes

On page 5 of our 2018 CUAP proposal (ref: MSc/3, PGDipSc/2, PGCert/2), we had offered a range of options for courses. However, we have now made SCIS410 and SCIS412 compulsory (rather than electives) in the PGDipSc and MSc following the same change in the MScSoc.

(c)   Achievement

As foreseen in the 2018 CUAP (ref: MSc/3, PGDipSc/2, PGCert/2) proposal, these new qualifications have complemented and added to our existing MScSoc. The CUAP proposal aligns the goals of this suite of programmes with those of the MScSoc, these are effectively delivered by the courses shared between these programmes as determined in the GYR of MScSoc.

In light of the proposed goals in our CUAP, we have achieved:

1. Our students graduating with MSc (Science in Society) have been trained in a range of interdisciplinary science studies fields, and currently 3 have moved onto PhDs to become interdisciplinary Science Studies scholars.
2. Graduates have found roles in public service, private sector, and NGOs such as Forest and Bird, NewFish, WWF-UK, Kainic Medical Communications, Te Puni Kōkiri.
3. Our commitment to interdisciplinary knowledge continues, with new permanent staff specialising in Science Communication and Mātauranga Māori joining the team in 2022 and 2023.
4. Our PGCertSc and PGDipSc have largely served their intended purpose of allowing a provisional entry pathway to the MScSoc for a small number of students without the required GPA, and providing exit qualifications for those who do not complete it. They are now explicitly also offered to students who wish to upskill in Science Communication without committing to a full year's study.

2. Programme Statement

This GYR aligns closely with the previously completed MScSoc GYR in 2021. This GYR draws on staff feedback and student feedback on the courses, from student feedback surveys on the individual courses. This feedback remains as positive as it was for the MScSoc GYR 2021 (given that the courses are the same taken by these students). Further, two of the key staff members involved in teaching the Science in Society Courses (Tim Corballis and Rebecca Priestly) have contributed heavily to this report, alongside our Head of School (Rewi Newnham). The review was actioned by Rewi and undertaken by Nayantara Sheoran Appleton.

3.   Review Outcomes

(a)   Acceptability

The academic acceptability of the MSc is evident in the calibre of work of our thesis students, as evidenced by their grades and career trajectories. Three of them gaining PhD scholarships for further study and the other 7 are leading change in public and private sector jobs – in places including Forest and Bird, NewFish, WWF-UK, Kainic Medical Communications, and Te Puni Kōkiri.

These students meet, and sometimes exceed the profile of a Victoria graduate by having 'a specialized understanding of Science in Society,' communicating the complex ideas around "science and society" to a range of audiences, and also exhibit well developed critical and creative thinking in their professional spaces. The students who take classes in our School to complete their PGCertSc and PGDipSc have also proven their academic merit and accomplishments.

The courses and content for MSc part 1, PGDipSc and PGCertSc have been evaluated under the MScSoc graduating year review – which indicate a general external enthusiasm about the training that the students receive.

The list of scholarships and work programmes for the MSc students is positive. The pathways for PGCert and PGDip students: these students are often in employment, taking part-time study. These have also been usefully flexible qualifications that provide an entry pathway to master's level study (for MScSoc or MSc in Science in Society). Others use the PGCert and PGDip programmes as professional development.

b) Assessment and moderation procedures

PGCert/PGDip/MSc part 1 Assessment and Moderation Procedures:
The MSc part 1, Certificate and Diploma require students to take Science in Society (SCIS) courses alongside their peers in the MScSoc programme. Most of these courses are taught in trimesters 1 and 2. The assessment and moderation process is as follows:

1. First trimester coursework is assessed by course co-ordinators, with pre-assessment moderation given by assessment rubrics for each assignment. Post-assessment moderation takes place within the School, with selected assignments reviewed by course co-ordinators from other courses that contribute to the Cert/Dip.

2. Second trimester coursework is also assessed by course co-ordinators, with input and grade recommendations from individual project supervisors (or another member of Science in Society staff). Pre-assessment moderation is given by marking rubrics. A selection of SCIS 588 essays are moderated for grade range by an invited member of Victoria University of Wellington staff outside the School. All SCIS 588 essays are reviewed by at least two people.

3. Assessments in these courses are moderated by academics in relevant and adjacent disciplines within the University (Anthropology, Sociology) and externally (Otago University – Science Communication; Massey University – Design).

The course coordinators are thoughtful and supportive of student success throughout the assessment and moderation process. Methods of assessment remain appropriate. MSc Thesis Moderation Procedures: The thesis is examined as per the standard FGR procedures, with external examination a pivotal part of the students' learning journey. Our theses have been examined by peers in other institutions in Aotearoa and overseas and also by peers in different schools and faculty within our own University. We have maintained a cross and trans disciplinary focus in not just the training of our students, but also the examination of their work. These methods of assessment continue to remain appropriate and supported by FGR.

Key things of note:
1. We have graduated 10 students with MSc degrees
    i. Six have taken the 120 point MSc by thesis only, 2 with Distinctions and 3 with merit.
    ii. Four have graduated from the 240 point MSc, and have done so with Honours.

2. We currently (May 2024) have 3 enrolled MSc students (Thesis)
    i. 1 is externally funded (Marsden).
    ii. 1 has recently won a prestigious Lydia Weavers Scholarship in New Zealand Studies.

The programme goals were specifically linked to those of the MScSoc in the original CUAP proposal. There are two core courses. The Methods course trains in interdisciplinary thinking and research, and the key tenets of this field. The Science Communication focuses on connecting science knowledge to broader science. In the thesis, students are required to position their thesis topic centrally to the discipline. Assessments are a key part to training students to analyse, think and write well. These include an extensive literature review, analysis of literature through a personal lens through writing journals. Creativity is also assessed through production of a creative output. Students also interview an external expert, analyse, critically engage, and process what they have discovered from the interview. There are presentations as well as written assessments. The full assessment portfolio is planned across the whole programme. Students receive feedback via written format and individual meetings. The evaluation group were impressed with the way that the assessments are linked to the learning goals of the programme.

c) Data

Table 1: Summary information on numbers enrolling and completing

MSc Thesis

Years (from and including the first)	Predicted enrolments	Actual numbers enrolled	Full-time	Part-time	EFTS	Numbers completed	Withdrawals
2018	0	0	0	0	0	0	0
2019	1	4	2	2	3.83	0	0
2020	2	5	2	3	2.67	3	0
2021	2	5	1	4	2.59	2	0
2022	2	6	1	5	3.17	2	0
2023	2	3	0	4	1.62	3	0
2024	2	3	1	2	2.41	n/a	1

PGDipSc - Science in Society programme

Years (from and including the first)	Predicted enrolments	Actual numbers enrolled	Full-time	Part-time	Numbers completed	Withdrawals
2020	1	1	0	1	0	0
2021	1	3	1	2	2	0
2022	1	1	0	1	0	0
2023	1	3	0	3	1	0

PGCertSc/2 – Science in Society programme

Years (from and including the first)	Predicted enrolments	Actual numbers enrolled	Full-time	Part-time	Numbers completed	Withdrawals
2020	1	0	0	0	0	0
2021	1	1	1	0	1	0
2022	1	1	0	1	0	0
2023	1	0	0	0	0	0

Although the numbers within this GYR cohort are relatively small, they are a subset of the full portfolio including the MScSoc. This particular set of programmes are offering both the flexible input into the broader programme (via certificate and diploma) and the extension through to thesis-level research. In 2024, the combined cohort is 16 students.

The evaluation group considered the value of presenting data on Māori and Pasifika student success. In the context of this small cohort, this would come close to identifying individual students. We note that no Māori students have failed the programmes of the GYR. In 2025, the School of Science in Society will receive a whole-of-school Programme Review. This will be a valuable opportunity to review Māori and Pasifika success in the wider programme set.

d) Programme evaluation and review

Each of the different options provided by the MSc, PGDip, and PGCert offer students a pathway tostudy Science in Society – from professional development and certification to support work requirements, academic development through research and thesis work, research skills, personal fulfilment, and scholarly engagement on issues that are societally important today. We feel that the programme's title, regulations, aims, and stated learning outcomes and internal coherence are on track and adequately meet what we had outlined in our CUAP proposal. While there has been no review of these programmes (PGDipSc/PGCertSc/MSc), there has been a GYR ofour MScSoc programme with positive support from the review committee. The MScSoc GYR also included classes/courses that students took as part of their PGDipSc/PGCertSc journey.

These different options also offer a pathway for students from other disciplines within the Faculty ofScience and the wider University to explore critical thinking about science/scientific topics, science communication, and engagement practices that are not offered elsewhere at the University. These options also offer pathways into academic disciplines including Science and Technology Studies (a field not offered anywhere in Aotearoa), Science Communication research (also no longeroffered elsewhere in Aotearoa as of 2024), and interdisciplinary research at the intersection of science with Te Ao Māori, social science and/or the humanities. Student numbers in our 400 and 500 level courses from students enrolled in PGCert, PGDip, and MSchave been steady . The flexibility these programmes and courses offer to working professionals looking to 'upskill' is expected to bring further consolidation in the near future.

Informally, students have often expressed their interest in the courses they take as part of Dip andCert – and express an excitement about the intellectual challenges and opportunities they offer. While we have not taken formal exit surveys of our MSc thesis students, the fact that most studentsstay in contact with the programme and their supervisors speaks to a commitment and sense of comfort with our School.

With sufficient staffing, promotion in appropriate spaces, and (administrative) support from the Faculty of Science and the University, we feel confident that this suite of Science in Society optionswill continue to grow in student numbers (EFTS). The programme seeks to increase its Māori and Pasifika student numbers. It has practices that support different cultural approaches. Some of the staff in the school support supervision of Māori and Pasifika students in other programmes.

The evaluation review group notes the constraints on growth of the programme, as the staff group is modest in size (approximately seven full time, three part time), and fulfillsall the requirements of a school. This makes the successes of the programme even moreimpressive.

The programme has strong relationships with its students, and this has allowed student feedback to meaningfully develop course content and assessments on the basis of student input. An example of this has been extending more one-on-one time for meetings betweenstudents and course and programme staff. Student course feedback is shared collectively across the teaching team of all courses in the programme, allowing coherent responses to issues raised across the programme as a whole. The programme team is commended for completing the full cycle of feedback, review, redesign of the courses and also involving students in the redesign process.

e) Continuation and discontinuation

Continuation, without a doubt. We are recommending that the 'suite' of Science in Society optionscontinue with the thesis (MSc), coursework and thesis (MSc), diploma (PGDipSc), and certificate (PGCertSc) given that they cater to a diverse range of student and professionals needs, sitting alongside the MScSoc 180 point master's programme. The PGCert and PGDip could benefit from additional promotional support from the Faculty and University. They are attractive options for students keen on professional development but not (yet)ready to commit to longer term graduate study. Promotion would be especially beneficial if undertaken in second half of 2024, to encourage enrolments for 2025. The Evaluation Group recommends continuation of these programmes. These are clearlymeeting their aims and serving their student body well.

Dean approval for continuation
Dean: Nicola Nelson
Date: 28/8/24

Nicola Nelson

Appendix 1

Table 2 must be appended for internal University use. It will only be made available to CUAP on request.

Table 2: Summary information on the distribution of grades (for final-year courses only)

Year	Course code	Course title (in brief)	No. of students enrolled	No. of students completed	A+	A	A-	B+	B	B-	C+	C	C-	Fail	Grade Point Average*
2019/2020	591	Masters Thesis	4	4	1	2	/	1	/	/	/	/	/	/	/
2020/2021	591	Masters Thesis	2	2	/	1	1	/	/	/	/	/	/	/	/
2021/2022	591	Masters Thesis	2	2	/	1	1	/	/	/	/	/	/	/	/
2022/2023	591	Masters Thesis	2	2	/	/	2	/	/	/	/	/	/	/	/
2023/2024	591	Masters Thesis	1	Ongoing	/	/	/	/	/	/	/	/	/	/	/
2024/2025	591	Masters Thesis	2	Ongoing	/	/	/	/	/	/	/	/	/	/	/

MSc Thesis (Titles as indicative of interdisciplinary strength of scholarship)

After the fact(s): Communicating scientific complexity, risk, and uncertainty in Aotearoa.

Cultivating care: Exploring the patchy Anthropocene in four community gardens in Wellington, Aotearoa New Zealand.

Do human values predict perceptions, attitudes & behaviours towards the New Zealand marine environment?

Uniting against COVID-19: What our national pandemic response could reveal about science and society in Aotearoa New Zealand.

Contraception in Aotearoa: Shaped by and Shaping Family, Morality, Religion, Science, and Women's Reproductive Rights.

Kauri Dieback Prevention: Relational Values of Knowledge Producers Understanding Climate Change Cascading Risks: Different Visions of the Future.
Trees, People, and the Environment: using a tree planting site to engage a local community with climate change and biodiversity issues.
Public (mis)trust in science: exploring attitudes to climate change in a Canterbury farming community.

Huringa o te taiao: Tūhoe environmental and ecological changes through the lens of the Maramataka.

Appendix 2: Student feedback

As the programme is small, we have incorporated a student perspective into the evaluationprocess rather than gathering formal feedback.

Appendix 3: Programme Graduate Profile (Copied from 2018 CUAP Proposal)

Scholarly attributes developed through the formal curriculum

Scholarly attribute for the qualification / subject	Discipline knowledge	Critical & creative thinking	Communi cation	Intellectual autonomy	Intellectual integrity
Demonstrate a specialised understanding of, and critical engagement with, the central concepts, theories, issues and debates related to the role of science in society	✓	✓			
Show insight and respect for diverse and conflicting perspectives on science, engaging positively with different cultures and world views influencing knowledge and its application	✓		✓		✓
Show insight and respect for mātauranga Māori and the ways in which it can intersect and connect with Western science	✓	✓	✓		
Analyse, critique and reflect on the science ecosystem and science engagement processes		✓			
Communicate clearly and effectively about science and the science sector through oral, written, visual and digital means, and with defined goals, messages and audiences		✓	✓		
Learn independently through critical enquiry		✓		✓	
Demonstrate listening and oral communication skills			✓	✓	
Become active and engaged global citizens who demonstrate international perspectives	✓				✓

Work collaboratively and make constructive contributions to group discussions			✓	✓	
Manage resources and time on self-directed projects		✓		✓	✓

In addition to the attributes above, graduates of the MSc (Science in Society) will be able to:	Discipline knowledge	Critical & creative thinking	Commu nication	Intellectual autonomy	Intellectual integrity
Successfully employ skills and knowledge in a topic of relevance to Science in Society in the undertaking and completion of independent research	✓			✓	
Display leadership gained through the development of independent research, and have a clear understanding of key environmental issues	✓			✓	✓

Appendix 4: Graduate Profile

A Victoria graduate will graduate from a university in which the opportunities for local and global engagement are a dominant feature of the student experience and in which fulfilmentof institutional obligations in relation to the Treaty of Waitangi is a significant goal. All graduates at the University will work in a collaborative environment to attain specialised understanding and abilities in their chosen field of study that enable them to think creativelyand critically, communicate effectively, and develop a level of intellectual integrity and personal autonomy that will serve their future needs in building knowledge and understanding.

Victoria University of Wellington prepares its graduates to be scholars who:

- have a specialised understanding of their chosen field(s) of study, as evidenced by:
  - a broad understanding of a discipline or professional field, including its central concepts and theories
  - an understanding of the boundaries of the discipline and of its interdisciplinary context
  - an understanding of current issues and debates within the field of study
  - an ability to apply the methodological or professional approaches of the field of study to new information
  - an understanding of the importance of research in the development of their discipline.
- exhibit well-developed skills in critical and creative thinking, as evidenced by:
  - a capacity for rigorous analysis, critique and reflection
  - a capacity to conceptualise problems through logical thought
  - an ability to analyse and evaluate arguments
  - an ability to respond creatively to problems and formulate innovative possible solutions
  - appropriate research and enquiry skills.
- communicate complex ideas effectively and accurately in a range of contexts, as evidenced by:
  - a recognition of the importance of communication as a medium for extending learning, creating understanding, negotiating and collaborating with others
  - an ability to use oral, written and visual means to create and communicate understanding
  - an ability to listen to others in order to facilitate communication and learning
  - an ability to use advanced digital technologies effectively
  - an ability to adapt the organisation and communication of ideas as appropriate to different audiences.

- demonstrate intellectual autonomy through independence of thought, openness to ideas and information, and a capacity to manage their own learning, as evidenced by:
  - a capacity to consider issues from different perspectives
  - readiness to take responsibility for their own learning, including searching for information and asking appropriate questions
  - an ability to locate, evaluate, manage and use information appropriately in different contexts.

- demonstrate intellectual integrity and understand the ethics of scholarship, as evidenced by:
  - respect for honesty and for truth
  - an understanding of and commitment to high personal ethical standards and behaviours in scholarly and professional contexts

- an understanding of the potential social, cultural and/or environmental impacts of the exercise of the methodology of the field of study or profession.

These attributes will be reflected in the formal curriculum and tested through academic assessment.

Victoria University of Wellington prepares its graduates to be active and engaged globalcitizens who:

- demonstrate international perspectives, as evidenced by, for example:
  - cross-cultural competence and a capacity to respect diverse perspectives
  - an awareness of the global dimensions of issues and professional practices
  - an ability to apply the methodology of the field of study or profession in local and international contexts.
- can engage constructively with their local and international communities, as evidenced by, for example:
  - a commitment to contributing positively to the community in which they choose to live and work
  - willingness to accept social and civic obligations and to make informed and responsible contributions to public debate
  - a capacity to initiate and put into effect constructive change in their communities, including workplaces and professional communities
  - an understanding of the distinctive features of social and community engagement in Aotearoa/New Zealand, including its distinctive communication styles and protocols.
- are able to work both independently and collaboratively with others, as evidenced by, for example:
  - an ability to work in a self-directed way
  - a capacity to work with and/or lead others in ways that recognise the value of their diversity and contribute to the wider community
  - a willingness to seek and value feedback from others to inform self-awareness
  - a capacity to work within a team, including sharing ideas and information, taking responsibility, showing respect for the strengths and contributions of others and negotiating solutions to differences of view.
- know how to set and achieve personal and professional goals for themselves, as evidenced by, for example:
  - an understanding of their own strengths and weaknesses, a recognition of the strategies for personal development that have been successful for them, and a willingness to take responsibility for their continuing personal and professional development
  - a commitment to continuous reflection, including self-reflection
  - the confidence to respond positively and flexibly to change and to challenge
  - professional integrity and a commitment to ethical behaviour.

Opportunities to develop these qualities will be available to all students through formal and informal learning opportunities.

Summary

Scholars who:	Active and engaged global citizens who:

- have a specialised understanding of their chosen field(s) of study
- exhibit well-developed skills in critical and creative thinking
- communicate complex ideas effectively and accurately in a range of contexts
- demonstrate intellectual autonomy through independence of thought, openness to ideas and information, and a capacity to manage their own learning
- demonstrate intellectual integrity and understand the ethics of scholarship.
- demonstrate international perspectives
- can engage constructively with their local and international communities
- are able to work both independently and collaboratively with others
- know how to set and achieve personal and professional goals for themselves.

2021/22 Streamlined Graduating Year Review

Current year	2024
Name of programme	Master of Geographic Information Science, along with its PGDip and PGCert qualifications
Self-review coordinator	Paul Teesdale-Spittle
Evaluation stage	n/a
Recommendation for continuation	The programme has been closed to new students since 2022, and a formal proposal to delete it has been initiated. Discontinuation is in progress.

1) Description

Postgraduate Geographic Information Science was approved as a suite consisting of the Master of Geographic Information Science (180 points) containing 120 points of taught courses and 60 points of project along with dedicated Postgraduate Diploma and Certificates (PGDipGIS, PGCertGIS) allowing for 120 point and 60 points of taught courses respectively.

2) Data

Postgraduate Certificate in Geographic Information Science

Years (from and including the first)	Predicted enrolments	Actual numbers enrolled	Full-time	Part-time	EFTS	Numbers completed	With-drawals
2023							
2022		1		1	0.125		
2021		5		5	1.875	4	
2020		1		1	0.375		
2019		1		1	0.625	1	
2018							

1

Postgraduate Diploma in Geographic Information Science

Years (from and including the first)	Predicted enrolments	Actual numbers enrolled	Full-time	Part-time	EFTS	Numbers completed	With-drawals
2023							
2022							
2021		4	3	1	3.500	4	
2020		5	3	2	4.125	4	
2019		6	3	3	4.250	3	
2018		9	4	5	5.625	7	

Master of Geographic Information Science

Years (from and including the first)	Predicted enrolments	Actual numbers enrolled	Full-time	Part-time	EFTS	Numbers completed	With-drawals
2023							
2022							
2021							
2020		3	2	1	3.375	3	
2019		3	2	1	3.375	1	
2018		1		1	0.625		

3)   Outcomes and acceptability

Whilst the programmes provided high quality education in Geographic Information Science, some students obtained permanent employment during the course of their study, and thus resulting in relatively low completion rates of the master's qualification. The MGIS programme required a minimum of 5 specialist 15 point GIS courses in addition to supervision of a 60 point project. This would normally require the workload of 2 full time GIS academic staff. As the data tables above show, the qualification suite produced an average of 6.9 EFTS over 2018-2021. Ultimately, therefore,the programme was not financially sustainable. A decision to close the Master of GIS with its certificate and diploma was taken knowing that the University of Canterbury offers postgraduate GIS, ensuring that the national provision is retained.

Dean approval for discontinuation of the programme

Signature Nicola Nelson 28/8/24   *Nicola Nelson*

2