



A meeting of the Academic Board to be held on
Tuesday, 16 July 2024 at 1:00 pm
in the Hunter Council Chamber

AGENDA

PART A

1 WELCOME TO NEW MEMBERS and FAREWELLS

The meeting will begin with a karakia:

Mauri oho	Awaken the spirit
Mauri tū	Engage the spirit
Mauri ora ki a tātou	The spirit of life amongst us
Haumi e, hui e, tāiki e!	Be united in purpose!

New members will be welcomed and those leaving will be farewelled.

2 PART B OF THE AGENDA

To consider: Requests from members to transfer items from Part B to Part A of the agenda.

Items for approval that are not transferred to Part A will be considered approved.

3 VICE-CHANCELLOR ORAL REPORT

AB24/41

To note: The Vice-Chancellor's Oral Report.

4 WRITTEN REPORTS

AB24/42

To receive: The Deputy Vice-Chancellor (Academic), Deputy Vice-Chancellor (Māori and Engagement) and Deputy Vice-Chancellor (Research), Deputy Vice Chancellor (Students) reports.

5 CUAP ROUND THREE PROPOSALS 2024 (1 August 2024)

To approve:

1. For submission to CUAP, the 6 proposals listed below:
2. The request for access to Student Allowances, the Student Loan Scheme and applicable funding for new programmes and associated double-degree programmes.

Faculty:

FADI	FADI/24/3- MUXD/1- Amend the MUXD Programme (APC24/30)	AB24/43
FOH	FOH/24/2- BHLth/2 -Amend the name of the PHSD major (APC24/31)	AB24/44
WSBG	BCom/2, BA/10, BSc/4, BHLth/2 -BCom -programme amendment (APC24/32)	AB24/45
WSBG	WSBG/1 MIS/1 -MIS Programme Amendment (APC24/33)	AB24/46
EDUC	MEdPsych/1, PGDipEdPsych/1 – Amend general requirements for the Master of Educational Psychology, introducing a New Postgraduate Diploma in Educational Psychology (APC24/34)	AB24/47
FHSS	BA/17 - Amend the Modern Languages major in Bachelor of Arts (APC24/35)	AB24/48

To endorse New Programmes for submission to CUAP for approval

FHSS	Introduction of a new major, Language Sciences, to the Bachelor of Arts (APC/36)	AB24/49
FOS	BSc/4, BEnvSoc/2 – GISC Minor (APC24/37)	AB24/50

For Academic Board approval

WSBG	WSBG/4 BCom/3 - BCom and BC programme amendment (APC24/38)	AB24/51
EDU	EDUC GDipTchg(ECE)/1 – Amend the Graduate Diploma of Teaching (Early Childhood Education) (APC24/39)	AB24/52
FHSS	BA/8, BA(Hons)/2, BC/1 - Introduce new course ENGL 436 and LCCM 373 and delete ENGL courses (APC24/40)	AB24/53

FHSS	FHSS BA/14, BC/2 – Amend the major requirements for the Political Science and International Relations (APC24/41)	AB24/54
FHSS	FHSS BA/13 – Amend the major requirements for the Theatre (THEA) major in the BA (APC24/42)	AB24/55
FOS	Amend the PGDipMet (APC24/43)	AB24/56

6 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 11.

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	Ground(s) under section 48(1) for the passing of this resolution
	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.	
Agenda item 7: Minutes of the previous meeting held on 11 June 2024	s9(2)(a)	LGOIMA s48(1)(d)

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.

PART B

7 MINUTES OF THE LAST MEETING AB24/57

To confirm: The minutes of the Academic Board meeting held on 11 June 2024 (Numbers 24.24-31.24).

Note: Excludes Part C for reasons of confidentiality.

8 REPORT OF THE ACADEMIC PROGRAMMES COMMITTEE

AB24/58

To approve The 6 non-CUAP proposals

To note: The other items discussed and/or approved by the Committee at its 25 June 2024 meeting.

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

9 GENERAL BUSINESS

To Note: Faculty Realignment proposal: consultation opens on 8 July 2024 and Bryony James is presenting to each Faculty in the coming weeks.

PART C

10 MEMBERS ONLY

The next ordinary meeting will be held at 1:00 pm on Tuesday 20 August 2024, in the Hunter Council Chamber.

MEMORANDUM

To	Academic Board
From	Robyn Longhurst, Deputy Vice-Chancellor (Academic)
Date	16 July 2024
Subject	Written Report to the Academic Board

Executive Summary

The following written report is provided to the Academic Board as an update on the portfolio of the DVC-A.

Course Administration and Timetabling

- Continued preparations for Trimester 2 (lecture and tutorial changes)
- Wrapping up mid-year exam period
- Continued preparations for the 2025 Academic Timetable
- Working through aegrotat applications (more than 230 received so far)
- Involved in the myDegree (DegreeWorks) upgrade.

Library

- The New Zealand Electronic Text Collection (NZETC), which was hosted by Te Pātaka Kōrero – the Library, has been transferred to the [National Library](#). The NZETC is a good example of an early New Zealand digital humanities initiative, transferring it to National Library ensures continuing access for researchers.

Centre for Academic Development

- CAD will be celebrating staff success through the Te Arawai Ako programme with an awards ceremony on 18 July in the Hunter Council Chamber with 29 staff being awarded their fellowships. Another round of Te Arawai Ako is already underway and information sessions are being offered on 16 July at Pipitea and 26 July at Kelburn. Details of the programme and the upcoming workshops are available here: <https://www.wgtn.ac.nz/teaching-support/professional-development/te-arawai-ako>
- CAD are working with staff from multiple areas to plan an extensive programme of work engaging with first year courses to increase student success and retention focusing on “gatekeeper” and “catapult” courses. This will be undertaken over the next six months to deliver improvements in courses for Trimester 1, 2025.
- Staff from across the University have participated in the biennial ACOE benchmarking activity, assessing the University's capability to use technology to enhance learning. Our

data was used in a workshop with other universities being held in Australia and online on 9-10 July providing an opportunity to benchmark our systems and processes against others and learn how other universities are using technology. <https://acode.edu.au/resources/2024/acode-benchmarks-for-technology-enhanced-learning/>

- CAD have been extensively updating the online materials provided to support learning and teaching and have been working with Digital Solutions to expand the support they can provide for Nuku as it settles down into a normal business as usual operation. We are expecting to launch our new learning and teaching blog at that time which will provide an ongoing series of short items addressing current topics of interest written by colleagues from across the University.

Quality and Policy

- The AQA one-year update report has been submitted to AQA. We expect to hear back on any next steps at some point in July.
- The Artificial Intelligence Working Group have opened a staff survey on the use of AI in learning and teaching. Thanks to those who have completed this or encouraged others to complete this. This survey will provide us with a baseline for staff perspectives on AI, particularly in undergraduate programmes. The survey closes in mid-July with the analysis available not long after that.

Work-Integrated Learning

- WIL intranet pages updated to highlight requirement to use University approved agreement templates and update the WIL register site, as per request from the Committee. Minor changes to WIL General Terms and WIL public website.
- Reminder that all WIL courses should now be using the agreement generation process which will automatically update the WIL register. The manual process for adding details to the register still exists but should only now be used for exception cases (WILs with Te Whatu Ora service providers and Education programmes where a solution is not yet in place) or optionally for WIL courses that do not involve placement.
- WIL regulation and procedure documents drafted to expand the scope of the incumbent procedure to cover all forms of WIL and to provide a parent regulation for the procedure. Documents being prepared for consultation.

It is requested that the Academic Board:

Receive the July 2024 report from the Deputy Vice Chancellor Academic.

MEMORANDUM

To	Academic Board
From	Rawinia Higgins, Deputy Vice-Chancellor Māori and Engagement
Date	4 July 2024 2024
Subject	Written Report to the Academic Board – July 2024

Executive Summary

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

It is requested that the Academic Board:

Receive the July 2024 report from the Deputy Vice Chancellor Māori and Engagement.

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

- As at 4 July Māori EFTS stand at 1,761, an increase of 22 EFTS compared to the same time last year.
- Māori commencing EFTS stand at 534 compared to 528 at the same time last year.
- On 17 June the DVC Māori and Engagement spoke to attendees at Te Manahua NZ Universities Women in Leadership programme. The topic was *A Day in the Life of a Senior Leader in a University*.
- The Digital Solutions team and the Library team were the winners of the Matariki prize pack this year, with their photos of shared kai as part of their Matariki celebrations.

DVC Engagement Portfolio

- As at 4 July, International EFTS stand at 1448.
- International commencing EFTS are 731.
- Further to the questions raised at the last Academic Board meeting around who is giving international students course advice, the course advice for individual new UG international students is provided by the future students team via online course advice appointments, and for PG students by faculty (usually programme directors). Cohort-based course advice is provided by International Office. The course advice for returning UG international students is provided by Titoko.
- Work is continuing on drafting an Engagement Strategy for the University.
- On 18 June the DVC Māori and Engagement was a panel member on an Institute of Directors event focussing on valuing Māori Board members.
- 30 June was the final day of the exhibition Infrastructure: power, politics and imagination at Te Pātaka Toi Adam Art Gallery. As part of that exhibition Professor Maria Bargh from Te Kawa a Māui discussed contemporary perspectives on resource use and renewable energy generation and artist Matthew Galloway's work *The Power that Flows Through Us* exploring the Clyde Dam was part of the exhibition.

Media and events summary: 30 May to 4 July 2024

4 media releases/advisories issued on research and events.

8 opinion pieces published on Newsroom and The Conversation

2 inaugural lectures given.

Media commentary on public interest issues included:

- Professor Alan Brent on benefits of solar farms
- Dr Lauren Vargo on the shrinking Brewster Glacier
- Dr Andrew Lensen on recent developments in AI
- Dr Amanda Reilly on 'right to disconnect' laws
- Dr Simon Davies and Dr Clare-Ann Fortune on boot camps for young offenders
- Associate Professor Mona Jeffreys on re-introduction of the \$5 prescription co-payment, and long-COVID research
- Associate Professor Geoff Plimmer on pay rates in local government
- Dr Simon Barker on what's stoking activity in the North Island volcanic zone
- Associate Professor Lara Greaves on complaints about the use of census data by Te Pāti Māori
- Professor Bev Lawton on funding for cervical cancer screening.

MEMORANDUM

To	Academic Board
From	Margaret Hyland, Tumu Maruārangi / Deputy Vice Chancellor (Research)
Date	3 July 2024
Subject	Written Report to the Academic Board – July 2024

Executive Summary

Faculty of Graduate Research reports that Te Herenga Waka, Victoria University has been awarded 21 China Scholarship Council scholarships for doctoral students. This compares to an average of eight in the previous three years. This is partly owing to work put in by the International Office to develop our relationships.

UniVentures has placed three new candidates from Te Herenga Waka, Victoria University of Wellington into KiwiNet Emerging Innovators programme. Dr Farah Lamiabile-Oulaidi from Ferrier Research Institute, PhD candidate Da Jing (SBS) and Dr Adam Francis from Robinson Research Institute. <https://www.wellingtonuniventures.nz/news/latest-cohort-of-emerging-innovators/>.

This programme strengthens entrepreneurship and nurtures commercial aspiration for scientists keen to commercialise new ideas. This is essential to transforming scientific discoveries into new business that will drive prosperity for New Zealand.

UniVentures' first Academic Advisory Board met on 30 May and discussed how they can support Intellectual Property policy management for projects with commercial outcomes, as well as how UniVentures could better engage with the broader academic staff.

The Bontia Bio project (Tier 2 KiwiNet) led by Dr Matthew Nicholson is a project out of Prof Emily Parker's lab and was accepted into Sprout incubator programme, accelerating its access to future investors.

In internal funding, there has been an increase in uptake of the Cross Disciplinary Fund - 13 applications this year (compared to 6-8 in the years since the opportunity was first offered in 2022).

Royal Society Catalyst Fund: Seeding and Leaders. Out of nine applications, we were successful with four – one Seeding General (Simon Granville) and three International Leader Fellowships (Martha Savage; Ben Yin; and Andrew Lensen).

We hosted the European Union (EU) Ambassador on Thursday 4 July. The purpose of the visit is to 1) highlight Te Herenga Waka, Victoria University of Wellington research collaborations with EU, and 2) to build connection between Te Herenga Waka, Victoria University of Wellington and the EU delegation in New Zealand.

We are part of a multi-university group that has submitted an ROI for an MBIE Applied Doctorates Scheme.

MBIE has released its [Investment signals](#) for the Endeavour Fund for the next three years. The Smart Ideas part of the fund has two significant changes: (i) it is now a 1-stage rather than 2-stage process which requires more effort to put in an application, and (ii) it has introduced an institutional quota system for the number of applications we can submit. Both changes are due to its own reduced budget, transferring the costs to Universities and CRIs. THW-VUW's quota is 11 applications. This is a major change as in 2023 we submitted 62 applications. It means that we will need to run an internal triaging process to select the 11.

It is requested that the Academic Board:

Receive the July 2024 report from Deputy Vice Chancellor (Research) Margaret Hyland.

MEMORANDUM

To	Academic Board
From	Dr Logan Bannister / Deputy Vice-Chancellor, Students
Date	5 July 2024
Subject	Written Report to the Academic Board

Executive Summary

The following written report is provided to the Academic Board as an update on the portfolio of Deputy Vice-Chancellor, Students.

1. The month of June for the Future Students Team

The team has had a very busy month:

- Information evening season wrapped up with 2,800 attendees across 11 events: 1 in Wellington, 8 in regional centres and 2 online.
- The team attended 14 school and community career events around the country.
- Careers Advisers engagement – we presented update sessions in Auckland (30 attendees) and Christchurch (24 attendees) and Waikato (35).
- Eight on-campus events were hosted to promote particular subjects or degrees, facilitating engagement with more than 600 senior high school students, mainly from the Wellington region.
- A number of targeted Māori and Pasifika visits were held, scholarship workshops presented and a Māori and Pasifika Whānau Evening was hosted in Whanganui, creating some great [media content](#).
- Postgraduate: Future Students have worked closely together with Admissions & Enrolments, Student Success and the Scholarships teams to convert the T2 Public Sector Scholarship applicants.

Looking forward to the next few months:

- Year 12 Day, 4 July 2024
- Pasifika Leadership Programme Hokule'a, 1 July 2024
- Scholarship workshops to support new students with their applications
- July School Holidays: Experience Law Day, campus tours, hall tours
- Course Planning Visits across the regions in Term 3
- Career expos and school events continued
- Open Day 23 August.

2. T2 Public Sector Scholarship summary report

- Overall the scholarship received 160 interested applicants.
- 41 of these applicants followed through to admission application at the University and have completed or are currently completing their enrolment process; however, some applications are still being worked through at the programme admission level.
- The breakdown of applications is as follows: 16 x Masters degrees, 6 x Graduate Certs/Diplomas, 19 x Postgraduate Certs/Diplomas.

3. School Leaver Scholarships 2025

- Scholarships opened in the first week June and will close Monday 2 September 2024.
- As at 27 June, we have had 490 applications. This is 230 applications above the same time last year and 30 applications below the same time in 2022.
- The scholarships office team have paired up with the Future Students team this year to increase visits to Wellington schools and offer workshops.
- We have also increased our data analysis of scholarships this year so that in real time we are able to see the numbers and categories of applications, how active certain schools are, and the programmes scholarship applicants are wanting to study.
- This year we have also introduced a new Mātātoa Sports School leaver scholarship, which is tracking well with applications. This scholarship is intended to work in unison with existing sports scholarships to support students through their journey with us.

4. Supporting current students

- Promoting scholarships is an important part of how we can help students cope with study costs. There are 14 new posters available on the intranet which Te Herenga Waka staff can use to promote specific scholarships to students. You can find the posters on our [Staff Intranet](#), which you can share, download and print now.

5. Student surveys

- Our "Getting Started" student survey aims to understand the early experiences of our students, allowing timely improvements for the rest of the year and plan effectively for the next. Leveraging student feedback is crucial for enhancing the overall student experience. This year, processes have been implemented to draw out actionable insights and develop an accountable framework to support these actions. Progress includes sharing high-level results, conducting initial stakeholder hui, and following up with workshops on using the task list repository. Stakeholders, including various CSUs, faculties, and student groups, have been engaged and given access to report and tools to dive deeper into the data.

Presentations have been made to university leaders, and a centralised repository for actions and tasks has been developed.

Moving forward, there has been development of a communication plan to share survey results and action points with the university community. This includes publishing detailed outcomes in Uni News and Whitiki, ensuring transparency and ongoing engagement with students and staff. Key themes identified from staff engagement sessions focus on improving communication channels, enhancing support and accessibility, optimizing orientation sessions, and strengthening student engagement. The governance group will support these actions through bi-monthly meetings to ensure continuous progress and address any emerging issues, maintaining our commitment to improving the overall student experience.

It is requested that the Academic Board:

Receive the March 2024 report from [Deputy Vice Chancellor Students



Programme amendment cover sheet

Proposal name	Amend the MUXD programme		
Proposer	Bert Aldridge		
Faculty	Architecture and Design Innovation		
Summary	Amend the regulations of the Master of User Experience Design and add a 90-point thesis research pathway		
Year	2024		
Reference	MUXD/1		
CONSULTATION	Person consulted	Summary and reference	
Academic Office	Linda Roberts	Feedback incorporated	
Associate Dean	Bruno Marques	Feedback incorporated	
CAD	CAD-Contact@vuw.ac.nz	Feedback provided	
Faculty of Graduate Research	pg-research@vuw.ac.nz	No issues identified	
Course Admin.	Teresa Schischka	No issues identified	
Faculty Admin.	Greg Ambrose	Feedback provided	
Library	Juliet Aabryn	No issues identified	
PAMI	info-unit@vuw.ac.nz	No issues identified	
Toihuarewa	Meegan Hall	Feedback provided	
School Admin.	Robyn Isaacs	No further comments	
Student Finance	Stephanie Hunter	Feedback incorporated	
Students	Joseph Habgood	Feedback incorporated	
APPROVAL	Authority	Date	Recorded by
Head of School	Nan O'Sullivan	24-05-24	Yang Liu
Fac. Acad. Cttee.	Bruno Marques	21-05-24	Yang Liu
Faculty Board	Robyn Phipps	29-05-24	Yang Liu
Academic Prog. Committee	Robyn Longhurst	25-05-24	Carol Morris
Academic Board			
CUAP			



Programme amendment

Proposal name	Amend the MUXD programme
Faculty	Architecture and Design Innovation
CUAP Category	6.1.6
Year effective from	2025

A1 Purpose

1. To amend the regulations of the Master of User Experience Design (MUXD)
2. To delete the following courses:
 - MDDN 402** *Digital Product Design / Hoahoa ā-Huataonga Matihiko*
 - MDDN 413** *Graphic Design Practice / Tikanga ā-Hoahoa Whakairoiro*
 - MDDN 415** *Information Design Practice*
 - MDDN 416** *Advanced User Experience Studio / Taupuni Wheako Whaiaro Whatutoto*
 - MDDN 417** *User-Experience Design Practice / Tikanga ā-Hoahoa Wheako Kaiwhakamahi*
 - MDDN 502** *User Experience Design Capstone / Hinonga Whakatinana ā-Wheako Whaiaro*
3. To remove and delete **SIDN 412** *Mātauranga Design* from the MUXD Schedule
4. To create the following courses:
 - UXDN 404** *User-Experience Design Process / Tukanga ā-Hoahoa Wheako ā-Kaiwhakamahi* (replacing MDDN 417)
 - UXDN 406** *He Māramatanga / UX Design Context in Aotearoa*
 - UXDN 416** *Advanced User Experience Design Process / Tukanga ā-Hoahoa Wheako ā-Kaiwhakamahi Whatutoto* (replacing MDDN 416)
 - UXDN 423** *Digital Product Design / Hoahoa ā-Huataonga Matihiko* (replacing MDDN 402)
 - UXDN 504** *User Experience Design Capstone / Whakatinana ā-Hoahoa Wheako ā-Kaiwhakamahi* (replacing MDDN 502)
 - UXDN 597** *User Experience Design Research Portfolio* (a 90-point thesis research pathway)
5. To add 15- and 30-point course codes for *Directed Individual Studies* (UXDN 483, 484) and *Special Topics* (UXDN 485-486, 487)
6. Amend the Postgraduate Certificate in Professional Studies regulations:
 - a. Replace MDDN 402 with UXDN 423 from the list of papers for the Digital Tools and Visualisation (DTVl) specialisation (page 483).
 - b. Replace MDDN 413 with UXDN 406 from the list of papers for the Critical Design Studies (CDSA) specialisation (page 483).
 - c. Replace MDDN 416 with UXDN 416 from the list of papers for the User Experience Design Foundations (UXDF) specialisation (page 483).
 - d. Replace MDDN 417 with UXDN 404 from the list of papers for the User Experience Design Foundations (UXDF) specialisation (page 483).

A2 Justification

The MUXD programme is proposing the following changes, which are also summarised in the following diagram:

Tri1 MDDN417 30 pts UX Design Practice PT option: Year 1	SIDN412 15 pts Mātauranga Design PT option: Year 2	MDDN413 15 pts Graphic Design Practice PT option: Year 2
Tri2 MDDN416 30 pts Advanced UX Design Studio PT option: Year 1	MDDN402 30 pts Digital Product Design PT option: Year 2	
Tri3 MDDN502 60 pts UX Capstone Project PT option: Year 2		

Proposed changes

Tri1 UXDN404 30 pts User Experience Design Process PT option: Year 1	UXDN406 30 pts He Māramatanga PT option: Year 2	UXDN404 30 pts User Experience Design Process PT option: Year 1	UXDN406 30 pts He Māramatanga PT option: Year 2
Tri2 UXDN416 30 pts Advanced User Experience Design Process PT option: Year 1	UXDN423 30 pts Digital Product Design PT option: Year 1	UXDN416 30 pts Advanced UX Design Process PT option: Year 1 OR UXDN423 30 pts Digital Product Design PT option: Year 1	UXDN597 90 pts User Experience Design Research Portfolio PT option: Year 2
Tri3 UXDN504 60 pts User Experience Design Capstone PT option: Year 2			

1. Deletion of MDDN 413 *Graphic Design Practice*, MDDN 415 *Information Design*, and SIDN 412 *Mātauranga Design* from the MUXD schedule

These changes aim to improve the programme’s structure, content and overall student learning experience by creating a more streamlined, integrated, and relevant curriculum that reflects current industry practices and aligns with the programme’s goals. As such, the decision to combine the content of MDDN 415 with MDDN 402 and subsequently remove MDDN 415 from the schedule is based on a thorough assessment of student learning outcomes. Since 2023, the combined content in MDDN 402 has proven to provide a more comprehensive understanding of user experience design by integrating conceptual knowledge with practical application. By offering assignment

options, students can tailor their individual projects to delve deeper into either digital product design or information design, enhancing their skills and catering to individual interests.

In addition, the integration of essential graphic design topics into UXDN 404 (formerly MDDN 417) ensures students acquire the necessary visual communication skills without the need for a separate course. This strategic condensation of content in the first trimester allows for a more balanced distribution of learning throughout the programme, enabling students to gain crucial knowledge earlier and apply it to their portfolio projects in the second trimester.

Finally, the deletion of SIDN 412 *Mātauranga Design* reflects a shift towards a more integrated approach to incorporating Mātauranga Māori principles throughout the MUXD programme. The creation of the new 30-point UXDN 406 *He Māramatanga / UX Design Context in Aotearoa* course will ensure that Mātauranga Māori content is delivered in a dedicated manner, providing students with a deeper understanding of its significance in design. Furthermore, the amendments to UXDN 416 (formerly MDDN 416) demonstrate a commitment to weaving Mātauranga Māori perspectives into other core courses, enriching the overall curriculum and reflecting the unique cultural context of Aotearoa New Zealand.

These amendments represent a positive step towards creating a more effective and engaging learning experience for students while aligning the programme with current industry trends and cultural context. They also ensure that the MUXD programme remains attractive and viable for students who want to study part-time. Students can undertake both the Capstone and Research Portfolios part-time over two or three years. The programme amendments maintain the laddering of topics and skills developed in recent years.

2. Introduction of UXDN 406 *He Māramatanga / UX Design Context in Aotearoa* as a new core course

This new course combines all the material previously taught in *Mātauranga Design* SIDN 412, along with important context for UX design students in Aotearoa New Zealand. It will engage with Māori creativity and Mātauranga Māori (Māori knowledge) to explore design that references Māori protocols and knowledge. Students will learn how to understand and interact with Māori concepts in ways that are culturally sound and appropriate in their own design practice. This is blended with critical exploration of the following: design values and ethics, UX design and public sector, sustainability, and the ML/AI ethics and processes. Previously, these topics were primarily taught in the second trimester of the MUXD programme (MDDN416, MDDN402). Moving these topics into the first trimester supports students selecting the research portfolio pathway as they are introduced to critical ideas that are very likely to be useful in their individual research programmes. Also, the blending of Mātauranga Māori and UX Design topics in one course better integrates te ao Māori into the MUXD overall. This aligns with VUW's commitment to biculturalism and the increasing recognition of Indigenous knowledge systems in design practice.

3. Replacing MDDN 402, 416, 417, and 502 with new course codes UXDN 423, 416, 404, and 504

The proposed amendment of core course codes within the Master of User Experience Design (MUXD) programme is essential to accurately reflect the programme's unique identity and multidisciplinary nature. Currently, using MDDN (Media Design) codes creates a misleading association with the Bachelor of Design Innovation (BDI) Media Design major. While there is some overlap in skill sets, MUXD encompasses a broader range of disciplines beyond media design,

including aspects of service design, interaction design, communication design, and design research. By establishing a dedicated UXDN course code, the new course codes will clearly delineate the MUXD programme from other undergraduate and postgraduate offerings, making it easier for prospective students to understand the programme's breadth and focus. This clarity is useful for attracting and recruiting students with diverse backgrounds and interests who may not specifically seek a media design focus. In addition, graduates will benefit from having course codes that explicitly align with their Master of User Experience Design degree, enhancing the professional recognition and value of their qualifications.

4. Introduction of a 90-point research portfolio thesis option

Introducing a new completion option for the MUXD through a 90-point research portfolio thesis option alongside the existing coursework pathway, the MUXD programme aims to provide students with greater flexibility, deeper learning opportunities, and skills relevant to professional practice and further academic pursuits. A 90-point research portfolio will allow students to delve into specific design areas that align with their interests and professional goals, fostering deeper research and knowledge creation. In addition, this pathway will permit the development of research and critical thinking skills as the research portfolio thesis format requires students to develop crucial research, critical thinking, and analytical skills valuable in diverse design careers and further academic pursuits. This option will also give students greater flexibility in tailoring their studies to their individual aspirations, whether focused on professional practice or further research endeavours, opening up an increased possibility for doctoral studies. Finally, this change will also align with industry demands, where there is an increasingly research-driven design landscape and the ability to conduct independent research and present findings effectively is becoming increasingly valued by employers.

5. Adding 15- and 30-point course codes for *Directed Individual Studies (UXDN 483, 484)* and *Special Topics (UXDN 485-486, 487)*

Directed individual studies and Special Topics inject a powerful element of flexibility into the MUXD programme, allowing students to personalise their learning experience. These courses will also empower students and academic staff to explore the latest advancements, emerging trends, and niche areas in the curriculum. This flexibility benefits students by ensuring their education remains relevant and tailored to their interests.

A3 Proposed amendments

Amend the 2025 VUW Calendar as follows:

Master of User Experience Design MUXD (180 points)

These regulations are to be read in conjunction with the General Programmes of Study Regulations.

Entry requirements

1. (a) Before enrolment, a candidate for the MUXD degree shall have:
 - (i) completed a Bachelor's degree of a tertiary institution in New Zealand, or an equivalent qualification, with an average grade of at least B; and
 - (ii) been accepted by the head of school as capable of proceeding with the proposed course of study.
- (b) Requirement (a)(i) may be waived by the Associate Dean (~~Students~~ **Students (Postgraduate – Taught)**) of the Faculty of Architecture and Design Innovation for a candidate who has had

extensive practical, professional, or scholarly experience of an appropriate kind, equivalent to a Bachelor's degree.

General requirements

2. (a) The course of study for the MUXD shall consist of:

Part 1: SIDN 412, MDDN 413, 417 UXDN 404, 406

Part 2: MDDN UXDN 416, 423 30 points from MDDN 402, 415

Part 3: MDDN UXDN 504.

(b) Entry to Part 3 requires completion of Parts 1 and 2 with at least a B+ average, or permission of the head of school.

(c) With the head of school's permission, a candidate may replace UXDN 504 and 30 points from Part 2 with UXDN 597.

(d) The minimum and maximum periods of enrolment for UXDN 597 are specified in the Master's Thesis Regulations.

Note: A student who does not complete the MUXD may be able to transfer the courses to a Postgraduate Certificate or Postgraduate Diploma in Design Innovation. Refer to the PGCertDI and PGDipDI regulations.

3. A candidate shall normally be enrolled for at least three trimesters, and complete the degree within three years of first enrolling. The Associate Dean **Students (Postgraduate – Taught)** may extend the maximum period in special cases.

Substitution of courses

4. In exceptional cases, and with the permission of the head of school, a candidate may replace up to 30 points of courses in Parts 1 and 2 with substitute courses of at least equivalent points value selected from the schedules of postgraduate Honours or Master's degrees of this university. (See the general provisions concerning the substitution of courses in section 5.5 of the General Programmes of Study Regulations).

Award of Distinction or Merit

5. The MUXD may be awarded with Distinction or Merit as described in the Assessment Handbook.

Schedule to the MUXD Regulations

Course	Title	Pts	Prerequisites (P)
MDDN 402	Digital Product Design / Hoahoa ā-Huataonga Matihike	30	P permission of head of school
UXDN 404	User-Experience Design Process / Tukanga ā-Hoahoa Wheako ā-Kaiwhakamahi	30	P permission of head of school; X MDDN 417
UXDN 406	He Māramatanga / UX Design Context in Aotearoa	30	P permission of head of school
MDDN 413	Graphic Design Practice / Tikanga ā-Hoahoa Whakairoire	15	P as for MDDN 402
MDDN 415	Information Design Practice	30	P as for MDDN 402
MDDN 416	Advanced User Experience Studio / Taupuni Wheako Whaiaro Whatutoto	30	P as for MDDN 402

UXDN 416	Advanced User Experience Design Process / Tukanga ā-Hoahoa Wheako ā-Kaiwhakamahi Whatutoto	30	P permission of head of school; X MDDN 416
MDDN 417	User Experience Design Practice / Tikanga ā-Hoahoa Wheako Kaiwhakamahi	30	P permission of head of school
UXDN 423	Digital Product Design / Hoahoa ā-Huataonga Matihiko	30	P permission of head of school; X MDDN 402
UXDN 483	Directed Individual Studies	15	
UXDN 484	Directed Individual Studies	30	
UXDN 485-486	Special Topics	15	
UXDN 487	Special Topics	30	
MDDN 502	User Experience Design Capstone	60	P enrolment in the MUXD
UXDN 504	User Experience Design Capstone / Whakatinana ā-Hoahoa Wheako ā-Kaiwhakamahi	60	P completion of MUXD Parts 1 and 2 with at least a B+ average, or permission of the head of school; X MDDN 502
UXDN 597	User Experience Design Research Portfolio	90	P permission of head of school
SIDN 412	Mātauranga Design	15	P permission of head of school; X CCDN 412

Postgraduate Certificate in Professional Studies

Replace MDDN 402 with UXDN 423 from the list of papers for the Digital Tools and Visualisation (DTV) specialisation (page 483).

Replace MDDN 413 with UXDN 406 from the list of papers for the Critical Design Studies (CDSA) specialisation (page 483).

Replace MDDN 416 with UXDN 416 from the list of papers for the User Experience Design Foundations (UXDF) specialisation (page 483).

Replace MDDN 417 with UXDN 404 from the list of papers for the User Experience Design Foundations (UXDF) specialisation (page 483).

A4 Implications and resources

Academic staff

Staffing changes are not anticipated as a result of this amendment. Current MUXD staff will continue to teach courses in the programme. Supervision for students enrolled in the 90-point portfolio will be provided by MUXD lecturers and staff in the wider School of Design Innovation.

Library

No implications for library resources. There are already resources in the library for the design students, and we are able to purchase new resources as needed to support the courses.

Teaching facilities and support

There is no anticipated impact on teaching facilities and support. Students undertaking the MUXD 597 *User Experience Design Research Portfolio* will be provided with desk space and computer access as part of the Resource Agreement for Thesis Students.

Anticipated enrolments

This amendment intends to attract and support the retention of students in the MUXD by creating a more flexible study programme.

Administrative implications

The proposed change has been discussed with Titoko and our school and faculty administrative staff. Student advisors will need to update all course advising information for the MUXD to reflect these changes. The Faculty will refresh all student-facing material, and the Calendar must be updated. The SoDI school manager is dealing with timetabling to prevent issues for students taking the MUXD. Special topic courses will be used to address the initial transition of the current cohort if required. In the long term, however, there will be fewer courses for students to enrol in, simplifying enrolments to a small degree.

Programme or course limitations / selection criteria

None.

Fee implications

Not significant. The new UXDN courses will be charged at the same fee per point as existing MDDN courses. The UXDN thesis courses are slightly cheaper than taught PG courses; therefore, there will be a slight cost reduction. However, UXDN 597 will attract research completion funding.

Website and publication amendments

Banner and Course Finder will need to be updated, and the 2025 Calendar and/or Mata will also need to be updated to reflect these changes. In addition, the content on the website will need to be amended to reflect the two options (capstone and thesis) and their associated completion timeframes.

Transitional arrangements and other consequential changes

Currently, three part-time students in the MUXD programme expect to continue their studies in 2025. The proposed changes mean that these students will miss topics previously taught in MDDN 413, as these topics will be moved to a course they have already completed (MDDN 417, now UXDN 404). These students will be given the teaching material and have small-group tutoring to support their development in these topic areas.

In addition, this proposal has been discussed with all the relevant staff. The student recruitment team (SRAO) will be able to advise prospective students during school visits. The School can promote and inform prospective students about this change during open days at the university. Student Advisers of the Titoko team will need to advise existing students completing under the current statute how this change will affect them.

Internships, field trips and other external arrangements

N/A

A5 Te Tiriti o Waitangi

The content previously taught in SIDN 412 *Mātauranga Design* will now be taught in UXDN 406 *He Māramatanga / UX Design Context in Aotearoa*. This content will be taught by Māori academics in conjunction with other important contexts in the User Experience Design field. Embedding the significance of Mātauranga Māori and Tikanga within the context of User Experience Design will allow the programme to draw connections between these protocols and UX practices and broader sociocultural and political concepts, ethics, and values. For example, we will teach connections between Mātauranga Māori and contemporary environmental concerns relevant to the design field. Marae visits will be an integral part of the new course, emphasising Whānaungatanga and Akoranga. UXDN 416 has also been amended to foster and include Kaitiakitanga and Manaakanga with research participants as a course learning objective. Students will be taught the significance of Tikanga in collecting and protecting stories and experiences as Taonga. UXDN 402 will also support kaitiakitanga by teaching concepts and initiatives regarding Māori data sovereignty in relation to digital product design. The new course structure and increased study pathways offered in the MUXD afford greater Rangatiratanga by allowing students to determine individual courses of study to meet their needs and goals. Through the research portfolio, we offer an opportunity for Whai Mātauranga - research into concepts and practices with significance to Te Ao Māori. In recent years, we have encouraged Capstone projects for MDDN 502 students (now UXDN 504) that emphasise UX Design practice within Te Ao Māori and also those that are responding to the needs of tangata whenua within a broader context. These projects have involved students working alongside Iwi administrators, the National Library, Te Whatu Ora, and Māori design companies, one developing a te reo education programme, and one a digital product for takoha. This emphasis will continue.

A6 Consultation

Refer to the appendix for consultation details.

Course Description: UXDN 404 (2025,T1)

Course title	User Experience Design Process / Tukanga ā-Hoahoa Wheako ā-Kaiwhakamahi		
Short title	UX Design Process	Point value	30
Course coordinator	Gillian McCarthy	NZQF level	8
Qualification schedule:	Master of User Experience Design, PGCertPS		
Prerequisites, corequisites, restrictions	P permission of head of school; X MDDN 417		
Prescription	In this course, students develop skills in core user experience design processes such as problem framing, qualitative research and analysis, visualisation communication techniques, interaction design, and prototyping. Students are also introduced to designing for accessibility, and design ethics , and will use industry-standard tools and techniques.		
Student workload hours	300	Contact Hours	
Teaching/learning summary		Lectures	24
<p>This course will meet for lectures, tutorials, and studio sessions where students can explore and develop their user experience design and research practice in a collaborative environment, build technical skills, discuss readings, and engage in critical review.</p> <p>All scheduled classes in this course are primarily delivered in-person. Upon application, a Zoom livestream of the classes may be made available to approved students.</p> <p>Recordings of lecture content will be made available via Nuku. Recordings of other studio class activity may be made available to registered distance students and for students affected by special circumstances, upon approval of the course coordinator.</p> <p>Distance students are required to have an up-to-date computer with functioning microphone, camera and reliable Internet access to sign up for remote study.</p>		Tutorials	
		Seminars	
		Labs/Studios	36
		TOTAL	60
Course learning objectives (CLOs)	Students who pass this course should be able to:		
1	Demonstrate professional practices of UX design research.		
2	Apply UX design skills, technology and practices to solve design problems.		
3	Communicate design concepts clearly through written, visual, and verbal communication		
4	Reflect in-depth on UX concepts, knowledge, and personal practice Critically reflect on UX design concepts and techniques, in relation to their own design process.		
Assessment items and workload per item		%	CLO(s)
1	UX Report (1,500 words) [expected workload: 90 hours outside of class time].	40%	1, 2, 3, 4
2	Visual communication project (Design files and 500 words [expected workload: 40 hours outside of class time]. UX Prototype (oral presentation and visual documentation) [expected workload: 60 hours outside of class time].	20%	2, 3, 4
3	UX Prototype (Prototype files and project presentation (5 minutes) [expected workload: 90 hours outside of class time].	40%	1, 2, 3, 4
Mandatory course requirements	In addition to achieving an overall pass mark of 50%, students must:		
There are no mandatory course requirements for this course.			

Course Description: UXDN 406 (2025,T1)

Course title	He Māramatanga/ UX Design Context in Aotearoa		
Short title	He Māramatanga	Point value	30
Course coordinator	David Hakaraia, Bert Aldridge	NZQF level	8
Qualification schedule:	MDT, MUXD, MINDS, PGCertPS		
Prerequisites, corequisites, restrictions	Permission of head of school		
Prescription	<p>In this course, students will develop an understanding of cultural and ethical considerations for the professional practice of UX design in Aotearoa, New Zealand. Content will explore Mātauranga Māori (Māori knowledge) in the context of UX and communication design. Students will learn how to understand and engage with Māori concepts in their own design practice in ways that are culturally sound and appropriate. We also explore important socio-cultural contexts, including design ethics and values, UX design for sustainability, and the public sector.</p>		
Student workload hours	300	Contact Hours	
Teaching/learning summary		Lectures	24
		Tutorials	
		Seminars	
		Labs/Studios	36
		TOTAL	60
<p>This course will meet for lectures, tutorials, seminars, and studio sessions that will include interactions with iwi cultural activities. Students will also explore and develop their user experience design and research practice in a collaborative environment, build technical skills, discuss readings, and engage in critical review.</p> <p>All scheduled classes in this course are primarily delivered in-person. Upon application, a Zoom livestream of the classes may be made available to approved students.</p> <p>Recordings of lecture content will be made available via Nuku. Recordings of other studio class activities may be made available to registered distance students and students affected by special circumstances upon approval of the course coordinator.</p> <p>Distance students are required to have an up-to-date computer with a functioning microphone, camera and reliable Internet access to sign up for remote study.</p>			
Course learning objectives (CLOs)		Students who pass this course should be able to:	
1	Interpret traditional Māori protocols and how they relate to Māori design.		
2	Apply knowledge of Māori design into user experience design processes and professional practice.		
3	Critically evaluate the role of Mātauranga Māori in relation to students' individual perspectives		
4	Communicate individual and collective user experience design strategies using culturally appropriate approaches and formats.		
5	Summarise and critically evaluate the role and impact of design ethics and values.		
Assessment items and workload per item		%	CLO(s)
1	Kaitiakitanga Explore the concepts of Pēpēha and Whakapapa through visual design and presentation. (Expected workload: 60 hours outside of class time)	25%	1, 2, 3, 4
2	Whanaungatanga	50%	1, 2, 3, 4

	Develop design concepts for a digital experience that appropriately reflect Māori principles. (Expected workload: 120 hours outside of class time)		
3	Design ethics and values Explore and critically analyse examples of design experiences that demonstrate the application of ethics and/or values. 1,500 words (Expected workload: 60 hours outside class time)	25%	4, 5
Mandatory course requirements		In addition to achieving an overall pass mark of 50%, students must:	
There are no mandatory course requirements for this course.			

Course Description: UXDN 416 (2025,T2)

Course title	Advanced User Experience Design Process / Tukanga ā-Hoahoa Wheako ā-Kaiwhakamahi Whatutoto			
Short title	Advanced UX Process	Point value	30	
Course coordinator	Catherine Caudwell	NZQF level	8	
Qualification schedule:	Master of User Experience Design, PGCertPS			
Prerequisites, corequisites, restrictions	P permission of head of school; X MDDN 416			
Prescription	In this course, students will analyse and conceive user experience design concepts, techniques and strategies. Students will explore a number of different design processes, frameworks, research methods, prototyping techniques, and design outcomes.			
Student workload hours	300	Contact Hours		
Teaching/learning summary		Lectures	24	
<p>This course will meet for lectures, tutorials, and studio sessions where students can explore and develop their user experience design and research practice in a collaborative environment, build technical skills, discuss readings, and engage in critical review.</p> <p>All scheduled classes in this course are primarily delivered in-person. Upon application, a Zoom livestream of the classes may be made available to approved students.</p> <p>Recordings of lecture content will be made available via Nuku. Recordings of other studio class activity may be made available to registered distance students and for students affected by special circumstances, upon approval of the course coordinator.</p> <p>Distance students are required to have an up-to-date computer with functioning microphone, camera and reliable Internet access to sign up for remote study.</p>		Tutorials		
			Seminars	
			Labs/Studios	36
			TOTAL	60
Course learning objectives (CLOs)	Students who pass this course should be able to:			
1	Integrate user experience design techniques and principles towards solving practical design problems.			
2	Develop strategies to address user experience design challenges.			
3	Research and implement user experience design tools and techniques independently.			
4	Integrate concepts and principles towards effective user experience design. Demonstrate respect (Manaakitanga), care and guardianship (Kaitiakitanga) in user experience research practice.			
Assessment items and workload per item		%	CLO(s)	
1	UX design research and analysis report Report combines visual material and no more than 1,500 words (Expected workload: 90 hours outside class time).	30%	1, 2, 3, 4	
2	UX design strategies and analysis Develop an element of a design process and analyse the qualities of your approach. (Combines visual material and no more than 1,500 words (Expected workload: 30 hours outside class time).	20%	1, 2, 3, 4	
3	User Experience design research and concepts project Design research, concepts and commentary of no more than 1,500 words; in-class presentation (Expected workload: 120 hours outside class time).	50%	1, 2, 3, 4	

Mandatory course requirements	In addition to achieving an overall pass mark of 50%, students must:
There are no mandatory course requirements for this course.	

Course Description: UXDN 423 (2025,T2)

Course title	Digital Product Design / Hoahoa ā-Huataonga Matihiko		
Short title	Digital Product Design	Point value	30
Course coordinator	[Course Coordinator]	NZQF level	8
Qualification schedule:	Master of User Experience Design, PGCertPS		
Prerequisites, corequisites, restrictions	P permission of head of school; X MDDN 402		
Prescription	In this course students will explore and implement current digital product design methods for software, complex websites and apps. The course focuses on complex interaction design, developing design systems, the interrelationship between design research and rapid prototyping as well as effective and accurate information design. Students will also be introduced to digital product environments such as Agile development.		
Student workload hours	300	Contact Hours	
Teaching/learning summary This course will meet for lectures, tutorials, and studio sessions where students can explore and develop their user experience design and research practice in a collaborative environment, build technical skills, discuss readings, and engage in critical review. All scheduled classes in this course are primarily delivered in-person. Upon application, a Zoom livestream of the classes may be made available to approved students. Recordings of lecture content will be made available via Nuku. Recordings of other studio class activity may be made available to registered distance students and for students affected by special circumstances, upon approval of the course coordinator. Distance students are required to have an up-to-date computer with functioning microphone, camera and reliable Internet access to sign up for remote study.		Lectures	24
		Tutorials	
		Seminars	
		Labs/Studios	36
		TOTAL	60
Course learning objectives (CLOs)	Students who pass this course should be able to:		
1	Integrate design skills, software and best practices, applying them critically to solve design problems.		
2	Construct creative strategies to address product design challenges.		
3	Demonstrate the ability to research and implement product design tools independently.		
4	Demonstrate critical reflection on product design processes, skills, and personal practice.		
Assessment items and workload per item		%	CLO(s)
1	User Experience Analysis The analysis combines visual material and no more than 1,500 words. (Expected workload: 30 hours outside class time)	20%	1, 4
2	User Experience Design Project The project combines visual material and no more than 1,500 words. (Expected workload: 105 hours outside class time)	40%	1, 2, 3, 4
3	User Experience Research and Design Project The project combines visual material and no more than 2,000 words. (Expected workload: 105 hours outside class time.)	40%	1, 2, 3, 4

Mandatory course requirements	In addition to achieving an overall pass mark of 50%, students must:
There are no mandatory course requirements for this course.	

Course Description: UXDN 504 (2025,T3)

Course title	User Experience Design Capstone / Whakatinana ā-Hoahoa Wheako ā-Kaiwhakamahi		
Short title	UX Capstone	Point value	60
Course coordinator	Bert Aldridge	NZQF level	9
Qualification schedule:	Master of User Experience Design		
Prerequisites, corequisites, restrictions	P completion of MUXD Parts 1 and 2 with at least a B+ average, or permission of the head of school; X MDDN 502		
Prescription	In this course students apply knowledge and skills developed in the 400-level courses to a supervised project with an external organisation, or a personal project they define. Students will focus on extending all of their abilities, with particular emphasis on designing process, and communicating with stakeholders. Student work is experimental in nature, yet practical and useful. Students apply both analytical and creative approaches to problem-solving alongside a reflective design practice.		
Student workload hours	600	Contact Hours	
Teaching/learning summary	Lectures		12
<p>This course will meet for lectures, tutorials, and studio sessions where students can explore and develop their user experience design and research practice in a collaborative environment, build technical skills, discuss readings, and engage in critical review.</p> <p>While working on their Capstone projects, students will document and critically reflect on their tasks and outcomes, and present the outputs in writing, visual materials, and oral presentation.</p> <p>All scheduled classes in this course are primarily delivered in-person. Upon application, a Zoom livestream of the classes may be made available to approved students.</p> <p>Recordings of lecture content will be made available via Nuku. Recordings of other studio class activity may be made available to registered distance students and for students affected by special circumstances, upon approval of the course coordinator.</p> <p>Distance students are required to have an up-to-date computer with functioning microphone, camera and reliable Internet access to sign up for remote study.</p>	Tutorials		
	Seminars		
	Labs/Studios		24
	TOTAL		36
Course learning objectives (CLOs)	Students who pass this course should be able to:		
1	Analyse, research and plan a user experience design project.		
2	Design and implement a research-driven solution to an appropriate user experience problem.		
3	Research and explain techniques, concepts and strategies as part of an iterative design process.		
4	Clearly communicate design findings verbally, visually and in writing towards a professional level		
Assessment items and workload per item		%	CLO(s)
1	Project progress report 1 (3,000 words). (Expected workload: 200 hours outside class time for assignment and project work)	30%	1, 2, 3, 4
2	Project final presentation (10-min presentation, all final project files). (Expected workload: 240 hours outside class time for assignment and project work)	30%	1, 2, 3, 4

3	Information design and critical reflection (1,000 words, A0 poster in pdf format). (Expected workload: 120 hours outside class time for assignment and project work)	20%	1, 2, 3, 4
4	UX case study (2,000 words and prototype). (Expected workload: 44 hours outside class time for assignment)	20%	3, 4
Mandatory course requirements		In addition to achieving an overall pass mark of 50%, students must:	
There are no mandatory course requirements for this course.			



Appendix: Consultation

Proposal name	Amend the MUXD programme
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Consultation	Response to feedback
Academic Office	Feedback incorporated regarding degree regulations
Future Students	Feedback received regarding transitional arrangements between the existing and proposed regulations
CAD	Feedback received regarding the proposed new courses and scaffolding of content
BDI current student cohort	Feedback received through different meetings regarding the proposed new MUXD structure
MUXD current student cohort	Feedback incorporated regarding the proposed changes
Industry	Feedback received from the industry has been positive, particularly towards the new courses and thesis pathway as those address the needs of the market



Programme amendment cover sheet

Proposal name	Amend the name of the PHSD major		
Proposer	Eva Neely		
Faculty	Health		
Summary	Amend the name of the Population Health, Policy and Service Delivery major		
Year	2024		
Reference	BHIth/2		
CONSULTATION	Person consulted	Summary and reference	
Academic Office	Linda Roberts	Feedback incorporated	
Associate Dean	Natalie Lindsay	Feedback incorporated	
CAD	CAD-Contact@vuw.ac.nz	No issues identified	
Course Admin.	Course-admin@vuw.ac.nz	Feedback incorporated	
Faculty Admin. / Student Success	Amy de Boer / Greg Ambrose	No issues identified	
Library	Marisa Jayna	No issues identified	
PAMI	Info-unit@vuw.ac.nz	No issues identified	
Toihuarewa	Meegan Hall	No issues identified	
School Admin.	Stella Watta	No issues identified	
Student Finance	Stephanie Hunter	No issues identified	
Future Students	Tessa Hope	Feedback provided	
Students	Joseph Habgood	Feedback provided	
APPROVAL	Authority	Date	Recorded by
Head of School	Annemarie Jutel	28-05-24	Yang Liu
Fac. Acad. Cttee.	Natalie Lindsay	29-05-24	Yang Liu
Faculty Board	Helen Rook	04-06-24	Yang Liu
Academic Prog. Committee	Robyn Longhurst	25-06-24	Carol Morris
Academic Board			
CUAP			



Programme amendment

Proposal name	Amend the name of the PHSD major
Faculty	Health
CUAP Category	6.1.8
Year effective from	2025

A1 Purpose

1. To change the name of the Population Health, Policy and Service Delivery (PHSD) major in the Bachelor of Health (BHIth) to Health Policy and Innovation
2. To change the Specialisation requirements in the Graduate Certificate and Diploma in Health

A2 Justification

We propose to change the name of the major in the Bachelor of Health, currently titled "Population Health, Policy and Service Delivery" to "Health Policy and Innovation". This change is to make the major easier to understand, to better reflect the content being delivered, and to have broader umbrella terms under which some of the current components (population health and service delivery) can easily lodge. The current title only makes reference to aspects of the major, and detracts from the core focus, which centres on creating change through health policy in innovative ways *including* but not limited to population health and service delivery.

There are also important pragmatic reasons for this change. It contains too many characters to fit into many digital platforms, and ends up being abbreviated in ways that confuse its meaning.

A3 Proposed amendments

Amend the 2024 Calendar as follows:

Amend the name of the major in the BHIth (page 297):

~~Population Health, Policy and Service Delivery (PHSD)~~ Health Policy and Innovation (HPIN)

Amend the Specialisation requirements in the Graduate Certificate and Diploma in Health (page 298):

~~Population Health, Policy and Service Delivery (PHSD)~~ Health Policy and Innovation (HPIN)

A4 Implications and resources

Academic staff

No implications as there are no additional courses in any of these changes.

Library

There are no implications for library resources, as there are no changes to courses.

Teaching facilities and support

No implications; existing resources remain sufficient.

Anticipated enrolments

The major title change is expected to result in a modest increase in enrolments, as the proposed change will more clearly convey the content and focus of the major to students.

Administrative implications

Titoko staff will be briefed on the changes once they are implemented. Student advisors will be given information on the renaming of the majors, and the different options available to students.

Programme or course limitations / selection criteria

n/a

Fee implications

No implications

Website and publication amendments

All publications and systems will need to be updated to reflect the changes.

Transitional arrangements and other consequential changes

No implications

Internships, field trips and other external arrangements

n/a

A5 Te Tiriti o Waitangi

The Bachelor of Health focuses on health and wellbeing in the New Zealand context, and teaches students who will improve the health and wellbeing of NZ communities. This aim makes it essential that this programme provides a sound understanding of the implications of Te Tiriti for health and wellbeing. Content within the courses focuses on Māori health, and the social, economic and environmental influences on Māori health and wellbeing, and the contribution of whānau, hapū, iwi and tribal entities to Māori health and wellbeing. It is our experience that students frequently focus on topics and key issues that contribute to Māori health development.

The Bachelor of Health recognises the importance of Māori concepts of health and wellbeing, including for example the *Te Whare Tapa Whā* model which considers the four cornerstones of Māori health as Taha tinana (physical health), Taha wairua (spiritual health), Taha whānau (family health), and Taha hinengaro (mental health).

The Faculty of Health has considered the alignment between the Bachelor of Health and Victoria's *Māori Strategic Outcomes Framework/Mai i te Iho ki te Pae*. The programme supports the objectives of that framework through recruiting and supporting Māori students to achieve success in the programme, encouragement of Māori research scholarship and the preparation of graduates to make positive contributions to Māori development and to respect indigenous cultures in both the NZ context and the wider global setting.

The current name change will not affect the content of the major, as the intent is to more accurately and precisely name the major. Therefore, there will be no implications on how Te Tiriti o Waitangi is reflected in the major.

A6 Consultation

n/a



Programme amendment cover sheet

Proposal name	Amend BCom regulations		
Proposer	Allan Sylvester		
Faculty	Business and Government		
Summary	Refreshing the Bachelor of Commerce degree by amending the core, including introduction of four new courses		
Year	2024		
Reference	BCom/2, BA/10, BSc/4, BHLth/2		
CONSULTATION	Person consulted	Summary and reference	
Academic Office	Academic-office@vuw.ac.nz	No issues raised	
Associate Dean	John Randal	Feedback incorporated	
CAD	Kathryn Sutherland	No issues raised yet though ongoing consultation	
Careers & Employt (WIL)	Alice Hodder	No issues raised	
Course Admin.	Teresa Schischka	Feedback provided	
Titoko	Tracey Wharakura	No issues raised	
Library	P Worthington/D Taine	No issues raised	
PAMI	info-unit@vuw.ac.nz	No issues raised	
Toihuarewa	Meegan Hall	Feedback provided	
School Admin.	NA		
Student Finance	Paige Jarman	Feedback provided	
WUI	Alsu Sworder	No issues raised	
Future Students & Marketing	Cathy Powley Nigel Riley	Supportive of proposal	
Students	Via FB reps	Supportive of proposal	
Other faculties	Science AC, FB Engineering AC	The Science Faculty noted the proposal and were supportive. The Engineering Faculty noted the proposal and were supportive.	
APPROVAL	Authority	Date	Recorded by
Fac. Acad. Cttee.	John Randal	24/4/24	Kim Hann
Faculty Board	Jane Bryson	24/4/24	Kim Hann
FHSS FB	Sarah Leggott	23/4/24	Catherine Townsend

Acad. Prog. Committee	Robyn Longhurst	25/06/24	Carol Morris
Academic Board			
CUAP			

Add more rows if more than one faculty needs to approve the proposal.



Programme amendment

Proposal name	Amend BCom regulations
Faculty	Business and Government
CUAP Category	6.1.6: Extensive changes to the courses that comprise the BCom programme
Year effective from	2025

A1 Purpose

1. Amend the Graduate Profile for the Bachelor of Commerce (BCom) degree
2. Create two new courses (BCOM 201, 301) which become the new BCom core
3. Convert special topic courses (BCOM 101, 102) into permanent courses - retain course codes but not special topic slots
4. Remove the distinction between Group 1 and Group 2 majors in the BCom regulations, and consequently amend various BCom major requirements to explicitly require 100-level prerequisites to sit in the majors
5. Amend the Public Policy major requirements in the Bachelor of Arts degree
6. Make minor amendments to the Accounting (ACCY) and Human Resource Management and Employment Relations (HRER) majors to reflect changes in delivery patterns (to FINA 101 and FHSS 207 respectively)
7. Remove the Information Systems (INFO) specialisations within the INFO major, as specified in the BCom and BSc
8. Amend the prerequisites and restrictions for COML 111, 203 and PUBL 201
9. Delete FCOM 111.

A2 Justification

The Bachelor of Commerce (BCom) is the undergraduate degree for the Wellington School of Business and Government (WSBG, also known as the Faculty of Commerce). The current structure of the BCom was introduced in 2013, when the Bachelor of Commerce and Administration was replaced. While there have been changes to various courses, majors and minors, the overall programme has not substantially changed since. Within this time, the Faculty changed its name from the Victoria Business School to the Wellington School of Business and Government (WSBG), with a mission that reflects the University's Capital City location and the Faculty's distinctiveness, including that the Faculty has a School of Government alongside more traditional business school disciplines. In the same time period, VUW has also articulated the university's strategic position and goals as: governing for the future, living and making the Wellington vibe, being Asia-Pacific globally minded, thriving through creativity, honouring Te Tiriti o Waitangi, commitment to sustainability and wellbeing. Most recently, the University is focused on expanding opportunities for experiential learning and work integrated learning. Refreshing the BCom presents an ideal opportunity to confirm and align with the University's strategic intent.

INTERNAL CONTEXT ONLY

Enrolments in the VUW BCom have declined substantially in absolute and relative terms. Globally, undergraduate business degree enrolments have declined, as this is evident in New Zealand institutions, however, VUW has lost market share nationally compared to competitor business/commerce programmes. Internally, the programme has also lost market share within the University's undergraduate enrolments, and new programmes (including in Health, Communication, Global Studies, and Psychology) provide alternative undergraduate business and government study options with majors taught by WSBG. In 2015, when the BCom was fully phased in, Commerce enrolments represented 25.8% of total VUW EFTS. This proportion peaked in 2017 at 26.9%, and since has steadily declined to 20.1% in 2023. VUW UG EFTS declined 11.4% between 2017 and 2023, while Commerce UG EFTS declined 33.8% over the same period (from 3779 in 2017 to 2503 in 2023), as the faculty enrolled a smaller share of a smaller student body. The drop in Commerce EFTS accounts for almost 80% of the decline in VUW UG EFTS.

Accrediting body requirements and analysis of business education trends have informed the curriculum development, as has a benchmarking exercise of over 40 undergraduate commerce and business programmes in peer institutions. Victoria University of Wellington has a cross-university focus on developing work integrated learning, multi-disciplinarity, transitional pedagogies, and place-based curriculum. WSBG has developed a framework for learning and teaching that reflects its mission and has informed the redevelopment of the BCom. This framework prioritises learning, teaching and assessment that is interactive, engaging and relevant by being:

- Inclusive and culturally responsive and providing a safe and supportive learning environment and community where priority learners, including Māori and Pasifika, feel they belong and can succeed.
- Impactful through engaging and collaborating with business, government, and the community in the Wellington Region and beyond.
- Accessible, through choice and flexibility.
- Focused on student outcomes through scaffolding and embedding skills development in the curriculum to support transitions, student success, and employability.

This framework aligns with programme accreditors AACSB's new Business Accreditation Standards (adopted in 2020) which expects "content that is current, relevant, forward-looking, globally-oriented... cultivates agility with current and emerging technologies ... promotes and fosters innovation, experiential learning and a lifelong learning mindset. Programme elements promoting positive societal impact are [expected to be] included within the curriculum." AACSB Business Accreditation Standards, July 2022, Standards 4.1 and 4.3).

Extensive consultation has been undertaken [section A6/Consultation Appendix], including with employers through the WSBG Advisory Board. In the ongoing volatile and uncertain business conditions employers expect graduates with essential skills to analyse and evaluate information, identify patterns, make sound decisions, and develop novel or innovative solutions to problems. Regardless of specialist disciplinary knowledge, employers want graduates to be work-ready and able to apply relevant soft and technical skills to practical situations, work efficiently in a team, communicate effectively and professionally with colleagues and clients, and solve problems creatively using appropriate (and current) tools and techniques. They also need new graduates to

have skills, such as critical thinking, analytical skills, creativity, and ability to navigate uncertainty. Employers and Business School accrediting bodies also expect BCom graduates to be able to lead conversations about transformative topics such as sustainability, inclusivity, and technological agility, which can impact the overall performance and reputation of businesses and promote positive societal impact. AACSB also highlight the importance of experiential learning and opportunities for students to engage with professionals and other stakeholders, and support preparation for their careers.

Graduate Attributes

The programme graduate attributes for the BCom have been revised and demonstrate what graduates should achieve through the completion of this specific programme.

The Wellington School of Business and Government prepares BCom graduates to:

1. Critique the interrelationships between business, government and society.
2. Incorporate Te Tiriti o Waitangi and its implications within business and government in Aotearoa New Zealand.
3. Critically evaluate diverse multicultural and international viewpoints to enhance the effectiveness, accountability and sustainability of business and government.
4. Integrate knowledge and skills to engage impactfully with complex current and emerging challenges in business and government.
5. Find, analyse and evaluate data, information and evidence to inform decision-making and policy.
6. Apply critical and creative thinking in business, government and disciplinary contexts.
7. Collaborate and communicate effectively in physical and digital environments.
8. Work purposefully, independently, ethically and with integrity in scholarly, professional and community contexts.
9. Make a positive societal impact in Aotearoa New Zealand, the Pacific, and globally.

The distinctiveness of the BCom at WSBG is reflected in the focus on business and government within the graduate attributes, specifically the interrelationships between business, government and society (GA-1), challenges for business and government (GA-4), and the business and government contexts in which other attributes apply. The importance of the place of Aotearoa New Zealand is reflected in GA-2 and incorporating Te Tiriti o Waitangi and its implications, as well as making a positive societal impact locally and regionally within the Pacific (GA-9). The international context is reflected in GA-3 and GA-9. Attributes GA-5 to GA-8 focus on skills and ethics.

Majors

Victoria University of Wellington regulations permit students to take a second (or third) major from outside the relevant (home) degree's schedule. For example, a BA student could take the Management major from the BCom as a second (or outside) major. While all BCom students are required to complete the core as part of the degree requirements, some majors from the BCom also require students to complete the BCom core *even* if the major is acting as an outside major in another degree. This serves to ensure that any "business graduate" from VUW has a broad understanding of the business context, but also creates a barrier to access, since while students may want the specialist discipline knowledge the major can provide, they may neither have space in their degree nor inclination to complete the BCom core.

Business majors were grouped in response to AACSB's requirements:

- Group 1 majors (Accounting, Commercial Law, Human Resource Management and Employment Relations, International Business, Management, Marketing, and Taxation) require students to also complete the BCom core regardless of the home degree.
- Group 2 majors (Actuarial Science, Data Science, Economics, Finance, Information Systems, Public Policy, and Tourism Management) can be taken as an outside major without students also completing the BCom core. Some of these majors are also included on other degree schedules (Data Science: BA and BSc schedules; Economics and Public Policy: BA schedule; Actuarial Science and Information Systems; BSc schedule).

While the two groups were introduced in 2013 to satisfy AACSB expectations, over time those expectations have changed, and in dramatic fashion in the 2020 review of the AACSB Standards. The case for group 1 and 2 majors is no longer compelling and so this opportunity is taken to remove this categorisation and the barrier it creates to the University's students incorporating business knowledge into a standard 360-point degree programme (as opposed to a conjoint degree). The implication of this is that all BCom majors will be available to students in other degrees as outside majors, and will no longer require students in the ex-Group 1 majors to also complete the BCom core.

This opportunity is taken to ensure all 100-level prerequisite courses are consistently written into the major requirements, affecting all those that were in Group 1. FCOM 111 *Government, Law and Business*, is replaced by COML 111 *Law for Business* in the Accounting, Commercial Law and Taxation majors, and removed as an option in the Public Policy major.

In addition, the Accounting major is amended to signal that the primary means to meet the finance requirement is via FINA 211 *Corporate Finance for Accounting and Business* rather than FINA 101 *Finance for Business* which has not been offered in recent years. The Human Resource Management and Employment Relations major is amended to reflect that the double labelling of HRER/FHSS 207 *The Future of Work* has ceased, and the FHSS 207 option is therefore no longer needed.

Two specialisations were first available to students in the Information Systems (INFO) major in the 2015 academic year, and a third was added in 2023. These have not been popular with students, and in addition, the programme has struggled to offer suitably many 200 and 300-level elective courses to allow students to complete the specialisations. The specialisations showed on the transcript, but not the qualification certificate, which both reduces their visibility and appeal. Consequently, they can be removed in both degrees in which INFO is a home major, the BCom and the Bachelor of Science (BSc).

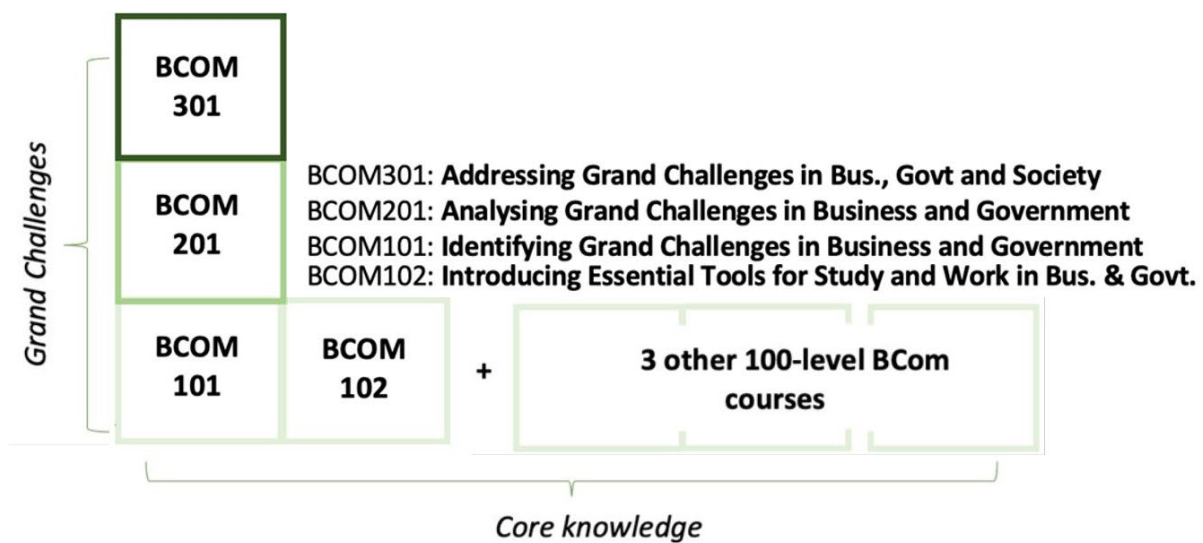
BCom Core

The current BCom core requires seven 100-level courses (105-points) introducing five business disciplines (accounting, information systems, economics, management, and marketing), business statistics, and a course on business, government and law. This core was designed to meet the needs of AACSB and EQUIS initial accreditation, however, these accreditation requirements have changed, giving Business Schools more flexibility. Although designed as a horizontal core with all courses at 100-level, student enrolment patterns indicate that students can and often do take the core across multiple years, and so it does not provide a common foundational experience to the programme. This is amplified because the BCom majors vary considerably in their reliance on core

courses, and on 100-level requirements which sit outside the core. A recent internal academic programme review recommended reviewing the core courses to address duplication of content and inadequate preparation for students to understand and engage with contemporary issues and innovations.

The proposed core has been designed to not only achieve the graduate attributes but also meet several additional purposes: a) building broader business knowledge and language; b) developing students’ academic and professional skills to set them up for success in their study and career; c) embedding the distinctiveness of studying a BCom at the Wellington School of Business and Government in the Capital City university; d) establishing and evaluating the role of business and government in addressing societal challenges; e) meeting the University and Faculty’s commitment to Te Tiriti o Waitangi; f) reflecting contemporary business education pedagogy, including the expectations of accrediting bodies for opportunities development of technological agility, promotion of positive societal impact, engagement in experiential learning and connections with professionals; g) building a greater sense of community and belonging for students; h) create more discernible career and professional development pathways for BCom students, and i), perhaps most urgently, to seek to address the fall in demand for the BCom over the past decade.

The proposed core introduces a vertical component (100- to 300-level) and retains a horizontal (100-level only) component. It introduces four new courses (60-points), and in addition requires a selection of three existing courses from a list of nine 100-level courses, as shown in the diagram below.



The two new 100-level courses (BCOM 101 and 102) provide a common foundation experience, embed transition pedagogies, and complement a selection of three from nine existing courses in order to provide breadth across our business and government disciplines, beyond that provided in individual majors. Students will be strongly encouraged to enrol in BCOM 101 and 102 in their first trimester of study. The courses will embed transition to university pedagogy, will position the BCom education, and the obligations of business and government more generally in the context of Te Tiriti o Waitangi, and will reflect the distinctiveness of the Wellington School of Business and Government.

The horizontal component is:

- BCOM 101 *Identifying Grand Challenges in Business and Government*.
It is the first in a series of "Grand Challenges" courses underpinning the vertical core. It identifies what grand challenges are, and gives examples, such as climate change, intergenerational inequity, and the implications of technological change for work. It will outline why the multiple disciplines we offer are important to analysing and addressing Grand Challenges and will help students to choose their area(s) of specialisation. Each of WSBG's six schools will introduce contemporary grand challenges and will show how their constituent subjects may help address them. Students will see disciplines in context, allowing fine-tuning of choice of major if appropriate.
- BCOM 102 *Introducing Essential Tools for Study and Work in Business and Government*.
This course will support students' transition into tertiary study by developing academic and professional skills to set all students up for success. The course uses business and government as context for developing these skills.
- In addition, students will choose three courses from the following list. The particular combination will depend on the individual student, and will include at least one course from outside of the students' first major discipline. With BCOM 101, this selection will establish breadth of understanding of business beyond what is developed in each major:
 - ACCY 130 *Accounting for Accountability and Decision Making*
 - COML 111 *Law for Business*
 - ECON 130 *Microeconomic Principles*
 - INFO 101 *Introduction to Information Systems*
 - MARK 101 *Principles of Marketing*
 - MGMT 101 *Introduction to Management*
 - PUBL 113 *Social and Public Policy: Values and Change*
 - QUAN 102 *Introductory Applied Statistics for Business*
 - TOUR 101 *Tourism in Aotearoa New Zealand*

Introducing a vertical core - through the BCOM 101, 201, 301 sequence - facilitates the scaffolding of knowledge and skills across years of study, to enable students to achieve and demonstrate the graduate attributes.

- BCOM 201 *Analysing Grand Challenges in Business and Government*.
Students will learn consultancy and advisory skills and how to work in multi-disciplinary teams to analyse a contemporary Grand Challenge case.
- BCOM 301 *Addressing Grand Challenges in Business, Government, and Society*.
Students will work in multi-disciplinary teams to prepare a professional report addressing a challenge faced by external stakeholders.

An increasing emphasis on group work and group assessment is a feature of this new core, and relate to collaboration as a key skill area (GA-7). The core scaffolds students learning to work collaboratively and constructively in teams with preparation beginning at 100-level. BCOM 301 exceeds the usual 15% group assessment limit, though this is pedagogically justified and students will be well prepared for it via the vertical core sequence. In this final course, group assessment is 50% (across two assessment items). To provide some protection against freeloading, the course includes a Mandatory Course Requirement for satisfactory contribution to delivery of the group report (worth 30%).

The new core, and in particular the Grand Challenge courses, will involve external stakeholders to provide students with insights from business and government perspectives. At 100-level, these

perspectives also emphasise the application and importance of skills and knowledge to professional practice. At 200- and 300-level, stakeholders are partners for experiential learning opportunities and building networks to support professional career development.

In addition to the two new 100-level core courses, first-year students will take one or more introductory 100-level discipline courses within their chosen major(s) (see section A3), and, depending on the major will supplement these with additional courses to satisfy the breadth requirement. With the exception of FCOM 111, which is being deleted as part of this proposal, each of the remaining current core courses will remain largely intact. Because the courses will no longer need to serve the dual audience of students wishing to proceed through the discipline *and* students required to take the course because of the BCom core requirement, each will be able to be adjusted to better target the needs of the former group alone. These changes are unlikely to be sufficiently structural to require formal (external to the faculty) approval processes, so are not included here, but they are likely to happen as we transition to the new core in 2025.

A3 Proposed amendments

On pages 231-234 of the 2024 Calendar, amend the regulations for the Bachelor of Commerce degree, as below.

NB: major names in **red** are not new, but are being moved from Group 2, and put in alphabetical order. Changes to the majors are signalled in red within the major requirements. Edits shown in **blue** are dependent on a CUAP proposal for a new Bachelor of Environment and Society degree, in which the Business Ethics and Sustainability Management minor in the BCom is proposed to be replaced by a Sustainability and Ethics in Business major and associated minor.

BCom (360 points)

These regulations are to be read in conjunction with the General Programmes of Study Regulations and the Combined Undergraduate Schedule.

General requirements

1. (a) The personal course of study of a candidate for the BCom degree shall, except as provided in section 6 below and the Credit Transfer and Recognition of Prior Learning Regulations, consist of courses from the BCom Schedule and the schedules of any other first degree of this university. The total points value shall be at least 360, of which:
 - (i) at least 180 points shall be for courses numbered 200–399;
 - (ii) at least 210 points shall be selected from the BCom Schedule; and
 - (iii) at least 75 points shall be numbered 300–399, with at least 45 of those selected from the BCom Schedule.
- (b) Every personal course of study shall include:
 - (i) **BCOM 101, 102, 201, 301; and**
 - (ii) **at least three courses from ACCY 130, COML 111, ECON 130, ~~FCOM 111 (or two of LAWS 121–123 and one of PUBL 113 or 201)~~, INFO 101, MARK 101, MGMT 101, PUBL 113, and QUAN 102 (or STAT 193) and TOUR 101.**

Major subject requirements

2. A candidate shall satisfy the requirements for at least one major subject as listed below. No course numbered 300–399 may be counted towards more than one major subject.

Group I: ~~These majors require completion of the BCom core as described in section 1(b) plus further courses as follows:~~

Accounting (ACCY)

- (a) ACCY 130, 131, ~~COML 111, FINA 101 (or 201 or 211);~~
- (b) ACCY 223, 225, 231, COML 203, 204, ~~FINA 211 (or 101 or 201),~~ TAXN 201
- (c) ACCY 302, 308, 330

Actuarial Science (ACTS)

- (a) ACCY 130, ECON 130, 141, MATH 142, 177, (MATH 151 or at least a B+ in QUAN 111)
- (b) ACTS 201, ECON 201, FINA 201 or 202, MATH 277
- (c) ACTS 301, 336, STAT 335
- (d) One further course from 200- or 300-level FINA, MATH or STAT

Commercial Law (COML)

- (a) ~~COML 111, 203, 204; one course from COML 205, 206, TAXN 201~~
 - (b) ~~COML 203, 204; one course from COML 205, 206, TAXN 201~~
 - (bc) Two courses from COML 300–399; one further course from COML 300–399, TAXN 300–399
- Note: Students who have passed LAWS 121 or 124 will be exempt COML 111, and those who have passed at least 30 100-level LAWS pts will be exempt both COML 111 and 203.*

Data Science (DATA)

- (a) DATA 101; one of (COMP 102, 112, 132, INFO 102); one of (MATH 177, QUAN 102, STAT 193)
- (b) DATA 201, 202; one of (MATH 277, QUAN 203, STAT 292), one further course from (AIML 231, 232, COMP 261, GEOG 215, INFO 206 (or 264), MATH 245, 251, 261, 277, PHIL 269, QUAN 201, 203, STAT 292, 293)
- (c) DATA 301, 303, one of (COMP 309; DATA 302); one of (DATA 304–399, AIML 331–339, COMP 307, ECON 303, GEOG 315, INFO 304, 307, 310, 311, MARK 317, MATH 353, MGMT 315, 316, STAT 391, 392, 394, SWEN 304)

Economics (ECON)

- (a) ECON 130, 141, QUAN 102 (or MATH 177 or STAT 193), QUAN 111 (or MATH 141/142, 151)
- (b) ECON 201, 202; one of (MATH 277, QUAN 201, 203)
- (c) Any three courses from (ECON 300–399; FINA 304, 306; PUBL 303)

Finance (FINA)

- (a) ECON 130, 141, QUAN 102 (or MATH 177 or STAT 193), QUAN 111 (or MATH 141/142, 151)
- (b) FINA 201, 202; one of (MATH 277, QUAN 201, 203)
- (c) Three courses from ACCY 306, FINA 300–399

Human Resource Management and Employment Relations (HRER)

- (a) ~~HRER 201, HRER 207 (or FHSS 207),~~ MGMT 101, 202
- (b) ~~HRER 201, 207, MGMT 202~~
- (bc) Three courses from HRER 300–399
- (ed) One further course from COML 302, ECON 333, HRER 200–399, MGMT 300–399

International Business (IBUS)

~~(a) IBUS 201, 212, 305, 312; one further course from IBUS 200–399; one further course from IBUS 300–399, MARK 302 (or from ACCY 309, COML 306, ECON 309, FINA 302, HRER 303)~~

(ab) 20 100-level ASIA, CHIN, FREN, GERM, ITAL, JAPA, PASI, or SPAN points or one of (ASIA 201, 202, 203, FHSS 210), or an approved substitute

(b) IBUS 201, 212

(c) IBUS 305, 312; and one further course from IBUS 200–399

(d) One course from IBUS 300–399, MARK 302 (or from ACCY 309, COML 306, ECON 309, FINA 302, HRER 303)

Information Systems (INFO)

(a) INFO 101, 102 (or one of COMP 102, 112, 132), 103

(b) INFO 201, 202, 203

(c) One course from INFO 301–304; two further courses from INFO 301–399

Management (MGMT)

(a) ~~MGMT 101, 202, 205; MGMT 206 or 208~~

(b) ~~Three courses from MGMT 300–399~~ MGMT 202, 205; MGMT 206 or 208

(bc) Three courses from MGMT 300–399

(ed) One further course from MGMT 200–399, HRER 300–399 or TOUR 300–399

Marketing (MARK)

(a) ~~MARK 101, 201, 202, 203, 301, 303,~~ QUAN 102

(b) ~~Two further courses from (MARK 300–399, COML 308)~~ MARK 201, 202, 203, ~~301, 303~~

(c) MARK 301, 303; two further courses from (MARK 300–399, COML 308)

Note: General Programmes of Study Regulations, section 6.2 notwithstanding, a student completing this major concurrently with a major in Marketing Communication (MKCO) may count MARK 301 towards both majors. Students who have credited MARK 301 towards a completed qualification may replace it by a further elective listed in (b) above, or an approved substitute.

Public Policy (PUBL)

(a) ~~FCOM 111 or~~ PUBL 113 or POLS 111

(b) PUBL 201, 210; one further course from PUBL 200–299

(c) PUBL 310; one further course from PUBL 300–399

(d) One further course from PUBL 200–399

Sustainability and Ethics in Business (SEBS)

(a) MGMT 210, 211; one course from ACCY 223, 231, HRER 207, MGMT 206, TOUR 203

(b) Four courses from ACCY 302, 314, ECON 340, 361, INFO 312, MARK 316, MGMT 303, 312, 321, 322, PUBL 307, TOUR 307

Taxation (TAXN)

(a) ~~ACCY 130, 131, 231, COML 111, 203, 204, TAXN 201~~

(b) ~~TAXN 301; two further courses from TAXN 300–399~~ ACCY 231, COML 203, 204, TAXN 201

(c) TAXN 301; two further courses from TAXN 300–399

Tourism Management (TOUR)

(a) TOUR 101; MARK 101

- (b) TOUR 202, 203; MARK 202
- (c) TOUR 307; MGMT 302 or TOUR 320
- (d) 30 further pts, including at least 15 at 300-level, from GEOG 212, 322, HRER 201, 303, IBUS 201, 312, INFO 336, MARK 211, 304, 315, MGMT 210, 211, 302, 303, 305, 307, 317, 319, 321, PUBL 201, 307, TOUR 200-399, or other approved courses

Group II: These majors require only the courses listed.

Note: BCom students must also complete the BCom core.

Actuarial Science (ACTS)

- ~~(a) ACCY 130, ECON 130, 141, MATH 142, 177, (MATH 151 or at least a B+ in QUAN 111)~~
- ~~(b) ACTS 201, ECON 201, FINA 201 or 202, MATH 277~~
- ~~(c) ACTS 301, FINA 303 or 306, STAT 335; one further course from (ACTS 336, FINA 303, 306, MATH 377)~~

Data Science (DATA)

- ~~(a) DATA 101; one of (COMP 102, 112, 132, the pair (INFO 151, 226)); one of (MATH 177, QUAN 102, STAT 193)~~
- ~~(b) DATA 201, 202; one of (MATH 277, QUAN 203, STAT 292); one further course from (COMP 261, GEOG 215, INFO 264, MATH 245, 251, 261, 277, PHIL 269, QUAN 201, 203, STAT 292, 293)~~
- ~~(c) DATA 301, 303, COMP 309; one of (DATA 304-399, COMP 307, ECON 303, GEOG 315, INFO 377, MARK 317, MATH 353, MGMT 315, 316, STAT 391, 392, 394, SWEN 304)~~

Economics (ECON)

- ~~(a) ECON 130, 141, QUAN 102 (or MATH 177 or STAT 193), QUAN 111 (or MATH 141/142, 151)~~
- ~~(b) ECON 201, 202; one of (MATH 277, QUAN 201, 203)~~
- ~~(c) Any three courses from (ECON 300-399; FINA 304, 306; PUBL 303)~~

Finance (FINA)

- ~~(a) ECON 130, 141, QUAN 102 (or MATH 177 or STAT 193), QUAN 111 (or MATH 141/142, 151)~~
- ~~(b) FINA 201, 202; one of (MATH 277, QUAN 201, 203)~~
- ~~(c) Three courses from ACCY 306, FINA 300-399~~

Information Systems (INFO)

- ~~(a) INFO 101, 141, 151~~
- ~~(b) Three courses from INFO 200-299~~
- ~~(c) INFO 320 or 395; two further courses from INFO 301-399~~

Public Policy (PUBL)

- ~~(a) FCOM 111 or PUBL 113 or POLS 111~~
- ~~(b) PUBL 201, 210; one further course from PUBL 200-299~~
- ~~(c) PUBL 310; one further course from PUBL 300-399~~
- ~~(d) One further course from PUBL 200-399~~

Tourism Management (TOUR)

- ~~(a) TOUR 101; MARK 101~~
- ~~(b) TOUR 202, 203; MARK 202~~
- ~~(c) TOUR 307; MGMT 302 or TOUR 320~~

~~(d) 30 further pts, including at least 15 at 300-level, from GEOG 212, 322, HRER 201, 303, IBUS 201, 312, INFO 336, MARK 211, 304, 315, MGMT 210, 211, 302, 303, 305, 307, 317, 319, 321, PUBL 201, 307, TOUR 200-399, or other approved courses~~

Specialisation requirements

3. (a) ~~A student completing a major in Information Systems (INFO) may obtain a specialisation by including courses as follows:~~

~~IS Business Analysis (ISBA)~~

~~INFO 204, 302; one course from INFO 305-309~~

~~IT Solutions (ISSO)~~

~~INFO 205, 304; one course from INFO 306-310~~

~~Organisational Data (ISOD)~~

~~INFO 206, 304; 310 or 311~~

~~(b) A student completing a major in Management (MGMT) may obtain a specialisation by including courses as follows:~~

Systems, Operations and Supply Chain Management (SOCM)

MGMT 206, 208, 308; any two of MGMT 312, 313, 315, 316.

Outside majors

4. A candidate may present an additional major for the BCom by satisfying the major requirements as specified in the regulations for any Bachelor's degree of this university.

Minor requirements

5. (a) A candidate may obtain a minor for the BCom degree in up to two undergraduate subject areas as described in section 3.7 in the General Programmes of Study Regulations or as described in parts (b), (c) and (d), below.

(b) The following minors must include the specific courses listed:

Actuarial Science (ACTS)—ACTS 201, 301, MATH 277 and one further course from part (b) or (c) of the major requirements

Data Science (DATA)—DATA 201, 202, one course from (DATA 301, 302, 303, COMP 309), and one further course from parts (b) or (c) of the major requirements.

Sustainability and Ethics in Business (SEBS)—MGMT 210, 211, and two further 200- or 300-level courses from the major requirements, including at least 15 pts at 300-level.

Tourism Management (TOUR)—TOUR 202, 203, 307, and one further course from part (b) or (d) of the major requirements.

(c) The following minor may include the following substitutions:

Marketing (MARK)—One of MARK 201, 202, 203 may be replaced by 15 pts from MARK 211-213

(d) These additional minors are also available:

Banking (BANK)—COML 203, 309; FINA 202; FINA 308 or 311

Business Ethics and Sustainability Management (BESM)—MGMT 210, 211; one course from (ACCY 314, INFO 312, 336, MGMT 312, 321, PUBL 307); one further course from (ACCY 314, FCOM 204, INFO 312, 336, MGMT 312, 321, PUBL 307, TOUR 203)

Econometrics (ECME)—At least 60 points selected from QUAN 201, 202, 203, ECON 301, 303, FINA 304

Innovation and Entrepreneurship Studies (INEN)—MGMT 307; IBUS 205; one of (COML 203, 312) or (FINA 201/211, 309) or (INFO 234, 334) or (INFO 204, 305) or (MGMT 317 and 15 200-level MGMT pts) or (PUBL 210, 310) or approved 200- or 300-level substitutes.

Conjoint requirements

6. The overall course of study for a candidate for a conjoint programme involving the BCom and another Te Herenga Waka—Victoria University of Wellington degree shall satisfy the requirements of sections 1 and 2 of these regulations and section 6.3.2 of the General Programmes of Study Regulations.

On page 122 of the 2024 Calendar, in the Combined Undergraduate Schedule, before the entries for BILD courses, insert entries for BCOM 101, 102, 201 and 301 as below, delete the entry for FCOM 111, and amend the entries for COML 111, 203, 204 and PUBL 201, as follows:

Course	Title	Pts	Prerequisites (P), Restrictions (X)	Degree Schedule
BCOM 101	Identifying Grand Challenges in Business and Government	15		BCom
BCOM 102	Introducing Essential Tools for Study and Work in Business and Government	15		BCom
BCOM 201	Analysing Grand Challenges in Business and Government	15	P BCOM 101, 102 and 30 further pts from the BCom Schedule	BCom
BCOM 301	Addressing Grand Challenges in Business, Government and Society	15	P BCOM 201 and 45 further 200-level pts from the BCom Schedule	BCom
COML 111	Law for Business	15	X Any of FCOM 111, LAWS 111, 121, 124	BCom
COML 203	Legal Environment of Business	15	P COML 111 (or FCOM 111 or one of LAWS 121, 124); X two of LAWS 111, 122 or 121-123	BCom
COML 204	Law of Organisations	15	P COML 203 (or at least 30 pts from 100-level LAWS) or 35 LAWS pts ; X COML 303, LAWS 360, 361	BCom
FCOM 111	Government, Law and Business	15	X FCOM 110	BCom
PUBL 201	Introduction to Public Policy	15	P FCOM 111 or PUBL 113 or POLS 111 (or FCOM 111)	BCom, BHIth, BA(B)

On page 322 of the 2024 Calendar, in the regulations for the Bachelor of Arts, amend the entry for the Public Policy major in section 2 as follows:

Public Policy (PUBL)

- (a) ~~FCOM 111 or~~ PUBL 113 or POLS 111
- (b) PUBL 201, 210; one further course from PUBL 200–299
- (c) PUBL 310; one further course from PUBL 300–399
- (d) One further course from PUBL 200–399

On page 401 of the 2024 Calendar, in the regulations for the Bachelor of Science degree, delete section 3(b) as follows:

Specialisation requirements

3. (a) A student completing a major in Computer Science (COMP) may obtain a specialisation by including courses as follows:

Cybersecurity (CYBS) —CYBR 171, 271, 371, 372, NWEN 241, 243

~~(b) A student completing a major in Information Systems (INFO) may obtain a specialisation by including courses as follows:~~

~~**IS Business Analysis (ISBA)**~~

~~INFO 204, 302; one course from INFO 305–309~~

~~**IT Solutions (ISSO)**~~

~~INFO 205, 304; one course from INFO 306–310~~

~~**Organisational Data (ISOD)**~~

~~INFO 206, 304; 310 or 311~~

A4 Implications and resources

Academic staff

The proposal increases the net number of courses in the undergraduate programme by three (four new core, less the single deletion of FCOM 111). In the fullness of time, each core course will have to accommodate approximately 1,000 students in each academic year and will likely be taught in two if not three trimesters. The existing BCom core (less FCOM 111 which is being deleted) will also have to be taught, however these have typically been taught in two or three trimesters per academic year. Modelling suggests that most of these will be able to drop to a single offering, especially given overflow capacity afforded by Zoom classrooms. Much of the academic capacity for the new core (phased in through 2025, 2026 and 2027) will come from reallocation from the current core (capacity which is released in 2025). The delay will provide valuable capacity for design and implementation.

In almost all cases, the academic capacity to deliver the new core at the necessary scale exists within WSBG. Some specialist teaching capability will need to either be developed in-house in 2024 through appropriate professional development of WSBG staff, or that capability will have to be brought in as needed. An example of this might be the academic writing content of BCOM 102, and career learning and professional development components of the core courses.

It is recognised by faculty leadership that a BCom Director is required to ensure that operationalisation of these changes is coordinated and well led, to ensure curriculum goals are enacted, and are monitored for assurance purposes. This director will provide oversight of professional development needs for staff, and of development of high-quality reusable learning materials, and up-to-date syllabi. This hautūtanga will be recognised via the career framework for the academic in this role,

In addition, dedicated professional support for project management as the new changes are enacted, stakeholder engagement to support the scaling up of work-integrated learning, and tutor coordination across the new courses will be necessary. This is estimated to be 2-3 new professional staff FTE over the next 3 years.

Library

No new library resources will be necessary to support the new core.

Teaching facilities and support

Noting that lecture theatre demands at Kelburn campus (i.e. for the existing seven-course core) have dramatically fallen over recent years, we anticipate a small further drop due to the new 100-level courses, each of which will require three streams per annum. The new demand will be offset by deletion of FCOM 111, and reduced offerings of the remaining 100-level courses. Technology enhanced teaching will also help where class sizes are awkwardly above room size multiples, e.g., 400 students in a course might require a 300-seat lecture theatre with overflow handled by dual-delivery and/or asynchronous video resource.

BCOM 201 and 301 will need to be timetabled at Pipitea in 2026 and 2027 respectively, each requiring RH LT1 for three streams per year, possibly with an additional stream in trimester three. This capacity will have been helped by heavy reduction in 200- and 300-level course timetabling in recent years.

Anticipated enrolments

These changes are intended to increase the number of new enrolments in the BCom over time, including attracting students to VUW. They also change the distribution of students across the courses in the undergraduate programme. It is expected that all of the existing BCom core courses will have reduced enrolments, however overall BCom EFTS will increase over time.

Administrative implications

As with any change of this magnitude, there will be administrative costs, including for Future Students, Titoko staff, Student Learning, Careers and Employment, as they adjust to the new BCom structure. The Pipitea Titoko team agree that using BCOM as the subject code for the BCom core courses will help guide students by clearly signalling their target audience, and also feel that allowing choice at 100-level (i.e. three courses from nine) will reduce the workload of addressing problems (i.e. students needing specific courses at times they are not offered, or applying for third or further attempts at courses they have failed twice).

Programme or course limitations / selection criteria

None

Fee implications

It is expected that the new Subject code BCOM will have equivalent fee treatment to the existing Commerce disciplinary codes in all relevant aspects.

Website and publication amendments

All Bachelor of Commerce-specific website and publications will need to be updated to reflect these changes, as well as any more general sources which reference the BCom.

Transitional arrangements and other consequential changes

BCOM 101 and 102 will be first taught in 2025, and FCOM 111 will be taught for the last time in T3 of 2024.

Students enrolled in the BCom in 2024 or prior, who wish to complete it under the 2024 regulations, and who have not yet completed the FCOM 111 requirement, will be permitted to substitute BCOM 102 or COML 111 or PUBL 113 for FCOM 111.

Existing students in the BCom will not have BCOM 201 and 301 available until 2026 and 2027 respectively. Nonetheless, students who wish to switch to the new regulations will be required to do BCOM 101 as a prerequisite for BCOM 201 and for the degree requirements, but BCOM 102 may be substituted by 60 points from the existing BCom core (ACCY 130, ECON 130, FCOM 111, INFO 101, MARK 101, MGMT 101 and QUAN 102). BCOM 301 will be required.

Internships, field trips and other external arrangements

The experiential learning and participation with external stakeholders is expected but is delivered in an on-campus/online environment.

A5 Te Tiriti o Waitangi

This revised BCom significantly raises the visibility of Te Tiriti o Waitangi in the programme, and marks a more consistent approach to embedding issues relevant to Māori throughout the core of the degree and the programme more generally.

The second graduate attribute states that the BCom prepares graduates to “Incorporate Te Tiriti o Waitangi and its implications within business and government in Aotearoa New Zealand” and it is one of only two out of nine graduate attributes that map to all four core courses. We set the tone from the very outset through BCOM 102, which students will take in their first trimester of study. Some of the very first content and the first assessment activity, will be in relation to tikanga and te reo Māori in a professional context, and through this activity, both students and staff will be encouraged to increasingly include te reo in their everyday interactions.

The core incorporates external stakeholder perspectives, including BCOM 101, 201 and 301, and this will include speakers and cases from iwi and other Māori organisations. Te ao Māori and iwi perspectives are central to the grand challenges and opportunities in the capstone course (BCOM 301), including working with key local stakeholders to select challenges relevant to the Wellington community, including tangata whenua.

A6 Consultation

Throughout the design and drafting process, begun in earnest in March 2023, an extensive programme of consultation has occurred.

The BCom Refresh project was led by the Associate Dean (Students) and Associate Dean (International and Accreditation) of WSBG, actively supported by the Associate Dean (Learning and Teaching) and Associate Dean (Academic Programmes).

Significant numbers of WSBG staff, both academic and professional, have contributed to the design, through attendance at workshops, feedback at Faculty Management Team or Faculty Board meetings, or formal membership of the Design Teams that have worked on this proposal.

The project was overseen by a Steering Committee, comprising the Dean, staff representatives from the Future Students team, and central Finance, and two student representatives (from VicCom, the Commerce Students Society, and Ngā Taura Umanga, the Māori Commerce student association).

The WSBG Advisory Board, comprising members across the public and private sectors, who include alumni of the faculty and/or the university, have been regularly updated by the Dean, or project leads, and their feedback shared with the designers.

Student representatives have been formally involved in the project, not only as members of the steering committee, but also on the design teams. In addition, student consultation has occurred throughout in a range of formal and informal formats, including invitation to workshops, a survey of class representatives, and opportunities to provide feedback at events at Rutherford House.

The offices of the Deputy Vice-Chancellor Māori, and the Assistant Vice-Chancellor Pasifika contributed significantly to the development of the revised graduate attributes, and resultingly, to the curriculum of the new core courses.

The BCom Refresh working proposal was presented to groups of secondary school commerce teachers in late 2022, November 2023, and March 2024, and feedback influenced the direction of travel in the early phases of the project, and most recently confirmed good alignment with changes in their own curricula.

The core was shared with over 40 employers in March 2024 during a student careers event, and they particularly endorsed the focus, on teamwork, professional skills and reinforced the need for breadth in the curriculum.

A broad range of staff from central service units across the university were given opportunities to feed into the process. These included colleagues from the Centre for Academic Development, Future Students, Titoko – the Centre for Student Success, Careers and Employment, Disability Services, Student Learning, Wellington University International, the Library, and Communications and Marketing.

The proposal has benefitted greatly from the generous engagement of the very many staff, students and stakeholders collectively described above.



Programme amendment cover sheet

Proposal name	Amend MIS entry requirements		
Proposer	Anne Goulding		
Faculty	Business and Government		
Summary	Simplify MIS entry requirements		
Year	2024		
Reference	MIS/1		
CONSULTATION	Person consulted	Summary and reference	
Academic Office	academic-office@vuw.ac.nz	No issues raised	
Associate Dean	John Randal	Feedback incorporated	
CAD	Kathryn Sutherland	No issues raised	
Careers & Employmt (WIL)	Alice Hodder	No issues raised	
Course Admin.	Teresa Schischka	No issues raised	
Titoko	Tracey Wharakura	No issues raised	
Library	Philip Worthington	No issues raised	
PAMI	Info-unit@vuw.ac.nz	No issues raised	
Toihuarewa	Meegan Hall	No issues raised	
School Admin.	Helen Hynes	No issues raised	
Student Finance	Paige Jarman	No issues raised	
Students	Via FB reps	No issues raised	
APPROVAL	Authority	Date	Recorded by
Head of School	Michael Winikoff	10/5/24	Kim Hann
Fac. Acad. Cttee.	John Randal	22/5/24	Kim Hann
Faculty Board	Jane Bryson	22/5/24	Kim Hann
Acad. Prog. Committee	Robyn Longhurst	25/06/24	Carol Morris
Academic Board			
CUAP			

Add more rows if more than one faculty needs to approve the proposal.



Programme amendment

Proposal name	Amend MIS entry requirements
Faculty	Business and Government
CUAP Category	6.1.7 Lowering programme minimum entry requirements
Year effective from	2025

A1 Purpose

To amend the entry requirements for the Master of Information Studies to remove the requirement for a Bachelor's degree with Honours.

A2 Justification

The removal of the requirement for a Bachelor's degree with Honours for entry into the Master of Information Studies (MIS) will align the MIS admission criteria with the other professional Master's programmes in the Wellington School of Business and Government, none of which require Honours for admission. The streamlining of entry requirements across the faculty's Master's programmes will support consistency and coherence across the faculty. The change will also make the MIS more accessible and attractive to a wider range of students, promoting diversity and inclusivity. Currently, students without a Bachelor's degree with honours enter the Postgraduate Diploma (or Certificate) in Information Studies and can transfer to the Master's once in the programme with the approval of the faculty's Associate Dean (Students). The removal of the requirement for Honours would remove the need to request transfer and simplify administrative procedures. It would also make it possible for international students to enter the MIS without the need for special approval from the Associate Dean (Students).

A3 Proposed amendments

On page 263 of the 2024 Calendar, amend the Entry Requirement regulations for the Master of Information Studies degree, as below.

Master of Information Studies

MIS (180 points)

Entry requirements

1. (a) Before enrolment, a candidate for the MIS degree shall have:
 - (i) completed a ~~New Zealand Bachelor's degree with at least a B average with Honours, or a Master's degree, or an equivalent degree at the discretion of the Associate Dean (Students) of the Wellington School of Business and Government;~~ and
 - (ii) been accepted by the Director of Information Studies Programmes as capable of proceeding with the proposed course of study.
- (b) Requirement (a)(i) may be waived by the associate dean for a candidate who ~~has completed a New Zealand Bachelor's degree, or an equivalent degree, and~~ has had extensive practical, professional, or scholarly experience of an appropriate kind.

A4 Implications and resources

Academic staff

Current resources are sufficient to meet an increase in demand.

Library

No impact on library resources is anticipated.

Teaching facilities and support

No impact on facilities and support is anticipated, particularly as courses are held entirely online.

Anticipated enrolments

A modest increase in enrolments is anticipated.

Administrative implications

The university's Academic Office and faculty's Student Success Team have been consulted and neither foresee any implications.

Programme or course limitations / selection criteria

There are no course limitations and an increase in applications will not impact the selection criteria.

Fee implications

No impact on fees is anticipated.

Website and publication amendments

The programme entry requirements will be amended on the qualification webpage, in the Calendar and in all printed marketing material.

Transitional arrangements and other consequential changes

Students without Honours will be able to enter directly into the MIS starting in trimester 1 2025. Transitional arrangements are not required.

Internships, field trips and other external arrangements

An increased number of students may choose the practicum course, INFO 538, but current resources will be sufficient.

A5 Te Tiriti o Waitangi

The entry requirement amendment will make the MIS more accessible for all, including Māori students. There is widespread commitment from professional associations to increase the presence of Māori within the information profession. Increasing the number of Māori students within the MIS can contribute to a more diverse and inclusive information workforce, supporting culturally appropriate and respectful information services, resources and programmes.

A6 Consultation

The Presidents of the Library and Information Association of New Zealand Aotearoa (LIANZA) and Archives & Records Association of New Zealand (ARANZ) are supportive of the proposed amendment.



Programme amendment cover sheet

Proposal name	Amend General Requirements for the Master of Educational Psychology		
Proposer	Vanessa Green		
Faculty	Education		
Summary	Amend General Requirements for the Master of Educational Psychology		
Year	2024		
Reference	MEdPsych/1, PGDipEdPsych/1		
CONSULTATION	Person consulted	Summary and reference	
Academic Office	Linda Roberts	Feedback incorporated	
Associate Dean	Louise Starkey	Feedback incorporated	
CAD	Chulainn Mabbett- Sowerby	No issues identified	
Careers & Employment (Work-Integrated Learning)	Alice Hodder	Feedback sought	
Course Admin.	Teresa Schischka	Feedback incorporated	
Faculty Admin.	Noeleen Williamson	Feedback incorporated	
Library	Tyson Kingi	Feedback incorporated	
PAMI	Ash McPherson	Feedback sought	
Toihuarewa	Hiria McRae	Feedback incorporated	
School Admin.	Tim Fletcher	No issues identified	
Student Finance	Stephanie Hunter	Feedback provided	
Students	VUWSA/PGSA	Feedback incorporated	
APPROVAL	Authority	Date	Recorded by
Head of School	Sue Cherrington	01/05/2024	Catherine Townsend
Fac. Acad. Cttee.	Louise Starkey	08/05/2024	Catherine Townsend
Faculty Board	Carmen Dalli	22/05/2024	Catherine Townsend
Acad. Prog. Committee	Robyn Longhurst	25/06/2024	Carol Morris
Academic Board			
CUAP			

Add more rows if more than one faculty needs to approve the proposal.



Programme amendment

Proposal name	Amend General Requirements for the Master of Educational Psychology
Faculty	Education
CUAP Category	6.1.6
Year effective from	2025

A1 Purpose

1. To amend the entry requirement to the Master of Educational Psychology (MEdPsych) by requiring that students have completed either an Educational Psychology, Psychological Science or Psychology major at undergraduate level.
2. To amend the General Requirements for the MEdPsych to enable flexible pathways.
3. To introduce a new nested Postgraduate Diploma in Educational Psychology.
4. To amend the Schedule to the Master of Education to delete EDUC 524 and replace with EPSY 524.
5. To remove EDUC 503 from the Schedule to the Master of Educational Psychology
6. To introduce ten new courses:
 - EPSY 502 Research Methods in Educational Psychology
 - EPSY 524 Psychological Aspects of Neurodevelopmental Disorders
 - EPSY 581 Directed Individual Study
 - EPSY 582 Directed Individual Study
 - EPSY 595 Thesis (90 point)
 - EPSY 596 Thesis (120 point)
 - EPSY 560 Special Topic (15 point)
 - EPSY 562 Special Topic (30 point)
 - EPSY 566 and 567 Topics in Educational Psychology (30 point)
7. To make the special topic: EPSY 563 *Neuroscience of Psychological Disorders* permanent as EPSY 536 and retain the Special Topic slot
8. To delete two courses, EDUC 524, EPSY 533
9. To amend the majors in *Child and Adolescent Development and Learning* and *Teaching and Learning* to remove EDUC 524 and replace with EPSY 524
10. To make amendments to EPSY 530
11. To remove old restrictions for EPSY 530, 534 and 535

A2 Justification

The Educational Psychology programme was designed in 2012 as the pathway to the restricted entry Postgraduate Diploma of Educational Psychology Practice (PGDipEPP) programme, which is the practice-based requirement that leads to registration as an educational psychologist with the New Zealand Psychology Board. However, there has been significant growth in student enrolments in the MEdPsych, and most do not continue into the PGDipEPP given the limited number of internship spots available. The increasing number of students studying Educational Psychology,

changing academic staff and the evolution of educational psychology as a subject, has resulted in the need for greater flexibility and more pathways in the programme. The proposed amendments seek to 1) ensure that students enrolling in the degree have the requisite skills and 2) provide three alternate pathways through the degree; one that leads to the PGDipEPP, the second is a research pathway that is preparation for a PhD and the third is a flexible coursework pathway.

Entry requirements for the MEdPsych are being amended as students entering the programme without having studied Educational Psychology or Psychology often lack the requisite psychological knowledge base assumed at this level. While some who have entered without this requisite knowledge have succeeded, many have found it challenging. An option will still exist where students without an educational psychology or psychology background can study a limited number of educational psychology courses within the MEd and, if successful, they can apply to transfer to the MEdPsych.

To support flexible pathways, the following changes are necessary:

1. EPSY 530 – Seminar in Educational Psychology Research, will be a required course where students will focus on evidence-based practices in educational psychology and examine theoretical orientations, paradigms, and research methodologies reflected in the broad field of Educational Psychology in the context of Aotearoa New Zealand. This will ensure that all students are oriented to the degree and have a common understanding of the research that underpins the discipline.
2. A research pathway to doctoral study: The introduction of an advanced research methods course, EPSY 502 that builds on undergraduate study for students undertaking a thesis. Students who have a major in psychology or educational psychology have studied research methods in their undergraduate programme. Preparation for thesis requires a course that builds on their skills and knowledge. We will remove the requirement for EDUC 503 (Research Methods in Education) which is a generic research methods course for Master of Education students who are not required to have taken prior courses in statistics or research methods in their undergraduate degree.
3. Three supervised study/thesis courses (EPSY 582, 595, 596) will be available to support a research pathway. Students will have the option of taking either a directed study (30 pt), and/or a 90 pt, or 120 pt thesis. This change will support a pathway to PhD study.
4. Removing the requirement for all students to take EPSY 533 (Applied Research Project). This course required individual supervision of students who completed a small project. The growth of the programme was making this unmanageable with existing staffing.
5. Introducing special topics and topics in educational psychology to enable flexibility in content delivery in the future.
6. Including Health Psychology courses that are relevant to Educational Psychology to increase flexibility.

The amendments and additions provide several pathways through the degree and provide opportunities for students to become educational psychologists, educational psychology researchers or to use their skills and knowledge to provide policy advice.

A3 Proposed amendments

Amend the regulations to the Master of Educational Psychology (page 285 of the 2024 VUW Calendar):

Master of Educational Psychology

MEdPsych (240 points)

These regulations are to be read in conjunction with the General Programmes of Study Regulations.

Entry requirements

- (a) Before enrolment, a candidate for the MEdPsych degree shall have:
- (i) completed a Bachelor's degree with a major in ~~Education~~, Psychology, ~~Psychological Science or~~, Educational Psychology, ~~or a teacher education degree approved by the Associate Dean (Academic)~~, with an average grade of B or above for all coursework in the final year of their undergraduate programme; and
 - (ii) been accepted by the Associate Dean (Academic) of the Faculty of Education as capable of proceeding with the proposed course of study.
- (b) Requirement (a)(i) may be waived by the associate dean for a candidate who has a ~~bachelor's degree and~~ extensive practical, professional, or scholarly experience of an appropriate kind.

General requirements

2. (a) The course of study for the MEdPsych shall comprise ~~EPSY 530 and a further 225 points from the schedule.~~

~~Part 1: EDUC 503; EPSY 512, 514, 530, 531~~

~~Part 2: EPSY 515, 532, 533, 534, 535~~

~~(b) To enrol in Part 2, a candidate must normally have completed Part 1 or be concurrently enrolled to do so.~~

~~(d)~~ (b) Candidates shall be required to have achieved a grade of B+ or above in ~~EDUC 503~~ EPSY 502 prior to enrolling in EPSY 595 or 596.

~~(e-c)~~ With the approval of the associate dean, candidates who have completed a postgraduate ~~certificate~~, diploma, ~~or bachelor's degree with honours in~~ educational psychology at a New Zealand university may be awarded credit transfer of up to 120 points towards the MEdPsych. Candidates with an equivalent international qualification may be eligible for similar credit transfer, subject to the approval of the associate dean.

~~(e) A candidate who fails two or more courses in any one trimester will need the permission of the associate dean to re-enrol.~~

~~(f)~~ (d) A candidate who has completed 120 points ~~worth of courses~~ including EPSY 530 and does not proceed further ~~that appear on both the MEdPsych and MEd schedules and who does not wish to complete the MEdPsych~~ may elect to either:

~~(i) transfer their enrolment to the Master of Education and complete the requirements of that degree; or~~

~~(ii) be awarded a Postgraduate Diploma in Educational Psychology.~~

3. A candidate shall complete the degree within four years of first enrolling in it. The associate dean may extend the maximum period in special cases.

Substitution of courses

4. With the approval of the associate dean, a candidate may substitute up to 60 points ~~from Parts 1 or 2~~ with ~~similar relevant~~ postgraduate courses not already credited to a completed qualification (see the general provisions concerning the substitution of courses in section 5.5 of the General Programmes of Study Regulations).

Award of Distinction or Merit

5. The MEdPsych may be awarded with Distinction or Merit as described in the Assessment Handbook.

On page 286 of the 2024 VUW Calendar, add:

Postgraduate Diploma of Educational Psychology

PGDipEdPsych (120 points)

These regulations are to be read in conjunction with the General Programmes of Study Regulations.

Entry requirements

1. (a) Before enrolment, a candidate for the PGDipEdPsych degree shall have met the entry requirements for the MEdPsych degree.

General requirements

2. (a) The course of study for the PGDipEdPsych shall comprise 120 points from the MEdPsych schedule including EPSY 530

(b) A candidate shall normally complete the diploma within two years of first enrolling in it. The associate dean may extend the maximum period in special cases.

(c) A candidate who has been awarded the PGDipEdPsych shall abandon that qualification upon being awarded the MEdPsych

Substitution of courses

3. With the approval of the associate dean, a candidate may substitute optional courses with up to 30 points from relevant postgraduate courses not already credited to a completed qualification (see the general provisions concerning the substitution of courses in section 5.5 of the General Programmes of Study Regulations).

Award of Distinction or Merit

4. The PGDipEdPsych may be awarded with Distinction or Merit as described in the Assessment Handbook.

Schedule to the MEdPsych Regulations

Course	Title	Pts	Prerequisites (P), Restrictions (X)
EDUC 503	Research Methods in Education	30	X EDUC 403, EPSY 401, 501
EPSY 502	Research Methods in Educational Psychology	15	
EPSY 512*	Culturally Centred Educational Psychology Practice in Aotearoa New Zealand	30	
EPSY 514*	Educational Psychology Assessment	30	
EPSY 515*	Applied Behaviour Analysis for Educators	30	
EPSY 524	Psychological Aspects of Neurodevelopmental Disorders	15	X EDUC 424, 524
EPSY 530*	Evidence-Based Practice in Education -Seminar in Educational Psychology Research	15	X EPSY 513
EPSY 531	Learning and Motivation	15	X EDUC 459, 559, EPSY 406, 506
EPSY 532*	Child and Adolescent Mental Health	15	X EDUC 432
EPSY 533	Applied Research Project	30	P B+ or above in EDUC 503 (or EDUC 403 or EPSY 501 or 401); X EPSY 516
EPSY 534	Promoting Positive Behaviour for Learning and Wellbeing	15	X EDUC 419, 519, EPSY 434, 509, 510, 521
EPSY 535	Exploration of Counselling Theory and Practice Issues	30	X EDUC 565
EPSY 536	Neuroscience of Psychological Disorders	15	X EPSY 563 in 2022-2024
EPSY 560	Special Topic	15	
EPSY 562	Special Topic	30	
EPSY 563	Special Topic	15	

EPSY 564	Topic in Educational Psychology: Seminar in Social and Emotional Development	15	X EDUC 418, 518
EPSY 565	Topic in Educational Psychology: Social and Emotional Learning	15	
EPSY 566	Topic in Educational Psychology	30	
EPSY 567	Topic in Educational Psychology	30	
EPSY 581	Directed Individual Study	15	P EPSY 530 and permission of head of school
EPSY 582	Directed Individual Study	30	P EPSY 530 and permission of head of school
EPSY 595	Thesis	90	P EPSY 502
EPSY 596	Professional Practice Thesis	120	P EPSY 502
HPSY 501	Health Psychology: Health and Wellbeing in Context	15	
HPSY 502	Health Psychology: Illness, Disease and Support	15	

*Required courses for entry to the PGDipEPP

To amend the Schedule to the Master of Education (page 283 of the 2024 Calendar):

Course	Title	Pts	Prerequisites (P), Restrictions (X)
EDUC 524	Psychological Aspects of Neurodevelopment Disorders	15	X EDUC 424
EPSY 524	Psychological Aspects of Neurodevelopmental Disorders	15	X EDUC 424, 524

Amend the major requirements for the *Child and Adolescent Development and Learning* major and the Teaching and Learning major in the Master of Education (majors not yet in the VUW Calendar):

Child and Adolescent Development and Learning

At least 75 points from EDUC 518, ~~524~~, 585, 589, 590, EPSY 515, ~~524~~, 530, 532, 534, 535.

Teaching and Learning

At least 75 points from EDUC 505, 509, 512, 515, 516, 522, ~~524~~, 526, 539, 543, 575, 585, 589, 590, EPSY ~~524~~, 531, 534.

A4 Implications and resources

Academic staff

These proposed changes are unlikely to require additional staffing in the short term and allows for growth as the programme grows. The proposed pathways aim to provide greater flexibility for course offerings, which will, in turn, enable some courses to be rested when staff are on RSL. This will be of great value since our current programme does not allow for this. EPSY 533 was a staffing intensive compulsory course which required individual supervision of students who completed a small project, deletion of this will free up workload hours. The growth of the programme was making this unmanageable with existing staffing.

Library

The subject librarian has confirmed that this proposal will not impact the Library.

Teaching facilities and support

The proposed changes may result in some growth but will likely be incremental. Thus, the demand on teaching facilities is not expected to increase greatly year on year.

Anticipated enrolments

The proposed changes will increase the capacity and growth of our programme, which will naturally result in opportunities to upskill staff and teaching assistants. As the growth will be incremental, the demand on teaching facilities is not expected to increase greatly year on year.

Administrative implications

The proposal would entail a minor increase in administrative workload in relation to the proposed changes. It is anticipated that this can be accommodated within the current administrative capability of the School of Education

Programme or course limitations / selection criteria

There are no additional course limitations or selection criteria associated with these proposed changes.

Fee implications

Average funding per EFT for students enrolled is not expected to change with the current proposal. Courses within the program are funded at V (science) level.

Website and publication amendments

If the proposal is approved, the website and publicity material will need to be altered to reflect these changes.

Transitional arrangements and other consequential changes

Students currently enrolled will be permitted to complete their degree in accordance with the existing regulations or the new regulations.

Internships, field trips and other external arrangements

n/a

A5 Te Tiriti o Waitangi

The proposed amendments to the Education and Psychology masters will demonstrate the continuing commitment of the Educational Psychology group in the School of Education to honouring Te Tiriti o Waitangi. The existing and proposed courses reflect the values, iho and distinctiveness of Te Herenga Waka and ensure that our students are grounded in theory, research and practice that prepares them for contributing to and providing leadership in their communities and wider society. Our programme and staff welcome and support a diverse range of Māori students from those who progress directly after their undergraduate studies to mature and life-long learners. We acknowledge and value the funds of knowledge that our students bring to their learning and use the principle of ako to create opportunities for our students to actively contribute and collaborate through group activities and discussions. We also provide spaces within our courses for Māori students to experience rangatiratanga by providing them with choices of courses, options to explore, and allowing them the flexibility to research and write about issues of relevance to themselves and their communities. The proposed amendments will further support tino rangatiratanga for our Māori students by providing greater flexibility and a choice of pathways within the programme. The current programme, and in particular courses such as EPSY 512, 531, 534, 535, include content on Māori perspectives, values and concepts such as wairuatanga, whakapapa, manaakitanga, whanaungatanga, rangatiratanga, kotahitanga, kaitiakitanga and kanorautanga. For example, in EPSY 532 (Child and Adolescent Mental Health), the course begins with mihi and pepeha to encourage whanaungatanga and to support students to feel comfortable and confident to bring their identity into the learning environment. Kaitiakitanga is promoted by supporting students to further develop their knowledge and skills to enable them to support and promote individual, whānau, hāpū and iwi wellbeing. Lectures include culturally responsive frameworks and models of assessment and practice and Māori solutions and strategies for supporting development, learning and restorative practice are highlighted. In EPSY512 (Culturally Centred Educational Psychology Practice in Aotearoa) Mātauranga Māori is centred and students participate in a full-day wānanga where they work collaboratively to develop a Rangi-ātea statement to capture what excellent educational psychology practice looks like for tangata whenua. The proposed amendments will provide further opportunities for Māori values and mātauranga Māori to be embedded in the programme. For example, the redeveloped EPSY530 will provide students with the opportunity to learn about the use of Māori-centred and Kaupapa Māori research approaches in educational psychology.

A6 Consultation

Refer to appendix for consultation details.

Course Description: EPSY 502

Course title	Research Methods in Educational Psychology		
Short title	Research Methods in Educational Psychology	Point value	15
Course coordinator	TBD	NZQF level	9
Qualification schedule:	MEdPsych		
Prerequisites, corequisites, restrictions			
Prescription	Students in this course will learn about and develop a holistic understanding of a range of quantitative and qualitative methodologies used in Educational Psychology. Students will develop the knowledge and skills necessary to be critical consumers and rigorous producers of research. This course takes an experiential/applied approach and provides a good grounding for undertaking educational psychology research at Masters and PhD level.		
Student workload hours	150 hours	Contact Hours	
Teaching/learning summary Students will learn about different qualitative and quantitative approaches to research conducted in the field of educational psychology. Students will learn about different approaches to research, research questions, design, data collection, analysis and research dissemination.		Lectures	
		Tutorials	
		Seminars	24
		Labs/Studios	
		TOTAL	24
Course learning objectives (CLOs)		Students who pass this course should be able to:	
1	Describe the requirements, advantages, uses, and limitations of various single-case experimental designs (e.g., withdrawal, multiple baseline, alternating treatments, changing criterion)		
2	Understand and evaluate quantitative research relevant to Educational Psychology.		
3	Identify and critically evaluate reports and presentations of qualitative research and methodologies.		
4	Demonstrate an understanding of the steps and appropriate strategies for data collection, analysis, interpretation, reporting and dissemination.		
Assessment items and workload per item		%	CLO(s)
1	Analysis and Critique of a Research Study	35	1, 4
2	Quantitative Method Test	35	2, 4
3	Qualitative Research Plan (2,000 words)	30	3, 4
Mandatory course requirements		In addition to achieving an overall pass mark of 50%, students must:	
<i>(MCRs are not obligatory; if imposed, the rationale for each MCR must be stated; refer to the Programme and Course Design Handbook for advice and examples)</i>			

Course Description: EPSY 524

Course title	Psychological Aspects of Neurodevelopmental Disorders		
Short title	Neurodevelopmental Disorders	Point value	15
Course coordinator	[Course Coordinator]	NZQF level	9
Qualification schedule:	MEdPsych		
Prerequisites, corequisites, restrictions	X EDUC 424, 524		
Prescription	This course explores the impact of neurodevelopmental disorders on students' learning and behaviour and focuses on identifying ways in which educational professionals involved in special and inclusive education can apply evidence-based practices. Neurodevelopmental disorders examined include autism, intellectual disability, cerebral palsy, and associated genetic syndromes. The psychological aspects covered include diagnosis, aetiology, adaptive functioning, learning and behavioural characteristics, and treatment approaches.		
Student workload hours	150	Contact Hours	
Teaching/learning summary		Lectures	20
Content and critical analysis of content will occur via a combination of readings, lecture, and classroom discussion. Students are expected to attend the five four-hour lectures.		Tutorials	
		Seminars	
		Labs/Studios	
		TOTAL	20
Course learning objectives (CLOs)	Students who pass this course will be able to:		
1	Critically review research and practice on the identification, characteristics, and education of students with several prevalent types of developmental disabilities.		
2	Undertake case conceptualisation and use of assessments to inform intervention for students with developmental disabilities.		
3	Design evidence-based interventions to promote learning and positive behaviour for students with developmental disabilities.		
4	Evaluate the effectiveness of interventions for students with developmental disabilities using single-case experimental designs.		
Assessment items and workload per item		%	CLO(s)
1	Research report 3000 words	40%	1, 2, 3, 4
2	Oral presentation 15 mins	20%	1, 2, 3, 4
3	Test 2 hours	40%	1, 2, 3, 4
Mandatory course requirements	In addition to achieving an overall pass mark of 50%, students must:		
<i>(MCRs are not obligatory; if imposed, the rationale for each MCR must be stated; refer to the Programme and Course Design Handbook for advice and examples)</i>			

Course Description: EPSY 530, 2025, T1

Course title	Seminar in Educational Psychology Research Research Evidence-Based Practice in Education		
Short title	Seminar EPSY research	Point value	15
Course coordinator	Professor Jeff Sigafoos	NZQF level	9
Qualification schedule:	MEdPsych		
Prerequisites, corequisites, restrictions			
Prescription	<p>This course covers a range of theoretical orientations, paradigms, and research methodologies as reflected in the broad field of Educational Psychology. Content covered will include contemporary theories and research in learning theory, motivation, as well as research on evidence-based strategies for supporting students with diverse needs and abilities. This course examines conceptual and procedural aspects of evidence-based practice for students with specific learning needs within a range of educational settings. It includes a review of the historical antecedents to evidence-based practice, and the identification and appraisal of evidence including the nature of evidence, and the steps involved in implementing evidence-based practice to promote student learning.</p>		
Student workload hours	150 hours	Contact Hours	
Teaching/learning summary <p>Students in this course will, undertake readings and participate in lectures and discussions on a range of theoretical orientations, paradigms, and research methodologies reflected in the broad field of Educational Psychology. Content covered includes contemporary theories and research in learning theory, motivation, as well as research on evidence-based strategies for supporting students, including students with diverse needs and abilities. Specific topics covered include (a) supporting Māori students, supporting neurodiverse students, supporting Pasifika students (b) learning and motivation, (c) bullying prevention, (d) specific learning disabilities, (e) supporting mental health, (f) evidence-based Educational Psychology practice, and (g) educational neuroscience.</p>		Lectures	24 hours
		Tutorials	
		Seminars	24 hours
		Labs/Studios	
		TOTAL	
Course learning objectives (CLOs)		Students who pass this course should (<i>delete one</i>) be able to:	
1	<p>Critique theoretical orientations and paradigms reflected in the broad field of Educational Psychology, including Māori models of Psychology and Educational Psychology.</p> <p>analyse the process involved in undertaking evidence-based practice in educational settings</p>		
2	<p>Apply contemporary research methods used in Educational Psychology including Māori-centred and Kaupapa Māori research approaches explain the major historical antecedents that have contributed to the evidence-based practice movement in education</p>		
3	<p>Appraise and apply research evidence generated from Educational Psychology research.</p> <p>define and critique the key conceptual underpinnings of evidence-based practice</p>		
4	<p>locate evidence relevant to 'well-built' questions of educational policy and practice</p>		
5	<p>systematically summarise and appraise evidence relevant to 'well-built' questions of educational policy and practice</p>		
Assessment items and workload per item		%	CLO(s)
1	<p>Research Paper (4000 words)</p> <p>Mid-term test (50 minutes)</p>	<p>70%</p> <p>40%</p>	1, 2, 3
2	<p>Oral Presentation (10 min)</p> <p>Final test (75 minutes)</p>	<p>30%</p> <p>20%</p>	1,2,3
3	In Class Test	40%	1,2,3

Mandatory course requirements	
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Course Description: EPSY 536

Course title	Neuroscience of Psychological Disorders		
Short title	Neuroscience Psych Disorders	Point value	15
Course coordinator	[Course Coordinator]	NZQF level	9
Qualification schedule:	MEdPsych		
Prerequisites, corequisites, restrictions	X EPSY 563 in 2022, 2023, 2024		
Prescription	This introductory course will examine brain mechanisms implicated in mental health disorders. Functional and anatomical concepts of the neural pathology of psychological disorders and their connection to behaviour will be explored.		
Student workload hours	150	Contact Hours	
Teaching/learning summary		Lectures	24
Students in this course will learn through readings, attending lectures, participating in discussions, and presenting on a topic of their choice. Students are encouraged to attend lectures in-person, however lecture recordings will be available for distance students. Content covered will include a range of psychological disorders and current research regarding their neural pathology.		Tutorials	
		Seminars	
		Labs/Studios	
		TOTAL	24
Course learning objectives (CLOs)	Students who pass this course should be able to:		
1	Describe established and emerging techniques used in developmental cognitive neuroscience.		
2	Explain known aspects of the neural circuitry of psychological disorders.		
3	Identify the biological basis of behaviour related to psychological disorders and its relationship to the social environment.		
Assessment items and workload per item		%	CLO(s)
1	Presentation (10 minutes)	30	1,2,3
2	Test 1 (2 hours)	35	1,2,3
3	Test 2 (2 hours)	35	1,2,3
Mandatory course requirements	In addition to achieving an overall pass mark of 50%, students must:		
<i>(MCRs are not obligatory; if imposed, the rationale for each MCR must be stated; refer to the Programme and Course Design Handbook for advice and examples)</i>			

Course Description: EPSY 560

Course title	[Course Title]		
Short title	Special Topic	Point value	15
Course coordinator	[Course Coordinator]	NZQF level	9
Qualification schedule:	MEdPsych		
Prerequisites, corequisites, restrictions			
Prescription			
Student workload hours	150	Contact Hours	
Teaching/learning summary	Lectures	<i>(e.g. 36 hrs)</i>	
	Tutorials		
	Seminars		
	Labs/Studios		
	TOTAL		
Course learning objectives (CLOs)	Students who pass this course will/should <i>(delete one)</i> be able to:		
1			
2			
3			
4			
Assessment items and workload per item	%	CLO(s)	
1			
2			
3			
Mandatory course requirements	In addition to achieving an overall pass mark of 50%, students must:		
<i>(MCRs are not obligatory; if imposed, the rationale for each MCR must be stated; refer to the Programme and Course Design Handbook for advice and examples)</i>			

Course Description: EPSY 562 (,)

Course title	[Course Title]		
Short title	Special Topic	Point value	30
Course coordinator	[Course Coordinator]	NZQF level	9
Qualification schedule:	MEdPsych		
Prerequisites, corequisites, restrictions			
Prescription			
Student workload hours		Contact Hours	
Teaching/learning summary		Lectures	(e.g. 36 hrs)
		Tutorials	
		Seminars	
		Labs/Studios	
		TOTAL	
Course learning objectives (CLOs)	Students who pass this course will/should (<i>delete one</i>) be able to:		
1			
2			
3			
4			
Assessment items and workload per item		%	CLO(s)
1			
2			
3			
Mandatory course requirements	In addition to achieving an overall pass mark of 50%, students must:		
<i>(MCRs are not obligatory; if imposed, the rationale for each MCR must be stated; refer to the Programme and Course Design Handbook for advice and examples)</i>			

Course Description: EPSY 566, EPSY 567

Course title	Topic in Educational Psychology		
Short title	Topic In Ed Psych	Point value	30
Course coordinator	[Course Coordinator]	NZQF level	9
Qualification schedule:	MEdPsych		
Prerequisites, corequisites, restrictions			
Prescription	A Topic in Educational Psychology		
Student workload hours		Contact Hours	
Teaching/learning summary		Lectures	
		Tutorials	
		Seminars	
		Labs/Studios	
		TOTAL	
Course learning objectives (CLOs)	Students who pass this course will/should (<i>delete one</i>) be able to:		
1			
2			
3			
4			
Assessment items and workload per item		%	CLO(s)
1			
2			
3			
Mandatory course requirements	In addition to achieving an overall pass mark of 50%, students must:		
<i>(MCRs are not obligatory; if imposed, the rationale for each MCR must be stated; refer to the Programme and Course Design Handbook for advice and examples)</i>			

Course Description: EPSY 581 2025, Tri 1, 2, 3

Course title	Directed Individual Study		
Short title	Directed Study	Point value	15
Course coordinator	Professor Vanessa Green	NZQF level	9
Qualification schedule:	MEdPsych		
Prerequisites, corequisites, restrictions	P EPSY 530 and permission of head of school		
Prescription	This course provides students with the option of taking a supervised programme of study in the area of Educational Psychology research and practice, with the approval of the Head of School, and under the supervision of an academic staff member with appropriate expertise.		
Student workload hours	150 hours	Contact Hours	
Teaching/learning summary Students in this course will undertake an Educational Psychology project/study independently and under the supervision of an academic staff member with appropriate expertise.		Lectures	n/a
		Tutorials	
		Seminars	
		Labs/Studios	
		TOTAL	
Course learning objectives (CLOs)	Students who pass this course will/should (<i>delete one</i>) be able to:		
1	Demonstrate independence in undertaking an Educational Psychology project/study.		
2	Meet the learning objectives as established with their supervisor.		
Assessment items and workload per item		%	CLO(s)
1	Project Proposal (1,000 words)	30	1, 2
2	Final Project Report (4000 words)	70	1,2
Mandatory course requirements	In addition to achieving an overall pass mark of 50%, students must:		
<i>(MCRs are not obligatory; if imposed, the rationale for each MCR must be stated; refer to the Programme and Course Design Handbook for advice and examples)</i>			

Course Description: EPSY 582 2025, Tri 1, 2, 3

Course title	Directed Individual Study		
Short title	Directed Study	Point value	30
Course coordinator	Professor Vanessa Green	NZQF level	9
Qualification schedule:	MEdPsych		
Prerequisites, corequisites, restrictions	P EPSY 530 and permission of head of school		
Prescription	This course provides students with the option of taking a supervised programme of study in the area of Educational Psychology research and practice, with the approval of the Head of School, and under the supervision of an academic staff member with appropriate expertise.		
Student workload hours	300 hours	Contact Hours	
Teaching/learning summary		Lectures	n/a
Students in this course will undertake an Educational Psychology project/study independently and under the supervision of an academic staff member with appropriate expertise.		Tutorials	
		Seminars	
		Labs/Studios	
		TOTAL	
Course learning objectives (CLOs)	Students who pass this course will/should (<i>delete one</i>) be able to:		
1	Demonstrate independence in undertaking an Educational Psychology project/study.		
2	Meet the learning objectives as established with their supervisor.		
Assessment items and workload per item		%	CLO(s)
1	Project Proposal (2,000-3,000 words)	30	1, 2
2	Final Project Report (7,000-8000 words)	70	1,2
Mandatory course requirements	In addition to achieving an overall pass mark of 50%, students must:		
<i>(MCRs are not obligatory; if imposed, the rationale for each MCR must be stated; refer to the Programme and Course Design Handbook for advice and examples)</i>			

Course Description: EPSY 595 (,)

Course title	Thesis		
Short title	Thesis	Point value	90
Course coordinator	[Course Coordinator]	NZQF level	9
Qualification schedule:	MEdPsych		
Prerequisites, corequisites, restrictions	P EPSY 502		
Prescription	A 90 point thesis in Educational Psychology		
Student workload hours			Contact Hours
Teaching/learning summary	Lectures	(e.g. 36 hrs)	
	Tutorials		
	Seminars		
	Labs/Studios		
	TOTAL		
Course learning objectives (CLOs)	Students who pass this course will/should (<i>delete one</i>) be able to:		
1			
2			
3			
4			
Assessment items and workload per item	%	CLO(s)	
1			
2			
3			
Mandatory course requirements	In addition to achieving an overall pass mark of 50%, students must:		

Course Description: EPSY 596 (,)

course title	Thesis		
Short title	Thesis	Point value	120
Course coordinator	[Course Coordinator]	NZQF level	9
Qualification schedule:	MEdPsych		
Prerequisites, corequisites, restrictions	P EPSY 502		
Prescription	A 120 point thesis in Educational Psychology		
Student workload hours		Contact Hours	
Teaching/learning summary		Lectures	(e.g. 36 hrs)
		Tutorials	
		Labs/Studios	
		TOTAL	
Course learning objectives (CLOs)	Students who pass this course will/should (<i>delete one</i>) be able to:		
1			
2			
3			
4			
Assessment items and workload per item		%	CLO(s)
1			
2			
3			
Mandatory course requirements	In addition to achieving an overall pass mark of 50%, students must:		
<i>(MCRs are not obligatory; if imposed, the rationale for each MCR must be stated; refer to the Programme and Course Design Handbook for advice and examples)</i>			



Programme amendment cover sheet

Proposal name	Amend the Modern Languages majors in the Bachelor of Arts		
Proposer	Nicola Gilmour		
Faculty	Humanities and Social Sciences		
Summary	Amend the Modern Languages majors in the Bachelor of Arts		
Year	2024		
Reference	BA/17		
CONSULTATION	Person consulted	Summary and reference	
Academic Office	Linda Roberts	Feedback incorporated	
Associate Dean	Sally Hill	Feedback incorporated	
CAD	Irina Elgort	Feedback incorporated	
Careers & Employment (Work-Integrated Learning)	Alice Hodder	Feedback sought	
Course Admin.	Teresa Schischka	Feedback incorporated	
Faculty Admin.	Noeleen Williamson	Feedback incorporated	
Library	Taeao Filo	Feedback incorporated	
PAMI	Ash McPherson	Feedback sought	
Toihuarewa	Brian Tunui	No issues identified	
School Admin.	Lisa Lowe	Feedback sought	
Student Finance	Paige Jarman	Feedback sought	
Students	VUWSA/PGSA/Ngai Taura	Feedback incorporated	
APPROVAL	Authority	Date	Recorded by
Head of School	Nicola Gilmour	06/05/2024	Catherine Townsend
Fac. Acad. Cttee.	Sally Hill	09/05/2024	Catherine Townsend
Faculty Board	Sarah Leggott	23/05/2024	Catherine Townsend
Acad. Prog. Committee	Robyn Longhurst	25/06/2024	Carol Morris
Academic Board			
CUAP			

Add more rows if more than one faculty needs to approve the proposal.



Programme amendment

Proposal name	Amend the Modern Languages majors in the Bachelor of Arts
Faculty	Humanities and Social Sciences
CUAP Category	6.1.6
Year effective from	2025

A1 Purpose

1. To amend the major subject requirements, including a reduction in total points from 180 to 160, for the following majors in the Bachelor of Arts: Chinese, French, German, Japanese, Spanish
2. To amend the minors in the Bachelor of Arts: Chinese, French, German, Japanese, Spanish.
3. To make consequential changes to the Modern Language Studies (MLST) major in the Bachelor of Arts
4. To introduce two new courses to the Bachelor of Arts: LANG 301 *Languages and Cultures for Global Communication*, GLBL 310 *Topic in Global Studies*

A2 Justification

For internal audience: The School of Languages and Cultures plans to make changes to its modern languages majors (excluding Samoan) in response to its managed programme plan, which requires development of a sustainable pathway for the majors (including some streamlining to allow for the return of all SLC staff to a 40-40-20 research, teaching and hauūtanga weighting by the end of 2025).

The proposed changes have been designed to maintain the core learning outcomes of the majors and ensure students retain the opportunity to develop lifelong language learning skills and a deep understanding of the relevant cultures. The aim of the proposal is to maintain the viability of the above subjects as a full pathway of study from undergraduate to postgraduate level at Te Herenga Waka – Victoria University of Wellington, despite a significantly reduced level of staffing in these areas.

These changes would see the above majors reduced from 180 to 160 points, with a new, combined course offered at 300-level replacing five existing courses (CHIN, FREN, GERM, JAPA, SPAN 301). In addition to this change in Trimester 1 language course offerings, changes will be made to Trimester 2 offerings by including 300-level culture-based GLBL courses, ICOM courses and LANG courses as alternatives in the major regulations.

A3 Proposed amendments

Amend the following major requirements (pages 317, 318, 319, 322 in the 2024 VUW Calendar):

Chinese (CHIN)

- (a) CHIN 101, 102*
- (b) ASIA 111 or ICOM 101
- (c) CHIN 201, 202 and 20 further points from ~~(CHIN 200–299, ASIA 200–299)~~
- ~~(d) CHIN 301, 302 and 20 further points from CHIN 300–399~~
- (d) LANG 301 and 20 further points from ASIA 300–399, GLBL 310–399, LANG 300–399 or ICOM 300–399

**Requirement (a) will be waived for students who have the appropriate NCEA Level 3 requirements (or equivalent).*

French (FREN)

- (a) FREN 101, 102*
- (b) 20 points from ICOM 101, LANG 101, FHSS 110
- (c) FREN 201, 202 and 20 further points from ~~(FREN 200–299, LANG 200–299)~~
- ~~(d) FREN 301, 302 and 20 further points from FREN 300–399~~
- (d) LANG 301 and 20 further points from GLBL 310–399, LANG 300–399 or ICOM 300–399

**Requirement (a) will be waived for students who have the appropriate NCEA Level 3 requirements (or equivalent).*

German (GERM)

- (a) GERM 101, 102*
- (b) 20 points from ICOM 101, LANG 101, FHSS 110
- (c) GERM 201, 202 and 20 further points from ~~(GERM 200–299, LANG 200–299)~~
- ~~(d) GERM 314 and 40 further points from GERM 300–399~~
- (d) LANG 301 and 20 further points from GLBL 310–399, LANG 300–399 or ICOM 300–399

**Requirement (a) will be waived for students who have the appropriate NCEA Level 3 requirements (or equivalent).*

Japanese (JAPA)

- (a) JAPA 101, 102*
- (b) ASIA 111 or ICOM 101
- (c) JAPA 201, 202 and 20 further points from ~~(JAPA 200–299 or ASIA 200–299)~~
- ~~(d) JAPA 301, JAPA 302 and 20 further points from JAPA 300–399~~
- (d) LANG 301 and 20 further points from ASIA 300–399, GLBL 310–399, LANG 300–399 or ICOM 300–399

**Requirement (a) will be waived for students who have the appropriate NCEA Level 3 requirements (or equivalent).*

Modern Language Studies (MLST)

- (a) Either CHIN 101, 102, or FREN 101, 102, or GERM 101, 102, or ITAL 101, 102, or JAPA 101, 102, or MAOR 111, 112, or SAMO 101, 102, or SPAN 101, 102
- (b) Either CHIN 201, 202, or FREN 201, 202, or GERM 201, 202, or ITAL 201, 202, or JAPA 201, 202, or MAOR 211, 221, or SAMO 201, 202, or SPAN 201, 202
- (c) ~~Either (MAOR 311, 321) or (SAMO 301, 302), or (LANG 301 and 20 further points from GLBL 310–399, LANG 300–399 or ICOM 300–399)~~
 Either CHIN 301, 302, or FREN 301, 302, or GERM 301, 302 or 303, 304, or ITAL 301, 20 further points from ITAL 300–399, LANG 300–399, or JAPA 301, 302, or MAOR 311, 321, or SAMO 301, 302 or SPAN 301, 302
- (d) LSCI 111 ~~LING 111~~ and 40 points from ~~LING~~ LSCI 200–399

Spanish (SPAN)

- (a) SPAN 101, 102*
- (b) 20 points from ICOM 101, LANG 101, FHSS 110
- (c) SPAN 201, 202 and 20 further points from ~~(LANG 200–299, SPAN 200–299)~~
- ~~(d) SPAN 301, 302 and 20 further points from SPAN 300–399~~
- (d) LANG 301 and 20 further points from GLBL 310–399, LANG 300–399 or ICOM 300–399

**Requirement (a) will be waived for students who have the appropriate NCEA Level 3 requirements (or equivalent).*

Amend the minor requirements (Section (b)) to include requirements for Chinese, French, German, Japanese and Spanish on page 323 of the 2024 Calendar:

Minor requirements

3. (a) A candidate may obtain a minor for the BA degree in up to two undergraduate subject areas as described in section 3.7 in the General Programmes of Study Regulations or in part (b) or (c) below.

(b) The following minors must include the specific courses listed:

Chinese (CHIN)- CHIN 201, 202 and one of ASIA 302, GLBL 310, ICOM 301 or LANG 301

Data Science (DATA)—DATA 201, 202, one course from (DATA 301, 302, 303, COMP 309), and one further course from parts (b) or (c) of the major requirements

French (FREN)- FREN 201, 202 and one of GLBL 310, ICOM 301 or LANG 301

German (GERM)- GERM 201, 202 and one of GLBL 310, ICOM 301 or LANG 301

Japanese (JAPA)- JAPA 201, 202 and one of ASIA 302, GLBL 310, ICOM 301 or LANG 301

Mathematics (MATH) - 60 points from MATH 200-399, ENGR 222 including at least 15 points at 300-level.

Māori Resource Management (MREM)—MAOR 301 and 40 further points from the 200- and 300-level requirements for the major

Psychology (PSYC)—PSYC 232 or 242; 30 further 200-level PSYC points; 15 300-level PSYC points.

Note: Not accepting new students into this minor in 2024.

Psychological Science (PSCI)—PSYC 201 or 221, 232, 242; 15 points from PSYC 300–399

Spanish (SPAN)- SPAN 201, 202 and one of GLBL 310, ICOM 301 or LANG 301

Course	Title	Pts	P/X	Schedule
GLBL 310	Topic in Global Studies	20	40 200-level pts from the BGS or BA(A) Schedules	BA(A), BGS
LANG 301	Languages and Cultures for Global Communication	20	P one of (CHIN 202, FREN 202, GERM 202, JAPA 202, SPAN 202) or equivalent language competence as determined by the Programme Director	BA(A)

A4 Implications and resources

Academic staff

The amended majors will be delivered by existing staff, who currently have high teaching workloads due to reduced staffing from 2024. The new structure will facilitate a return to teaching workloads on a par with those of academic staff in other areas.

Library

The subject librarian confirms that the library has sufficient material and resources to support these

changes.

Teaching facilities and support

While less resourcing in terms of teaching facilities and resources will be required once the changes are bedded in, in the meantime ongoing consultation with CAD will be required in the design of the two new courses. We anticipate carrying out this work as soon as possible to mitigate workload implications.

Anticipated enrolments

The new courses will have larger enrolments than the courses that will no longer be offered, as enrolments will be consolidated into a smaller overall number of courses.

Administrative implications

Faculty Student Success team will be able to provide advice to students about the changes to the Modern Language majors as outlined during advising sessions with the support of programme directors.

Programme or course limitations / selection criteria

N/A

Fee implications

Feedback sought.

Website and publication amendments

All publications and systems (web and enrolment, Student Records, MyDegree, etc.) will need to be updated to reflect the introduction of the new course.

Transitional arrangements and other consequential changes

Feedback sought from Titoko.

Internships, field trips and other external arrangements

N/A

A5 Te Tiriti o Waitangi

A benefit of the proposed change is that it will make it easier to take a language alongside another major, which we hope will make it possible for more students to study both te reo Māori and one of the other modern languages. All our courses focus on intercultural learning and awareness of cultural perspectives, we encourage our students to share their own cultural knowledge, and we seek to incorporate Māori perspectives and examples wherever possible. This will continue to be the case in the streamlined majors and we plan to advertise them as an option for speakers of te reo Māori. In addition, the new courses will tackle subjects such as the impacts of colonisation and the role of indigenous languages, which we hope will be of interest and relevance to taurira Māori.

A6 Consultation

Consultation is underway.

Course Description: LANG 301 (2025,T1)

Course title	Languages and Cultures for Global Communication		
Short title	Global Languages	Point value	20
Course coordinator	Nicola Gilmour	NZQF level	7
Qualification schedule:	BA(A) schedule		
Prerequisites, corequisites, restrictions	P One of (CHIN 202, FREN 202, GERM 202, JAPA 202, SPAN 202) or equivalent language competence as determined by the Programme Director		
Prescription	This course covers all 300-level Asian and European languages, offering language instruction in Chinese, French, German, Japanese, or Spanish along with a rich exploration of cultural and intercultural topics. You will enhance your language proficiency and language-learning skills at an advanced level. You will also join fellow students and staff across the languages in fortnightly seminars to discuss themes like Language and Gender, Language and Identity, Languages of Diplomacy, and Languages and Colonisation. This integrated approach will help you develop global communication skills to thrive in diverse, multicultural environments.		
Student workload hours	200	Contact Hours	
Teaching/learning summary		Lectures	
The course will be primarily delivered in person, with additional online support for language learning. Students will have 42 hours of language instruction in their target language discipline (Chinese, French, German, Japanese or Spanish) and will also attend 6 seminars (once a fortnight) that bring together all the languages staff and students to discuss topics of common interest, such as Language and Gender, Language and Identity, Languages of Diplomacy, Languages and Colonisation.		Tutorials	42
		Seminars	6
		Labs/Studios	
		TOTAL	48
Course learning objectives (CLOs)	Students who pass this course should be able to:		
1	Demonstrate intermediate to advanced proficiency in the four primary language competencies (speaking, listening, reading and writing) in their target language		
2	Articulate strategies for life-long language learning		
3	Develop a persuasive narrative that recognises the impact of culture on communication practices and behaviours across different languages		
4	Apply intercultural communication skills, including empathy, cultural sensitivity, and adaptability, to navigate and mediate interactions in diverse cultural settings effectively		
Assessment items and workload per item		%	CLO(s)
1	10 weekly language quizzes (e.g. vocab, listening, reading comprehension, grammar)	25%	1
2	Language learning/Translation journal and reflection (200-word weekly entries + final graded 800-word reflection/assignment)	20%	1, 2
3	Group global communication project (1,500 words or equivalent, 15%) + individual evaluation of contribution to project (5%)	20%	3, 4,
4	Final oral presentation (5-10 minutes)	10%	1
5	Final test (50 minutes)	25%	1, 4

Mandatory course requirements	In addition to achieving an overall pass mark of 50%, students must:
Participate in at least 5 out of 6 workshops in order to meet CLOs 3 and 4	

Course Description: GLOB 310 (2025,T2)

Course title	Topic in Global Studies		
Short title	Topic in Global Studies	Point value	20
Course coordinator	[Course Coordinator]	NZQF level	7
Qualification schedule:	BA(A), BGS		
Prerequisites, corequisites, restrictions	P 40 200-level points from the BGS or BA(A) Schedules		
Prescription	A Topic in Global Studies		
Student workload hours	200	Contact Hours	
Teaching/learning summary Advanced study of a selected topic related to Global Studies, focused on particular cultural areas and considered from a range of historical, cultural, or critical perspectives.		Lectures	24
		Tutorials	12
		Seminars	
		Labs/Studios	
		TOTAL	36
Course learning objectives (CLOs)	Students who pass this course will/should (<i>delete one</i>) be able to:		
1	Details TBD		
Assessment items and workload per item		%	CLO(s)
1	Details TBD		
Mandatory course requirements	In addition to achieving an overall pass mark of 50%, students must:		
Details TBD			



New programme cover sheet

Proposal name	Introduction of a new major, Language Sciences, to the Bachelor of Arts	
Proposer	Sasha Calhoun	
Faculty	Humanities and Social Sciences	
Summary	Introduction of a new major, Language Sciences, to the Bachelor of Arts	
Proposal year	2024	
Start year	2025	
Reference	BA/5, BC/, BGS/1, BSc/, BPsych	
CONSULTATION	Person consulted	Summary and reference
Academic Office	Linda Roberts	Feedback incorporated
Associate Dean	Sally Hill	Feedback incorporated
CAD	Irina Elgort	Feedback incorporated
Careers & Employment (Work-integrated Learning)	Alice Hodder	Feedback sought
Course Admin.	Teresa Schischka	Feedback provided
Faculty Admin.	Noeleen Williamson	Feedback incorporated
Library	Leila Torrington	Feedback incorporated
Marketing	Nigel Riley	Feedback incorporated
PAMI	Ash McPherson	Feedback sought
Toihuarewa	Brian Tunui	No issues identified
School Admin.	Bernie Hambleton	Supportive of proposal
Future Students	Cathy Powley	Feedback sought
Student Finance	Paige Jarman	Feedback sought
Student Learning	Louise Falepau	Feedback sought
Students	Via FAC	Feedback incorporated
Vic. International	Alsu Sworder	Feedback sought
Other Faculties		
Possible employers/ Professional/ employer groups (See A4)		

APPROVAL	Authority	Date	Recorded by
Concept proposal	SLT		
Head of School	Averil Coxhead	03/05/2024	Catherine Townsend
Fac. Acad. Cttee.	Sally Hill	09/05/2024	Catherine Townsend
Faculty Board	Sarah Leggott	23/05/2024	Catherine Townsend
Acad. Prog. Committee	Robyn Longhurst	25/06/2024	Carol Morris
SLT*			
Academic Board			
CUAP			

* SLT will not approve any proposal without a business case. Contact the relevant faculty finance advisor for assistance.
Add more rows if more than one faculty needs to approve the proposal.



New programme

Proposal name	Introduction of a new major, Language Sciences, to the Bachelor of Arts
Faculty	Humanities and Social Sciences
CUAP Category	6.1.1

Section A

A1 Purpose

1. To introduce a new major Language Sciences to the Bachelor of Arts, with a new code (LSCI)
2. To introduce two specialisations in *Linguistics (LING)* and *Applied Linguistics (ALIN)*
3. To close and delete the existing Linguistics (LING) and Teaching English to Speakers of Other Languages (TSOL) majors
4. To introduce a new course code, LSCI, and 16 new courses through recoding of existing courses, merging of existing courses and two brand new courses (including one Special Topic course). All courses other than LSCI 210, LSCI 211, LSCI 301, LSCI 312 and LSCI 313 will be introduced from 2025. LSCI 210, LSCI 211, LSCI 301, LSCI 312 and LSCI 313 will be introduced in 2026:

LSCI 101 Language and Society

LSCI 111 Introduction to Language Sciences

LSCI 130 Topics In Computer and Language Science

LSCI 201 Vocabulary and Grammar for Language Learners

LSCI 210 Languages in the Life of Aotearoa New Zealand and Asia-Pacific

LSCI 211 The Structure and Design of Languages [*Introduced from 2026- LING 227 and 228 to be taught under the existing codes for 2025*]

LSCI 220 Introduction to Computational Linguistics and NLP

LSCI 230 Special Topic

LSCI 231 Special Topic

LSCI 301 Language Teaching: Principles to Practice

LSCI 310 Understanding Language Learning and Teaching

LSCI 311 Linguistic Typology: Uniformity and Variation in Language Patterns

LSCI 312 Psycholinguistics

LSCI 313 Language Variation and Change

LSCI 330 Special Topic

LSCI 331 Special Topic

5. To delete 24 existing courses from 2025 except LING 227 and 228 which will be deleted from 2026:

LALS 330, LING 101, 111, 221, 201, 224, 226, 227, 228, 229, 321, 322, 323, 324, 326, 327, 328, 330, 331, TSOL 202, 203, 301, 302, 303

6. To make consequential changes to the Modern Language Studies major in the Bachelor of Arts
7. To add the Language Sciences major to the Bachelor of Communication and delete the Linguistics major, and make consequential changes to the note for the Intercultural Communication major
8. To amend the General Requirements for the Bachelor of Global Studies to add LSCI 101, and make consequential changes to the Ethical Leadership and Intercultural Communication and the Area and Cultural Studies minors in the Bachelor of Global Studies
9. To make consequential changes to the Cognitive Science major and minor in the Bachelor of Psychology
10. To amend the Data Science major in the Bachelor of Arts, the Bachelor of Commerce and the Bachelor of Science
11. To make consequential amendments to the entry requirements for the Master of Linguistics, the Master of Applied Linguistics and the Master of TESOL

A2 Justification

Executive summary justification statement for external audience

Justification statement for internal audience

The disciplines of Linguistics and Applied Linguistics/Teaching English as a Second Language (TESOL) have long and proud histories at Te Herenga Waka – Victoria University of Wellington (THW-VUW), and strong international reputations, with Linguistics ranked first in New Zealand, and 48th in the world in the most recent QS rankings (reflecting both disciplines, as Applied Linguistics is not a separate subject in the QS rankings). While staff across both disciplines have always worked closely together, and there are many conceptual links between the disciplines, they have until now been offered as two separate undergraduate majors (Linguistics and TESOL). Following the Achieving Financial Sustainability process, the two programmes were merged administratively in 2024. We now propose to merge our undergraduate teaching programmes, to incorporate core parts of the Linguistics and TESOL majors, creating a new major, Language Sciences. This refreshed major responds to developments in the field, student interests, and to draws on the strengths of current staff across the combined programme.

Staff in the Linguistics and Applied Linguistics programmes, both longstanding at THW-VUW, have always worked closely together within the School of Linguistics and Applied Language Studies, but have offered separate undergraduate majors: Linguistics and Teaching English as a Second Language (TESOL). We propose combining the two disciplines to create a single major, Language Sciences, capitalising on the strengths of our staff and offering greater opportunities for students to learn across the more research-focused and applied aspects of the wider field. The new major will be refreshed, including core parts of the Linguistics and TESOL majors while also reflecting changes in these fields and student interest.

We propose naming the major Language Sciences, as this is a recognised label used in programmes that have a broader focus than either Linguistics or TESOL/Applied Linguistics would typically, e.g. Macquarie University offers a Bachelor of Linguistics and Language Sciences, the University of Wisconsin-Madison and Penn State University undergraduate majors, and University

College London a Master's in Language Science(s); all of these programmes having a wider focus. It will be the first undergraduate major in Language Sciences in New Zealand, highlighting for students the broader focus.

In order to retain the recognised disciplines within the major, we propose introducing specialisations in Linguistics and Applied Linguistics. In Linguistics, this is important for students wishing to go on to postgraduate study in Linguistics at THW-VUW or elsewhere, as it will ensure they have sufficient grounding in Linguistics. In Applied Linguistics, this is also useful for students wishing to go on to further study, but it is especially important for those wishing to show they have specialised training in teaching languages, e.g. to teach English overseas. We have chosen to name the specialisation Applied Linguistics because it is broader than TESOL which implies a focus on English. Applied Linguistics includes teaching of language in general and areas like language policy, multilingualism, and sociolinguistics, which are all areas of expertise in our programme.

The scientific study of language is inherently interdisciplinary given the centrality of language to all human activities. The new programme name and offerings will help students to see and make these connections across their degree programme. The new major will support and enhance the existing involvement of Linguistics and TESOL in other programmes across the University. Language Science will also be a major in the Bachelor of Communication, and Language Science courses will be core or option courses for the Cognitive Science major in the Bachelor of Psychology, the Data Science major in the Bachelors of Science and Art, will count towards two minors in the Bachelor of Global Studies, and be part of the Modern Languages major.

A3 Qualification

The major requires 40 points at 100-level, 40 at 200-level, and 40 at 300-level, with an additional 20 points from any level, for a total of 140 points. This proposal therefore meets the CUAP definition of a major as "A substantial component of a degree (usually at least one-third and often consisting of one subject only) selected by the student, in accordance with the regulations, as the principal area of study for the degree".

A4 Acceptability of the programme and consultation

Comments on the proposal have been sought from the people listed in the consultation appendix. This major is developed out of two longstanding programmes, which have both had input over many years on acceptability and usefulness from relevant academic and professional communities including employers. Graduates of Linguistics and TESOL have a good record of employment in language-related fields, and we have consistently had good feedback on the calibre of our graduates.

We have also consulted two students, one a recent BA graduate with majors in TESOL and Modern Languages, including some linguistics courses; and the other nearing completion of a Graduate Diploma in Arts in Linguistics, including one TESOL course. They were both positive about the changes, as both had seen the links between Linguistics and TESOL/Applied Linguistics when taking courses in each area, and appreciated the new major structure which would enable students to combine these more easily, while getting recognition in each area through the specialisations. They liked the new name, commenting that many students are not familiar with the term 'linguistics', and when they were asked to explain what it meant, they said 'looking at language from a scientific point of view', which the new name captures directly.

Transitional arrangements

Students who have already completed LING 111 will be able to choose whether to remain in the Linguistics major under the current regulations, or change to the Language Sciences major, with either a Linguistics or Applied Linguistics specialisation. LING 227 and LING 228 will be offered in 2025, to enable current Linguistic majors to complete these core courses (as they are being combined it is more difficult if students have completed one or other but not both). Otherwise, the following equivalents will be allowed between the two regulations: LING 221 ~ LSCI 101, LING 227 or LING 228 ~ LSCI 211 (plus 20 points if students have done both), otherwise LING ~ LSCI at the same level (100-, 200-, 300-). Students enrolled in a Linguistics major who have not yet done LING 111 will be required to transfer to the Language Sciences major. The TESOL major was not offered this year, and we have already worked out a plan with students enrolled in TESOL last year, so there should not be any further TESOL students needing transitional arrangements. All students will be informed of these changes by email and will also be able to get one-on-one advice from Student Advisors, supported by the Programme Director.

A5 Te Tiriti o Waitangi

As a major that is focused on the exploration of language science and that is taught at a university in Aotearoa New Zealand, we recognise and affirm our commitment to Te Tiriti o Waitangi, including our responsibilities to Māori students and Māori staff. As such, this redesigned major will incorporate case studies and exemplars involving te reo Māori throughout the courses, therein supporting the visibility of te ao Māori and Māori identity and connecting with the strategic principle of Akoranga. Additionally, we will include the publications of Māori researchers in our teaching, highlighting the importance of these contributions to the scholarship we teach, therein supporting the principles of Rangatiratanga and Whai Mātauranga. Furthermore, we are introducing a new course into the major – LSCI 210: *Languages in the Life of Aotearoa New Zealand and Asia-Pacific*. This course is entirely focused on language and society in Aotearoa and Asia-Pacific, including language planning and revitalisation efforts involving te reo Māori. We have met with Mike Ross, the Head of School of Te Kawa a Māui, to discuss the appropriate scope of involvement of te reo Māori case studies in this course and the potential involvement of Te Kawa a Māui staff. Together, we have identified areas where this new 210 course can complement MAOR 222 and how staff in LALS and staff in TKaM can reciprocally contribute to each other's courses. This ongoing collaborative development further contributes to the strategic principles named above, as well as fostering Manaakitanga and Whanaungatanga between our respective staff, therein guiding our further support of current and incoming Māori students.

A6 Goals of the Programme

The goal of the undergraduate major in Language Sciences is to develop graduates who have a broad understanding of language, how it is used, and its impact on society and culture. This knowledge includes being able to analyse the structure of language, understand similarities and differences across different languages and language families, how language is produced and understood, theories and methods for language teaching and learning, and the role that language plays in society and culture. Graduates can choose from two specialisations to suit their needs and future career goals. Graduates who specialise in linguistics will further hone their analytic skills and understanding of language structure and obtain training with specific research methodologies and applications. Those who specialise in language teaching and learning will obtain a firm understanding of theories of language learning and foundational principles of language teaching. Regardless of specialisations, our graduates will leave the major with a rich understanding of the role that language plays both in human cognition as well as society.

A secondary goal of the program is to develop students who are well-equipped for interdisciplinary study. From psychology to artificial intelligence, language is a core aspect of many other majors at our university. As such, our graduates will develop specialised knowledge of language which will enrich their experience as they explore courses from other majors and disciplines at our university.

A final goal of our program is to provide graduates with necessary skills for further postgraduate study or to leave university and join the workforce. Those who specialise in linguistics can proceed to postgraduate studies in linguistics or language science but will also be attractive candidates for jobs which involve data analysis. Graduates specialised in language learning and teaching will be positioned well for postgraduate studies in applied linguistics or TESOL as well as jobs which involve language teaching or language policy.

A7 Outcome statements

Graduate profile (qualification)

BA graduates will have a breadth of knowledge across several humanities and/or social science disciplines and advanced knowledge in at least one subject area. They will have well-developed skills in leadership, creative and critical thinking, and communication.

Content

Subjects include art history, Asian studies, Chinese, classical studies, criminology, cultural anthropology, data science, development studies, economics, education, educational psychology, English literature, film, French, geography, German, Greek, history, international relations, Italian, Japanese, Latin, **linguistics, language sciences**, Māori resource management, Māori studies, mathematics, media studies, modern language studies, music, Pacific studies, philosophy, political science, psychology, public policy, religious studies, Samoan studies/Mata'upu tau Samoa, sociology, Spanish, Te Reo Māori, **Teaching English to Speakers of Other Languages (TESOL)**, theatre.

Education pathways *that identify other qualifications that a graduate could enrol into after completing this qualification. Where qualifications are standalone, and do not prepare graduates for further study, the outcome statement should make this clear.*

N/A

Employment pathways *or contributions to the community that identify the areas in which a graduate may be qualified to work, or the contribution they may make to their community*

N/A

If this proposal is for more than one qualification, repeat the entire set of headings as many times as required, preceded by the name of the qualification in each case. The goals must be different for each qualification, although entry requirements would usually be the same for, say, a master's degree, postgraduate diploma and postgraduate certificate in the same subject.)

Entry requirements

New Zealand university entrance.

Assessment

A combination of assignments, projects, data analyses, in-class tests, micro-teaching, online learning activities, and presentations.

A8 Graduate profile

Scholarly attributes developed through the formal curriculum

Scholarly attribute for the qualification / subject	Discipline knowledge	Critical & Creative Thinking	Communication	Intellectual autonomy	Intellectual integrity
<i>Illustrate broad understanding of language sciences and their interdisciplinary context, including linguistics and applied linguistics.</i>	√	√			
<i>Apply research-based knowledge and approaches in language sciences to practical needs and challenges in the community, particularly in Aotearoa New Zealand and Asia-Pacific.</i>	√	√	√		
<i>Exhibit well-developed skills in critically and creatively evaluating research in language sciences, including its social and educational contexts and impact, to formulate novel research questions and solve problems.</i>	√	√	√	√	√
<i>Be able to apply a range of methods used in language sciences appropriately to address research questions and respond to practical language-related needs and challenges.</i>		√	√		
<i>Reflect critically on and communicate their own position on issues in language sciences, taking account of diverse worldviews, ethical considerations, and different educational and communicative contexts.</i>		√	√	√	√

Personal qualities

Personal quality for the qualification / subject	International perspective	Engagement	Independence & collaboration	Goal-setting
<i>An understanding and appreciation of linguistic diversity (structural and social) in the world, and especially Asia-Pacific.</i>	√			
<i>A commitment to using their knowledge to engage constructively and contribute positively to the community in which they choose to live and work.</i>	√	√	√	
<i>An understanding of the distinctive features of social and community engagement in Aotearoa/New Zealand, and sensitivity to differences in engagement in different international contexts.</i>	√	√		
<i>An ability to work both in a self-directed way, and effectively in collaboration with others, including sharing ideas and information, taking responsibility, showing respect for the strengths and contributions of others and negotiating solutions to differences of view.</i>		√	√	√
<i>Ability to self-reflect, professional integrity and a commitment to ethical behaviour</i>			√	√

A9 Programme overview

The structure of the major and specialisations is as follows (purple shows courses for both specialisations, red the Applied Linguistics specialisation and blue the Linguistics specialisation; bold and italics is compulsory courses for the major, bold compulsory for one or other specialisation).

<i>LSCI 101</i>	LSCI 201	LSCI 301, language course
<i>LSCI 111</i>	LSCI 210	LSCI 310
	LSCI 211	LSCI 311, LSCI 312, LSCI 313, NZSL 311
	LSCI 220	

All students do core courses at 100-level: LSCI 101: *Language and Society* (revised from LING 221) and LSCI 111: *Introduction to Language Sciences* (revised from LING 111). At 200-level, all students must take LSCI 210: *Languages in the life of Aotearoa New Zealand and Asia-Pacific*. This is a new course pulling together expertise across the combined programme highlighting the contributions of linguistics and applied linguistics in Aotearoa New Zealand, including historical linguistics research on the origins of te reo Māori, the current status of languages in Aotearoa, language revitalisation, policy and education. Students must take one further course at 200-level focusing on language description. Those doing the Applied Linguistics specialisation take LSCI 201: *Vocabulary and grammar for language learners and teachers* (revised from TSOL 202), while those in the Linguistics specialisation take LSCI 211: *The structure and design of languages* (merged and revised from LING 227 and LING 228). LSCI 220: *Introduction to Computational Linguistics and Natural Language Processing* (formerly LING 229) is an optional course for students in either specialisation at this level.

At 300-level those doing the Applied Linguistics specialisation take LSCI 301: *Language teaching: principles to practice* (formerly TSOL 301) and LSCI 310: *Understanding language learning* (revised from LING 201). They must also take a language paper, or have equivalent language learning experience, as this is important experience for language teaching. Those doing the Linguistics specialisation must take three 300-level papers from LSCI 310-399, which cover a range of key areas in linguistics. These papers draw on the specialist areas of current staff, including LSCI 310, LSCI 312: *Psycholinguistics* (formerly LING 323), LSCI 311: *Linguistic typology: Uniformity and variation in language patterns* (merged and revised from LING 327 and LING 328) and LSCI 313: *Language variation and change* (formerly LING 324), which will be offered in alternating years, and NZSL 311: *Structure and use of New Zealand Sign Language*. Students do not have to take a specialisation. If they do not, they need to include two 300-level papers, plus one more LSCI paper at any level or a language paper/equivalent experience. This structure gives students a breadth, depth and variety in the language sciences, with specialisations enabling them to be recognised as having expertise in Linguistics or Applied Linguistics.

Linguistics courses are currently part of the Modern Languages major in the BA, so we are proposing to make consequential changes to include equivalent LSCI courses in this major. Linguistics is offered as a major in the Bachelor of Communication, so we propose a consequential change to make this the Language Sciences major. Note COMS 202 is retained as an option under regulation (d) of the major to accommodate BC students as BC majors are 120 points. Linguistics and TESOL courses are included in the Ethical Leadership and Intercultural Communication minor in the Bachelor of Global Studies. We propose including LSCI 101 in the general skills courses for that degree, and LSCI 210 in the Area and Cultural Studies and Ethical Leadership and Intercultural Communication minors, as being good fits. Linguistics courses are included in the Cognitive Science major in the Bachelor of Psychology, so we propose changing these to equivalent courses in the revised major: LSCI 312 is a core course, LSCI 220, LSCI 310, 311 and 313 are optional courses to complete the 200- and 300-level requirements for that major. As part of a parallel amendment proposal, LSCI 220 is to be included as an optional course in the Data Science major in the BA and BSc. Finally, we are amending the entry requirements for the Masters in Applied Linguistics, Linguistics and TESOL to include a Bachelor with a major in Language Sciences.

A10 Proposed regulations**Amend the 2024 VUW Calendar as follows:****On page 320 in the Major Subject Requirements for the Bachelor of Arts, insert:****Language Sciences (LSCI)**

- (a) LSCI 101, 111
- (b) LSCI 210; LSCI 201 or 211
- (c) 40 points from LSCI 301-399, NZSL 311
- (d) 20 further points from LSCI 101-399, COMS 201, or in any language other than English in the BA schedule or equivalent language learning experience including learning English as an additional language

For a specialisation in **Applied Linguistics (ALIN)**, students must include the following: LSCI 201, 301, 310 and 20 points in any language other than English in the BA regulations or equivalent language learning experience including learning English as an additional language

For a specialisation in **Linguistics (LING)**, students must include the following: LSCI 211, 60 points from LSCI 310-399, NZSL 311

Delete:**Linguistics (LING)**

- ~~(a) LING 111~~
- ~~(b) LING 221, 227 and 228~~
- ~~(c) 40 points from LING 300-399, NZSL 311~~
- ~~(d) 20 further points from LING 100-399, COMS 201~~

Amend:**Modern Language Studies (MLST)**

- (a) Either CHIN 101, 102, or FREN 101, 102, or GERM 101, 102, or ITAL 101, 102, or JAPA 101, 102, or MAOR 111, 112, or SAMO 101, 102, or SPAN 101, 102
- (b) Either CHIN 201, 202, or FREN 201, 202, or GERM 201, 202, or ITAL 201, 202, or JAPA 201, 202, or MAOR 211, 221, or SAMO 201, 202, or SPAN 201, 202
- (c) Either (MAOR 311, 321) or (SAMO 301, 302), or (LANG 301 and 20 further points from GLOB 310-399, LANG 300-399 or ICOM 300-399)
~~Either CHIN 301, 302, or FREN 301, 302, or GERM 301, 302 or 303, 304, or ITAL 301, 20 further points from ITAL 300-399, LANG 300-399, or JAPA 301, 302, or MAOR 311, 321, or SAMO 301, 302 or SPAN 301, 302~~
- (d) LSCI 111 and 40 points from LSCI 200-399
- ~~(e) LING 111 and 40 points from LING 200-399~~

On page 322, delete:**Teaching English to Speakers of Other Languages (TSOL)**

- ~~(a) 20 points in a language other than English or an equivalent second language learning experience~~

~~(b) LING 101 or 111~~

~~(c) LING 201 (or LALS 201), TSOL 202, 203~~

~~(d) TSOL 301, 302~~

On page 348, in the Major Subject Requirements for the Bachelor of Communication, insert:

Language Sciences (LSCI)

(a) LSCI 101 and LSCI 111

(b) LSCI 210; LSCI 201 or LSCI 211

(c) 40 points from LSCI 301-399, NZSL 311

(d) 20 further points from LSCI 101-399, COMS 201, or in any language other than English in the BA schedule or equivalent language learning experience including learning English as an additional language

Note: Approved complementary minors and majors are Cultural Anthropology, Data Science, Intercultural Communication, Political Science, Psychological Science, and any language major or minor subject area listed in the BA regulations.

For a specialisation in **Applied Linguistics** (ALIN), students must include the following: LSCI 201, LSCI 301, LSCI 310 and 20 points in any language other than English in the BA regulations or equivalent language learning experience including learning English as an additional language

For a specialisation in **Linguistics** (LING), students must include the following: LSCI 211, 60 points from LSCI 310-399, NZSL 311

And delete:

Linguistics (LING)

~~(a) LING 111~~

~~(b) LING 221, 227 and 228~~

~~(c) 40 points from LING 300-399, NZSL 311~~

~~(d) further points from LING 100-399, COMS 201~~

Note: Approved complementary minors and majors are Cultural Anthropology, Data Science, Intercultural Communication, Political Science, Psychology, and any language major or minor subject area listed in the BA regulations.

Amend the note for the Intercultural Communication major:

Note: Approved complementary minors and majors are Asian Studies, International Business, Language Sciences Linguistics, Māori Studies, Pacific Studies, Teaching English to Speakers of Other Languages, and any language major or minor subject area listed in the BA regulations.

On page 354, amend the General Requirements of the Bachelor of Global Studies, section 1(b)(iii)

(iii) At least 15 pts from ARTH 101, ASIA 101, DATA 101, DSDN 173, ECON 130, GEOG 112, GEOG 114, HLWB 101, INTP 113, LCCM 171, **LSCI 101**, PASI 101, PHIL 123, QUAN 102, SCIS 101, SARC 131, STAT 193, WRIT 101, WRIT 151

On page 355, amend the requirements for the Area and Cultural Studies (AACs) and Ethical Leadership and Intercultural Communication (ELIC) minors in the Bachelor of Global Studies: Area and Cultural Studies (AACs)

At least 60 points (including 15 pts at 300-level) from ASIA 201, 301, ARTH 306, CHIN 213, FILM 202, HIST 208, 219, INTP 354, JAPA 213, LANG 201, 202, 302, **LSCI 210**, MAOR 217, MUSC 351, PASI 201, 202, 301, POLS 203, 205, 210, 354, 357, RELI 235, SARC 352, SPAN 214, 314

Ethical Leadership and Intercultural Communication (ELIC)

At least 60 points (including 15 pts at 300-level) from HRER 302, IBUS 312, ICOM 201, 202, 302, **LSCI 210**, ~~LING-221, 321~~, MAOR 216, 222, MDIA 308, MARK 211, MGMT 202, 210, 321, PUBL 205, ~~TSOL-203~~

Amend the major subject requirements for Data Science in the Bachelor of Arts (page 317), Bachelor of Commerce (Page 232) and the Bachelor of Science (page 398):

Data Science (DATA)

- (a) DATA 101; one of (COMP 102, 112, 132, INFO 102); one of (MATH 177, QUAN 102, STAT 193)
- (b) DATA 201, 202; one of (MATH 277, QUAN 203, STAT 292), one further course from (AIML 231, 232, COMP 261, GEOG 215, INFO 206 (or 264), **LSCI 220**, MATH 245, 251, 261, 277, PHIL 269, QUAN 201, 203, STAT 292, 293)
- (c) DATA 301, 303, one of (COMP 309; DATA 302); one of (DATA 304–399, AIML 331–339, COMP 307, ECON 303, GEOG 315, INFO 304, 307, 310, 311, MARK 317, MATH 353, MGMT 315, 316, STAT 391, 392, 394, SWEN 304)

Note: Students who have passed AIML 231 may substitute one of (DATA 304–399, STAT 391, 392, 394) for DATA 302 in (c)

On page 439, amend the Major Subject requirements for Cognitive Science in the Bachelor of Psychology:

Cognitive Science (COGS)

- (a) AIML 131, COGS 101, COMP 102 (or 112) or 132, PSYC 122, STAT 193
(or QUAN 102)
- (b) COGS 201, PHIL 265, PSYC 242; one of AIML 231, **LSCI 220**, ~~LING-229~~, PSYC 201
- (c) **LSCI 312**, ~~LING-323~~, PSYC 310; one from (AIML 300-399, IXXN 311, **LSCI 310, 311, 313**, ~~LING-324, 327, 328, 330~~, PHIL 331, 373, PSYC 332, 327, SWEN 303)

On page 440 amend the Minor requirements for Cognitive Science:

Cognitive Science (COGS)—COGS 201, PHIL 265, PSYC 310; 15 further points from (AIML 200–399, IXXN 311, ~~LSCI 220, 310, 311, 312, 313~~ ~~LING 229, 323, 324, 327, 330~~, PHIL 331, 373, SWEN 303)

On page 341, amend the Entry Requirement for the Master of Linguistics:

1. (a) Before enrolment, a candidate for the MLing degree, PGCertLing or PGDipLing shall have:
- (i) completed a Bachelor's degree (or equivalent qualification) in Linguistics, **Language Sciences with a specialisation in Linguistics**, or a related subject (as determined by the Linguistics Programme Director), with a B grade average or better in relevant courses; and

On page 343, amend the Entry Requirement for the Master of Applied Linguistics:

Amend the Entry Requirement 1(a)(i) for the Master in Applied Linguistics (2024 Calendar, p. 343):

1. (a) Before enrolment, a candidate for the MAppLing degree, PGDipAppLing, or PGCertAppLing shall have:
- (i) completed a Bachelor's degree (or equivalent qualification) with a B grade average or better in **Language Sciences**, Linguistics, **Teaching English as a Second Language (TESOL)**, English Language, Education, or a language other than English (or another relevant degree); and

On page 346, amend the Entry Requirement for the Master of TESOL:

1. (a) Before enrolment, a candidate for the MTESOL, PGCertTESOL, or PGDipTESOL shall have:
- (i) completed a Bachelor's degree (or equivalent qualification) with a B grade average or better in **Language Sciences**, Linguistics, **Teaching English as a Second Language (TESOL)**, English Language, Education, or a language other than English (or another relevant degree); and

Amend the Combined Undergraduate Schedule:

	Course	Title	Pts	P/X	Schedule
Revised and recoded from LING 221	LSCI 101	Language and Society	20	X LING 221	BA(A), BC, BSc
Revised and recoded from LING 111	LSCI 111	Introduction to Language Sciences	20	X LING 111	BA(A), BC, BPsych, BSc
Recode of LALS 130	LSCI 130	Special Topic Topics In Computer and Language Science	20	X LALS 130 in 2024	BA(A), BC, BSc
Revised and recoded from TSOL 202	LSCI 201	Vocabulary and Grammar for Language Learners	20	P 40 pts; X TSOL 202	BA(A), BC, BSc

New course	LSCI 210	Languages in the life of Aotearoa New Zealand and Asia-Pacific	20	P 40 pts	BA(A), BC, BSc
Merger/revision of LING 227, 228	LSCI 211	The Structure and Design of Languages	20	P LSCI 111 (or LING 111) or 30 pts approved by Programme Director; X LING 227, 228	BA(A), BC, BSc
Recode of LING 229	LSCI 220	Introduction to Computational Linguistics and NLP	20	P 15 pts in LSCI, AIML, COGS, COMP, DATA, MATH, LING, TSOL or LALS; X LING 226 (2021-2023), LING 229	BA(A), BC, BPsych, BSc
Recode of LING 226	LSCI 230	Special Topic	20		BA(A), BC, BSc
	LSCI 231	Special Topic	20		BA(A), BC, BSc
Recode of TSOL 301	LSCI 301	Language Teaching: Principles to Practice	20	P LSCI 201 (or TSOL 202, 203) or LSCI 111 (or LING 111); 20 pts in any language other than English in the BA schedule or equivalent language learning experience including learning English as an additional language; X TSOL 301	BA(A), BC, BSc
Revised and recoded from LING 201	LSCI 310	Understanding Language Learning	20	P LSCI 111 (or LING 111) or LSCI 201 (or TSOL 202); X LING 201, LALS 201	BA(A), BC, BSc
Merger/revision of LING 327, 328	LSCI 311	Linguistic Typology: Uniformity and Variation in Language Patterns	20	P LSCI 211 (or LING 227, 228); X LING 327, 328	BA(A), BC, BSc
Revised and recoded from LING 323	LSCI 312	Psycholinguistics	20	P LSCI 111 (or LING 111) or PSYC 122; X LING 323	BA(A), BC, BPsych, BSc
Recode of LING 324	LSCI 313	Historical Linguistics: Language Variation and Change	20	LSCI 111 (or LING 111); X LING 324	BA(A), BC, BSc
Recode of LING 326	LSCI 330	Special Topic	20		BA(A), BC, BSc

Recode of LING 331	LSCI 331	Special Topic	20		BA(A), BC, BSc
	LALS 130	Special Topic	20		BA(A), BC, BSc
	LALS 303	Special Topic	20		BA(A), BSc
	LING 101	Language and Communication	20	X LALS 101	BA(A), BC, BPsych, BSc
	LING 111	Linguistics: the Science of Language	20	X LING 211	BA(A), BC, BPsych, BSc
	LING 201	Understanding Language Learning and Teaching	20	P 40 pts; X LALS 201, LING 223	BA, BC
	LING 221	Sociolinguistics	20	P LING 111 or 40 pts from the BA or BC schedules or GLOBE 101	BA(A), BC, BSc
	LING 224	Interpersonal Communication	20	P LING 111 or 30 pts from Part A of the BA schedule	BA(A), BC, BSc
	LING 226	Special Topic	20		BA(A), BC, BSc
	LING 227	Syntax and Morphology	20	P LING 111 or 30 pts approved by programme director	BA(A), BC, BSc
	LING 228	Phonetics and Phonology	20	P LING 111	BA(A), BC, BSc
	LING 229	Introduction to Computational Linguistics and NLP	20	P 15 pts in LING, COMP, DATA, LALS, MATH or TSOL; X LING 226 (2021–2023)	BA(A), BC, BSc
	LING 321	Discourse and Meaning	20	P LING 221 or GLOBE 201; X LING 421; COMS 303 in 2023	BA(A), BC, BSc
	LING 322	New Zealand English	20	P one of (LING 221, 227, 228); X LING 422	BA(A), BC, BSc
	LING 323	Psycholinguistics	20	P LING 111 or PSYC 122; X LING 423	BA(A), BC, BSc, BPsych
	LING 324	Language Variation and Change	20	P LING 227 or 228; X LING 424	BA(A), BC, BSc
	LING 326	Special Topic	20		BA(A), BC, BSc

	LING-327	Advanced Syntax	20	P-LING-227; X-LING-427	BA(A), BC, BSc
	LING-328	Advanced Phonetics and Phonology	20	P-LING-228; X-LING-428	BA(A), BC, BSc
	LING-330	Advanced Sociolinguistics	20	P-LING-221; X-LING-430	BA(A), BC, BSc
	LING-331	Special Topic	20		BA(A), BC, BSc
	TSOL-202	Vocabulary and Grammar for TESOL	20	P-40 pts; X-ALIN-301	BA(A), BEd (TESOL)
	TSOL-203	Text and Cultural Context	20	P-40 pts; X-ALIN-302	BA(A), BEd (TESOL)
	TSOL-301	Language Teaching: Principles to Practice	20	P-LING-201 (or LALS-201) and TSOL-202 or 203; 20 pts in a language other than English or an equivalent second language learning experience; X-ALIN-201	BA(A), BEd (TESOL)
	TSOL-302	Critical Perspectives on the Second Language Curriculum	20	P-LING-101 or 111 and 60 pts from Part A of the BA schedule; X-ALIN-202	BA(A), BEd (TESOL)
	TSOL-303	Special Topic	20		BA(A)

A11 Proposed teaching/delivery methods

Organisation of teaching

Courses in the Language Sciences major will be taught through a combination of lectures and discussion-based lectorials, supported by tutorials and computer laboratory sessions.

Mode of teaching

LSCI 220 is offered in dual mode and can be completed in-person or fully online.

All other courses are designed to be taken face-to-face, although all course materials will be available online and all lectures will be recorded. We will consider requests to provide remote attendance options for students for compelling reasons on a case-by-case basis.

Formative feedback

Formative feedback will be provided on assessment items throughout the courses, and within the tutorial and computer laboratory sessions through discussion and collaborative tasks.

Interaction

Lectures will include opportunities for students to engage in discussion and small tasks with other students. In all courses lectorials, tutorials and/or computer laboratories will provide an opportunity for interaction with staff and other students.

Independent study

The assignments will require independent study and learning.

Refer to the Course Descriptions for detailed information on teaching/delivery methods for individual courses.

A12 Prescriptions for courses

Course	Title	Prescription	Pts	
New Courses				
LSCI 101	Language and Society	This course introduces students to the major roles and uses of language in human society from linguistic and applied linguistic perspectives. Students will learn to understand key connections between language, society, the mind, and education, amongst other areas. Students will also learn how professional linguists and applied linguists research language and then contribute to knowledge and society.	20	Revised and recoded from LING 221
LSCI 111	Introduction to Language Sciences	Language is the 'operating system' of human beings, shaping our history, culture and technological achievements. This course introduces students to the scientific understanding of how language is designed, how it evolved, how it is learnt and cognitively processed. Students will gain core skills in analysing the sounds (phonetics), sound systems (phonology), word structures (morphology) and sentence structures (syntax) used across human languages.	20	Revised and recoded from LING 111
LSCI 130	Topics In Computer and Language Science		20	Recoded from LALS 130
LSCI 201	Vocabulary and Grammar for Language Learners	The course explores the key features and patterns of English vocabulary and grammar from the perspective of the challenges they present to learners and teachers. It examines the implications for planning teaching and assessing learning. Students will evaluate the content of courses and published teaching materials.	20	Revised and recoded from TSOL 202

Course	Title	Prescription	Pts	
LSCI 210	Languages in the life of Aotearoa New Zealand and Asia-Pacific	This course focuses on the history and current status of languages in Aotearoa New Zealand and in Asia-Pacific. Students in this course will learn how linguists study the origins of languages in this region and document their use, as well as how applied linguists contribute to work on language maintenance and revitalisation, language policy, and language education.	20	New course
LSCI 211	The Structure and Design of Languages	Every language is a system that conveys thoughts and meaning. This course explores the building blocks of human language in a broad spectrum of languages – in terms of sound and sentence structure. You will dive into the fundamentals of grammatical rules, word formation, the sounds of speech, and sound patterns, gaining insights into the rich diversity of language systems worldwide. This exploration is tailored for those curious about how languages are structured and function at their core. The course lays the groundwork for a deeper appreciation and understanding of linguistic principles.	20	Merger/revision of LING 227, 228
LSCI 220	Introduction to Computational Linguistics and NLP	This course introduces fundamental natural language processing concepts including pre-processing, text analytics, lexical annotation, and language models in order to understand how language is represented computationally. Students will learn how to use the Python programming language, with an emphasis on natural language processing libraries. No prior knowledge of programming is assumed.	20	Recode of LING 229
LSCI 230	Special Topic		20	Recode of LING 226
LSCI 231	Special Topic		20	New course
LSCI 301	Language Teaching: Principles to Practice	This course aims to develop an applied understanding of principles for language teaching and learning. It explores materials selection and design, and procedures and techniques for teaching language lessons, focusing on teaching the skills of listening, speaking, reading and writing. Course	20	Recode of TSOL 301

Course	Title	Prescription	Pts	
		members will participate in peer teaching and peer observation.		
LSCI 310	Understanding Language Learning	This course examines the cognitive and social processes involved in the learning of first and second/additional languages, including the study of bilingualism and multilingualism, and focusing on the implications for language learners and teachers.	20	Revised and recoded from LING 201
LSCI 311	Linguistic Typology: Uniformity and Variation in Language Patterns	This advanced linguistics course investigates the core of syntax, morphology, phonology, and phonetics with a typological emphasis, focusing on uniformity and variation across different language families. You will explore universal language principles and unique linguistic features, addressing the balance of uniformity and variation in human languages. Through comparative analysis, the course aims to deepen understanding of language complexity and enhance critical analysis skills in studying human communication.	20	Merger/revision of LING 327, 328
LSCI 312	Psycholinguistics	An exploration of the psychological processes involved in producing and understanding language, including topics such as how we mentally represent words and multi-word expressions, how we use prediction and inferencing to comprehend language, and how prosody shapes speech production and comprehension. Students will get hands-on experience with experimental approaches to the study of language processing.	20	Revised and recoded from LING 323
LSCI 313	Language Variation and Change	This course analyses how languages evolve through time and split into multiple varieties through human migration. It introduces two standard methods in Historical Linguistics, the comparative method and internal reconstruction. With these two methods we will study three core practices in Historical Linguistics: (i) reconstructing the structure of a proto-language that is no longer spoken, (ii) determining the locus of the homeland of a language family, and (iii) reconstructing human prehistory	20	Recode of LING 324 (with minor title change)

Course	Title	Prescription	Pts	
LSCI 330	Special Topic		20	Recode of LING 326
LSCI 331	Special Topic		20	Recode of LING 331
Existing courses which will be deleted				
LALS 130	Special Topic		20	Deleted
LALS 303	Special Topic		20	Deleted
LING 101	Language and Communication	This course provides an introduction to the study of language and communication. Students will evaluate questions such as: What makes human language distinct from other forms of communication? What is the relationship between our language(s) and our identities? How do we use language(s) to negotiate community membership?	20	Deleted
LING 111	Linguistics: the Science of Language	An introduction to linguistics, the scientific study of language. This course helps students to gain an understanding of core concepts in linguistics and to develop methods for analysing the sounds used across human languages (phonetics), the sound systems (phonology), word structures (morphology) and sentence structures (syntax) of languages, and the relationship between language and society (sociolinguistics).	20	Deleted
LING 201	Understanding Language Learning and Teaching	This course examines the processes involved in learning first and second/foreign languages, including the study of bilingualism, focusing on the implications for language learners and teachers. The course is useful for students who wish to optimise their own language learning practices and/or pursue a career in language education.	20	Deleted
LING 221	Sociolinguistics	Context influences the way we use language, whether choosing one language over another to signal our group membership or the linguistic style we use to display our identities. This course introduces students to ways of analysing language in social context, exploring the important relationship between language and society.	20	Deleted
LING 224	Interpersonal Communication	This course introduces students to the study of interpersonal communication from a linguistic perspective and within an organisational communication framework.	20	Deleted

Course	Title	Prescription	Pts	
		Interpersonal communication between people of different cultures and genders in different workplace environments is considered. Not offered in even-numbered years. 100% internal assessment.		
LING 226	Special Topic		20	Deleted
LING 227	Syntax and Morphology	Every language is a system that conveys thoughts and meaning through a set of grammatical rules. Learning to break down the construction of words and sentences, you'll discover the universal grammar behind human language. This course introduces standard tools and diagnostic tests for analysing sentence structure. We will look at data from various languages and identify universality and differences in their grammatical design.	20	Deleted
LING 228	Phonetics and Phonology	This course introduces important phenomena and types of analysis in phonetics and phonology, i.e. speech sounds and sound systems found in the world's languages. Students will learn how to carry out acoustic analysis of speech using speech software, and how to use this analysis in speech research. They will learn about how our understanding of the patterns of sounds found in different languages has evolved over time and why.	20	Deleted
LING 229	Introduction to Computational Linguistics and NLP	This course introduces fundamental natural language processing concepts including pre-processing, text analytics, lexical annotation, and language models in order to understand how language is represented computationally. Students will learn how to use the Python programming language, with an emphasis on natural language processing libraries. No prior knowledge of programming is assumed.	20	Deleted
LING 321	Discourse and Meaning	When we talk we create meaning with other people. In this course we cover different approaches to exploring interaction (discourse analysis) as well as ways to explain the intricacies of social meaning-making (pragmatics). In particular we consider language in the workplace and the influence of gender on interaction. Offered in alternate years.	20	Deleted
LING 322	New Zealand English	The course will provide a linguistic and sociolinguistic discussion of the origins and	20	Deleted

Course	Title	Prescription	Pts	
		current features of the English of New Zealand, including a description of its structures, use and how it has related to Māori and Pacific languages over time.		
LING 323	Psycholinguistics	An examination of the psychological processes involved in producing and understanding language, including topics such as the representation of meaning in the mental lexicon, syntactic parsing and the use of speech error data as evidence. The course includes discussion of experimental approaches to the study of language processing, involving some practical work. Only offered in even-numbered years.	20	Deleted
LING 324	Historical Linguistics: Language Variation and Change	This course analyses how languages evolve through time and split into multiple varieties through human migration. It introduces two standard methods in Historical Linguistics, the comparative method and internal reconstruction. With these two methods we will study three core practices in Historical Linguistics: (i) reconstructing the structure of a proto-language that is no longer spoken, (ii) determining the locus of the homeland of a language family, and (iii) reconstructing human prehistory. Offered in alternate years.	20	Deleted
LING 326	Special Topic		20	Deleted
LING 327	Advanced Syntax	This course covers advanced topics in Syntax, with a special focus on (i) the syntactic typology of the world's languages, and (ii) recent refinements in theoretical syntax. For (i), we will study several cases of syntactic variation across the Indo-European and Austronesian language families. For (ii), we will focus on a few recent refinements in Generative Grammar and their empirical motivations through analysing raw data. Finally, students will have the opportunity to develop a research project on a syntactic phenomenon of their choice.	20	Deleted
LING 328	Advanced Phonetics and Phonology	This course covers advanced topics in phonetics and phonology. It builds on foundational skills and knowledge to explore in depth several topics related to current research in phonetics and phonology. These may include variation in and functions of prosody and intonation (stress, phrasing and tune in speech) across languages, effects of	20	Deleted

Course	Title	Prescription	Pts	
		social variation in speech perception, and relating phonetics and phonology research to issues in our communities. Students will carry out individual and group research to investigate these topics.		
LING 330	Advanced Sociolinguistics	Sociolinguistics, the study of language use in social context, is ripe with real world applications. In this advanced course we consider how theory and research methods have developed to meet the interests and needs of researchers, focusing in particular on critical approaches and the ways in which sociolinguistic research can contribute to society.	20	Deleted
LING 331	Special Topic		20	Deleted
TSOL 202	Vocabulary and Grammar for TESOL	The course explores the key features and patterns of English vocabulary and grammar from the perspective of the challenges they present to learners and teachers. It examines the implications for planning teaching and assessing learning. Students will evaluate the content of courses and published teaching materials.	20	Deleted
TSOL 203	Text and Cultural Context	The course explores the language demands of written and spoken genres at school, as well as how the teacher can meet these demands. The course considers the language of schooling and the learning and teaching of languages across cultural contexts.	20	Deleted
TSOL 301	Language Teaching: Principles to Practice	This course aims to develop an applied understanding of principles for language teaching and learning. It explores materials selection and design, and procedures and techniques for teaching language lessons, focusing on teaching the skills of listening, speaking, reading and writing. Course members will participate in peer teaching and peer observation.	20	Deleted
TSOL 302	Critical Perspectives on the Second Language Curriculum	This course explores the ways in which a second language curriculum is designed and developed to provide relevant learning goals, effective learning opportunities in different contexts, and assessment of how well the opportunities have been taken up and the goals have been achieved. It also examines the social and cultural impact of language	20	Deleted

Course	Title	Prescription	Pts	
		education policy, and the role of English in the world today.		
TSOL 303	Special Topic		20	Deleted

A13 Assessment and moderation procedures

Courses in the LSCI major will be subject to standard assessment and moderation procedures used by LALS, all of which follow the rules and guidelines explained in the university Assessment Handbook. None of these courses require external assessors or examiners.

A14 Resources

This programme is merging two longstanding programmes, and fewer courses will be offered in the new major than in the two majors being deleted. Therefore, current staffing, facilities, resources and support services are sufficient for the programme.

A15 Plans for monitoring programme

The Language Sciences major will be part of the regular university programme review process. The new LSCI courses will be monitored as part of the student feedback on teaching processes collected by the Academic Office. The Programme Director will regularly convene meetings of staff teaching core courses in the programme to collect and assess information on student numbers, pass rates, retention and student satisfaction, and initiate any changes required to address identified problems. Feedback through Student Reps will be gathered at several points during teaching time through meetings with Course Co-ordinators/the Programme Director and brought back to the programme for discussion and action if required.

A16 Review of the programme

The Language Sciences major will be subject to a Graduating Year Review and will be part of the regular cycle of discipline reviews at Victoria University of Wellington.

A17 Statement regarding Section B

Section B has been prepared and will be made available to CUAP on request.

A18 EFTS value

The undergraduate major in Language Sciences forms part of a Bachelor of Arts or Bachelor of Communication degree which are each 360 points. Each student contributes 3.0 EFTS.

A19 Statement regarding funding

N/A

A20 Information about the agreement

N/A

Section B

B1 Learning objectives and assessment for each new course

Please refer to the Course Descriptions (Appendix 1).

B2 Student workload, mandatory requirements and assessment for each new course

Please refer to the Course Descriptions (Appendix 1).

B3 Availability of teaching and support staff

Academic staff

In the proposed major, we expect to offer nine courses each year (as LSCI 311 and LSCI 313 will alternate years). Previously, across the two separate majors, there were usually fourteen courses offered each year. This therefore represents a significant reduction in the number of courses offered, which should mean that the workload is manageable given current staffing in the programme.

Teaching support staff

As the new major involves fewer courses than the two majors being replaced, and most courses are revised from existing ones, there is no significant change in need for teaching support.

Administration support

We have consulted with administrative staff in LALS. They report there are no administrative issues or implications for administrative staff. As there are fewer courses, the new major and course administration around it will all be manageable within the UG administrator role.

Approved changes will be communicated to impacted students via the Programme Director. The Student Success Advisers will then be able to support students in making the required changes when they enrol in courses and work with the programme director to look at suitable substitutions. Students part way through the LING and TSOL major will be able to complete under the regulation that they commenced on and complete with the recoded LSCI courses.

Website, marketing and publications

All material related to undergraduate Linguistics and TESOL on the Victoria website and student-facing publicity material will need to be changed to Language Sciences with specialisations in Linguistics and Applied Linguistics. This includes the major webpage, other majors/qualifications that include LSCI courses (see above), the Calendar and all printed marketing material.

The Director, Marketing, states that the website is an important source of information for future students and engagement with the web team at an early stage is advised. Marketing will work with Future Students to ensure it is properly communicated in publications for the 2025 recruitment cycle.

B4 Availability of teaching space and other required facilities**Facilities**

Existing teaching facilities and support should be sufficient to deliver the proposed programme, as it involves fewer courses than previously, and the facilities and support needed for these courses is similar to the previous courses. There will be no new demands on existing facilities.

IT implications

The impact on university IT systems and facilities will be negligible, as our new offerings will create no new demand beyond what our prior versions of these courses already needed. Existing access to university internet and computers is sufficient, and these courses do not introduce a need to train students on any new software applications.

Equipment

No new equipment needed.

B5 Availability of library resources

The Subject Librarian for LALS has been consulted and reports there is no impact on the Library of this proposal.

Existing collection and services

As Linguistics and Applied Linguistics are long-established areas at VUW, the existing collection and services support the proposed major well.

New resources and services

N/A

B6 Timetabling arrangements

Feedback provided.

B7 Memorandum of understanding

N/A

Course Description: LSCI 101 (2025, Trimester 1, was LING 221)

Course title	Language and Society		
Short title	Language and Society	Point value	20
Course coordinator	Corinne Seals	NZQF level	7
Qualification schedule:	BA(A), BC, BSc		
Prerequisites, corequisites, restrictions		X LING 221	
Prescription	This course introduces students to the major roles and uses of language in human society from linguistic and applied linguistic perspectives. Students will learn to understand key connections between language, society, the mind, and education, amongst other areas. Students will also learn how professional linguists and applied linguists research language and then contribute to knowledge and society.		
Student workload hours	200 hours	Contact Hours	
Teaching/learning summary The course is delivered over twelve weeks. Each week has two lectures and a weekly tutorial. Students will also be asked to complete self-study modules through Nuku before each tutorial. Students are expected to have completed relevant readings prior to class as well as any required tasks, and to participate in class discussions and group work. Course members are expected to attend all lectures and tutorial classes in person, however, all materials will be available on Nuku and lectures will be recorded.		Lectures	24 hours
		Tutorials	11 hours
		Seminars	
		Labs/Studios	
		TOTAL	35 hours
Course learning objectives (CLOs)		Students who pass this course should be able to:	
1	Identify key concepts in the study of language in society across a variety of topics.		
2	Demonstrate an understanding of how linguists and applied linguists carry out research.		
3	Discuss why linguists and applied linguists are interested in language and how this contributes to society.		
4	Apply key concepts in the course to better understanding local language and society contexts.		
Assessment items and workload per item		%	CLO(s)
1	Completion of self-study modules and associated fortnightly discussion board reflection posts (5 posts, 4 points each for completion)	20%	2, 3, 4
2	Case study report focused on a language situation in NZ society (1500-2000 words)	40%	1, 2, 4
3	Recorded group presentation on a topic related to language education in NZ (10-15 minutes), plus a written reflection (500 words)	15% + 25%	2, 3, 4
Mandatory course requirements		In addition to achieving an overall pass mark of 50%, students must:	
Contribute to at least 3 of the 5 discussion board reflection posts to ensure that at least 60% of course content has been studied.			
Submit the case study report and group presentation by the end of the trimester to ensure an attempt is made at all assignments to reflect learning.			

Course Description: LSCI 111 (2025, Trimester 2, was LING 111)

Course title	Introduction to Language Sciences		
Short title	Intro to Language Sciences	Point value	20
Course coordinator	Sasha Calhoun	NZQF level	7
Qualification schedule:	BA(A), BC, BPsyc, BSc		
Prerequisites, corequisites, restrictions	X LING 111		
Prescription	Language is the 'operating system' of human beings, shaping our history, culture and technological achievements. This course introduces students to the scientific understanding of how language is designed, how it evolved, how it is learnt and cognitively processed. Students will gain core skills in analysing the sounds (phonetics), sound systems (phonology), word structures (morphology) and sentence structures (syntax) used across human languages.		
Student workload hours	200 hours	Contact Hours	
Teaching/learning summary		Lectures	36 hours
This course will be taught through three one-hour face-to-face lectures per week. There will be in-person tutorials in weeks 2-12. The course is designed to be taken in person, however, all materials will be available on Nuku and lectures will be recorded.		Tutorials	11 hours
		Seminars	
		Labs/Studios	
		TOTAL	47 hours
Course learning objectives (CLOs)	Students who pass this course should be able to:		
1	Describe and explain core concepts in the language sciences with reference to appropriate literature		
2	Use descriptive linguistic terminology accurately to discuss language structure and use		
3	Analyse data from a variety of languages at the levels of phonetics, phonology, morphology and syntax		
4	Apply linguistic analysis skills to concepts and data from the language sciences		
Assessment items and workload per item		%	CLO(s)
1	Online learning activities (five*5% each)	25%	1-3
2	Assignment (1500 words)	25%	1,2,4
3	Final online test (60 minutes)	50%	1-4
Mandatory course requirements	In addition to achieving an overall pass mark of 50%, students must:		
N/A			

Course Description: LSCI 201 (2025, Trimester 2, was TSOL 202)

Course title	Vocabulary and grammar for language learners and teachers		
Short title	Vocab and grammar for learners	Point value	20
Course coordinator	Jean Parkinson	NZQF level	7
Qualification schedule:	BA(A), BC, BSc		
Prerequisites, corequisites, restrictions	P 40 pts; X TSOL 202		
Prescription	The course explores the key features and patterns of English vocabulary and grammar from the perspective of the challenges they present to learners and teachers. It examines the implications for planning teaching and assessing learning. Students will evaluate the content of courses and published teaching materials.		
Student workload hours	200 hours	Contact Hours	
Teaching/learning summary This course will be taught through two one-hour face-to-face lectures per week. There will be tutorials in weeks 2-11. The course is designed to be taken in person, however, all materials will be available on Nuku and lectures will be recorded.		Lectures	24 hours
		Tutorials	10 hours
		Seminars	
		Labs/Studios	
		TOTAL	34 hours
Course learning objectives (CLOs)	Students who pass this course should be able to:		
1	Explain key features and patterns of English vocabulary and grammar for language learners and teachers.		
2	Identify features of English vocabulary and grammar which need special attention by particular groups of language learners.		
3	Critically evaluate pedagogic options for addressing these features.		
4	Design and evaluate options for monitoring and assessing learning of English vocabulary and grammar.		
Assessment items and workload per item		%	CLO(s)
1	Vocabulary for language learners and teachers in-class test (one hour)	25%	1,2
2	Grammar for language learners and teachers in-class test (one hour)	25%	1,2
3	Assignment: vocabulary, grammar and a learner (2000-2200 words)	50%	3,4
Mandatory course requirements	In addition to achieving an overall pass mark of 50%, students must:		
Attend eight (8) out of the ten (10) tutorials. The rationale for this requirement is that in-person attendance facilitates group collaboration, negotiation and discussion of course concepts and language pedagogy.			

Course Description: LSCI 210 (2026, Trimester 1, new)

Course title	Languages in the Life of Aotearoa New Zealand and Asia-Pacific		
Short title	Languages of NZ/Asia-Pacific	Point value	20
Course coordinator	Corinne Seals	NZQF level	7
Qualification schedule:	BA(A), BC, BSc		
Prerequisites, corequisites, restrictions		P 40 pts	
Prescription	This course focuses on the history and current status of languages in Aotearoa New Zealand and in Asia-Pacific. Students in this course will learn how linguists study the origins of languages in this region and document their use, as well as how applied linguists contribute to work on language maintenance and revitalisation, language policy, and language education.		
Student workload hours	200 hours	Contact Hours	
Teaching/learning summary The course is delivered over twelve weeks. Each week has one one-hour lecture and one two-hour workshop-style lectorial. Students are expected to have completed relevant readings prior to class as well as any required tasks, and to participate in class discussions and group work. Course members are expected to attend all lectures and lectorials. The course is designed to be taken in person, however, all materials will be available on Nuku and lectures will be recorded.		Lectures	12 hours
		Tutorials	
		Lectorials	24 hours
		Labs/Studios	
		TOTAL	36 hours
Course learning objectives (CLOs)		Students who pass this course should be able to:	
1	Explain and apply key concepts in sociolinguistics and applied linguistics, concerning variation and change, language ideologies, language contact and shift, policy and planning for language vitality		
2	Critically analyse sociolinguistic factors in selected contexts in Aotearoa NZ and Asia-Pacific that affect the status and use of languages.		
3	Apply frameworks from sociolinguistics and applied linguistics (such as historical linguistics and language planning) to evaluate historical development and interventions in the life of languages used in this region.		
Assessment items and workload per item		%	CLO(s)
1	Online discussion board reflections through Nuku (5 required @ 150 words each)	20	1, 2, 3
2	Historical linguistic analysis of a language in Aotearoa NZ or Asia-Pacific (1500 words or verbal equivalent)	40	1, 2, 3
3	Research report on the current policy and planning situation of a language in Aotearoa NZ or the Pacific with critical evaluation of impacts and outlook (2000 words)	40	1, 2
Mandatory course requirements		In addition to achieving an overall pass mark of 50%, students must attempt all assignments to demonstrate achievement of all CLOs	

Course Description: LSCI 211 (2026, Trimester 1, merged LING 227 and LING 228)

Course title	The Structure and Design of Languages		
Short title	Structure & Design of Language	Point value	20
Course coordinator	Victoria Chen	NZQF level	7
Qualification schedule:	BA(A), BC, BSc		
Prerequisites, corequisites, restrictions	P LSCI 111 (or LING 111) or 30 pts approved by Programme Director; X LING 227, 228		
Prescription	Every language is a system that conveys thoughts and meaning. This course explores the building blocks of human language in a broad spectrum of languages – in terms of sound and sentence structure. You will dive into the fundamentals of grammatical rules, word formation, the sounds of speech, and sound patterns, gaining insights into the rich diversity of language systems worldwide. This exploration is tailored for those curious about how languages are structured and function at their core. The course lays the groundwork for a deeper appreciation and understanding of linguistic principles.		
Student workload hours	200 hours	Contact Hours	
Teaching/learning summary		Lectures	36 hours
The course is delivered over twelve weeks. Each week includes three hours of lecture and a one-hour tutorial session (starting from week 2). Students are expected to complete relevant readings and any required tasks before class, and to actively participate in class discussions and group work. All course members are expected to attend both lectures and tutorials. The course is designed to be taken in person, however, all materials will be available on Nuku and lectures will be recorded.		Tutorials	11 hours
		Seminars	0
		Labs/Studios	0
		TOTAL	47 hours
Course learning objectives (CLOs)	Students who pass this course should be able to:		
1	Analyse a range of syntactic and phonological phenomena in different languages using appropriate linguistic terminology		
2	Discuss actual language usage as reflected in genuine data they have seen.		
3	Obtain basic understanding of the linguistic theories and generalisations and apply them to the analysis of raw linguistic data		
4	Develop critical thinking and argumentation skills through data analysis and evaluating linguistic theories and generalisations		
Assessment items and workload per item		%	CLO(s)
1	Data Analysis 1 (800 words)	20%	1,2
2	Data Analysis 2 (1000 words)	20%	1,2,4
3	Acoustic analysis (1000 words)	20%	2,3
4	Presentation (15 minutes)	20%	1,3,4
5	Test (1000 words)	20%	1,3,4
Mandatory course requirements	In addition to achieving an overall pass mark of 50%, students must:		
N/A			

Course Description: LSCI 310 (2025, Trimester 1, was LING 201)

Course title	Understanding Language Learning		
Short title	Understanding Language Learning	Point value	20
Course coordinator	Anna Siyanova	NZQF level	7
Qualification schedule:	BA(A), BC, BSc		
Prerequisites, corequisites, restrictions	P LSCI 111 (or LING 111) or LSCI 201 (or TSOL 202); X LING 201, LALS 201		
Prescription	This course examines the cognitive and social processes involved in the learning of first and second/additional languages, including the study of bilingualism and multilingualism, and focusing on the implications for language learners and teachers.		
Student workload hours	200 hours	Contact Hours	
Teaching/learning summary The course is taught over 36 hours. Each week, there will be one 2-hour and one 1-hour lectorial (three contact hours per week in total). Enrolled students are expected to attend in person. An alternative study mode will be negotiated for students enrolled by distance.		Lectures	
		Tutorials	
		Seminars	36 hours
		Labs/Studios	
		TOTAL	36 hours
Course learning objectives (CLOs)	Students who pass this course should be able to:		
1	Identify and explain the processes involved in first language acquisition, and how these compare to adult second language acquisition.		
2	Recognise and be able to explain key processes involved in adult second language acquisition.		
3	Recognise influential theories of language learning and teaching, and how they may explain second language learning.		
4	Identify and explain individual differences (e.g., age, motivation, personality, etc.) in second language learning.		
5	Evaluate the processes involved in bilingualism, as well as social, cognitive, and other advantages associated with bilingualism and multilingualism.		
Assessment items and workload per item		%	CLO(s)
1	One-hour assessment (e.g., first language data analysis) on key concepts and phenomena in first language acquisition	30%	1
2	Written assignment: Analysing a sample of second language learner data (2000-2200 words)	40%	2,3,4
3	One-hour assessment on key concepts and phenomena in bilingualism and multilingualism	30%	5
Mandatory course requirements	In addition to achieving an overall pass mark of 50%, students must:		
N/A			

Course Description: LSCI 311 (2025, Trimester 2, merged LING 327 and LING 328)

Course title	Linguistic Typology: Uniformity and Variation in Language Patterns		
Short title	Linguistic Typology	Point value	20
Course coordinator	Victoria Chen	NZQF level	7
Qualification schedule:	BA(A), BC, BSc		
Prerequisites, corequisites, restrictions	P LSCI 211 (or LING 227 or LING 228); X LING 327, 328		
Prescription	This advanced linguistics course investigates the core of syntax, morphology, phonology, and phonetics with a typological emphasis, focusing on uniformity and variation across different language families. You will explore universal language principles and unique linguistic features, addressing the balance of uniformity and variation in human languages. Through comparative analysis, the course aims to deepen understanding of language complexity and enhance critical analysis skills in studying human communication.		
Student workload hours	200 hours	Contact Hours	
Teaching/learning summary The course is delivered over twelve weeks. Each week includes three hours of lectures. Students are expected to complete relevant readings and any required tasks before class, and to actively participate in class discussions and group work. All course members are expected to attend lectures. The course is designed to be taken in person, however, all materials will be available on Nuku and lectures will be recorded.		Lectures	36
		Tutorials	0
		Seminars	0
		Labs/Studios	0
		TOTAL	36
Course learning objectives (CLOs)		Students who pass this course should be able to:	
1	Explain core concepts in the design and implementation of different formal approaches to syntactic and phonological phenomena in different languages, to show how well they account for observed data.		
2	Describe and analyse a range of syntactic and phonological phenomena in different languages in formal terms.		
3	Access and interpret current publications in the academic literature on topics in syntax and phonology/phonetics.		
4	Communicate complex ideas about research in formal linguistics to different audiences.		
5	Set out the findings of an investigation into a topic in syntax/morphology or phonology/phonetics in a format that is appropriate to academic writing in linguistics.		
Assessment items and workload per item		%	CLO(s)
1	Data Analysis 1 (1000 words)	20%	1,2
2	Data Analysis 2 (1000 words)	20%	1,2
3	Presentation (15 minutes) + providing peer feedback (300 words)	15%	1,3,4
4	Project outline (500 words)	10%	1,2,3,5
5	Project – full paper (3000 words)	35%	1,2,3,4,5
Mandatory course requirements		N/A	

Course Description: LSCI 312 (2026, Trimester 1, was LING 323)

Course title	Psycholinguistics		
Short title	Psycholinguistics	Point value	20
Course coordinator	Sasha Calhoun	NZQF level	7
Qualification schedule:	BA(A), BC, BPsyc, BSc		
Prerequisites, corequisites, restrictions	P LSCI 111 (or LING 111) or PSYC 122; X LING 323		
Prescription	An exploration of the psychological processes involved in producing and understanding language, including topics such as how we mentally represent words and multi-word expressions, how we use prediction and inferencing to comprehend language, and how prosody shapes speech production and comprehension. Students will get hands-on experience with experimental approaches to the study of language processing.		
Student workload hours	200 hours	Contact Hours	
Teaching/learning summary	The course will be taught through one two-hour and one one-hour seminar style class each week, with a mix of lecture-style delivery, discussion and practical exercises. In six of those weeks, the one-hour session will be in a computer lab, involving hands-on experience of psycholinguistic experiments. The course is designed to be taken in person, but all materials will be available on Nuku and classes will be recorded.	Lectures	
		Tutorials	
		Seminars	30
		Labs/Studios	6
		TOTAL	36
Course learning objectives (CLOs)	Students who pass this course should be able to:		
1	Explain key psychological processes in language production and comprehension		
2	Explain and critically evaluate key approaches in psycholinguistics through primary literature		
3	Apply their understanding under 1. and 2 to the analysis of data and discussion of experimental results		
4	Formulate a research question and experimental method to probe a current open question in psycholinguistic research		
Assessment items and workload per item		%	CLO(s)
1	Practical exercise 1 (approx. 750 words)	20%	1-3
2	Practical exercise 2 (approx. 750 words)	20%	1-3
3	Learning log (5 entries)	10%	1-3
4	Project outline (approx. 600 words)	10%	1,2,4
5	Project proposal (2000 words)	40%	1,2,4
Mandatory course requirements	In addition to achieving an overall pass mark of 50%, students must:		
N/A			



Appendix: Consultation

Proposal name	Introduction of a new major, Language Sciences, to the Bachelor of Arts
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Consultation	Response to feedback
Bernie Hambleton, School Manager, and Minh Ta, Undergraduate Administrator, LALS	Feedback incorporated under 'Administrative support'
Prof Aeron Davis, Degree Director for the Bachelor of Communication	Endorsed proposed changes to the Linguistics major in the BC to Language Sciences major.
Prof Marco Sonzogni, Programme Director for Intercultural Communication in the Bachelor of Communication	Endorsed proposed changes to the complementary major/minors for the Intercultural Communication major in the BC.
Dr Nicola Gilmour, Head of School of Languages and Cultures	Endorsed proposed changes to the Modern Languages major.
Leila Torrington, Subject Librarian for Linguistics and Applied Linguistics	Feedback incorporated under B5.
A/Prof Gina Grimshaw, Programme Director for Cognitive Science in the Bachelor of Psychology	Endorsed proposed changes to the BPsych and the Cognitive Science major.
Prof Sally Hill, Degree Director for the Bachelor in Global Studies	Discussed and agreed on appropriate places for LSCI courses in the BGS.
A/Prof Rachel McKee, Programme Director of New Zealand Sign Language	Discussed and agreed to continued offering of NZSL 311 as an optional 300-level course in the major and Linguistics specialisation.

Proposal name	GISC minor		
Proposer	Mairead de Roiste		
Faculty	Science		
Summary	New GISC minor in the BSc		
Proposal year	2024		
Start year	2025		
Reference	BSc/4, BEnvSoc/2		
CONSULTATION	Person consulted	Summary and reference	
Academic Office	Linda Roberts	Feedback provided	
Associate Dean	Paul Teesdale-Spittle	Feedback incorporated	
CAD	cad-contact@vuw.ac.nz	No issues identified	
Careers & Employment (Work-integrated Learning)	alice.hodder@vuw.ac.nz	No issues identified	
Course Admin.	Course-administration@vuw.ac.nz	No issues reported	
Faculty Admin.	greg.ambrose@vuw.ac.nz	No issues identified	
Library	Sue D'Ath	No new courses are being proposed. The library already has good resources to support students studying GIS.	
Marketing	nigel.riley@vuw.ac.nz	No issues identified	
PAMI	info-unit@vuw.ac.nz	No issues identified	
Toihuarewa	ako@vuw.ac.nz Meegan Hall	Feedback provided	
School Admin.	emma.fisher@vuw.ac.nz	Approved	
Future Students	Cathy.powley@vuw.ac.nz	Feedback provided	
Student Finance	Paige Jarman	No issues identified	
Student Learning	louise.falepau@vuw.ac.nz	No issues identified, supportive of proposal	
Students	src@vuwsa.org.nz	No issues identified	
Well. Uni. International	roger.shew@vuw.ac.nz	No issues identified	
Possible employers/ Professional/ employer groups	Land Information New Zealand, Kenex, Ospri, Fire and Emergency New Zealand, MapTimeWgtn, Wellington City Council, Transpower, Property Services, and Eagle Technology	Letters of support are in the proposal	
APPROVAL	Authority	Date	Recorded by

Head of School	Monica Handler	17/05/2024	Grace Leask
Fac. Acad. Cttee.	Robin Fulton	16/05/2024	Grace Leask
Faculty Board	Nicola Nelson	30/05/2024	Grace Leask
Acad. Prog. Committee	Robyn Longhurst	25/06/2024	Carol Morris
SLT			
Academic Board			
CUAP			

New programme

Proposal name	GISC minor
Faculty	Science
CUAP Category	6.1.3
Year effective from	2025

Section A

A1 Purpose

1. To introduce a new minor, Geographic Information Science (GIS), in the Bachelor of Science and (if approved – currently under CUAP approval) the Bachelor of Environment and Society.
2. To amend the requisites for GEOG 315, *Advanced GIS: Spatial Data Science* and the title and requisites for SPCE 360, *Topics in Space Science*.

A2 Justification

Executive summary justification statement for external audience

The proposed GISC minor equips students with in-demand spatial analysis skills that are valuable across various disciplines, preparing them for the data-driven future. There is a long-term skills shortage in this area (<https://www.linz.govt.nz/our-work/location-information/geospatial-capability/working-new-zealands-geospatial-industry>). The GISC minor complements existing programmes (e.g. Geography, Space Science, Data Science, Environmental Science, Marine Biology, Earth Science, Ecology and Biodiversity, and Environmental Studies) by offering students a powerful geospatial toolkit to enhance their understanding and analysis across diverse fields. The GISC minor responds to growing industry demand for graduates with combined expertise in their field and geospatial technologies.

The amended requisites for the two courses, GEOG 315 and SPCE 360, will better support the content covered in both courses. SPCE 360, which covers Earth Observation, will build on introductory programming and mathematical skills at a level commensurate with a 300-level course. Changing the title of SPCE 360 better reflects the topics of the course and signals its relevance to the GISC minor.

Justification statement for internal audience

The new minor in Geographic Information Science aligns with the university's strategic plan. By equipping students with in-demand geospatial skills, the minor helps prepare graduates for an "extraordinary life" in a data-driven world and builds on our existing courses in GEOG and SPCE.

A GISC minor strengthens the university's engagement with industry needs and societal challenges. The minor will provide visibility of these courses within the university and become the primary pathway for students interested in GIS following the closure of the Masters in GIS last year.

GISC skills empower graduates to innovate and solve problems using spatial data analysis, contributing to "Transforming the way we work."

A3 Qualification

This proposal meets the CUAP definition of a minor as a component of an undergraduate degree (usually of at least 60 credits).

A4 Acceptability of the programme and consultation

Consultation has been undertaken with and feedback incorporated from Land Information New Zealand, Kenex, Ospri, Fire and Emergency New Zealand, MapTimeWgtn, Wellington City Council, Transpower, Property Services, and Eagle Technology.

Consultation has also been undertaken with DEVE, Ecology and Biodiversity, ENVI, ENSC, GEOG, GEOS, SPCE and DATA programme coordinators and with the Associate Dean for Wellington Faculty of Architecture and Design Innovation. All are supportive of the programme. The proposal has been amended based on feedback.

Transitional arrangements

Students wishing to take SPCE 360 in 2025 without the prerequisites will be assessed individually to identify if a waiver is possible. No further transitional arrangements are required. Consultation has occurred with Student Academic Services.

A5 Te Tiriti o Waitangi

The proposed minor in Geographic Information Science (GISC) will contribute to upholding the University's commitment to Te Tiriti o Waitangi principles by equipping Māori students with valuable skills for spatial analysis of whenua (land) and resources. Helping Māori students to develop a GIS skillset is of particular value to iwi. Former Māori students in the GIS programme have gone on to do research for their iwi (e.g., <https://wairarapaglisteningwater.org.nz/>). The topics covered in the courses are a good foundation for this work, in particular, how to use spatial software and access different datasets, as well as alternative methods of visualizing data. Including MAOR 203 as an elective course in the minor will only increase this opportunity.

A6 Goals of the Programme

The proposed minor in Geographic Information Science (GISC) **aims** to:

1. Equip students with fundamental skills in spatial data analysis, remote sensing, visualization, and cartography.
2. Foster a critical understanding of the application of geospatial technologies across diverse disciplines.
3. Prepare students for careers requiring expertise in handling and interpreting geospatial information.

Academic Rationale:

The GISC minor is grounded in the growing importance of spatial data in various fields. From environmental science and resource management to urban planning and public health, the ability to analyse and interpret spatial relationships is becoming a crucial skill. This minor complements existing programs by offering students a powerful geospatial toolkit to enhance their understanding and analysis capabilities.

Connection with Research:

The minor aligns with the university's research focus on environmental science, social and physical geography, conservation biology, etc. The minor can act as a stepping stone for students interested in pursuing further studies or careers in research fields that leverage geospatial technologies.

Overall Programme Coherence:

The minor program will achieve coherence through a well-structured curriculum consisting of:

Core Courses: These courses will provide foundational knowledge in GIS principles, data analysis techniques, remote sensing, and geospatial technologies.

Elective Courses: Students will be able to choose electives that align with their specific interests.

Furthermore, faculty with expertise in GIS and related disciplines will collaborate to ensure the curriculum offers a cohesive learning experience that bridges theory with practical application.

Overall, the proposed GISC minor offers a valuable and timely addition to the university's academic offerings. By equipping students with in-demand geospatial skills, fostering research engagement, and ensuring program coherence, this minor aligns with the university's strategic goals and enhances the educational experience for students across disciplines.

A7 Outcome statements

Graduates with a Geographic Information Science (GISC) minor will have the fundamental skills to be able to understand, critically analyse and engage with key spatial concepts and geographic data. They will be equipped with skills, attributes and competencies to apply their understanding of geospatial technologies, concepts, and data to diverse disciplines. Including a minor in Geographic Information Science within their bachelor's degree qualification will help prepare graduates for work in a range of organisations including government, geospatial industry, environment, health, conservation, and other professional work where handling geographic information is important. The minor will support study in cognate disciplines at honours or master's level.

A8 Graduate profile

Undergraduate students develop graduate attributes through degree and major subject requirements. A minor is an optional secondary area of study and provides specific disciplinary knowledge.

The proposed minor will equip students with the skills to analyse and interpret spatial data, using both the theoretical underpinnings of Geographic Information Science (GIS) and cutting-edge geospatial technologies. They will be able to effectively communicate their findings to technical and non-technical audiences across a variety of different disciplinary settings and audiences.

Scholarly attribute for the qualification / subject	Discipline knowledge	Creative & critical Thinking	Communication	Intellectual autonomy	Intellectual integrity
Manage, analyse and interpret geospatial data to identify trends, relationships, and patterns across geographic locations.	✓.	✓.		✓.	✓
Create compelling maps and other geovisualizations to effectively communicate insights and research findings.	✓.	✓.	✓.		.
Appropriately apply geospatial technologies and skills to address complex challenges in various fields, including environmental science, conservation, and data science.	✓.	.		.	✓.
Demonstrate ability to critically evaluate the limitations and potential biases of spatial data, as well as the ethical implications of its use.	✓.	✓.	✓.	✓.	✓.
Demonstrate an ability to understand, manage, and manipulate spatial data effectively.	✓.	✓.		✓.	.
Demonstrate evidence of creative and critical thinking in individual assignments		✓.	✓.	✓.	
Communicate clearly and effectively about geospatial issues to technical and non-technical audiences across a variety of different disciplinary settings and audiences.	✓.		✓.	✓.	✓.
Demonstrate the ability to work collaboratively and effectively with others in group assignments and discussions			✓.	✓.	✓.

A9 Programme overview

The minor is listed in the BSc and BEnvSoc and available to all students in these qualifications. It is also available to students in other first degrees at Te Herenga Waka/Victoria University of Wellington that allow outside minors. The programme will comprise 70-75 points selected from the courses listed below. All courses involved in the programme already exist:

GEOG 215: *Introduction to Geographic Information Systems (GIS) and Science*

GEOG 315: *Advanced GIS: Spatial Data Science*

SPCE 360: *Topics in Earth Observation and Space Science*

And a further 15 points from 200 or 300 level DATA, GEOG, GEOS, STAT or SPCE or MAOR 203 or LAND 221.

The courses comprising this minor engage with the principles of 'universal design for learning' as follows:

Variety in Course Delivery: Utilize a mix of lecture styles, interactive exercises, group projects, and hands-on activities to cater to different learning preferences (auditory, visual, kinaesthetic).

Real-World Applications: Integrate real-world case studies and projects that allow students to see the practical applications of GIS in various fields, fostering relevance and engagement.

Choice and Autonomy: Where possible, offer students choice in assignments or project topics to cater to diverse interests and learning styles.

Accessible Materials: Provide course materials in a variety of formats (digital text, audio recordings, closed captions for videos) to support students with different learning abilities.

Alternative Assessments: Offer a variety of assessment methods beyond traditional exams, such as presentations, portfolios, or data visualizations, to cater to different strengths and learning styles.

Differentiated Learning Activities: Provide scaffolded learning activities with varying levels of complexity to cater to diverse skill levels.

Collaborative Learning: Incorporate group projects and activities that allow students to learn from each other and develop communication skills.

A10 Proposed regulations

Combined Undergraduate Schedule

On page 150 of the 2024 calendar, amend as below.

Course	Title	Pts	PXCD	Schedule
GEOG 315	Advanced GIS: Spatial Data Science	20	P GEOG 215, 15 200-level pts of COMP, DATA, MATH, STAT	BSc, BA(B), BEnvSoc
SPCE 360	Topics in Earth Observation and Space Science	15	P GEOG 215; 15 COMP pts or INFO 102, 15 MATH pts SPCE 201; SPCE 245 or PHYS 245	BSc

Bachelor of Science

On page 401-402 of the 2024 calendar, add as below.

Minor Requirements

4. (c) These additional minors are also available:

Geographic Information Science (GISC) — GEOG 215, 315, SPCE 360; 15 further points from 200- or 300-level DATA, GEOG, GEOS, SPCE, STAT, or MAOR 203 or LAND 221.

Science in Society (SCIS)—SCIS 213, one of (SCIS 301, 311, 312, 313, 315, 316); 30 further points from (SCIS 211, 212, 301, 311, 312, 313, 315, 316) or other approved courses at 200- or 300-level.

Bachelor of Environment and Society

In section 3 (c) of the regulations for the Bachelor of Environment and Society, add as below.

The following minors are obtained as described below, or in accordance with the regulations specified in their home degrees:

Data Science (DATA)—DATA 201, 202, one course from (DATA 301, 302, 303, COMP 309), and one further course from parts (b) or (c) of the major requirements

Climate Science (CLIM)—20 points from ESCI 309, 315-317 and 40 further points from the 200- and 300-level requirements for the major

Development Studies (DEVE)—GEOG 212, two of (GEOG 312, 316, 20 approved further 200/300-level points)

Education for the Environment (EDEN)— EDUC 202, 316 and 20 further points from the 200 and 300-level requirements for the major

Environmental Humanities (EHUM)— EHUM 201, 301 and 20 further points from the 200- and 300-level requirements for the major including at least 20 points at 300-level

Environmental Science (ENSC)—GEOS 312 and 40 further points from the 200-and 300-level requirements for the major

Environmental Studies (ENVI)—GEOG 214, 314, 20 200- or 300-level GEOG points

Geographic Information Science (GISC) — GEOG 215, 315, SPCE 360; 15 further points from 200- or 300-level DATA, GEOG, GEOS, SPCE, STAT, or MAOR 203 or LAND 221.

Māori Design and Environments (MDEN) —60 points including SARC 216, 313; SARC 315 or 352

Science Communication (SCOM)—COMS 201, SCIS 213, 311, (SCIS 314 or 316)

Science in Society (SCIS)—SCIS 213, one of (SCIS 301, 311, 312, 313, 315, 316, 317); 30 further points from (SCIS 211, 212, 301, 311, 312, 313, 315, 316, 317) or other approved courses at 200- or 300-level.

Social Policy (SPOL)—At least 40 points selected from SPOL 200–399, including at least 20 points at 300 level; and a further 20 200- or 300-level points from SPOL, SOSC, SACS, PUBL, or GEOG 217, 312, 322

Space Science (SPCE) —SPCE 201; SPCE 245 or PHYS 245; GEOG 215; SPCE 301

Sustainability and Ethics in Business (SEBS)—MGMT 210, 211, and 30 further points from the 200- and 300-level requirements for the major, including at least 15 points at 300-level

Sustainable Engineering Systems (SSEG)—At least 60 points from BILD 222, 231, 321, 322, SARC (or BILD) 232, SARC (or BILD) 331

A11 Proposed teaching/delivery methods

The new minor consists of existing courses.

Organisation of teaching

Lectures, computer laboratory sessions, field trips.

Mode of teaching

Face to face.

Formative feedback

Students receive feedback on all assessment items in courses included in the new minor qualification.

Interaction

Student and staff interaction will occur in lectures, computer practical classes, student office hours and other fora as appropriate to existing courses.

Independent study

The proposed minor is entirely comprised of existing courses offered by Te Herenga Waka/Victoria University of Wellington.

Students undertaking the courses making up the minor will conduct independent assignments as appropriate to existing courses.

Refer to Appendix 1 for detailed information on teaching/delivery methods for individual courses.

A12 Prescriptions for courses

There are no new courses, prescriptions for the existing courses forming the core of the minor are below.

GEOG 215: Introduction to Geographic Information Systems (GIS) and Science (20 points)

In this hands-on course, dive into real-world data and explore how GIS revolutionizes our understanding of the planet, people, and place. GIS combines the art of mapping, science of data analysis, and spatial understanding. From creating captivating maps to unravelling hidden patterns, you'll develop essential skills in demand in industry.

GEOG 315: Advanced GIS: Spatial Data Science (20 points)

In this course, you will focus on the manipulation, and analysis of spatial data by exploring the interdisciplinary applications of GIS across social, environmental, and earth sciences. Delve into advanced techniques for geospatial analysis, emphasizing real-world problem-solving. Develop proficiency in handling complex spatial datasets and apply your skills to address multifaceted geographical challenges. By the end of the course, you'll have a comprehensive understanding of advanced GIS approaches and their applications.

*SPCE 360: Topics in *Earth Observation and Space Science* (15 points)*

This course equips you with the fundamental skills and knowledge required to extract meaningful information from Earth observation data. You will learn data acquisition, processing, interpretation, and analysis using a project-based approach. Topics covered include image classification, spectral analysis, and change detection among others.

A13 Assessment and moderation procedures

Existing University and Faculty assessment and moderation procedures will be used.

A14 Resources

No additional resources are required, as there are no new courses.

The Dean of the Science Faculty, Nicola Nelson, has confirmed that the relevant resources will be available, and a business case is not necessary.

A15 Plans for monitoring programme

There will be at least one meeting annually of all course coordinators for courses within the programme to monitor the curriculum.

A16 Review of the programme

While minors do not require a Graduating Year Review (according to s6.10, CUAP Handbook) an internal review of the minor will be undertaken following the third year in which it is offered.

A17 Statement regarding Section B

Section B has been prepared and will be made available to CUAP on request.

A18 EFTS value

The proposed minor is an optional component within the Bachelor of Science and the proposed (subject to CUAP approval) Bachelor of Environment and Society, which are 3.0 EFTS respectively.

A19 Statement regarding funding

No new qualification is being proposed.

A20 Information about the agreement

NA

Section B

B1 Learning objectives and assessment for each new course

There are no new courses being proposed, refer Appendix A for the course descriptions of existing courses.

B2 Student workload, mandatory requirements and assessment for each new course

There are no new courses being proposed, refer Appendix A for the course descriptions of existing courses.

B3 Availability of teaching and support staff

No new academic staff are required. The GISC minor will be made up from existing courses and the proposal is not dependent on any additional appointments. The minor will be supported by the (approved and to be appointed) Geospatial and Field Support Technician.

The SGEES school manager has confirmed that there will be no significant workload implications for general staff.

There will be some workload implications for SGEES staff who will coordinate the new minor. These will be managed by the SGEES Head of the School, within the existing budget.

Website, marketing and publications

Most publications for 2025 have already been printed but a postcard may be possible depending on approval timeline. Ideally website changes will coordinate with other new programmes such as BEnvSoc being updated. No issues are foreseen for the following year.

B4 Availability of teaching space and other required facilities

Facilities

NA

IT implications

NA

Equipment

NA

B5 Availability of library resources

No new courses are being proposed. The library already has good resources to support students studying GIS.

B6 Timetabling arrangements

We have consulted Course Administration and Timetabling, and the school is aware adding non-GEOG courses could cause some issues with ensuring valid courses do not clash.

B7 Memorandum of understanding

NA

Appendix: Letters of Support



To whom it may concern

RE: Proposed undergraduate minor in Geographic Information Science (GIS)
The proposed undergraduate minor in Geographic Information Science (GIS) at Victoria University of Wellington is a welcome addition to the programmes on offer.

GIS skills are highly sought after in the fields we operate in. This minor program will produce graduates with a strong understanding of geospatial technologies, allowing them to analyse data, create maps, and solve complex spatial problems – all directly relevant to our industry needs.

Geospatial skills are relevant across our areas of expertise: mineral exploration, renewable energy, infrastructure, land use, agriculture, and environment. We often offer job opportunities to graduates with good understanding of GIS and this minor will give new graduates a tangible advantage in obtaining a job with companies like Kenex Ltd.

Sincerely,

Elisa Puccioni

Data Architect

Kenex Ltd

1/05/2024

Mairéad de Róiste
Associate Professor/Reader in Geographic Information Science (GIS) / Ahonuku
School of Geography, Environment, and Earth Sciences (SGEES) / Te Kura Tātai Aro
Whenua
Victoria University of Wellington / Te Herenga Waka
New Zealand / Aotearoa

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Dear Mairéad

Proposed undergraduate minor in GIS (Geographic Information Science)

A new undergraduate minor in GIS (Geographic Information Science) at Victoria University of Wellington / Te Herenga Waka is an excellent idea. Toitū Te Whenua Land Information New Zealand has since 2018 offered annual tertiary GIS Scholarships and many scholarships have been to students taking a major in another discipline such as Earth Sciences, Data Science, Geology, Forestry or Surveying and also taking one or more GIS-related subjects in their studies. We look forward to some Victoria University of Wellington / Te Herenga Waka students applying for scholarships who will be taking the new undergraduate minor in GIS!

Students graduating with an undergraduate minor in GIS from Victoria University of Wellington / Te Herenga Waka will have a sound basis to apply their GIS knowledge in a wide variety of careers and professions and contribute positively to New Zealand's society, economy and environment. Congratulations on this constructive addition to the tertiary GIS qualification landscape.

Yours sincerely



Geoff O'Malley [@he/himi](#)
Mātanga Tātai Wāhi Mātāmua / Principal Geospatial Specialist – Geospatial Capability Building
Chair, Geospatial Capability Committee
Location Information | Customer Delivery
gomalley@linz.govt.nz | DDI 04 4983501 MOB 02102340271
Note: Works remotely from Nelson



Wellington Office, Level 7, Radio New Zealand House, 155 The Terrace
PO Box 5501, Wellington 6145, New Zealand
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7th of May 2024

To the Victoria University of Wellington,

We are writing on behalf of Fire and Emergency New Zealand (FENZ), specifically its Data and Analytics Directorate, to express our support for the proposed undergraduate minor in Geographic Information Science (GIS) at Victoria University of Wellington.

We understand that the new minor would include courses such as GEOG 215 (Introduction to GIS), GEOG 315 (Advanced GIS), SPCE 360 (Topics in Space Science), and an additional course at the 200 or 300 level from GEOG, SPCE, or DATA (data science) programmes. This curriculum is expected to provide students with a robust foundation in GIS, a critical field in today's data-driven world.

At Fire and Emergency New Zealand, GIS is integral to our daily operations. Emergencies invariably have a location component, and the ability to interpret location data is critical to both our response and risk reduction activities. It's worth noting that it's not just GIS practitioners who use these geospatial data and technologies; our firefighters, dispatchers, risk reduction advisors, commanders, and many others at FENZ also utilise GIS in their roles. Therefore, it is in our best interests that more students are taught aspects of GIS, as we have a strong demand for knowledge in this discipline.

We are prepared to support this Minor by providing some of our data and methodologies which we've used to solve real-world problems. For instance, we have already provided our '3D Building Polygon' methodology, which is used to propose alternative location allocations of our fire trucks based on physical aspects of buildings. This is expected to make for an engaging laboratory assignment for students. We would also look forward to hosting students in our National Headquarters, to demonstrate how GIS is used in areas like our National Coordination Centre (NCC).

Please feel free to contact us if you have any questions or require further information.

We wish you all the best in the establishment of this new minor.

Sincerely,

Mr Jaz Hamilton - jaz.hamilton@fireandemergency.nz

Geospatial Intelligence Analyst, Fire and Emergency New Zealand

Mr Hamish McEwen - hamish.mcewen@fireandemergency.nz

Chief Data and Analytics Officer, Fire and Emergency New Zealand



4/05/2024

To whom it may concern,

MaptimeWgtn submits this letter in support of the proposed new undergraduate minor in Geographic Information Science at Victoria University of Wellington.

MaptimeWgtn is a geospatial community organisation based in Wellington, which was founded in 2021. The purpose of our organisation is to provide opportunities for geospatial professionals across Wellington to share specialised knowledge, and to help facilitate networking opportunities for geospatial practitioners at all stages of their career.

Through the running of this organisation, we have the benefit of seeing an example of the breadth of skills and talents that people bring to the geospatial industry here in New Zealand. While some are dedicated geospatial professionals, many are practitioners who use geographic information science to support and lift their primary discipline, which range from Earth Sciences, Environmental Science, Data Science, Biology, and many others.

We believe an undergraduate minor in Geographic Information Science is a great way to give students the opportunity for formal recognition of their knowledge of geographic information science, and the value that it brings to their primary discipline.

Yours sincerely,
Sam Keast (on behalf of the MaptimeWgtn committee)



9 May 2024

Mairead de Roiste
Victoria University of Wellington
PO Box 600
Wellington 6140

Dear Mairead,

Support of Proposed Minor in Geographic Information Science (GIS)

I am writing to express my support for the proposed Minor in Geographic Information Science (GIS) at Victoria University of Wellington.

The integration of a GIS Minor within the Bachelor of Science framework would substantially enhance the program, bridging practical and theoretical knowledge across various disciplines.

GIS is a pivotal tool in the analysis, visualisation, and interpretation of spatial data which can dramatically enrich the understanding and application of scientific disciplines.

OSPRI's work relies on principles and practices across a range of disciplines; data science, environmental science, biology, and epidemiology and our ability to incorporate spatial analysis and geographic data is invaluable. These fields are fundamentally interconnected with spatial phenomena, and GIS provides the tools to explore these connections with precision and clarity.

In Data Science, GIS facilitates the handling of large datasets with a spatial component, offering methods that are crucial for robust data analysis and modelling.

Environmental Science benefits from GIS by gaining the ability to track environmental changes and predict future conditions, directly applying these skills in conservation, urban planning, and resource management. Furthermore, in Biological Sciences / Epidemiology, GIS tools can be used to visualise the spread of diseases, analyse patterns of transmission, and optimise resource allocation during health crises.

A GIS Minor would not only enhance the existing curriculum but also provide students with essential skills that are highly valued in the job market.

The reinforcing nature of GIS practices and principles across these disciplines underscores the transformative potential of this minor. It would prepare students to be more competitive and versatile in their careers, capable of tackling complex problems with a comprehensive toolkit of spatial analysis techniques.

The proposed GIS Minor at Victoria University of Wellington is a forward-thinking addition that would enrich the educational landscape and better prepare students for diverse challenges in the scientific community.

Yours sincerely,

A handwritten signature in black ink, appearing to read "Campbell Fleury", with a horizontal line extending to the right.

Campbell Fleury
Manager, Data and Information Products

Course Description: GEOG 215 (2025, T2)

Course title	Introduction to Geographic Information Systems (GIS) and Science		
Short title	Intro to GIS & Science	Point value	20
Course coordinator	Mairead de Roiste	NZQF level	6
Qualification schedule:	BSc, BA(B), BEnvSoc		
Prerequisites, corequisites, restrictions	P 60 100-level pts		
Prescription	In this hands-on course, dive into real-world data and explore how GIS revolutionizes our understanding of the planet, people, and place. GIS combines the art of mapping, science of data analysis, and spatial understanding. From creating captivating maps to unravelling hidden patterns, you'll develop essential skills in demand in industry.		
Student workload hours	200	Contact Hours	
Teaching/learning summary		Lectures	24
There are 24 hours of lectures (3 hours a week over the first 8 weeks of term). Computer practical sessions are 22 hours per student (2 hours a week in weeks 2-12). The exam is 2 hours. Students are expected to spend a further 152 hours in independent study and working on the computer practicals outside of class time.		Tutorials	0
		Seminars	0
		Labs/Studios	22
		TOTAL	46
Course learning objectives (CLOs)	Students who pass this course should be able to:		
1	Be familiar with what GIS is, articulate the key concepts, some of its topics and challenges, and applications to real world problems.		
2	Recognise and describe the ethical responsibilities, benefits and shortcomings of GIS.		
3	Describe the key stages and distinct challenges in the creation, use and maintenance of a GIS, paying particular attention to the unique structure of spatial information, the issues associated with its storage, the role of metadata and data quality.		
4	Demonstrate an understanding of spatial information by identifying and applying appropriate GIS techniques in ArcGIS to data exploration, communication and the solution of spatial problems.		
Assessment items and workload per item		%	CLO(s)
1	Coursework journals (4)	60%	1, 2, 3, 4
2	Centrally managed test	40%	1, 2, 3
Mandatory course requirements	In addition to achieving an overall pass mark of 50%, students must:		
Attend at least 8 of the 11 assigned lab sessions in order to gain skills in the practical application of GIS.			

Course Description: GEOG 315 (2025, T2)

Course title	Advanced GIS: Spatial Data Science		
Short title	Advanced GIS	Point value	20
Course coordinator	Mairead de Roiste	NZQF level	7
Qualification schedule:	BSc, BA(B), BEnvSoc		
Prerequisites, corequisites, restrictions	P GEOG 215, 15-200-level pts of COMP, DATA, MATH, STAT		
Prescription	In this course, you will focus on the manipulation, and analysis of spatial data by exploring the interdisciplinary applications of GIS across social, environmental, and earth sciences. Delve into advanced techniques for geospatial analysis, emphasizing real-world problem-solving. Develop proficiency in handling complex spatial datasets and apply your skills to address multifaceted geographical challenges. By the end of the course, you'll have a comprehensive understanding of advanced GIS approaches and their applications.		
Student workload hours	200	Contact Hours	
Teaching/learning summary		Lectures	24
Two 2-hour lecture/lab workshop session per week.		Tutorials	0
		Seminars	0
		Labs/Studios	22
		TOTAL	46
Course learning objectives (CLOs)	Students who pass this course should be able to:		
1	Appreciate and describe the scope, limitations and challenges of geospatial methods in real world applications		
2	Record, enter, manipulate and analyse geographic data.		
3	Understand the complexity of data issues concerning the acquisition, creation, quality assurance, management and appropriate analysis and visualisation of spatial and attribute data.		
4	Communicate GIS and remote sensing knowledge effectively.		
5	Demonstrate an understanding of spatial information by identifying and applying appropriate geospatial techniques to the solution of practical applications.		
Assessment items and workload per item		%	CLO(s)
1	6 in-term computer practical reports (approx. 15% each with 22 hours workload)	90%	1, 2, 3, 4, 5
2	Report on data collection UAV exercise or industry visit	10%	1, 3
Mandatory course requirements	In addition to achieving an overall pass mark of 50%, students must:		
NA			

Course Description: SPCE 360 (2025,T1)

Course title	Topics in Earth Observation and Space Science		
Short title	Topics in Space Science	Point value	15
Course coordinator	Tulasi Parashar	NZQF level	7
Qualification schedule:	BSc		
Prerequisites, corequisites, restrictions	P GEOG 215; 15 COMP pts or INFO 102; 15 MATH pts SPCE 201; SPCE 245 or PHYS 245		
Prescription	This course equips you with the fundamental skills and knowledge required to extract meaningful information from Earth observation data. You will learn data acquisition, processing, interpretation, and analysis using a project-based approach. Topics covered include image classification, spectral analysis, and change detection among others.		
Student workload hours	150	Contact Hours	
Teaching/learning summary Blended delivery with 4 short (20-30 mins) video lectures per week and a weekly 90-minute studio session, incorporating both tutorial discussions and activities as well as a formal taught component. Weekly plenary to summarise learning and focus students on assessment tasks. Fortnightly tutorial for support with assignment tasks.		Lectures	24
		Tutorials	6
		Seminars	4
		Labs/Studios	16
		TOTAL	50
Course learning objectives (CLOs)	Students who pass this course should be able to:		
1	Discuss and critically analyse a set of Topics in Space Science.		
2	Discuss connections between the space sector and other areas of science.		
3	Apply space science topics to various space sector applications.		
4	Work in teams and prepare information for a wide range of audiences.		
5	Undertake basic research in an area of Space Science and contribute to the analysis of the issues involved.		
6	Communicate their findings effectively via various media.		
Assessment items and workload per item		%	CLO(s)
1	Mid-Term Test (1 hour)	20%	1, 2, 3
2	Term long project (25 hours)	30%	1, 2, 3, 4, 5
3	Team Project Report (10 hours)	10%	4, 5, 6
4	Individual 10 minute presentation (5 hours)	10%	4, 5, 6
5	Final Test (2 hours)	30%	1, 2, 3
Mandatory course requirements	In addition to achieving an overall pass mark of 50%, students must: Obtain on average 50% on the biweekly submissions. NA		



Programme amendment cover sheet

Proposal name	Better define the Marketing and Marketing Communication minors in the BCom and BC respectively		
Proposer	Janet Davey		
Faculty	Business and Government		
Summary	Redefining MKCO and MARK minors		
Year	2024		
Reference	BCom/3, BC/3		
CONSULTATION	Person consulted	Summary and reference	
Academic Office	academic-office@vuw.ac.nz	No issues raised	
Associate Dean	John Randal	Feedback incorporated	
CAD	Kathryn Sutherland	No issues raised	
Careers & Employmt (WIL)	Alice Hodder	No issues raised	
Course Admin.	Teresa Schischka	Feedback incorporated	
Titoko	Tracey Wharakura / Noeleen Williamson	No issues raised	
Library	David Taine	No issues raised	
PAMI	info-unit@vuw.ac.nz	No issues raised	
Toihuarewa	Meegan Hall	Feedback incorporated	
School Admin.	Patricia Huambachano	No issues raised	
Student Finance	Paige Jarman	No issues raised	
Students	Via FB reps	No issues raised	
APPROVAL	Authority	Date	Recorded by
Head of School	Val Hooper	30/4/24	Kim Hann
Fac. Acad. Cttee.	John Randal	22/5/24	Kim Hann
FHSS FB	Sarah Leggott	23/5/24	Catherine Townsend
WSBG FB	Jane Bryson	22/5/24	Kim Hann
Acad. Prog. Committee	Robyn Longhurst	25/6/24	Carol Morris
Academic Board			
CUAP			



Programme amendment

Proposal name	Better define the Marketing and Marketing Communication minors in the BCom and BC respectively
Faculty	Business and Government
Year effective from	2025

A1 Purpose

1. To redefine the Marketing Communication (MKCO) minor in the Bachelor of Communication
2. To redefine the Marketing (MARK) minor in the Bachelor of Commerce

A2 Justification

The Marketing (MARK) major in the Bachelor of Commerce, and the Marketing Communication (MKCO) major in the Bachelor of Communication, have considerable overlap but are also distinct.

The MKCO minor is required by the Bachelor of Communication regulations to include COMS 201 *Approaches to Communication Research*, but it is possible for the three other courses to overlap with the MARK major, and to not have a specific communication focus. This proposal seeks to remedy that, by mandating one of MARK 211 *Crisis Communication*, MARK 212 *Marketing for Health*, MARK 213 *Strategic Public Relations* or IBUS 312 *Managing and Communicating Across Cultures*. In addition, students must choose from MARK 301 *Marketing Communications* or MARK 323 *Brand Management*.

Before the MKCO major was introduced, courses which became part of that major were being taught, and it was then appropriate to allow a student doing a MARK minor to include one of them, despite the fact that the substituted course could not count towards the MARK major. Now, with the possibility of the MKCO minor, it is appropriate to remove that substitution.

A3 Proposed amendments

On page 234 of the 2024 Calendar, in the Bachelor of Commerce regulations, amend section 5(b), delete section 5(c), and re-number 5(d), as follows:

(b)The following minors must include the specific courses listed:

Actuarial Science (ACTS)—ACTS 201, 301, MATH 277, and one further course from part (b) or (c) of the major requirements

Data Science (DATA)—DATA 201, 202, one course from (DATA 301, 302, 303, COMP 309), and one further course from parts (b) or (c) of the major requirements.

Marketing (MARK) —60 pts from MARK 201, 202, 203, 300-399, COML 308, including at least 15 points from MARK 300-399.

(c) ~~The following minor may include the following substitution:~~

~~**Marketing (MARK)**—One of MARK 201, 202, 203 may be replaced by 15 points from MARK 211–213~~

~~(d)~~ These additional minors are also available:

On page 350 of the 2024 Calendar, amend section 3(b) of the Bachelor of Communication regulations, as follows:

(b) The following minors must include the specific courses listed:

Marketing Communication (MKCO)—COMS 201, MARK 201, 15 points from (MARK 211, 212, 213, IBUS 312), MARK 301 or 323

Science Communication (SCOM)—COMS 201, SCIS 213, 311, (SCIS 314 or 316).

A4 Implications and resources

Academic staff

None

Library

None

Teaching facilities and support

None

Anticipated enrolments

NA

Administrative implications

The Titoko team will be advised of the change to the regulations and myDegree updated accordingly.

Programme or course limitations / selection criteria

NA

Fee implications

None

Website and publication amendments

The degree webpages, Undergraduate Guide to Study, and Calendar will be updated accordingly.

Transitional arrangements and other consequential changes

Students who have passed one of MARK 211-213 in 2023 or earlier are able to substitute that course in the MARK minor per the original regulations.

Students who have passed MARK 202 or MARK 304 in 2023 or earlier are able to credit those courses to the MKCO minor per the original regulations.

Internships, field trips and other external arrangements

NA

A5 Te Tiriti o Waitangi

Māori-related communication issues, Aotearoa/New Zealand's bi-cultural context and Māori marketing communication knowledge and perspectives are embedded within several of the specified Marketing Communication minor courses. By specially drawing together courses to form the Marketing Communication minor this proposal strengthens the transparency around how the courses on offer link communication and cultural identity to support te reo Māori and Māori cultural perspectives to be represented through public media provisions.

Te Tiriti o Waitangi is foundational to the design of several courses in the MKCO major. For example, MARK 213 (Strategic Public Relations) and MARK 212 (Marketing for Health) include Māori modules and both courses have dedicated Māori tutorials. MARK 212 Marketing for Health takes a global perspective on indigenous population and health and focusses in on Māori as one indigenous population group in marketing for health. MARK 213 Strategic Public Relations has a regular guest lecture by a Māori speaker who is also a Board member of the Public Relations Institute of New Zealand (PRINZ) and was PRINZ chair in 2022. The lecture focuses on her engagement with Māori and Pasifika communities. MARK 213 also includes a tutorial specifically on two PR companies undertaking public relations from a Māori perspective and who work on behalf of Māori organisations.

Māori content and perspectives recognising Treaty obligations are also embedded in the MARK minor as part of the MARK suite of courses. Some selected examples of how Te Tiriti principles are integrated into these courses are provided. Through an inclusive/collaborative student-centred approach in MARK 202 Consumer Behaviour, students are encouraged in lectures and tutorials to discuss their cultural backgrounds, rituals and consumption practices, providing room to discuss the bicultural roots of Aotearoa. MARK 304 Tourism Marketing, includes Māori business perspectives to tourism marketing, including discussion of a specific Māori tourism business with a video "Māori hāngī Dinner and Performance from Rotorua". In MARK 315 Services Marketing, an inclusive class culture is developed aligning with Treaty Principles (eg participation and partnership) where students discuss service experiences from within their own cultures. MARK 316 Social Marketing, includes Māori social marketers (for example from Te Whatu Ora and Human Rights Commission) as guest speakers, specifically discussing campaigns for Māori audiences such as the Shaping the F.A.S.T campaign approach for Māori, and demonstrating for students the Te Ara Whiti Engagement Framework.

A6 Consultation

This programme amendment has been endorsed by the School of Marketing and International Business at the Wellington School of Business and Government. The Bachelor of Communication steering group, which includes staff from the subjects that contribute to the Bachelor of Communication (FHSS), has also endorsed this proposal.



Programme amendment cover sheet

Proposal name	Amend the Graduate Diploma of Teaching (Early Childhood Education)		
Proposer	Hiria McRae		
Faculty	Education		
Summary	Amend the Graduate Diploma of Teaching (ECE)		
Year	2024		
Reference	GDipTchg(ECE)/1		
CONSULTATION	Person consulted	Summary and reference	
Academic Office	Linda Roberts	Feedback incorporated	
Associate Dean	Louise Starkey	Feedback incorporated	
CAD	Chulainn Mabbett-Sowerby	No issues identified	
Careers & Employment (Work-Integrated Learning)	Alice Hodder	Feedback sought	
Course Admin.	Teresa Schischka	Feedback incorporated	
Faculty Admin.	Noeleen Williamson	Feedback incorporated	
Library	Tyson Kingi	Feedback incorporated	
PAMI	Ash McPherson	Feedback sought	
Toihuarewa	Meegan Hall	Feedback provided	
School Admin.	Tim Fletcher	No issues identified	
Student Finance	Stephanie Hunter	No issues identified	
Students	Joseph Habgood	Feedback incorporated	
APPROVAL	Authority	Date	Recorded by
Head of School	Sue Cherrington	01/05/2024	Catherine Townsend
Fac. Acad. Cttee.	Louise Starkey	08/05/2024	Catherine Townsend
Faculty Board	Carmen Dalli	22/05/2024	Catherine Townsend
Acad. Prog. Committee	Robyn Longhurst	25/06/2024	Carol Morris
Academic Board			
CUAP			

Add more rows if more than one faculty needs to approve the proposal.



Programme amendment

Proposal name	Amend the Graduate Diploma of Teaching (ECE)
Faculty	Education
CUAP Category	Not CUAP
Year effective from	2025

A1 Purpose

1. To amend the general requirements for the Graduate Diploma of Teaching (ECE) to specify the courses required.
2. To create four new 20-point courses (TCHG 385, 386, 387, 388) and add them to the Schedule
3. Add two existing 20-point courses (TCHG 222, 225) to the Schedule
4. To amend corequisites for TCHG 315, 316

A2 Justification

The re-development of the GDipTchg(EC) programme was agreed to as part of the retention of ITE programmes under the Faculty of Education's Managed Programme Track put in place as part of the 2023 financial sustainability review process. The revised programme will consist of courses co-taught with other programmes to reduce academic workload hours and associated costs. The programme will include TCHG 315, 316, co-taught with the GDipTchg primary and secondary programmes, and TCHG 222, 225, 385, 386, 387 and 388 which will be co-taught with the BEd(Tchg)EC programme. A consequence is the programme will change from online to one that is taught on campus. This pathway is attractive to potential students who may want a career change and international students. The timetabling of the programme will allow students to work in the sector while studying.

A3 Proposed amendments

On page 276 of the 2024 VUW Calendar, make the following amendments:

Graduate Diploma of Teaching (Early Childhood Education)

GDipTchg(ECE) (150 points)

These regulations are to be read in conjunction with the General Programmes of Study Regulations and the Combined Undergraduate Schedule.

Entry requirements

1. (a) Before enrolment, a candidate for the GDipTchg(ECE) shall have:

(i) completed a degree of a tertiary institution in New Zealand or an equivalent qualification from an overseas tertiary institution*; and

(ii) demonstrated through the assessment exercise the qualities necessary for a satisfactory teacher; and

(iii) been accepted by the Associate Dean (Teacher Education) as a candidate for the diploma.

(b) Requirement (a)(i) may be waived by the associate dean for a candidate who has completed a sub-degree primary teaching qualification recognised for teacher registration purposes.

**Candidates who have completed a degree at a tertiary institution outside New Zealand may be required to have their qualification assessed as equivalent to a New Zealand undergraduate degree by the New Zealand Qualifications Authority before entry into the programme.*

General requirements

2. The course of study for the GDipTchg(ECE) shall comprise: ~~all the courses in the schedule.~~

TCHG 222, 225, 315, 316, 385, 386, 387, 388

3. A candidate shall normally be enrolled for one calendar year and shall complete the requirements of the diploma within two years of first enrolling in it. Where students wish to undertake this programme in a less intensive manner, a four-trimester programme structure will be made available. The associate dean may extend this maximum period in special cases. A candidate who wishes to take a leave of absence from the programme requires the approval of the associate dean.

4. The associate dean may cancel the enrolment of a candidate whose progress is unsatisfactory.

5. Courses in the GDipTchg(ECE) Schedule are excepted from the Aegrotat Pass provisions in the Assessment Handbook. In the event that a candidate is prevented from completing such a course by one of the circumstances specified in the relevant section of the Assessment Handbook, ~~the candidate will be granted an extension to complete the assessment.~~ **the candidate will be granted an appropriate extension.**

Amend the Combined Undergraduate Schedule (page 199-200 of the 2024 VUW Calendar:

Course	Title	Pts	P/C/X	Schedule
TCHG 222	Tātaimaraū 3: Ngā torohanga— Modalities for understanding life worlds	20	P TCHG 105; X TCHG 211, 213	BEd(Tchg) EC, GDipTchg(ECE)
TCHG 225	Tātaimaraū 4: Ngā Toi—Exploring modes of creativity and expression	20	P TCHG 105; X TCHG 211, 212	BEd(Tchg) EC, GDipTchg(ECE)
TCHG 315	Akopai: Professional Practice 1	15	C (TCHG 317 and 318) or (TCHG 325 and 326) or (two of TCHG 329, 332, 335)	GDipTchg(ECE) (Pri), (Sec)

TCHG 316	Akopai: Professional Practice 2	15	(ECE) P TCHG 315, C 319, 324 TCHG 225, 387, 388 ; (Pri) P TCHG 315; C TCHG 327 or 328; (Sec) P TCHG 315; 329 or 332, C TCHG 333; 334 or 381 P TCHG 315; (ECE) C TCHG 319, 324; (Pri) TCHG 327 or 328; (Sec) and TCHG 329 or 332; C TCHG 333; 334 or 381)	GDipTchg(ECE) (Pri), (Sec)
TCHG 385	Kia Ako – Approaches to Early Childhood curriculum, assessment, and planning	20	P Enrolment in the GDipTchg(ECE); X TCHG 220	GDipTchg(ECE)
TCHG 386	Kia Tika – Being a Kaiako with Infants, Toddlers and their Whānau	20	P Enrolment in the GDipTchg(ECE); X TCHG 221	GDipTchg(ECE)
TCHG 387	Kia Māori— Inclusive Teaching in Diverse Communities	20	P Enrolment in the GDipTchg(ECE); X TCHG 223	GDipTchg(ECE)
TCHG 388	Kia Mataara— Intentional Pedagogies in Local Contexts	20	P Enrolment in the GDipTchg(ECE); X TCHG 224	GDipTchg(ECE)

A4 Implications and resources

Academic staff

Existing permanent Faculty academic staff will teach within all existing and re-developed courses. The restructuring will reduce the teaching hours required to deliver the Early Childhood initial teacher education programme. Development hours will need to be allocated to course co-ordinators to ensure differentiation for undergraduate and graduate diploma students.

Library

No new resources will be required.

Teaching facilities and support

Existing teaching facilities at the university exist to cater for the larger class sizes.

Anticipated enrolments

The average enrolments in the last 3 years of offering the previous GDip(Tchg)ECE programme had an average of 15 students. We conservatively estimate an on-campus intake of 20 students.

Administrative implications

Managing the different CRNs and timetabling nuances will be required. Courses offered in the GDip(Tchg)ECE above are co-taught. This will need to be taken in consideration for timetabling.

Programme or course limitations / selection criteria

No limitations as this programme is a pathway to support the ECE teacher shortage.

Fee implications

No implications anticipated as this is a programme redevelopment.

Website and publication amendments

A GDip(Tchg)ECE webpage already exists. This webpage will need updating with new course information and availability of the programme from 2025.

Transitional arrangements and other consequential changes

All students who enrolled in 2023 and earlier have now completed their qualification, the programme was not offered in 2024, new enrolments from 2025 will be under the amended regulations.

Internships, field trips and other external arrangements

Students in the GDip(Tchg)ECE have three placements in early childhood centres organised through the EPPP office in the Faculty of Education. This component is not changing with this amendment.

A5 Te Tiriti o Waitangi

This proposed programme is supportive of Tiriti commitments and meaningful outcomes for Māori students in the following ways:

Mahi tahi (partnership) - all our teacher education programmes are underpinned by a kaupapa Māori framework which was developed and approved by mana whenua and Wellington Māori communities including tamariki, taura, kaiako and tumuaki.

Rite tahi (equality) - All academic staff are required to maintain a basic to intermediate level of reo proficiency as this is an expectation of our students and teaching professional standards.

Rangatiratanga – our teacher education programmes include senior Māori academics who contribute to Māori academic leadership within the wider University and forums such as Toi huarewa, Taihonoa and Te Herenga Waka Marae. Our faculty is the second highest user of our whareniui behind Te Kawa a Māui. All our programmes have compulsory courses that assess our students' commitment to Te Tiriti and te ao Māori in their teacher practice.

Kaitiakitanga – this proposed programme is underpinned by proactive kaupapa Māori statements for each course to ensure our academic staff are focused on our commitment to te ao Māori and subsequently our students benefit from seeing these assertions in theory and practice.

Kōwhiringa - all our teacher education programmes have mentoring sessions specifically for students who identify as Māori and choose to participate. Māori academic staff are allocated time within their workplans to support the facilitation of these sessions.

Whai wāhi - our senior leadership team are proactive in working alongside a diverse range of internal recruitment and retention groups within the University focused on supporting Māori students and staff. We are currently focusing on retaining Māori PhD candidates and Māori contract staff through remuneration, leadership, research and study incentives in the ECE space.

A6 Consultation

Refer to Appendix Four for consultation details.

Appendix One: Proposed Programme Structure

The programme will remain at 150 points.

Trimester One courses	Comments
TCHG 315 (15)	No change.
TCHG 385 (20)	New course co-taught with TCHG 220.
TCHG 386 (20)	New course co-taught with TCHG 221.
TCHG 222 (20)	Existing course in the BEd (ECE).
Trimester Two Courses	Comments
TCHG 316 (15)	No change
TCHG 387 (20)	New course co-taught with TCHG 223.
TCHG 388 (20)	New course co-taught with TCHG224.
TCHG 225 (20)	Existing course in the BEd (ECE).

Course Description: TCHG 222

Course title	Tātaimarau 3: Ngā Torohanga—Modalities for Understanding Lifeworlds		
Short title	Tātaimarau 3	Point value	20
Course coordinator	[Course Coordinator]	NZQF level	6
Qualification schedule:	BEd(TCHG)EC, GDipTchg(ECE)		
Prerequisites, corequisites, restrictions	P TCHG 105, X TCHG 211, 213		
Prescription	In this course, student teachers critically examine effective practices for teaching mathematics, science, technology and languages to infants, toddlers and young children. They intentionally draw on pedagogical practices to enhance infants, toddlers and young children's creativity, expression, experimentation, thinking and problem-solving as they relate to these learning areas. They consider the social, cultural, and sustainability values that underpin their teaching and professional behaviours in these domains and their understanding of assessment practices. Student teachers also learn domain specific vocabulary in te reo Māori and other Pacific languages.		
Student workload hours	200	Contact Hours	
Teaching/learning summary		Lectures	30
This course will be taught through interactive lectures supported by online resources and learning experiences.		Tutorials	0
		Seminars	
		Labs/Studios	
		TOTAL	30
Course learning objectives (CLOs)	Students who pass this course will be able to:		
1	Intentionally draw on pedagogical practices to enhance infants, toddlers and young children's creativity, expression, experimentation, thinking and problem-solving, using languages, mathematics, science and technologies in their world/s		
2	Analyse the social, cultural, and sustainability values that underpin languages, mathematics, science and technology and how these impact on their pedagogy and assessment practices		
3	Discuss contextually nuanced professional behaviours as they relate to domain learning in languages, mathematics, science and technology		
Assessment items and workload per item		%	CLO(s)
1	Essay 1,000 words	30	1
2	Practical assignment and critical reflection 1,500 words	40	1, 2, 3
3	PowerPoint task 10 slides	30	1, 2, 3
Mandatory course requirements	In addition to achieving an overall pass mark of 50%, students must:		
permitted, but an E grade for any assessment item with a weighting greater than 10% will result in a failure of the course.			

Course Description: TCHG 225

Course title	Tātaimarau 4: Ngā Toi—Exploring Modes of Creativity and Expression		
Short title	Tātaimarau 4	Point value	20
Course coordinator	[Course Coordinator]	NZQF level	6
Qualification schedule:	BEd(TCHG)EC , GDipTchg(ECE)		
Prerequisites, corequisites, restrictions	P TCHG 105, X TCHG 211, 212		
Prescription	<p>In this course, student teachers critically examine effective practices for teaching oral and written literacy, dance and movement, music, drama and visual arts relevant to the diverse life-worlds of infants, toddlers and young children. They intentionally draw on pedagogical practices to enhance infants, toddlers and young children's creativity, expression, experimentation, thinking and problem-solving as they relate to these learning areas. They consider the social, cultural, and sustainability values that underpin their teaching, professional behaviours and assessment practices in these domains. Student teachers also learn domain specific vocabulary in te reo Māori and other languages.</p>		
Student workload hours	200	Contact Hours	
Teaching/learning summary		Lectures	18
This course will be taught through interactive lectures supported by online resources and learning experiences.		Tutorials	
		Seminars	
		Labs/Studios	
		TOTAL	18
Course learning objectives (CLOs)	Students who pass this course will be able to:		
1	Intentionally draw on pedagogical practices that enhance infants, toddlers and young children's creativity, expression, experimentation, thinking and problem-solving, using oral and written literacy, dance and movement, music, drama and visual arts in their world/s		
2	Reflect on the social, cultural, and sustainability values that underpin oral and written literacies, dance and movement, music, drama and visual arts and how these impact on their pedagogy and assessment practices within digital learning environments		
3	Demonstrate contextually relevant professional behaviours as they relate to domain learning in music, dance and visual arts		
Assessment items and workload per item		%	CLO(s)
1	Puppet show video and oral presentation (10 minutes)	50	2, 3
2	Song book (hard copy) and the performance of one song/waiata to the class (10 pages)	50	1, 2
Mandatory course requirements	In addition to achieving an overall pass mark of 50%, students must:		
One D grade for an assessment is permitted, but an E grade for any assessment item with a weighting greater than 10% will result in a failure of the course.			

Course Description: TCHG 315

Course title	Akopai: Professional Practice 1		
Short title	Akopai: Professional Practice1	Point value	15
Course coordinator	[Course Coordinator]	NZQF level	7
Qualification schedule:	GDipTchg(ECE), (Pri), (Sec)		
Prerequisites, corequisites, restrictions	C (TCHG 317 and 318 222, 385, 386) or (TCHG 325 and 326) or (two of TCHG 329, 332, 335)		
Prescription	In this course, student teachers are introduced to Te Waharoa as the programme's vision for Te Tiriti-led transformative education and to the Teaching Council of Aotearoa New Zealand's Code and Standards as the expectations for the teaching profession. They are introduced to a range of language learning strategies to support their development of proficiency in te reo Māori. During the teaching experience located in this course, they explore and apply models and frameworks for critical situational analysis of teaching and learning contexts and develop adaptive expertise as developing teachers.		
Student workload hours	200	Contact Hours	
Teaching/learning summary		Lectures	20
This course caters for students who are learning at a distance and those that are campus based. A variety of learning activities including readings, lectures, tutorials and assessment activities. Attached to this course is 40 days professional placement in a school or early childhood centre.		Tutorials	10
		Professional placement	40 days
		Labs/Studios	
		TOTAL	30
Course learning objectives (CLOs)	Students who pass this course will be able to:		
1	Explain how the legacy of colonisation holds significance for partners of Te Tiriti o Waitangi, education and the student teacher's own teaching identity and practices		
2	Apply a range of language learning strategies to improve proficiency in te reo Māori		
3	Analyse complex learning and teaching decisions by drawing on theory and evidence		
4	Articulate their role as advocates for transformative education for children, young people and whānau		
Assessment items and workload per item		%	CLO(s)
1	Ko tōku tupuna ko au - Reflection on their own culture and life experiences (10 mins)	40	1, 4
2	Te Ao Māori Te Ao Whakaako - (Recorded Roopu Kōrero and Individual Essay) (15-20 minutes, 800 words)	40	3
3	Taku Ara Reo Māori- Oral presentation in te reo (10 minutes) and accompanying written self-assessment and goal setting (800 words)	20	2
Mandatory course requirements	In addition to achieving an overall pass mark of 50%, students must:		
1. Successfully complete the professional practice by demonstrating sufficient progress or competence for each of the Standards for the Teaching Profession as specified by the Teaching Council of Aotearoa New Zealand, as evidenced in formal observations and written practicum reports.			

2. One D grade for assessments weighted less than 40% is permitted, but an E grade for any assessment item with a weighting greater than 10% will result in failure of the course. Students who fail an assessment weighted 40% or more with a D grade will be given one opportunity to resubmit their work addressing the specific concerns raised within two weeks of the grade being released. Resubmitted work will not receive a grade higher than C-.

Course Description: TCHG 316

Course title	Akopai: Professional Practice 2			
Short title	Akopai: Professional Practice 2	Point value	15	
Course coordinator	[Course Coordinator]	NZQF level	7	
Qualification schedule:	GDipTchg(ECE), (Pri), (Sec)			
Prerequisites, corequisites, restrictions	<p>P TCHG 315; (ECE) C TCHG 319, 324; (Pri) TCHG 327 or 328; (Sec) and TCHG 329 or 332; C TCHG 333; 334 or 381)</p> <p>(ECE) P TCHG 315, C 319, 324 TCHG 225, 387, 388 ; (Pri) P TCHG 315; C TCHG 327 or 328; (Sec) P TCHG 315; 329 or 332, C TCHG 333; 334 or 381</p>			
Prescription	<p>Through the perspective of tangata Tiriti, student teachers develop an understanding of their professional responsibilities to education for Pacific peoples. They refine their practice during teaching experience as they develop their independence, adaptive expertise and ability to cope with increasing complexity in learning and teaching situations. They also consider their ongoing professional commitments and roles as advocates in light of Te Waharoa and the Teaching Council of Aotearoa's Code and Standards.</p>			
Student workload hours	200	Contact Hours		
Teaching/learning summary			Lectures	20
<p>This course caters for students who are learning at a distance and those that are campus based. A variety of learning activities including readings, lectures, tutorials and assessment activities. Attached to this course is 40 days professional placement in a school or early childhood centre.</p>			Tutorials	10
			Professional placement	40 days
			Labs/Studios	
			TOTAL	30 hours
Course learning objectives (CLOs)	Students who pass this course will be able to:			
1	Explain how the needs and aspirations of Pacific peoples hold significance for education and the student teacher's own teaching identity and practices			
2	Communicate in te reo Māori effectively at a minimum of Level 3-4 of the <i>Curriculum Guidelines for Teaching and Learning Te Reo Māori in English-medium Schools</i>			
3	Explain and justify pedagogical decision-making processes within complex contexts			
4	Articulate their role as advocates for teachers and the profession			
Assessment items and workload per item			%	CLO(s)
1	Oral reflection on own teaching identity and practices (10 minutes)		20	1
2	Oral presentation in te reo (10 minutes) and written supporting materials (400 words)		20	2
3	Oral presentation of culminating integrative assessment (10-15 minutes), accompanying written narrative journal (700-1000 words) and written peer critique (400 words)		60	3,4
Mandatory course requirements	In addition to achieving an overall pass mark of 50%, students must:			
<p>3. Successfully complete the professional practice by demonstrating sufficient progress or competence for each of the Standards for the Teaching Profession as specified by the Teaching</p>				

Council of Aotearoa New Zealand, as evidenced in formal observations and written practicum reports.

4. One D grade for assessments weighted less than 40% is permitted, but an E grade for any assessment item with a weighting greater than 10% will result in failure of the course. Students who fail an assessment weighted 40% or more with a D grade will be given one opportunity to resubmit their work addressing the specific concerns raised within two weeks of the grade being released. Resubmitted work will not receive a grade higher than C-.

Course Description: TCHG 385

Course title	Kia Ako: Approaches to Early Childhood curriculum, assessment, and planning		
Short title	Kia Ako	Point value	20
Course coordinator	[Course Coordinator]	NZQF level	7
Qualification schedule:	Grad Dip (ECE)		
Prerequisites, corequisites, restrictions	P Enrolment in the GDipTchg (ECE); X TCHG 220		
Prescription	In this course, student teachers will be introduced to Te Whāriki and examine theories and practices for curriculum, assessment, and planning. They will use multiple approaches and tools to gather information and reflect on children's diverse ways of being, knowing, doing, and relating, to plan for individual children. Student teachers examine how interpersonal, temporal, and material environments influence children's curriculum experiences and engagement. Attention is paid to culturally responsive and sustaining pedagogical practices that support kaiako/teachers' attunement to children and their whānau, hapū and iwi.		
Student workload hours	200	Contact Hours	
Teaching/learning summary		Lectures/Seminars/Workshops	27
This course will be taught through interactive lectures supported by online resources and learning experiences.		Teaching experience	
		Seminars	
		Labs/Studios	
		TOTAL	27
Course learning objectives (CLOs)	Students who pass this course will be able to:		
1	Examine and use theoretical frames and practices to analyse curriculum, assessment and planning, including attention to environmental aspects		
2	Design approaches and tools to support teachers to engage with children's perspectives and interests and assess their learning and development		
3	Examine how to use intentional pedagogies to plan and critique culturally responsive and sustaining practices for individual children		
Assessment items and workload per item		%	CLO(s)
1	Group presentation (10%) and individual component (5%): Critical examination of a theoretical frame for curriculum, planning and assessment (10 minutes plus 5 minutes oral feedback)	15%	1
2	Reflection on readings 2000 words	20%	1, 2, 3
3	Examine how teachers engage with and support children's wellbeing interests and learning 2500 words	65%	2, 3
Mandatory course requirements	In addition to achieving an overall pass mark of 50%, students must:		
Complete and submit all assessment items. Please note: One D grade for an assessment is permitted, but an E grade for any assessment item with a weighting greater than 10% will result in a failure of the course.			

Course Description: TCHG 386

Course title	Kia Tika – Being a Kaiako with Infants, Toddlers and their Whānau		
Short title	Kia Tika	Point value	20
Course coordinator	[Course Coordinator]	NZQF level	7
Qualification schedule:	GDip(ECE)		
Prerequisites, corequisites, restrictions		P Enrolment in the GDipTchg (ECE); X TCHG 221	
Prescription	This course supports student teachers to work effectively with infants, toddlers and their whānau in culturally and linguistically responsive ways, using different philosophical and pedagogical approaches, including indigenous Māori and Pacific constructs such as tuakana-teina, manaakitanga, and inati, pakiwaitara and oriori. Student teachers reflect critically on their own identity and culture/s and how these impact on their role as kaiako supporting children’s wellbeing. The interpersonal, temporal, and material environment in relation to play-based/tākaro curriculum experiences and pedagogy with the youngest children is addressed and critiqued. The course incorporates te reo Māori me ōna tikanga, Kia Tika for working with pēpi.		
Student workload hours	200	Contact Hours	
Teaching/learning summary		Lectures	27
This course will be taught through interactive lectures supported by online resources and learning experiences.		Tutorials	
		Seminars	
		Labs/Studios	
		TOTAL	27
Course learning objectives (CLOs)		Students who pass this course will be able to:	
1	Use knowledge about infant and toddler pedagogy, including from kaupapa Māori and Pacific perspectives, for critical self-reflection as a developing early childhood teacher/kaiako.		
2	Explain and critique at least one philosophical approach that has impacted infant and toddler care and education contexts in Aotearoa New Zealand.		
3	Demonstrate understanding of te ao Māori in relation to working with infants and toddlers and their whānau.		
Assessment items and workload per item		%	CLO(s)
1	Personal narrative and reflection (1500 words)	30	1
2	Essay - including a personal collection of te reo phrases/oriori for use with infants and toddlers (1500 words)	30	2, 3
3	Te ao Māori resource with written rationale (1000 words)	40	3
Mandatory course requirements		In addition to achieving an overall pass mark of 50%, students must:	
One D grade for an assessment is permitted, but an E grade for any assessment item with a weighting greater than 10% will result in a failure of the course.			

Course Description: TCHG 387

Course title	Kia Māori—Inclusive Teaching in Diverse Communities		
Short title	Kia Māori	Point value	20
Course coordinator	[Course Coordinator]	NZQF level	7
Qualification schedule:	GDip(ECE)		
Prerequisites, corequisites, restrictions	P Enrolment in the GDipTchg (ECE); X TCHG 223		
Prescription	In this course, student teachers explore specificities and commonalities across cultural communities. They develop a nuanced and critical understanding of their responsibilities, and pedagogical strategies, with regard to delivering programmes that are inclusive of and responsive to a wide range of social, cultural and linguistic diversities. This course incorporates a component of te reo Māori me ōna tikanga, Kia Māori.		
Student workload hours	200	Contact Hours	
Teaching/learning summary		Lectures	30
This course will be taught through interactive lectures supported by online resources and learning experiences.		Tutorials	
		Seminars	
		Labs/Studios	
		TOTAL	30
Course learning objectives (CLOs)	Students who pass this course will be able to:		
1	Demonstrate enhanced understanding of te ao Māori to support diverse learners.		
2	Critique theoretical models of inclusive practices.		
3	Critically examine their own cultural contexts, family histories and identities with regard to values, beliefs and assumptions about diversity.		
4	Examine pedagogical strategies required for working inclusively with children and families from diverse communities, in relation to their own teaching practice.		
Assessment items and workload per item		%	CLO(s)
1	Te Ao Māori resource with written rationale (1000 words)	40	1
2	Group presentation (15 mins) and individual response (500 words).	30	2, 3, 4
3	Reflective journal (1300 words)	30	1-4
Mandatory course requirements	In addition to achieving an overall pass mark of 50%, students must:		
Complete and submit all assessment items. One D grade for an assessment is permitted, but an E grade for any assessment item with a weighting greater than 10% will result in a failure of the course			

Course Description: TCHG 388

Course title	Kia Mataara—Intentional Pedagogies in Local Contexts		
Short title	Kia Mataara	Point value	20
Course coordinator	[Course Coordinator]	NZQF level	7
Qualification schedule:	GDipTchg(ECE)		
Prerequisites, corequisites, restrictions	P Enrolment in the GDipTchg(ECE); X TCHG 224		
Prescription:	In this course, student teachers examine how intentional pedagogical practices can support young children’s social and emotional growth, competence, and sense of belonging and wellbeing. This course uses video to support student teachers’ intentional teaching practices. They also examine how cultural, family/whānau and community contexts frame children’s social and emotional wellbeing, teachers’ pedagogy and the development of local curriculum, including for children with additional learning needs.		
Student workload hours	200	Contact Hours	
Teaching/learning summary This course will be taught through interactive lectures supported by online resources and learning experiences.		Lectures	30
		Tutorials	
		Seminars	
		Labs/Studios	
		TOTAL	30
Course learning objectives (CLOs)	Students who pass this course will be able to:		
1	Apply and critique a range of pedagogical strategies to support children’s developing social and emotional competence and sense of belonging and wellbeing		
2	Use video as a tool to strengthen reflective practice		
3	Critique the enactment of local curriculum		
Assessment items and workload per item		%	CLO(s)
1	Critical review of articles with reflective analyses (1500 words)	30	1
2	Use video as tool to support reflections of their Te Ara Hāpai (CIA) and local curriculum (1500 words)	30	2
3	Critique of local curriculum (2000 words)	40	3
Mandatory course requirements	In addition to achieving an overall pass mark of 50%, students must:		
One D grade for an assessment is permitted, but an E grade for any assessment item with a weighting greater than 10% will result in a failure of the course.			



Programme amendment cover sheet

Proposal name	Introduce two new courses, LCCM 373 and ENGL 436 and delete ENGL courses		
Proposer	Adam Grener		
Faculty	Humanities and Social Sciences		
Summary	Introduce new course ENGL 436 and LCCM 373 and delete ENGL courses		
Year	2024		
Reference	BA/8, BA(Hons)/2, BC/1		
CONSULTATION	Person consulted	Summary and reference	
Academic Office	Linda Roberts	Feedback incorporated	
Associate Dean	Sally Hill	Feedback incorporated	
CAD	Irina Elgort	Feedback incorporated	
Careers & Employment (Work-Integrated Learning)	Alice Hodder	Feedback sought	
Course Admin.	Teresa Schischka	Feedback incorporated	
Faculty Admin.	Noeleen Williamson	Feedback incorporated	
Library	Subject Librarian	Feedback incorporated	
PAMI	Ash McPherson	Feedback sought	
Toihuarewa	Brian Tunui	Proposal supported	
School Admin.	Vanessa Venter	No issues anticipated with these changes	
Student Finance	Paige Jarman	Feedback sought	
Students	VUWSA/PGSA/Ngai Taura	Feedback incorporated	
APPROVAL	Authority	Date	Recorded by
Head of School	Sarah Ross (SEFTMS)	03/05/2024	Catherine Townsend
Fac. Acad. Cttee.	Sally Hill	09/05/2024	Catherine Townsend
Faculty Board	Sarah Leggott	23/05/2024	Catherine Townsend
Acad. Prog. Committee	Robyn Longhurst	25/06/2024	Carol Morris
Academic Board			
CUAP			

Add more rows if more than one faculty needs to approve the proposal.



Programme amendment

Proposal name	Introduce two new courses, LCCM 373 and ENGL 436 and delete ENGL courses
Faculty	Humanities and Social Sciences
CUAP Category	Not CUAP
Year effective from	2025

A1 Purpose

1. To introduce a new course LCCM 373 *Te Mata o te Pene: Māori Writing in English* to the Bachelor of Communication and Bachelor of Arts
2. To introduce a new course ENGL 436 *Forms of Life Writing* to the BA(Hons) and Master of Communication
3. To delete 10 courses from the schedules to the BA and the BA(Hons):
 - ENGL 114 *Popular Literature*
 - ENGL 116 *Reading Shakespeare*
 - ENGL 201 *Sea Changes*
 - ENGL 225 *Classical Traditions*
 - ENGL 244 *Children's Literature*
 - ENGL 307 *Troy and Troilus*
 - ENGL 314 *The Chivalric Quest*
 - ENGL 334 *Awkward Books*
 - ENGL 404 *Medieval Studies: Middle English Fictions*
 - ENGL 425 *Classical Traditions: The Metamorphoses of Ovid*
4. To amend the degree requirements of the ENGL major to include LCCM 373, and to remove THEA 205 and THEA 305

A2 Justification

At the start of 2023, the English Literatures and Creative Communication Programme initiated a curriculum refresh, intended to delete courses no longer being offered, to bring clarity and coherence to study at different stages by moving some courses around between 200-level and 300-level, and to add new courses to provide flexibility and meet student demand.

However, the proposal was paused and subsequently withdrawn when the Achieving Financial Sustainability process was initiated mid-way through the year. ELCC will be undergoing a programme review later in 2024, and as part of that process, we anticipate proceeding with a revised refresh of the ENGL curriculum.

In the meantime, this proposal moves forward selected elements of that curriculum refresh that are necessary for our 2025 offerings. It responds to changes in ELCC staffing, including the departure of three permanent staff and the appointment of a new Lecturer in Māori Literature and Creative Communication.

1. The ELCC Programme has been able to successfully appoint a Lecturer in Māori Literature and Creative Communication (who will begin in June 2024); this has been a top priority for the programme for some time. The ability to offer courses devoted to Māori content is a major development for the programme. The programme considers this to be a key area of growth, important for curriculum coherence, and a manifestation of our commitments to Te Tiriti. This course proposal for LCCM373 was shared with Mike Ross as HoS for Te Kawa a Māui last year; its prescription, course learning objectives, and assessment have been designed by current staff in ELCC. This proposal will enable the course to be added to our offerings and taught in 2025, and the new appointment will subsequently have opportunity to develop or change the course from there, including through further discussions with Te Kawa a Māui.
2. The introduction of ENGL436 as a new course at Honours reflects an area of staff research and of student interest. Currently, the ELCC Programme offers one course that can be taken as part of the Master of Communication (LCCM471: The Art of Rhetoric). ENGL 436 will expand the range and number of courses the programme can offer within the MC, while also expanding options for students doing Honours in ENGL. A special topic in ENGL cannot count toward the MC, so the creation of this permanent offering enables that to occur.
3. The bulk of the courses being deleted were taught by staff members no longer employed by the university. ENGL 116 has not been taught since 2013. These courses cannot be delivered with our current staffing, and deleting them will ensure that prospective and current students are being presented with an accurate representation of the courses the programme can offer (bearing in mind that the 2016 BA review means that no more than 12 courses can be offered in any given year across 200 and 300 level within any BA major). The remaining ENGL courses leave three courses at 100-level, nine at 200-level (including two special topic slots) and twelve at 300-level, (including three special topic slots), with a different combination of these courses being offered each year to maximise student choice, accommodate RSLs and other leaves, etc.
4. The changes to the majoring requirements for ENGL reflect the introduction of LCCM 373. The ELCC Programme delivers two majors: the ENGL major in the BA and the LCOM major in the BC. While these two curricula are distinct, the programme currently offers one course at 200-level (LCCM271: Literature and Journalism) that can be counted toward the ENGL majoring requirements, based on its topic and CLOs. This enriches our programme's 200-level offerings in ENGL and provides the flexibility needed for our programme to offer two distinct majors with reduced staff numbers. LCCM 373 will inhabit the same position at 300-level; most importantly, it will enable students in both the ENGL and LCOM majors to take a course focused on Māori writing and literature at 300-level, which would not otherwise be possible.

Based upon changes to the THEA programme's staffing, THEA 205 and THEA 305 are no longer part of their offerings, so should be removed as options to meet the ENGL major requirements. ELCC will continue to work closely with colleagues in THEA to ensure that current THEA offerings with the appropriate content can be counted toward the ENGL major requirements.

A3 Proposed amendments

Amend the Combined Undergraduate Schedule (pages 140-141 and page 167 of the 2024 VUW Calendar):

Course	Title	Pts	P/X	Schedule
ENGL 114	Popular Literature	20		BA(A)
ENGL 116	Reading Shakespeare	20		BA(A)
ENGL 201	Sea Changes	20	P 20 100-level ENGL pts and 20 further pts from Part A of the BA schedule	BA(A)
ENGL 225	Classical Traditions	20	P 20 100-level ENGL pts and 20 further pts from Part A of the BA schedule	BA(A)
ENGL 244	Children's Literature	20	P 20 100-level ENGL pts and 20 further pts from Part A of the BA schedule	BA(A)
ENGL 307	Troy & Troilus	20	P 20 pts from ENGL 200–299, 20 further pts from CREW 200–299, ENGL 200–299, THEA 205, 211	BA(A)
ENGL 314	The Chivalric Quest	20	P 20 pts from ENGL 200–299, 20 further pts from CREW 200–299, ENGL 200–299, THEA 205, 211; X ENGL 214	BA(A)
ENGL 334	Awkward Books	20	P 40 pts from ENGL 201–299; X ENGL 301; ENGL 348 in 2013–2015	BA(A)
LCCM 373	Te Mata o te Pene: Māori Writing in English	20	P 40 200-level pts from the BC or BA (A) schedule	BA(A), BC

Amend the Scheule for the Bachelor of Arts (Honours) (page 330 of the 2024 VUW Calendar):

Course	Title	Pts	P/X
ENGL 436	Forms of Life Writing	30	
ENGL 404	Medieval Studies: Middle-English Fictions	30	
ENGL 425	Classical Traditions: The Metamorphoses of Ovid	30	

Amend the Schedule to the Master of Communication (page 351 of the 2024 VUW Calendar):

Course	Title	Pts	P/X
ENGL 436	Forms of Life Writing	30	

Amend the Major Subject Requirements (page 318 of the 2024 VUW Calendar):

English Literature (ENGL)

- a. 40 points from ENGL 100–199
- b. 40 points from ENGL 200–299; 20 further points from ENGL 200–299, CREW 200–299, LCCM 271, THEA ~~205~~, 206, 211
- c. 20 points from ENGL 300–329, HIST 323; 40 further points from ENGL 300–399, LCCM 373 THEA ~~305~~, 306, 315, including at least 20 points from ENGL 300–399

A4 Implications and resources

Academic staff

The proposed changes reflect the current the staffing of the ELCC programme. The ten courses to be deleted were previously taught by staff members who are no longer at the university. ENGL 436 will be taught by a current member of staff. LCCM 373 will be taught by the new appointment in Māori Literature and Creative Communication whose role begins in the middle of 2024.

Library

The Library's existing resources (a mix of print and online) are sufficient to support the proposed changes to the ENGL and LCOM majors. Any new resources (books, journals, databases) that may be needed can be recommended for purchase via the purchase recommendation or by contacting the Subject Librarian. Purchasing decisions are made in accordance with the Library's Collection Development and Management Policy. The Library also provides a digitisation service, via TALIS, when online access is unavailable. In regards to Library services, the Subject Librarian is available for teaching and research support.

Teaching facilities and support

We do not anticipate any need for teaching facilities and support beyond what CAD makes available already.

Anticipated enrolments

The programme has noted a significant demand from students for courses with a focus on Māori writing and literature, and the introduction of these courses will add coherence and coverage to both the ENGL and LCOM majors. We also anticipate that the introduction of a course focused on Māori content will attract more students to the majors. At present, 300-level courses in LCOM typically have enrolments of 25-30 students and 300-level courses in ENGL typically have enrolments of around 60 students. Given that LCCM 373 will be able to be taken as part of both majors, we anticipate initial enrolments of 40-50 students in this course. Currently, courses at Honours have enrolments of 8-12 students.

Administrative implications

This proposal involves no anticipated impact to Titoko, as they will be able to provide advice to students related to current programme offerings during appointments. Students who have already commenced the ENGL and LCOM majors will be able to complete the major under current regulations.

Programme or course limitations / selection criteria

No limitations proposed.

Fee implications

Not applicable

Website and publication amendments

All relevant University publications will need to be updated to reflect these changes.

Transitional arrangements and other consequential changes

This proposal will not cause complications for students currently enrolled in the ENGL and LCOM majors, and the need for transitional arrangements is not anticipated.

Internships, field trips and other external arrangements

Not applicable.

A5 Te Tiriti o Waitangi

Last year, in consultation with the AVC Mātauranga Māori Associate Professor Meegan Hall, the programme identified two strategic goals in terms of meeting our commitments to Te Tiriti.

1. Students will have the opportunity to engage with Māori literary texts at all three levels of the undergraduate curriculum, and there will be courses with an explicit focus on Māori or Indigenous authors offered regularly at each of the three levels, allowing students to concentrate on this area of literary study throughout their major if they wish;
2. The programme will aim to utilise one or more of the following approaches in every undergraduate course:
 - a. Māori literary texts as primary readings;
 - b. Kaupapa (topics) that relate to Māori included as secondary readings, discussion points and/or comparative examples, etc.;
 - c. Whakaaro Māori and the Māori values of Te Herenga Waka as guiding principles in the classroom and pedagogical approaches (i.e., manaakitanga, whanaungatanga, akoranga, rangatiratanga, whai mātauranga).

The recent appointment of a permanent staff member in Māori Literature and Creative Communication is a significant consequence of and step toward meeting these strategic goals, and the introduction of LCCM 373 will provide students in both the ENGL and LCOM majors the opportunity to take a course devoted solely to Māori writing and literature in the final year of their degree.

A6 Consultation

Refer to cover sheet for consultation details.

Course Description: ENGL 436 (2025,T1)

Course title	Forms of Life Writing		
Short title	Forms of Life Writing	Point value	30
Course coordinator	Anna Jackson	NZQF level	8
Qualification schedule:	BA(Hons), MC		
Prerequisites, corequisites, restrictions			
Prescription	A study of the innovative forms that contemporary writers are developing to extend the possibilities of life writing beyond the conventional autobiography. There is an option to work on your own experiment in life writing, or to focus entirely on critical analysis.		
Student workload hours	300	Contact Hours	
Teaching/learning summary This course will be taught as an in-person seminar. Students will be assigned readings, including primary and secondary texts, to discuss in class. A combination of creative and critical work will be supported in the workshops through peer review as well as through lecturer guidance and criticism.		Lectures	
		Tutorials	
		Seminars	36
		Labs/Studios	
		TOTAL	36
Course learning objectives (CLOs)		Students who pass this course should be able to:	
1	Analyse a range of life writing texts with an understanding of the effects of forms, including traditional and experimental formal structures		
2	Produce their own life writing texts demonstrating an awareness of the possibilities of experimental formal structures		
3	Develop an extended piece of critical or creative writing, placing significant details within a coherent larger structure		
Assessment items and workload per item		%	CLO(s)
1	2 short essays, between 400-600 words, analysing life writing texts studied in class	25%	1
2	2 short creative life-writing texts, between 400-600 words, modelled on examples studied in class	25%	2
3	One extended piece of writing, either critical or creative, between 3,000-3,500 words	50%	3
Mandatory course requirements		In addition to achieving an overall pass mark of 50%, students must:	
There are no mandatory course requirements for this course.			

Course Description: LCCM 373 (T1, 2025)

Course title	Te Mata o te Pene: Māori Writing in English		
Short title	Māori Writing in English	Point value	20
Course coordinator	Lecturer in Māori Literature and Creative Communication	NZQF level	7
Qualification schedule:	Bachelor of Communications, Bachelor of Arts		
Prerequisites, corequisites, restrictions	P 40 200-level pts from the BC or BA (A) schedule		
Prescription	Māori writers, leaders, and intellectuals have engaged with and in English for over two centuries. In this course, you will explore the interweaving of Māori literary concepts and the English language across fiction, poetry, and nonfiction. This course centres Māori critical and theoretical perspectives on writing in English and literature's role in Māori creative arts.		
Student workload hours	200	Contact Hours	
Teaching/learning summary		Lectures	12
This course will be taught as a combination of 1-hour lectures (one per week) and 2-hour workshops (one per week). This course is designed to be delivered in-person.		Workshops	24
		Seminars	
		Labs/Studios	
		TOTAL	36
Course learning objectives (CLOs)	Students who pass this course should be able to:		
1	Analyse Māori writing in English from within Māori theoretical and critical perspectives		
2	Compare themes and patterns in the set texts using key concepts from Māori literary studies		
3	Present and discuss their understanding of Māori writing in English effectively in written forms		
Assessment items and workload per item		%	CLO(s)
1	Short Writing Exercise #1 (500 words)	10%	1, 2, 3
2	Critical Essay (1,500 words)	30%	1, 2, 3
3	Short Writing Exercise #2 (500 words)	10%	1, 2, 3
4	Oral presentation (5 minutes) and written script (1,000 words)	20%	1, 2, 3
5	Creative Research Essay (1,500 words)	30%	3
Mandatory course requirements	In addition to achieving an overall pass mark of 50%, students must:		
There are no mandatory course requirements in this course.			



Programme amendment cover sheet

Proposal name	Amend the major requirements for the Political Science and the International Relations majors in the Bachelor of Arts		
Proposer	Aeron Davis		
Faculty	Humanities and Social Sciences		
Summary	To make PCOM 304 permanent as PCOM 305 <i>Social Media Politics</i> and retain the special topic slot To amend the major requirements for both the Political Science (POLS) and International Relations (INTP) majors in the Bachelor of Arts to include PCOM201 Introduction to Political Communication and PCOM 305 <i>Social Media Politics</i>		
Year	2024		
Reference	BA/14, BC/2		
CONSULTATION	Person consulted	Summary and reference	
Academic Office	Linda Roberts	Feedback incorporated	
Associate Dean	Sally Hill	Feedback incorporated	
CAD	Irina Elgort	Feedback incorporated	
Careers & Employment (Work-Integrated Learning)	Alice Hodder	No issues identified	
Course Admin.	Teresa Schischka	Feedback incorporated	
Faculty Admin.	Noeleen Williamson	Feedback incorporated	
Library	Justin Cargill	No issues identified	
PAMI	Ash McPherson	Feedback sought	
Toihuarewa	Brian Tunui	No issues identified	
School Admin.	Jonette Crysell	No issues identified	
Student Finance	Paige Jarman	Feedback incorporated	
Students	VUWSA/PGSA	Feedback incorporated	
APPROVAL	Authority	Date	Recorded by
Head of School	Simon Keller	03/05/2024	Catherine Townsend
Fac. Acad. Cttee.	Sally Hill	09/05/2024	Catherine Townsend
Faculty Board	Sarah Leggott	23/05/2024	Catherine Townsend
Acad. Prog. Committee	Robyn Longhurst	25/06/2024	Carol Morris
Academic Board			



Programme amendment

Proposal name	Amend the major requirements for the Political Science and the International Relations majors in the Bachelor of Arts
Faculty	Humanities and Social Sciences
CUAP Category	Not CUAP
Year effective from	2025

A1 Purpose

1. To make PCOM 304 permanent as PCOM 305 *Social Media Politics*, add it to the BA Schedule and retain the special topic slot
2. To add PCOM 201 *Introduction to Political Communication* to the BA Schedule
3. To amend the major requirements for both the Political Science (POLS) and International Relations (INTP) majors in the Bachelor of Arts to include PCOM 201 *Introduction to Political Communication* and PCOM 305 *Social Media Politics*

A2 Justification

1. PCOM 304 has now successfully run for two years as a special topic, so should be made a more permanent course. It remains of interest to students and covers core teaching material for the political communication pathway for the Bachelor of Communication programme. It is also of interest to others in political science, IR and the wider BC.
2. At this point, there are no political communication options available to either political science or international relations students that can be credited to their degrees. So, it makes sense to make 2 of the 4 (one for each year) available in this way, both to enable more choice for students, and spread the teaching load across more course options. The two thought of to be of wider interest are PCOM 201 – Introduction to Political Communication, and PCOM 304 Social Media Politics.

A3 Proposed amendments

Amend the Combined Undergraduate Schedule (page 179 of the 2024 VUW Calendar):

Course	Title	Pts	P/X	Schedule
PCOM 201	Introduction to Political Communication	20	P 40 pts from POLS or INTP 100-199	BA(A), BC
PCOM 305	<i>Social Media Politics</i>	20	P 40 pts from PCOM 200-299; X PCOM 304 in 2022, 2023, 2024	BA(A), BC

Amend the major requirements for International Relations (page 319 of the VUW Calendar):

International Relations (INTP)

- (a) INTP 113 and 20 points from INTP 115, POLS 100–199
- (b) 40 points from INTP 200–299
- (c) 20 points from INTP 300–399
- (d) 20 further points from INTP 300–399, POLS 300–399, HIST 321, 336, **PCOM 305**
- (e) 20 further points from INTP 200–399, POLS 200–399, HIST 249, 321, 326, **PCOM 201**, PHIL 264

Note: Students wishing to take a double major in POLS and INTP must complete at least 12 POLS and INTP courses, including, normally at minimum, three POLS or INTP courses at 100 level (including INTP 113), two POLS and two INTP courses at 200 level and one POLS and one INTP course at 300 level and two further 300-level courses from POLS or INTP or HIST 321, 336, MAOR 316, PHIL 303, PUBL 304.

Amend the major requirements for Political Science (page 321 of the VUW Calendar):

Political Science (POLS)

- (a) 40 points from POLS 100–199
- (b) 40 points from POLS 200–299
- (c) 20 points from POLS 300–399
- (d) 20 further points from POLS 300–399, INTP 300–399, MAOR 316, **PCOM 305**, PHIL 303, PUBL 304, HIST 336
- (e) 20 further points from POLS 200–399, INTP 200–399, HIST 249, 336, MAOR 216, 316, **PCOM 201**, PHIL 264, 303, PUBL 304

Note: Students wishing to take a double major in POLS and INTP must complete at least 12 POLS and INTP courses, including, normally at minimum, three POLS or INTP courses at 100 level (including INTP 113), two POLS and two INTP courses at 200 level and one POLS and one INTP course at 300 level and two further 300-level courses from POLS or INTP or HIST 321, 336, MAOR 316, PHIL 303, PUBL 304.

A4 Implications and resources

Academic staff

There are no additional staffing requirements. This is about making existing options open to more students rather than creating additional teaching to be delivered. It is expected that a relatively modest number of students will join the courses, so increasing marking loads a bit, but nothing else.

Library

Almost all the existing reading for the course is available in online texts in the library. No additional hard copies of books will be required than would otherwise be ordered for these courses.

Teaching facilities and support

No additional teaching facilities and support are required. These are existing courses and only moderate increases in numbers are envisioned.

Anticipated enrolments

It is estimated that somewhere between five and ten students will join these courses over and above existing numbers each year.

Administrative implications

Faculty Student Success team will be able to provide advice to students about the inclusion of the PCOM courses to the POLS and INTP major during advising sessions.

Programme or course limitations / selection criteria

N/A

Fee implications

The Manager, Student Finance, has confirmed that the proposal has no notable fees implications. The courses are standard UG at a standard fee rate. Very minor note: PCOM courses are more expensive than Humanities courses so adding them to the BA schedule will make the BA slightly more expensive for students. Approx ~\$80 per paper for domestic students. No variance for international students.

Website and publication amendments

All publications and systems (web and enrolment, Student Records, MyDegree, etc.) will need to be updated to reflect the introduction of the new course.

Transitional arrangements and other consequential changes

No major transitional arrangements or consequences are expected. The key thing is web and publication publicity informing students on PS and IR degrees of these additional options.

Consultation has already taken place with the head of the PSIR programme (Manjeet Pardesi) and the HPPI head of school (Simon Keller). Both have approved these changes.

Internships, field trips and other external arrangements

N/A

A5 Te Tiriti o Waitangi

Both courses rely on international literature/theory from outside Aotearoa-New Zealand for their core content. However, where possible, texts by Māori scholars on aspects of media and politics are included in the reading outlines (e.g., Abel, Bargh, Comrie, Greaves). Statistics and case examples of Māori are also regularly included in teaching (e.g., political and news media representation of Te Tiriti and Māori political issues, statistics on social and economic inequalities and political participation/representation of Māori and other demographic groups in Aotearoa).

A6 Consultation

See cover sheet for details.

Consultation has already taken place with the head of the PSIR programme (Manjeet Pardesi) and the HPPI head of school (Simon Keller). Both have approved these changes.

Course Description: PCOM 305 (2025)

Course title	Social Media Politics		
Short title	Social Media Politics	Point value	20
Course coordinator	[Course Coordinator]	NZQF level	7
Qualification schedule:	BA(A), BC		
Prerequisites, corequisites, restrictions	P 40 pts from PCOM 200-299; X PCOM 304 in 2022, 2023, 2024		
Prescription	This course examines the intersection between social media, politics and society, analysing platforms like Facebook, X, YouTube and Instagram to understand their role in our lives, in our political discourse and in shaping our culture. We examine the positives of social media including social activism, the democratisation of news, and heightened capacities for community, communication and connectivity. We also delve into the darker side of these platforms, exploring the proliferation of fake news, hate speech, terrorist networks and gendered issues including trolling and cyber-harassment.		
Student workload hours	200	Contact Hours	
Teaching/learning summary This course is taught in one 2-hour lecture and one 1-hour workshop per week. Arrangements will be made in delivery of this course to ensure that all students are able to access course content.		Lectures	24
		Workshops	12
		Seminars	
		Labs/Studios	
		TOTAL	36
Course learning objectives (CLOs)	Students who pass this course should be able to:		
1	Explain the relationship between social media, political communication, and democracy.		
2	Critically evaluate the social media strategies used by political parties and citizens as part of today's political discourse, in particular in times of election campaigns.		
3	Explain how social media platforms are influencing political journalism and contemporary political processes with empirical examples.		
4	Identify the various methodological approaches that can be used to study social media.		
5	Recognise the ethical questions of data ownership and privacy rights in social media research.		
Assessment items and workload per item		%	CLO(s)
1	Online test	30%	1, 2, 3
2	Analysis of a social media campaign (2,000-2,500 words)	40%	2, 3, 4
3	Take home test (1,500 words)	30%	1, 2, 3, 4, 5
Mandatory course requirements			
There are no mandatory course requirements for this course.			



Programme amendment cover sheet

Proposal name	Amend the major requirements for the Theatre (THEA) major in the BA		
Proposer	Nicola Hyland		
Faculty	Humanities and Social Sciences		
Summary	Amend the major requirements for the Theatre (THEA) major in the BA		
Year	2024		
Reference	BA/13		
CONSULTATION	Person consulted	Summary and reference	
Academic Office	Linda Roberts	Feedback incorporated	
Associate Dean	Sally Hill	Feedback incorporated	
CAD	Irina Elgort	Feedback incorporated	
Careers & Employment (Work-Integrated Learning)	Alice Hodder	Feedback sought	
Course Admin.	Teresa Schischka	Feedback incorporated	
Faculty Admin.	Noeleen Williamson	Feedback incorporated	
Library	Tom Danby	Feedback incorporated	
PAMI	Ash McPherson	Feedback sought	
Toihuarewa	Brian Tunui	Proposal supported	
School Admin.	Vanessa Venter	Feedback incorporated	
Student Finance	Paige Jarman	No issues identified	
Students	Via FAC	Feedback incorporated	
APPROVAL	Authority	Date	Recorded by
Head of School	Sarah Ross	03/05/2024	Catherine Townsend
Fac. Acad. Cttee.	Sally Hill	09/05/2024	Catherine Townsend
Faculty Board	Sarah Leggott	23/5/2024	Catherine Townsend
Acad. Prog. Committee	Robyn Longhurst	25/6/2024	Carol Morris
Academic Board			
CUAP			

Add more rows if more than one faculty needs to approve the proposal.



Programme amendment

Proposal name	Amend the major requirements for the Theatre (THEA) major in the BA
Faculty	Humanities and Social Sciences
CUAP Category	Not CUAP
Year effective from	2025

A1 Purpose

1. To amend the major requirements for the Theatre (THEA) major in the Bachelor of Arts
2. To add CREW 353: Writing for Theatre Workshop - He Tuinga Whakaari as an option for the 300-level requirements.

A2 Justification

- The proposal to change major requirements for courses in Theatre (Te Whare Ngangahau Theatre and Performance Studies) is designed to offer more flexibility across THEA offerings.
- Three permanent FTE academic staff roles were disestablished in 2023, resulting in significant challenges for the existing staff to offer the core range of THEA courses in 2024. The reduction in THEA courses has prevented some students from completing subject requirements within the 1+2 trimester calendar.
- The proposed changes would make it possible for the current programme to offer fewer courses each year while increasing EFTS in larger courses.
- The removal of some existing pre-requisites offers the opportunity for students outside the THEA major to collaborate in practice-based learning.
- These proposed changes support students pursuing non-specialist or practical pathways in larger Category B courses, while still offering a suite of limited entry practical courses. Each year we offer combined 200/300 courses on rotation, so it is important to have more flexibility in the major requirement.
- These proposed changes align with the major requirements of the FILM programme, with 40% of THEA major students also completing FILM majors in 2023.
- The proposal to add CREW 353 to the approved course offerings allows students in the THEA major opportunities to study scriptwriting in a specialist context and provide career pathways into scriptwriting for theatre students.
- There is no current specialist scriptwriting course in the THEA offerings due to the reduction in the programme's academic staff numbers
- This proposed change also affirms the longstanding collegial relationship between Te Whare Ngangahau - Theatre and Performance Studies and the IIML

A3 Proposed amendments

On page 323 of the 2024 VUW Calendar, in the Bachelor of Arts Regulations, amend the entry for the Theatre major, as follows:

Theatre (THEA)

- (a) THEA 101 and 113
- (b) ~~20 points from THEA 203, 204 and 40 further~~ points from THEA 200-299, ~~ENGL 208~~
- (c) 40 points from THEA 300-399, **CREW 353**
- (d) **20 further points from THEA 200-399, CREW 353**

A4 Implications and resources**Academic staff**

The implications for the proposed changes support more sustainable workloads for the current permanent academic staff in Te Whare Ngangahau Theatre and Performance Studies. Larger class numbers would increase teaching staff's administrative and marking responsibilities; however, the reduction in total course offerings means that FTE staff would be co-ordinating, and/or co-teaching on, 3 rather than 4-5 courses per year.

Library

No new Library resources will be required.

Teaching facilities and support

No addition teaching facilities or support will be required. These proposed changes were discussed in consultation with colleagues across Te Herenga Waka during the 2023 Financial Sustainability process.

Anticipated enrolments

We anticipate that these changes will bring additional enrolments to the THEA major due to the content of the new open-entry courses. This is based on trends observed in the introduction of a new 200+ 300 THEA course in 2024: Special Topic: Whakaari me te Whakaata: Advanced Performance for Stage and Screen.

Administrative implications

We do not foresee resource implications.

Faculty Student Success team will be able to provide advice to students about the changes to the THEA major during advising sessions.

Programme or course limitations / selection criteria

This proposal is designed to increase student enrolment in non-limited entry, uncapped courses. The proposal to increase course sizes would impact on the booking of standard THEA teaching spaces where the capacity is under 100 students (such as FT77 306).

Fee implications

No additional permanent courses are included in this proposal.

Website and publication amendments

All publications and systems (web and enrolment (OES), Banner/Student Records, MyQual, etc.) will need to be updated to reflect the major title change.

Transitional arrangements and other consequential changes

Students enrolled in the THEA major from 2025 will be subject to the new major requirements. Students enrolled in 200-300 level courses from 2024 can elect to convert to the new requirements with approval from the TWN-TAPS Programme Director. CREW 353, like ENGL 208, has been a longstanding approved alternative THEA course, however any students enrolled in the course prior 2023 can elect to convert this course to their THEA major in order to fulfil the requirements of the pre 2025 or post 2025 THEA major.

Internships, field trips and other external arrangements

N/A

A5 Te Tiriti o Waitangi

Te Whare Ngangahau – Theatre and Performance Studies is committed to upholding the values of Te Tiriti o Waitangi in our teaching and learning spaces, as well as in our rehearsal and performance practices. This extends from staff and students within the university, to connections made in the community with iwi, Indigenous creatives and theatre companies as well as global projects with first nation partners.

The University's 2023 change proposal for financial sustainability process provided an opportunity for the programme to reframe our own identity [and place] within Te Herenga Waka and to showcase VUW Theatre as the home of performance research and practice in Oceania. The programme's vision for the future was outlined in a highly detailed, future-facing change proposal document. This renewed vision affirms a dedication to **decolonising the discipline** through growing and modelling partnerships with tangata whenua and tangata tiriti across all performance forms. This pathway is signalled by a renaming of our programme which places te reo Māori, and te ao Māori, at the forefront of the discipline.

In relation to the University's commitment to the principles of Te Tiriti o Waitangi, the programme has embedded the following:

- **Principle of kāwanatanga (governance)**

As practiced in leadership roles within the theatre space, this requires transparency, clear communication and processes, and providing culturally safe working environments, as well as opportunities for redress. **These processes are being adapted to larger class environments in the THEA major and not exclusively in production courses.**

- **The principle of kōwhiringa (selection/opportunity)**

In Te Whare Ngangahau, Māori students are invited to participate but not to "represent" te ao Māori. Our inclusive focus means that students should never feel compelled to explain or stand in for their cultural communities. Inclusivity in the programme means respecting people's rights to protect their own mana and culture. **By opening some of the existing courses to students outside of the THEA major, Māori students will have increased access and opportunities within courses Theatre and Performance studies.**

- **The principle of kaitiakitanga (protection)**

Te Whare Ngangahau maintains a commitment to Mātauranga Māori with the incorporation of Māori content in teaching practices, but also a desire to use Indigenous means to teach and read Indigenous scenes – affirming Māori ways of seeing as the most

appropriate for reading contemporary and pre-colonial Māori performance texts. Protection of Māori knowledge and intellectual property is maintained through internal and external consultation and stringent research practices. **From 2024, these values and practices are being refreshed in all existing courses with consideration of cultural changes post Covid-19 and with consideration of the challenges in Artificial Intelligence.**

- **Principle of rite tahi (equality)**

The Theatre Programme is committed to upholding equitable values and practices for all students and staff, regardless of culture, gender, sexuality, religious or political positionality and physical abilities. As a non-training institution, our focus is on creating collaborative performance opportunities for all: regardless of skills, previous experience or perceived 'talents'. We wish to nurture students to be excellent in their chosen fields, but also respect those who pursue generalist pathways. **We hope to attract diverse cohorts and promote inclusivity through the proposed changes made in our teaching and performance curriculum.**

- **Principle of rangatiratanga (autonomy/self-determination)**

We acknowledge the mana whenua of the greater region of Te Whanganui a Tara as Ngāti Kahungunu ki Wairarapa, Taranaki Whanui ki te Upoko o te Ika, Ngāti Toa Rangatira, Te Atiawa ki Whakarongotai, Ngāti Raukawa ki te Tonga and Rangitane o Wairarapa. We recognise the validity and vitality of Māori knowledge in theory and practice, particularly in the spaces where we reside and make work. We also uphold the principle that what is best for Māori is best for all – students and staff alike.

- **Principle of mahi tahi (partnership)**

The programme continues to nurture existing relationship with Māori theatre-makers and local companies, including as research collaborators, as guest lecturers, and consultants on the application of material and methodologies. These partnerships are reciprocal – with the hosting of and participation in Māori theatre hui and festival, staff collaborating as directors and designers on productions, and in industry forum. **We continue to draw on these relationships to enhance our teaching and learning across all courses.**

- **Principle of whai wāhi (participation)**

The programme's focus is on maintaining the wellbeing of all students and, while participation is critical to our collaborative practice, also recognise the very human situations that many people face while juggling their university degrees. Assessment is designed to support the realities of all students, with flexibility around content and submission, and encouragement for students to draw on their own world views in original practice-led projects. Manaakitanga is integral in our discipline, particularly in production courses – in rehearsal and performance. We encourage our students to support each other through the exceptional challenges of these practical courses, and to reach out to those who might be struggling to participate. **We recognise that the larger course structures can be less supportive of the learning needs of Māori and Pasifika students and are embedding strategies to ensure that we tautoko these students within the wider cohort. We continue to provide space for Māori and Pasifika students in our limited entry courses who have consistently demonstrated outstanding results.**

A6 Consultation

- Consultation with Andy Newman, PAMI, and members of SLT as part of the University Financial Sustainability Change Proposal process.
- Consultation with Damien Wilkins, Programme Director of IIML
- Refer to appendix for additional consultation details.

Proposal Cover Sheet

Proposal Name	Amend the PGDipMet	
Initiating Faculty	Science	
Summary	This proposal amends the regulations of the PGDipMet so that it is no longer required to take GPHS 589, <i>Research Project</i> . This means the diploma can be completed in a shorter period making it a more attractive option for a cohort of students, as well as bringing it more into line with other Postgraduate Diplomas, as it is unusual to require a research project at this level. GPHS 589 will remain an option for students in the PGDipMet.	
Manual Consultation (delete rows as needed)	Person consulted	Summary and reference
Academic Office	Linda.roberts@vuw.ac.nz	No issues identified
CAD	cad-contact@vuw.ac.nz	No issues identified
Careers & Employment (Work-Integrated Learning)	alice.hodder@vuw.ac.nz	No issues identified
Course Admin.	course-administration@vuw.ac.nz	No issues from Course Admin.
Faculty Admin.	greg.ambrose@vuw.ac.nz	No issues identified
Library	Rohini.biradavolu@vuw.ac.nz	No issues identified
PAMI	info-unit@vuw.ac.nz	No issues identified
Toi huarewa	ako@vuw.ac.nz Meegan Hall	Feedback provided
School Admin.	emma.fisher@vuw.ac.nz	No issues identified
Student Finance	paige.jarman@vuw.ac.nz	No feedback for this proposal
Students	src@vuwsa.org.nz	No issues identified

List of impacted entities (Courses, Fields of Study, Qualifications)

Entity Type (i.e., Course, FOS, Qual)	Full Title	Mata Link
Qual	Postgraduate Diploma in Meteorology	https://vuw.akarisoftware.com/curriculum/index.cfm?action=compareprogrammes&cuid=cluuiisq31uudpholx36ism7a

Qualification Comparison

PGDMET Postgraduate Diploma in Meteorology PGDip in Meteorology v2.0 ACADEMIC PROGRAMMES COMMITTEE ENDORSEMENT

compared to

PGDMET Postgraduate Diploma in Meteorology PGDip in Meteorology v1.0 APPROVED

Version	v2.0	v1.0
Qualification Owners	Paul Teesdale-Spittle (paul.teesdale-spittle@vuw.ac.nz) (11/04/2024 to ---)	
	Paul Teesdale-Spittle (paul.teesdale-spittle@vuw.ac.nz) (01/05/2022 to ---)	
Editors and Collaborators		
Name	Email	
Grace Leask		
Teaching Responsibility		
Teaching Faculty or School	Percentage	
Faculty of Science (03)	100	
Creation Year	2004	
Valid From	January, 2025	July, 2023
Owning Faculty	Faculty of Science (03)	
Full Title	Postgraduate Diploma in Meteorology	
Banner Code	PGDMET	
Short Qualification Title	PGDip in Meteorology	
Calendar Code	PGDipMet	
Qualification Level	Postgraduate Qualification	
Qualification Type	Postgraduate Diploma (13) [PG]	
VI Code		
Code	Type	
VI0007	VI Code	
Rationale	NA	
Credit Points	120	
Additional Points Info		
Taught overseas?	No	
Is this qualification available as a conjoint?	No	
Is this an exit point only qualification?	No	
Must abandon?	Yes	
Minimum time to complete	1.00 years	
Maximum time to complete	4.00 years	
Qualification Duration	1 Year	

Generic Overview	A taught 120 point programme covering all aspects of meteorology.
Closed to new enrolments from	
Deleted from	
Accreditation Information	NA
CUAP Category	-Not Set-
A1 Purpose	1. To amend the regulations of the PGDipMet so that GPHS 589 <i>Research Project</i> , is no longer required
A2 Executive summary justification	This change will make it possible to complete the qualification within two trimesters. This makes it a more attractive option for students from the Pacific Islands who come to study with us. It is also unusual to require a research project within a Postgraduate Diploma. Under this change, rather than being required to take a meteorology project (GPHS 589, 30 points), students will be given the option to choose between the project or 30 points for study from the professional meteorology courses within the Master of Meteorology (coded as 30 further points from GPHS 520-589). Currently, there are only two courses in this range: Professional Weather Observing, Analysis and Synoptic Diagnosis (GPHS 520, 30 points) and Professional Weather Diagnosis and Forecasting (GPHS 521, 30 points).
Justification statement for internal audience	NA
Recommended Fee Per Point (NZD)	
Justification for Fee Per Point	There should be no change
A19 Statement regarding funding	NA
A3 Qualification	NA
A4 Acceptability of the programme and consultation	NA
Transition arrangements	No transitional arrangements are needed
A5 Te Tiriti o Waitangi	This minor change makes the programme more flexible which may benefit Māori students.
A6 Goals of the programme	NA
A7 Outcome statement	NA
Content	A taught 120 point programme covering all aspects of meteorology.
Education Pathways	NA
Employment Pathways	NA
Entry Requirements	NA
Overview of Assessment	NA

A8 Graduate Profile - Scholarly attributes developed through the formal curriculum	NA
A8 - Graduate Profile - Personal Qualities	NA
A9 - Programme Overview	NA
Associated changes to other qualifications	NA
A11 Organisation and mode of teaching	NA
A11 Formative Feedback	NA
A11 Interaction	NA
A11 Independent Study	NA
A13 Assessment and moderation procedures	NA
A14 Resources	NA
A20 Information about the agreement	NA
Partnerships (Partnership Type)	
N/A	
Academic Staff	There should be a slight reduction in workload as fewer students will be required to take the research project.
Teaching support Staff	No change anticipated.
Learning support	No change anticipated.
Enrolment, student advice and administration	Staff will be made aware of changes and how this will better align with the World Meteorological Organisation's BIP-M standard for recruitment.
Website, marketing and publications	Publications and website will need to be updated to reflect the minor change.
Facilities	No impact anticipated.
IT implications	No impact anticipated.
Equipment	No impact anticipated.

Availability of library resources	No impact anticipated.
Timetabling arrangements	No impact anticipated.
Memorandum of understanding	No impact anticipated. There is an agreement with the Met Service, but it does not need to be updated as a result of this proposal.
NZQF/ISCED Level	Level 8: Postgraduate Diploma, Postgraduate Certificate or Bachelor's Honours Degree
NZSCED Detailed Field of Study	Atmospheric Sciences
ISCED Subsequent Destinations	5B
Tuition/Teaching (FTE) Weeks	26
Vacation/Recess Weeks	6
Work Experience Hours/Week	0
Self-directed Learning Hours/Weeks	30
Total Learning Hours/Week	40
Certifying Authority	7004
Teaching Hours/Week	10
Number of Years (Full Time)	1
Provider Credit/Points	120
NQF Credits	120
Source of Funding	M
Distance Learning Available?	No
Teacher Registration Board Approval?	No
Regulation Blurb	These regulations are to be read in conjunction with the General Programmes of Study Regulations.
Entry Requirements	1. (a) Before enrolment, a candidate for the PGDipMet shall have: (i) completed a degree of a tertiary education institution in New Zealand or equivalent in Geophysics, Mathematics, Physics, or other relevant subject; and (ii) been accepted by the Head of the School of Geography, Environment and Earth Sciences as capable of proceeding with the proposed course of study. (b) Requirement 1(a)(i) may be waived by the Associate Dean, Academic (Postgraduate) of the Wellington Faculty of Science for a candidate who is otherwise suitably qualified.
A10 Proposed Regulations - General Requirements	2. The course of study for the PGDipMet shall consist of courses worth at least 120 points, including: (i) 75 points from GPHS 420-425; (ii) 15 further points from GPHS 420-431 or a course approved by the head of school; and (iii) 30 further points from GPHS 520-589 3. (a) A candidate for the PGDipMet shall normally complete the requirements of the diploma within four years of first enrolling. (b) The associate dean may extend the maximum period in special cases. 4. A candidate who has been awarded the PGCertMet shall abandon that qualification upon being awarded the PGDipMet. 5. A candidate who has been awarded the PGDipMet shall abandon that qualification upon being awarded the MMet. 2. The course of study for the PGDipMet shall consist of courses worth 120 points, including: (i) GPHS 589; (ii) 75 points from GPHS 420-425; and (iii) 15 further points from GPHS 420-431 or a course approved by the head of school. 3. (a) A candidate for the PGDipMet shall normally complete the requirements of the diploma within four years of first enrolling.

	<p>(b) The associate dean may extend the maximum period in special cases.</p> <p>4. A candidate who has been awarded the PGCertMet shall abandon that qualification upon being awarded the PGDipMet.</p> <p>5. A candidate who has been awarded the PGDipMet shall abandon that qualification upon being awarded the MMet.</p>
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A10 Major/Subject Requirements	NA
A10 Minor Requirements	NA
A10 Specialisations	NA
A10 Conjoint Requirements	NA
A10 Substitution of Courses	NA
A10 Award of Distinction, Merit or Honours	NA
Proposed Schedule	
Further Details	

Structure

i

75 points
4 Courses
75 points from GPHS 420–425
GPHS 589

Structure Content			
Code	Title	Points	Expand
GPHS 589	Project	30	

ii

15 points
75 points
15 further points from GPHS 420–431 or a course approved by the head of school; and
75 points from GPHS 420–425; and

Structure Content			
Code	Title	Points	Expand
GPHS 420	Introduction to Dynamical Meteorology	15	
GPHS 421	Mid-Latitude Weather Systems	15	
GPHS 422	Radiation and Thermodynamics for Meteorology	15	
GPHS 423	Cloud Physics and Boundary Layer Meteorology	15	
GPHS 424	Satellite Meteorology	15	
GPHS 425	Numerical Weather Prediction	15	

iii

Between 30 and 60 points
15 points
30 further points from GPHS 520-589
15 further points from GPHS 420–431 or a course approved by the head of school.

Structure Content			
Code	Title	Points	Expand
GPHS 420	Introduction to Dynamical Meteorology	15	
GPHS 421	Mid-Latitude Weather Systems	15	
GPHS 422	Radiation and Thermodynamics for Meteorology	15	
GPHS 423	Cloud Physics and Boundary Layer Meteorology	15	
GPHS 424	Satellite Meteorology	15	
GPHS 425	Numerical Weather Prediction	15	

GPHS 426	Climatology and Remote Sensing	15	
GPHS 430	Special Topic	15	
GPHS 431	Special Topic	15	

Degree Schedule

Structure Content			
Code	Title	Points	Expand
GPHS 420	Introduction to Dynamical Meteorology	15	
GPHS 421	Mid-Latitude Weather Systems	15	
GPHS 422	Radiation and Thermodynamics for Meteorology	15	
GPHS 423	Cloud Physics and Boundary Layer Meteorology	15	
GPHS 424	Satellite Meteorology	15	
GPHS 425	Numerical Weather Prediction	15	
GPHS 426	Climatology and Remote Sensing	15	
GPHS 430	Special Topic	15	
GPHS 431	Special Topic	15	
GPHS 520	Professional Weather Observing, Analysis and Synoptic Diagnosis	30	
GPHS 521	Professional Weather Diagnosis and Forecasting	30	
GPHS 589	Project	30	

Relationships		
Type	Entity Title	Entity Type
Nested	MMET v1.0 Master of Meteorology [Approved]	Qualification

	Graduate Outcome to NQF Mapping					
	An 'X' in a box below indicates alignment between a Graduate Outcome and a NQF specification					
	Knowledge	Skills		Application of knowledge and skills		
Programme Outcomes Level 8: Postgraduate Diploma, Postgraduate Certificate or Bachelor's Honours Degree Graduates of a Bachelor Honours Degree will:	have a body of knowledge that includes the extended understanding of recent developments in a discipline and its professional practice	have cognitive skills to review, analyse, consolidate and synthesise knowledge to identify and provide solutions to complex problems with intellectual independence	have cognitive and technical skills to demonstrate a broad understanding of a body of knowledge and theoretical concepts with advanced understanding in some areas	demonstrate the application of knowledge and skills to adapt knowledge and skills in diverse contexts	demonstrate the application of knowledge and skills with responsibility and accountability for own learning and practice and in collaboration with others within broad parameters	demonstrate the application of knowledge and skills to plan and execute project work and/or a piece of research and scholarship with some independence

Graduate Outcome Mapping to Courses

This is the current status

None

Professional Body Accreditation

Description	Status	Effective From	Reminder Date	Renewal Date	Title	Contact Person	Evidence	Location	Notes
No Professional Body Recognition Assigned									

Professional Competency Mapping

Graduate Outcome	Competencies
None	

Estimated date of first intake	
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Offerings

Location	Trimester	Funding Category	Application Date	Self Enrol?	Self Withdraw?	Active?	Is deferral allowed?	Start Date
No offerings listed.								

Review Dates	
Date Types	Date

No dates assigned

Links

#	URI
No Links	
Historical Notes	Note: PGCertMet was deleted in 2014 when MMet was introduced GL - reviewing qual 14/08/23
Purpose of Proposal	
A15 Plans for monitoring programme	NA
Justification	
Calendar amendments to be made	<p>2. The course of study for the PGDipMet shall consist of courses worth at least 120 points, including:</p> <ul style="list-style-type: none"> (i) 75 points from GPHS 420-425; (ii) 15 further points from GPHS 420-431 or a course approved by the head of school; and (iii) 30 further points from GPHS 520-589 <p>3. (a) A candidate for the PGDipMet shall normally complete the requirements of the diploma within four years of first enrolling. (b) The associate dean may extend the maximum period in special cases.</p> <p>4. A candidate who has been awarded the PGCertMet shall abandon that qualification upon being awarded the PGDipMet.</p> <p>5. A candidate who has been awarded the PGDipMet shall abandon that qualification upon being awarded the MMet.</p> <p>2. The course of study for the PGDipMet shall consist of courses worth 120 points, including:</p> <ul style="list-style-type: none"> (i) GPHS 589; (ii) 75 points from GPHS 420-425; and (iii) 15 further points from GPHS 420-431 or a course approved by the head of school. <p>3. (a) A candidate for the PGDipMet shall normally complete the requirements of the diploma within four years of first enrolling. (b) The associate dean may extend the maximum period in special cases.</p> <p>4. A candidate who has been awarded the PGCertMet shall abandon that qualification upon being awarded the PGDipMet.</p> <p>5. A candidate who has been awarded the PGDipMet shall abandon that qualification upon being awarded the MMet.</p>
Transitional arrangements	
Final year of offer	0
Deletion of qualification declaration	Deletion only - I can confirm that there are no more students registered in this qualification. Name:
Additional Information	

Qualification Status Log

Initial Status	End Status	User	Date	Comment
Faculty Board Endorsement	Academic Programmes Committee Endorsement	Grace Leask (grace.leask@vuw.ac.nz)	08/07/2024 13:25:43	Endorsed at APC 25/06/2024
Faculty Academic Committee Endorsement	Faculty Board Endorsement	Grace Leask (grace.leask@vuw.ac.nz)	04/06/2024 11:40:20	Approved at Science Faculty Board 30/05/24
Head of School Endorsement	Faculty Academic Committee Endorsement	Grace Leask (grace.leask@vuw.ac.nz)	17/05/2024 8:02:01	Approved at FALTEC by email vote 16/05/2024
Draft	Head of School Endorsement	Grace Leask (grace.leask@vuw.ac.nz)	29/04/2024 8:41:13	Proposal was made by HOS
	Draft	Grace Leask (grace.leask@vuw.ac.nz)	11/04/2024 12:40:11	This proposal removes the project requirement for the 30 pts in GPHS 589.

Te Herenga Waka – Victoria University of Wellington
Academic Board
Minutes of the meeting held at 1.00 pm on 11 June 2024

The meeting was held in the VSLT1 lecture theatre in Vivian Street - Architecture Campus, and conducted face-to-face.

The meeting was convened by the Vice-Chancellor Professor Nic Smith who opened the meeting with a karakia and welcomed everyone to the meeting.

PART A

24.24 Apologies, acknowledgements and welcomes

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

The Convenor gave the following acknowledgements:

- A farewell to Professor Karen McBride-Henry, Professor of Nursing.
- A welcome to Jian Liu, Acting head of the NZ School of Music.
- Appreciation was extended to Catherine Ritchie who attended the meeting to carry out the interactive survey in the meeting.

A survey was conducted on *Academic Freedom – Critic and Conscience*. Attendees completed the survey on their devices and a discussion took place. Many attendees felt there was value in this opportunity, and were supportive in general of taking the suggested feedback onboard. It was proposed that a survey or questions/polling of our community should address some of the points. A report with outcomes will be sent to people who requested a copy post the survey.

One point for discussion was the suggestion that the community could improve with allowing more of a voice for women.

Nic thanked everyone for their valued critique and input, and advised he will come back to the Academic Board before the survey is rolled-out to all staff.

25.24 Part B of the agenda – items brought forward

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

26.24 Vice-Chancellor Oral Report

AB24/32

The Vice-Chancellor's oral report was noted.

An unremarkable budget was received for universities. Discussions were held with Ministers' Penny Simmonds and Nicola Willils in relation to the budget with a 2.5% increase in SAC

funding, and a 6% increase in student fees. This shows a shift from government to individual responsibility and is well below what was expected. This was pointed out to the ministers as well as the shift in aggregate being well below the rate of inflation which has affected our sector for some time now.

Last week the University opened the Innovation Hub on the fifth floor of Rutherford House where nine start-ups are being co-housed with the University, with considerable positive feedback. This gives an opportunity of engaging with the University in providing opportunities for students creating work and integrated learning opportunities. We are now looking at the direction of how we engage materially, as well as academically and collaboratively, with the wider Wellington ecosystem. There are real opportunities to continue to grow in this space.

Positive and valuable feedback was received on the five questions that were proposed to the University as a whole, and were also exercised in focus groups, some of which were created around those questions, others which were standing committees in the University who were affected on either all or some of those questions. Staff forums will be run after feedback is reviewed.

The central ideas and framework are based around three words – connection, collaboration and community, and how we then use our differences, and particularly our strengths to work together as a community. There are different elements of the priorities to look at where the vision might take us based on those three themes. This will be discussed as part of the forums next week. We will be running a second set of forums the following day with staff survey results and people are encouraged to attend.

We will be talking about staff survey reports. There is a 79% dissipation rate which is high by any university sector, with the average being 63%.

There were issues identified around our promotions processes, and our workload allocation. The biggest mover of any of the questions was confidence in the senior leadership team, which was up 19 points from a very low base in the last survey. We need to reflect and reprioritise with appropriate actions, and this will be the key part of discussions next week.

A *Freedom of Speech* event was held on 28 May. There was a lot of engagement within the University and the event also generated a lot of press, particularly when the event was postponed. It was a success in the capacity to get different voices around a table bringing respect, but also highlighting deficiencies, particularly in evidence around what that looks like. There was a lot of agreement between panellists who came from very different views, but also disagreement on the need for universities to be regulated in this space, and how that might be done.

Data was presented on or postulated and suggested that academics are sometimes afraid to speak out on issues that are important to them, with relevant data being discussed in the media. Validity of the information was also questioned but considered appropriate in that environment. One of the intentions was to bring scrutiny and light to issues rather than pretend we don't need to engage, and it was questioned whether we really understand our own community. Out of that process, Rebecca Priestly was acknowledged.

Attendees were invited to participate in a brief mentimeter-based survey by Reese Moors, the director in the office of Vice Chancellor, in what is considered to be a prelude to this broader project. This was preceded by an introductory audio-visual from Mark Wilson on behalf of Professors' Jack Vowles and Rebecca Priestly (who were unable to attend due to illness and prior commitments). Mark advised that he was invited to consult on the development of a survey instrument that can be used to gauge how our colleagues across the institution more widely feel about academic freedom, their comforts, speaking up, speaking against or speaking for both, received wisdom, or new ideas stands.

27.24 Written Reports

AB24/33

The June 2024 reports from the Deputy Vice-Chancellor (Academic), Deputy Vice-Chancellor (Māori and Engagement), Deputy Vice-Chancellor (Research), and Deputy Vice-Chancellor, Students were **received**.

Deputy Vice-Chancellor, Academic Report

Professor Robyn Longhurst spoke to her report taking it as read.

An award was received for the curriculum management system of an engraved crystal plaque but unfortunately the gift was broken when it arrived and is now being replaced.

A one-year update report was received that was worked on by members of the AQA team in relation to the Cycle 6 Academic Audit, and the draft was reviewed with some modifications being made. While we have achieved in some areas, we have been constrained by financial sustainability changes. Once the report has been approved by the AQA Board, it will go on the Te Herenga Waka website and be made public.

It has been a busy period in course administration and timetabling, and putting together proposals.

One change to note is that under the section *Quality and Policy*, Robert Stratford has suggested that we can learn from the academic program reviews. This will be discussed at the Learning and Teaching Committee before going to the Academic Board.

Deputy Vice-Chancellor, Research Report

Professor Margaret Hyland spoke to her report taking it as read. Two points were added.

1. Submissions have been made to both the Science System Advisory Group and the University Advisory Group, and are available on the University website <https://www.wgtn.ac.nz/about/governance/university-publications>. Appreciation was given to everyone who contributed to the submissions, and it is hoped that this prompts a conversation between the advisory groups and the University to provide further nuance to the high-level comments in our submissions.
2. There is a new system for managing applications for human and animal ethics called Hōkai which will be launched in July. Information on this can be located at <https://www.wgtn.ac.nz/research/support/hokai-ethics-management> which also provides information on upcoming training sessions. This was prompted because

research master, which is the tool that we use for ethics and for postgraduate candidature management, has not been fit-for-purpose for quite some time.

Deputy Vice-Chancellor, Students Report

The report was taken as read.

Logan gave an update on scholarships. T2 scholarships are up to 22 in the admissions process, so there has not been as many as expected, although the 'noise' and feedback around this initiative has been positive for Wellington and demonstrates that the University can be agile.

John Haywood advised that we get told about student scholarships but there has been little information about past impact on success rates, and that it would be good to get a report on this in the future.

Logan advised that for scholarships, this would not be a problem as it is now part of the process to track scholarship students through their journey. A summary of those students will be bought back via a report to Academic Board.

The numbers of applications against faculty was queried.

Action: Logan to send out to Deans information around what T2 Public Sector Scholarship course selection belongs to what faculty and what are the numbers.

It was queried who gives course advice to international students. Logan passed this to Rawinia for comment.

Deputy Vice-Chancellor, Māori and Engagement Report

The report was taken as read and there were no further questions or comments.

28.24 CUAP ROUND TWO PROPOSALS (1 AUGUST) 2024

The Board was asked to approve the following submissions:

(APC 24/22) FADI MDT/1 – Amend the MDT Programme AB24/34

Student attendees gave their support. Marcaill thanked everyone for taking comments onboard re the protection of the Māori content and was excited to see the finalised paper.

The Board **approved** the request for FADI MDT/1 (APC24/22)– Amend the MDT Programme to go to CUAP.

(APC24/27) LLB/1 Introduction of compulsory Tikanga course AB24/35

The Board **approved** the (APC24/27) LLB/1 Introduction of compulsory Tikanga course *and* the (APC24/24) FHSS BA(Hons)1 – Introduce new 400-level SACS/SOSC courses proposals.

(APC24/24) FHSS BA(Hons)1 – Introduce new 400-level SACS/SOSC courses and amend Honours requirements for ANTH/SOSC/RELI AB24/36

The Board **approved** the request for (APC24/28) FHSS BA(Hons)1 – Introduce new 400-level SACS/SOSC courses and amend Honours requirements for ANTH/SOSC/RELI.

29.24 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**.*

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

PART B OF THE AGENDA

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

The minutes of the Academic Board meeting held 16 April 2024 (Numbers 13.24 to 23.24) were **confirmed**. AB24/37

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

Report of the Academic Programmes Committee

The Academic Programmes Committee report was **noted**. AB24/38

Update to Terms of Reference (ToR) for the Faculty Board of FADI AB24/39

The Board **approved** the request for the ToR to be updated.

PART C MEMBERS ONLY AB24/40

Discussion did not take place for Part C of the meeting as there were no items submitted to be discussed.

Attendance

51 members attended; 19 non-members attended; 30 apologies were received (refer to Appendix 1 for detailed record).

The meeting closed: 2.28 pm.

The next meeting will be held on 16 July 2024.

Appendix 1: Academic Board attendance 11 June 2024

Professor Nic Smith (Convener)

Associate Professor Jenny Ritchie
Associate Professor Kathy Holloway
Associate Professor Meegan Hall
Associate Professor Sue Cherrington
Dr Caz Hales
Dr Helen Rook
Dr John Haywood
Dr Linda Hogg
Dr Logan Bannister
Dr Luke Chu
Dr Mike Ross
Dr Monica Handler
Dr Nicola Gilmour
Dr Tim Corballis
Professor Alberto Costi
Professor Annemarie Jutel
Professor Averil Coxhead
Professor Bryony James
Professor Carmen Dalli
Professor Daniel Brown
Professor Dave Harper
Professor Graeme Austin
Professor Hai Lin
Professor Jane Bryson
Professor Jim McAloon
Professor Karen McBride-Henry
Professor Karen Smith
Professor Margaret Hyland
Professor Neil Dodgson
Professor Nicola Nelson
Professor Nikki Hessel
Professor Paul Teesdale-Spittle
Professor Rawinia Higgins
Professor Rebecca Priestley
Professor Rewi Newnham
Professor Robyn Longhurst
Professor Robyn Phipps
Professor Sarah Leggott
Professor Sarah Ross
Professor Simon Keller

Professor Simon Mackenzie
Professor Stephen Cummings
Professor Stephen Marshall
Amandie Weerasundara
Christine McCarthy
Giacomo Lichtner
Marcail Parkinson
Monika Hanson
Stella McIntosh
Trish Wilson

19 Non-members present

Andrew Wilks
Carol Morris
Caroline Ward
Cathy Powley
Derek White
Dr Jill Wilkinson
Dr Michael Dudding
Dr Robert Stratford
Dr Stuart Marshall
Jian Liu
Joseph Habgood
Linda Roberts
Lynn Grindell
Pierson Palmers
Reece Moors
Richard Neal
Trish Knight
Varsha Narasimhan
Yang Liu

DRAFT

30 Apologies

Associate Professor Winnie Laban

Dr Barbara Allen

Dr Ben Egerton

Dr Ina Reichenberger

Dr Nigel Isaacs

Dr Noele Donnolly

Professor Alejandro Frery

Professor Catherine Iorns Magallanes

Professor Dean Knight

Professor Elizabeth Stanley

Professor James Crampton

Professor James Renwick

Professor Joanne Crawford

Professor John Randal

Professor John Townend

Professor Karl Lofgren

Professor Marc Wilson

Professor Marco Sonzogni

Professor Michael Winikoff

Professor Nan O'Sullivan

Professor Nicholas Golledge

Professor Richard Arnold

Professor Sally Hill

Professor Sally Jane Norman

Professor Sara Kindon

Professor Siah Hwee Ang

Professor Susan Ballard

Professor Ulrich Zuelicke

Professor Urs Daellenbach

Professor Vanessa Green