



A meeting of the Academic Board to be held on
Tuesday, 27 February 2024 at 1:00 pm in KKL301

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

4 WRITTEN REPORTS

AB24/01

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 ONE PROPOSALS 2024

AB24/02

To approve: 1. For submission to CUAP, the 4 proposals listed below:

The request for access to Student Allowances, the Student Loan Scheme and applicable funding for new programmes and associated double-degree programmes.

Faculty:

Health	BHlth/1 - New Major/minor in Physical Activity and Hauora for the Bachelor of Health	AB24/02a
FHSS	MAppLing/1, MTESOL/1 - Amendments to entry & general requirements for Master of Applied Linguistics and Master of TESOL	AB24/02b
FHSS	BA/28, BA(Hons)/1, MA/1, PGDipArts/1 - Changing the name of the Religious Studies major	AB24/02c
FHSS	BA/14 - Amendments to the Māori Resource Management major	AB24/02d

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 11: Minutes of the previous	s9(2)(b)(ii) and s9(2)(i)	LGOIMA s48(1)(a)(ii)

meeting held on 18 July 2023		
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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

AB24/03/3a

To confirm: The minutes of the Academic Board meeting held on 7 November 2023 (Nos. 66.23-76.23) and 12 December 2023 (Nos. 78.23)

Note: Excludes Part C for reasons of confidentiality

8 REPORT OF THE ACADEMIC PROGRAMMES COMMITTEE

AB24/04

To approve: the 2 non-CUAP proposals

To endorse: The 2 notifications

To note: The other items discussed and/or approved by the Committee at its 21 November 2023 and 13 February 2024 meetings.

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

9 Doctoral Regulations and Doctoral Procedures

AB24/05

To approve: Combining Doctoral Regulations and Doctoral Procedures into a single regulatory document with some minor amendments

10 Honorary Doctorates and Hunter Fellowships Statute

AB24/06

To note: Redraft of Honorary Degrees and Hunter Fellowships Statute

11 Academic Year Dates 2025, 2026 and 2027

AB24/07

- To note:**
- a. Notes: that written feedback is requested by the Provost on the proposed 2025 Academic Year Dates
 - b. Notes: that the 2026 and 2027 Academic Year Dates will be discussed at the April Academic Board meeting
 - c. Notes: that an update to the Course Scheduling and Constraints Policy is currently being reviewed.

12 2024 Academic Programme Review schedule

AB24/08

- To note:** the academic programme review schedule for 2024 and indicative schedule for 2025 and 2026.

13 MEMBERS ONLY (PART C)

Including the Karakia Whakamutunga to close the meeting (wording on Part C Agenda).

The next ordinary meeting will be held at 1:00 pm on Tuesday 16 April 2024, in the Hunter Council Chamber.

MEMORANDUM

To	Academic Board
From	Professor Stephen Marshall, Acting Deputy Vice-Chancellor (Academic), Professor Rawinia Higgins, Deputy Vice-Chancellor (Māori and Engagement), Professor Margaret Hyland, Deputy Vice-Chancellor (Research) and Dr Logan Bannister, Deputy Vice-Chancellor (Students)
Date	19 February 2024
Subject	Written Reports to Academic Board

Executive Summary

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

It is requested that the Academic Board:

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

Report of the Deputy Vice-Chancellor (Academic) to Academic Board, February 2024

- **Incoming DVC (A)** Professor Robyn Longhurst will join the University from Monday the 18th of March.
- **Quality and Policy** A one year update report is in preparation on the progress made by the University in response to the March 2023 Cycle 6 Academic Audit Report. The draft will be considered by Te Hiwa before going to Council and then to AQA for their approval. There are a range of Academic Programme reviews scheduled for 2024, as per the Paper in Part B. It is important that the planned timetable is well supported in order to ensure that the heavy programme of work can be delivered. There are a high number of Graduating Year Reviews for this year, with 17 currently planned.
- **Curriculum Quality** The full 2024 Calendar will be up online by end of February. This will contain some small updates to the regulations that were disseminated before Christmas. The changes to course outline process - from course outline editor to Mata and Nuku - are on track for T2. The technical upgrade to Mata has been completed and the functional upgrade which will enable the automation of workflows for governance approvals is underway. Data auditing and development in Mata (Curriculum Management System) is continuing, alongside the SQC project updating the website view of subjects, qualifications and courses.
- **Work-Integrated Learning** Te Herenga Waka is hosting the WILNZ Work-Integrated Learning International Conference on 9-10 April 2024 with the theme of "Thriving Together: Partners and Practice." Further details are available at the conference website <https://wilnz.nz/conference/>. A WIL agreement automation solution has been released and is available on the University Intranet in the Work-Integrated Learning and Career Learning section. This provides an updated WIL agreement vetted by Legal Services and is applicable to the majority of WIL arrangements.
- **Course Administration and Timetabling** Timetable changes for trimester 1 are going smoothly and the constraints gathering process for mid-year assessment period begins this month.
- **Academic Development** The Te Arawai Ako: Pathway to Learning and Teaching programme expects to recognise another 15 Associate Fellows, Fellows and Senior Fellows in March, followed by another 25 in July, and a new intake of participants is due to begin in March 2024. The Victoria Early Career Academic Programme has commenced again for 2024 with 14 academics within the first five years of their career participating in the cohort.



Report of the Deputy Vice Chancellor Māori and Engagement to Academic Board, February 2024

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:

- In December 2023, eight Te Tini a Rehua awards, to the value of \$500 each, were given to the top Māori undergraduate student for the year in each faculty. The recipients were:

Name	Iwi	Faculty
Zoe Mason	Unknown	Te Wāhanga Waihanga-Hoahoa – Faculty of Architecture and Design Innovation
Charlotte Healey	Ngāti Kuri, Ngāti Porou, Te Aupōuri	Orauariki – Wellington School of Business and Government
Amy Fitzgerald	Ngāi Te Rangī, Ngāti Kahungunu ki Heretaunga, Ngāti Raukawa (Horowhenua)	Te Whānau o Ako Pai – Faculty of Education
Alicia Upjohn	Kāti Māmoe, Ngāi Tahu / Kāti Tahu, Waitaha (Te Waipounamu/SI)	Te Wāhanga Ahunui Pūkaha – Faculty of Engineering

Anahera Ngatai	Ngāti Porou, Tainui	Te Wāhanga Tātai Hauora- Faculty of Health
Lily Mei Kara-Liu	Ngāpuhi, Ngāti Korokī Kahukura	Te Wāhanga Aronui-Faculty of Humanities and Social Sciences
Tessa Keenan	Te Ātiawa (Taranaki)	Te Kauhanganui Tātai Ture – Faculty of Law
Ari Geor	Ngāti Maniapoto	Te Wāhanga Pūtaiao-Faculty of Science

- 35 internships for taura Māori were arranged across 11 organisations, namely Toi Māori Aotearoa, Māori Education Trust, Kahui Legal, Tuia Group, NZQA, GNS Science, MBIE, NIWA, Ngāti Tuwharetoa, Ngāti Whatua Ōrakei and Tennent Brown.
- On 8 February approximately 120 staff and students attended the *Let's Talk Treaty* lunchtime session in the Hub. A panel of staff from Te Kawa a Māui, the Office of the Deputy Vice-Chancellor Māori and the Faculty of Law answered questions about Te Tiriti o Waitangi, covering a wide range of issues including the different versions of te Tiriti, who didn't sign and why, does the government have the legal right to make changes to te Tiriti and how can we as staff and students at Te Herenga Waka implement te Tiriti in our mahi.
- Āwhina staff co-ordinated the New Māori Student Orientation Week that commenced on 19 February with a pōhiri. On 18 February there was a mihi whakatau for the Marino floor students in Joan Stevens.

DVC Engagement Portfolio:

- On 8 February the Deputy Vice-Chancellor Māori and Engagement welcomed attendees to an event to launch the first of a series of reports commissioned last year by the Latin American CAPE. This report was from the New Zealand Institute of Economic Research on diplomatic 'like-mindedness' between New Zealand and Latin America and the report authors – the Hon Tim Groser and Chris Nixon – discussed the extent and significance of diplomatic collaborations with Latin American partners and the steps required to enhance our linkages with this region in an age of reduced certainty.

The following is a summary of media and events 24 October 2023 to 14 February 2024:

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

Media commentary on public interest issues included:

- Associate Professor Dan Laufer on vermin problems in NZ supermarkets
- Associate Professor Peter Thompson on trust in the media
- Professor Ilan Noy discussing why we are still building houses on flood plains

- Professor Rewi Newnham on the risk to Wellington from sea level rise
- Postgraduate student Laura Hughes on New Zealand's risk from tsunamis
- Samantha Lloyd-Evans (student in the Centre for Science in Society) on how conservation efforts have increased kākā numbers
- Dr Christopher Cornwall on Wellington Harbour's underwater forests being under pressure
- Professor Jon Fraenkel on Fiji's military intervention in governmental affairs
- Professor Stephen Levine on the outcome of the election and the new coalition government
- Dr James Wenley on the need for NZ to invest more in the arts if we want creatives to stay here

DVCR Report to Academic Board for February 2024

- The new government has made the decision to cancel both the Wellington Science City program and the review of the research system, Te Ara Paerangi. Minister for Science, Innovation and Technology is prioritizing development of regulation to enable genetic technologies. There is little information available on the government's plans for the future of the research system.
- Doctoral applications are significantly up on the last two years. Nov 2023: 599, Nov 2022: 464, Nov 2021: 403, Nov 2020: 678. We believe Nov 2020 was a Covid effect: lots of people wanted to study in NZ because of our excellent response to the pandemic but, of course, our border was closed. We nevertheless admitted people who started their PhDs offshore which allowed us to avoid a drop in PhD numbers.
- FGR and Digital Solutions continue in their work to develop the new graduate candidature management system, Panoho. Panoho is implemented using Cayuse's Graduate Education Manager software, with appropriate interfaces, built by Digital Solutions, to the University's other computer systems. Panoho is expected to go live in the second half of 2024, providing added benefits to graduate research candidates and to staff who work with those candidates.
- Internal Research Funding. We (DVCR, Provost, Deans, ADRs) are finalizing funding and processes for RSL, Conference Leave, PGR funding and Faculty Strategic and Research Establishment grants (FSRF/FREG). Rounds will be run by joint faculty groupings, following the FHSS-Education model. Those groupings are FHSS +Education; Engineering + Architecture/Design +Robinson; Science + Health+Ferrier+ARC; Law + Business and Government. The total amount of funding is slightly above last year's (about 20%) and some of the restrictions around conference leave and RSL have been eased. Faculties will be opening rounds soon.
- On 15th February we co-hosted a symposium in collaboration with Thermo Fisher and the US Embassy. The symposium topic was *Platforms for Transformative Scientific Discovery and Economic Growth* with a world leading guest speaker [Dame Carol Robinson](#) from Oxford University and speakers from Victoria University of Wellington and Otago University.

The aim of the symposium is to showcase how investment in high-end scientific infrastructure and basic science discovery in structural biology and mass spectrometry can produce meaningful translational outcomes for New Zealand.

- Horizon EU partnership development continued in December with a symposium on solar energy attended by researchers from three of our faculties and the Robinson Research Institute. This was to coincide with a visit from Professor Christophe Ménézo the Deputy Head of France's Solar Academy. The next step is to meet Thierry Corrège, the Regional Director of [CNRS Oceania Office](#) and is the local representative of [CNRS](#), French National Centre for Scientific Research.

Research Honours and Grants

- In late November six researchers received awards in the [2023 Research Honours](#). These awards recognise research excellence and are presented annually by the Royal Society Te Apārangi and the Health Research Council (HRC). This year, awards went to [Associate Professor Clive Aspin](#), [Dr](#)

[Mark Calcott](#), [Professor Nicholas Golledge](#), [Dr Mike Joy](#), and [Professor Bev Lawton](#), and Professor Lawton's team from [Te Tātai Hauora o Hine—National Centre for Women's Health Research Aotearoa](#). The awards were presented on 23 November at Government House in Wellington.

- Two early career research were awarded the new [Ngā Puanga Pūtaiao Fellowships](#), these Fellowships facilitate Māori and Pacific future leaders in STEM research to enter or progress through the RSI workforce, building a career foundation that enables them to flourish.

Jasmine Hall (Te Herenga Waka Victoria University of Wellington) - Untangling tangles: a new approach to the problem of community identification.

Alexandra Winter-Billington (Te Herenga Waka Victoria University of Wellington) - Integrating physically based modelling of debris-covered glacier melt and mātauranga Māori to improve the accuracy of projections of glacier change

- [Recently awarded grants](#) from the **Health Research Council** include: five Health Delivery Activation grants and one Health Delivery Project awarded.

Dr Marlini Bakri. Exploring digital tools in the health and wellbeing of transnational communities (18 months, \$29,674).

Associate Professor Anne Haase and Dr Caz Hales. Prehabilitation for enhanced surgery recovery: Improving hospital care pathways (12 months, \$28,769).

Dr Deborah Harris. The mahi of nurse practitioners in Aotearoa (12 months, \$29,308).

Dr Geoff Kira. Nōnā te ao: Establishing a physical activity reference group (18 months, \$29,800).

Dr Hannah Waddington. Transforming measurement of support outcomes for autistic children in Aotearoa (18 months, \$30,000).

Dr George Parker. Building system readiness for trans inclusive perinatal mental health services (36 months, \$1,211,883).

- **Te Ngāpara Centre for Restorative Practice**, based in the School of Government, received an additional round of funding from the Ministry of Justice, Ministry of Education, Oranga Tamariki, MBIE, and ACC, taking the total investment to \$1.7 million over 4 years.

DVCS report to Academic Board for February 2024

Admission and enrolment update:

Enrolment continues to be a strong focus with work taking place across the University to achieve the best possible student numbers for Trimester 1. A verbal update on confirmed EFTs and the overall position will be given at the meeting.

Wellington school's prioritisation 2024:

In 2024 there will be a role within Te Kahupapa Future Students team prioritising the Wellington Schools Partnerships. This is to ensure the University's relationships across Wellington secondary schools are managed and coordinated effectively, and to support the development of new initiatives, ultimately with the purpose of driving EFTS growth. Te Hiwa began engaging with several secondary school principals in 2023 and will continue to do so in 2024. Enhanced initiatives have stemmed from this engagement such as an increased strategic focus on STAR programmes, and scholarship workshops for secondary school students.

Learner success plan in partnership with the Tertiary Education Commission:

In 2023, there was a focus on integrating the agreed Learner Success Plan (LSP) into the Council and Senior Leadership Team levels. To support this, a new Student Experience Committee has been formed that will drive the initiatives. The primary objectives are to enhance first-year completion rates, ensure smooth progression, and ultimately enable students to complete their degrees with a strong emphasis on equity outcomes for Māori and Pasifika in 2024 and moving forward.

Student Surveys:

In late 2023, a student survey governance group was established to oversee and coordinate the planning and reporting of student surveys at the University. The purpose of these surveys is to collect feedback from students on various aspects of their university journey, such as teaching and learning, research and supervision, social engagement, and student experience. The student surveys will be used to inform and improve the University's practices, policies, and strategies. The governance group is chaired by the DVC (Students).



MEMORANDUM

TO	Academic Board
FROM	Professor Stephen Marshall, Acting Deputy Vice Chancellor (Academic)
AUTHOR	Pam Green (Academic Programmes Coordinator)
DATE	14 February 2024
SUBJECT	CUAP Round One proposals

Executive summary

The four CUAP proposals summarised below are submitted for the consideration and approval of the Academic Board. If the Board supports the proposals, they will be submitted to CUAP for review in Round One. CUAP Round One commences on 1 March 2024.

Background

The CUAP proposals have been considered by Academic Programmes Committee at its 13 February 2024 meeting and their academic quality has been endorsed.

1. BHlth/1 - New Major/minor in Physical Activity and Hauora for the Bachelor of Health
AB24/02a

The purpose of this proposal is to create a major and a minor in Physical Activity and Hauora (Kori Tinana me te Hauora/Physical Activity and Wellbeing) within the Bachelor of Health

2. MAppLing/1, MTESOL/1 - Amendments to entry & general requirements for Master of Applied Linguistics and Master of TESOL
AB24/02b

This proposal To amend the entry and general requirements for the Master of Applied Linguistics and the Master of TESOL and their nested qualifications. It also introduces a new course, LALS 560 *Language Teaching Practice*.

3. BA/28, BA(Hons)/1, MA/1, PGDipArts/1 - Changing the name of the Religious major
AB24/02c

This proposal changes all references of 'Religious Studies' to 'Study of Religion' in the Victoria Calendar, including the Bachelor of Arts, Bachelor of Arts (Honours), Master of Arts and Postgraduate Diploma of Arts.

4. BA/14 - Amendments to the Māori Resource Management major *AB24/02d*

This proposal replaces the Māori Resource Management (MREM) major and minor name with a new name, Kaitiakitanga and a new subject code (KAIT).

Recommendation

The Academic Board is asked **to approve**:

1. for submission to CUAP, the **four** proposals; and
2. the request for access to Student Allowances, the Student Loan Scheme and applicable funding for new programmes and associated double-degree programmes



New programme cover sheet

Proposal name	Create BHLth major & minor in Physical Activity & Hauora		
Proposer	Justin Richards		
Faculty	Health		
Summary	Create BHLth major and minor in Physical Activity and Wellbeing		
Proposal year	2023		
Start year	2025		
Reference	FOH-23-8		
CONSULTATION	Person consulted	Summary and reference	
Academic Office	Various staff	Feedback incorporated	
Associate Dean	Annemarie Jutel Natalie Lindsay	Feedback incorporated	
CAD	Rana Daoud	No issues identified	
Course Admin.	Teresa Schischka	Feedback incorporated	
Faculty Admin.	Greg Ambrose	No issues identified	
Library	Rosemary Rowe	No issues raised	
Marketing	Nina McCullagh & Nigel Riley	Feedback incorporated	
PAMI	Heather Kirkwood	Feedback incorporated	
Toihuarewa	Meegan Hall	Feedback incorporated	
School Admin.	Stella Watta	No issues raised	
Future Students	Cathy Powley	Feedback noted	
Student Finance	Student-finance@vuw.ac.nz	No issues identified	
Student Learning	Student-learning@vuw.ac.nz	No issues identified	
Students	Via FALTEC & FB	No issues raised	
Vic. International	Roger Shew	Feedback noted	
Possible employers/ Professional/ employer groups	Noted in consultation appendix		
APPROVAL	Authority	Date	Recorded by
Concept proposal	Te Hiwa		

Head of School	Anne Haase	16/2/23	Kim Hann
Fac. Acad. Cttee.	Natalie Lindsay	16/2/23	Kim Hann
Faculty Board	Markus Melloh	2/3/23	Kim Hann
Acad. Programmes Committee	APC	13/2/24	Pam Green
Te Hiwa*			
Academic Board			
CUAP			

** Te Hiwa 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	Create BHlth minor and major in physical activity and wellbeing
Faculty	Health
CUAP Category	6.1.2a, 6.1.3

Section A

A1 Purpose

The purpose of this proposal is to:

1. Create a Major in Physical Activity and Hauora (Kori Tinana me te Hauora/Physical Activity and Wellbeing) within the Bachelor of Health
2. Create a Minor in Physical Activity and Hauora (Kori Tinana me te Hauora/Physical Activity and Wellbeing) within the Bachelor of Health
3. Create six new courses: PAAH 101, 201, 202, 301, 302, 303

NOTE: Create three new courses: PAAH 201, 202, 303. Repurpose special topic course HLWB 213 currently offered to run as PAAH 101. Create two co-coded courses: PAAH 301/302 with HLWB 301/302

A2 Justification

Executive summary justification statement for external audience

The proposed Minor and Major in Physical Activity and Hauora is designed to improve the quality of the broad public health workforce whose remit includes the intersection of physical activity promotion and physical activity-related mātauranga Māori. It prepares students to fill a gap in the public health and physical activity promotion workforce. While physical activity is an important part of effective health promotion, most organisations working in this area rely on a patchwork of exercise physiologists, sport scientists, physical educationalists, and other health professionals. Many of these people do not have tertiary training in physical activity and health promotion adapted to the Aotearoa New Zealand context.

This programme applies mātauranga Māori alongside established international theory and evidence for health promotion. This inherently embraces a more holistic approach to physical activity (i.e., wider than sport or structured exercise) and its interaction with hauora (wellbeing) at both a policy and community level. It also provides a strengths-based platform for increasing the engagement and success of Māori and Pacific students within the Faculty of Health and more broadly at the University.

Further, the teaching and learning objectives are aligned with the Ngā Kaiakatanga Hauora (Health Promotion) competencies so that students will meet the accreditation standards of the Health Promotion Forum of Aotearoa New Zealand once these are formalised. Graduates will be prepared for entry level jobs in roles in the health and wellbeing sector that include responsibility for promoting physical activity. The proposed qualification is part of a broader suite of programmes designed to contribute to the development of a fit-for-purpose physical activity promotion workforce of practitioners, policymakers, and researchers across diverse settings and sectors in Aotearoa New Zealand and internationally.

Justification statement for internal audience

The proposed teaching programme aligns with several strategic priorities of VUW:

- Increase Māori and Pasifika representation throughout the academic community and by doing so, directly improve the wellbeing of these communities. (*Equitable outcomes for all, Honouring Te Tiriti o Waitangi*)
- Increase the size of the Postgraduate Research community of the University, particularly in growth areas such as the Faculty of Health. (*Ambitious research for transformative impact, Education preparing students for an extraordinary life*)
- Demonstrate clear career prospects to students through clearly articulated pathways from undergraduate through to postgraduate studies with aligned industrial and government agency partners. (*Transforming the way we work, Education preparing students for an extraordinary life*)
- Student enrolment growth to be delivered by ambitious new undergraduate and postgraduate programmes in related disciplines, aligned with sector priorities to ensure that graduates have strong industry-ready skillsets and a major point of difference to existing programmes in the Aotearoa New Zealand tertiary environment (*Transforming the way we work, Education preparing students for an extraordinary life*)

The proposed teaching programme is also embedded in the business case that was approved by SLT to establish Te Hau Kori in partnership with Ihi Aotearoa Sport New Zealand in 2022. Developing the proposed teaching programme is critical for the sustainability of Te Hau Kori and for honouring the funding commitments made with the external partner.

A3 Qualification

This proposal seeks to establish a Minor and Major in Physical Activity and Hauora which currently do not exist. Both meet the CUAP definition of a Minor as it consists of 60 points and the Major consists of 125 points, within the Bachelor of Health.

A4 Acceptability of the programme and consultation

The emergence of the NZ government's "wellbeing and social return on investment agenda" is shifting the public health sector towards a broader remit that requires a workforce with different skills than those developed by existing tertiary education programmes. Historically, the physical activity workforce has come from degree programmes in exercise physiology, sport science and physical education. However, physical activity is more than exercise, organised sport, and physical education. Physical activity within a broader health promotion context includes play, active recreation, active transport, and spontaneous activity. It is affected by the built environment and cultural imperatives such as tikanga-based and physical activity-related mātauranga Māori and taonga tākaro. Thus, the proposed Minor and Major aim to fill a gap in practitioner knowledge by improving the physical activity promotion capabilities of the future health workforce. This proposal has been informed by direct engagement with global experts in physical activity and wellbeing promotion at other tertiary institutions globally (e.g., University of Edinburgh, University of Sydney, University of NSW, University of British Columbia). Māori providers have also contributed to developing specialised content and delivery methods in the proposed courses.

This new major and minor will provide an introduction to students with a more generic interest in health opportunities to engage in a diverse programme of learning. The proposed major and minor in Physical Activity and Hauora both will provide an introduction to these diverse areas and prepare them to enter the workforce in the health and recreation sector and to pursue advanced specialist training via the Masters in Physical Activity and Hauora.

Key stakeholders consulted include:

Internal consultation:

- Vice Chancellors Office
- Office of the Deputy VC (Māori)
- Academic Office - Assistant Vice-Chancellor (Pasifika)
- Academic Office
- Centre for Academic Development
- Associate Deans (Academic; Students)
- Communications, Marketing and Engagement
- Faculty of Health
- Library - Subject Librarian
- Coordinators of existing courses within the Faculty of Health included in proposed degree programmes
- Coordinators of existing courses outside the Faculty of Health included in proposed degree programmes
- Other academic personnel outside Faculty of Health
 - School of Education
 - School of Business & Government
 - School of Management
- Student and Campus Living
- VUWSA
- Post-Graduate Student Association
- Faculty of Health Post-Graduate Students

External consultation:

- Iwi (consulted as groups rather than individuals):
 - Ngāpuhi
 - Ngāti Porou
 - Ngāti Whātua
 - Kāi Tahu
 - Ngāti Kahungunu
 - Ngāti Raukawa
 - Te Ātiawa
- Mātauranga Māori and physical activity experts
- Sport NZ Ihi Aotearoa
- Cross-Government Physical Activity Working Group (consulted as a group rather than individually)
- Territorial Authorities - Local Councils (consulted as a group rather than individually)
- Regional Sports Trusts (consulted as a group rather than individually)
- National Sports Organisations (consulted as a group rather than individually)
- Coordinators of international physical activity promotion tertiary teaching programmes
- Leading academics at universities in Aotearoa NZ
- New/Current graduate students in the sector
- Leading academics at universities in Aotearoa NZ

More detail on the consultation undertaken is available in the Consultation Appendix.

Transitional arrangements

Students currently enrolled in other Bachelor of Health majors who wish to transition to a Minor or Major in Physical Activity and Hauora will work with the Student Success Advisor and Associate Dean (Students) to find a suitable pathway of study.

A5 Te Tiriti o Waitangi

Te Hau Kori, the centre that is presenting this proposal, is based on the foundation Te Tiriti o Waitangi principle of partnership. Thus, all roles are duplicated with Tangata Whenua and Tangata Tiriti – from the co-directors to the post-doctoral staff. We also have a commitment for our doctoral students to be similarly structured. Furthermore, within the teaching framework, Māori indigenous knowledge – mātauranga Māori and treaty principles will be freely taught alongside scientific and western philosophy of health in every part of the programme. By situating mātauranga Māori alongside Western Scientific theory and practice as a natural consequence of our teaching, Māori students will feel more comfortable acting as Māori and contributing to a programme based in Te Ao Māori.

Of the eight current principles of the Tiriti Statute for Te Herenga Waka – Victoria University of Wellington, the Programme proposal submitted here covers at least seven of the principles:

Kāwanatanga and rangatiratanga – We extend the principle of governance and rangatiratanga by including Māori at the decision-making table at all levels. Our governance board is made up of 50% Tangata Whenua and this application has two Māori named of the four staff. The purpose of this inclusion is to act reasonably and in good faith for Māori academics and students.

Kōwhiritanga – the programme allows for choice within the programme, for example whether or not to apply for accreditation; to choose courses that are focussed on Māori or Pasifika; and to receive both scientific and mātauranga Māori tutelage.

Mahi tahi – Within Te Hau Kori, as an academic centre, we are mahi tahi in values and in practice, thus our teaching reflects that. Dr Lara Andrews (Co-Director) is Te Atiawa and works alongside Dr Geoff Kira (Associate Professor), who is Ngāpuhi. Furthermore, Dr Justin Richards (Co-director and Ngati Pākehā) and Dr Erika Ikeda (Ngati Pākehā) will contribute to the teaching programme. In addition, the programme will support the Health Promotion degree and add a physical activity-related mātauranga Māori understanding of the world around us.

Kaitiakitanga - (Guardianship and Protection) is a value taken seriously in this project and as with point #1 the Māori contribution will be equally prioritised to ensure Māori rights and interests are actively protected. Māori teaching staff are present with that value in mind, but also we have non-Māori teaching staff that are imbued with the value of actively protecting Māori rights and values.

Whai wāhi - We will endeavour to produce graduates with a well-rounded knowledgebase and perspective by exposing them to a wide range of place, people, and occupation to meet the principle of Participation (Whai wāhi). We have government agencies, other institutions and Māori health experts either providing information or presenting which will serve to provide greater validation and robustness to the programme. Our equal representation of Māori within our unit and within teaching promotes the Māori voice. The equal representation also creates an environment of Rite tahi (Equality) that actively supports equitable Māori outcomes.

A6 Goals of the Programme

The goal of the Minor and Major in Physical Activity and Hauora is to provide specialist training, which prepares students for entry level employment in public health roles that include the promotion of physical activity. The programme responds to an unmet demand for staff with foundational skills in physical activity promotion and it will also prepare students for more advanced training at a postgraduate level.

A7 Outcome statements

The material in this section is intended for publication on the New Zealand Qualifications Framework.

Graduate profile (qualification)

Graduates of the Minor and Major in Physical Activity and Hauora will have foundational knowledge and skills to promote physical activity as part of a more generic health promotion role in the Te Tiriti o Waitangi environment of Aotearoa New Zealand. They will understand mātauranga Māori (Indigenous knowledge) in the context of health promotion and will be attuned to the needs of the diverse people of Aotearoa New Zealand.

Graduates of the Minor and Major Physical Activity and Hauora will have foundational level skills in translating mātauranga Māori and Western science into practice. It is intended that the proposed new courses will meet the standards required to contribute to accreditation as a Level 1 competent Health Promotion Professional in Aotearoa New Zealand (pending the finalisation of the accreditation process), as outlined in the framework for Ngā Kaiakatanga Hauora mō Aotearoa (Health Promotion Competencies for Aotearoa New Zealand): ¹

- Is developing knowledge and understanding of health promotion and public health theories and principles;
- Practices within own field of interest or specific work stream;
- Demonstrates ability to solve expected / day-by-day challenges in own field of interest or specific work stream;
- Is committed to achieving equitable health outcomes;
- Accepts regular supervision and participates in own professional development;
- Works locally / regionally and engages with national linkages and networks.

Content

The Minor and Major content includes courses that are specific to the area of physical activity and hauora from both the western and Māori perspective (i.e., physical activity promotion, determinants of physical activity, physical activity and the environment). In addition, a final research project or professional internship is included. The Major also requires the completion of additional courses that cover Māori and Pacific health.

Education pathways

Graduates of the Major and Minor in Physical Activity and Hauora as part of a completed Bachelor of Health degree will be prepared to undertake future postgraduate studies at the level of Certificate, Diploma or Masters.

¹ Ngā Kaiakatanga Hauora mō Aotearoa – Health Promotion Competencies for Aotearoa New Zealand
<https://hpfnz.org.nz/assets/Health-Promotion-Competencies-Final.pdf>

Employment pathways

Graduates will have numerous potential employment pathways:

- *Physical Activity Policy analyst*: within multiple government departments such as Sport NZ Ihi Aotearoa, Ministries of Education, Health, Children and Social Development; Waka Kotahi NZ Transport Agency; Office for Seniors and more.
- *Community Physical Activity Development Officer* including Youth Development and Sport for Development, Regional Sports Trusts, National Sports Organisations.
- *Play Development Officer* is an upcoming community role that has been actively promoted by the play team at Sport NZ Ihi Aotearoa recently.
- *Health promoter* within Te Pou Hauora Tūmatanui – the Public Health Agency, Te Whai Ora Māori Health Agency, and Iwi or Māori Health agencies.
- *Active Recreation coordinator* for school, community, youth groups.
- *Workplace wellbeing advisor* is a well-established role with primarily commercial organisations that contract wellbeing programmes within mainly large corporate organisations.

Entry requirements

Entry to the Bachelor of Health with a Minor or Major in Physical Activity and Hauora requires the student to have been granted admission to the University in accordance with the Admission and Enrolment Regulations. Pathways include University Entrance, Special Admission (sections 7.3(a)), the Provisional Entry programme, as well as the Diploma of Māoritanga, or Diploma in University Studies (Pasifika Pathways).

Assessment

Assessment will be through a variety of items of written, oral, and creative work including essays, reviews, expositions of practice issues, creative and cultural works, research and evaluation proposals, case studies, action learning plans, group work, project, and other reflective reports. In addition, students in class and online presentations, and participation in online discussions and tutorials will contribute to assessment in some courses.

A8 Graduate profile

The scholarly attributes for the Minor and Major in Physical Activity and Hauora Master listed below align directly with the nine Ngā Kahui Kaiakatanga (Competency Clusters) articulated in the framework for Ngā Kaiakatanga Hauora mō Aotearoa (Health Promotion Competencies for Aotearoa New Zealand).² It is intended that achievement of these attributes will contribute to eligibility for the national Health Promotion accreditation when it is made available. These scholarly competencies have been mapped against the Course Learning Objectives for the proposed new courses within this programme (see table below).

² Refer to Ngā Kaiakatanga Hauora mō Aotearoa – Health Promotion Competencies for Aotearoa New Zealand, p.13-17. <https://hpfnz.org.nz/assets/Health-Promotion-Competencies-Final.pdf>

Scholarly attribute for the qualification/subject	Discipline knowledge	Critical & Creative Thinking	Communication	Intellectual autonomy	Intellectual integrity
Te kahui tuatahi – Whakamana – Enable Enable individuals, groups, communities, and organisations to build capacity for health promotion action to improve health and address inequities		✓	✓		
Te kahui tuarua – Hapahāpai – Advocate Advocate with, and on behalf, of individuals, communities and organisations to improve health and wellbeing and build capacity for health promotion action.	✓		✓		✓
Te kahui tuatoru – Kōrerorero whakapiri – Mediate Work collaboratively across disciplines, sectors and partners to enhance the impact and sustainability of health promotion action.		✓	✓		
Te kahui tuawha – Whakawhiti whakaaro - Communicate Communicate health promotion actions effectively using appropriate techniques and technologies for diverse audiences.	✓		✓		
Te kahui tuarima – Whakatakina - Lead Take responsibility and contribute to the development of a shared vision and strategic direction for health promotion action.		✓			✓
Te kahui tuaono – Aro matawai - Assess Conduct assessment of needs, strengths and assets, in partnership with stakeholders, in the context of the social, economic, political, cultural and environmental determinants that promote or compromise health.		✓	✓	✓	
Te kahui tuawhiti – Whakamahere - Plan Develop measurable health promotion goals and objectives in partnership with stakeholders based on assessment of needs and assets.	✓				✓
Te kahui tuawaru – Whakahāngai mahi - Implement Implement effective and efficient, culturally sensitive and ethical health promotion action in partnership with stakeholders.	✓		✓		
Te kahui tuaiwa – Aromātai me nga mahi rangahau - Evaluate and research Use appropriate evaluation and research methods in partnership with stakeholders, to determine the reach, impact and effectiveness of health promotion action.	✓	✓		✓	

Personal qualities

The personal qualities for the Minor and Major in Physical Activity and Hauora Master listed below are derived from the seven Ngā Kaupapa Whaihua (Health Promotion Values) outlined in the framework for Ngā Kaiakatanga Hauora mō Aotearoa (Health Promotion Competencies for Aotearoa New Zealand). These align with globally recognised health promotion values outlined by the International Union for Health Promotion and Education (IUHPE) and have been adapted to align with the context for this proposal.³

³ Ngā Kaiakatanga Hauora mō Aotearoa – Health Promotion Competencies for Aotearoa New Zealand, p. 9.

Personal quality for the qualification/subject	International perspective	Engagement	Independence & collaboration	Goal-setting
An understanding of, and commitment to, Te Tiriti o Waitangi and its respectful application in everyday practice of health promotion		✓		✓
A respect for hauora as a human right based on the mana and dignity of people, communities and individuals through a commitment to rangatiratanga (self-determination), manaaki (support), tapu (sacredness) and noa (unrestricted)	✓	✓	✓	
A commitment to improving health equity and the fair distribution of the determinants of health and wellbeing, taonga tuku iho (ancestral treasures), tinana (physical state), wairua (spiritual state), hinengaro (psychological state) and mana (authority)	✓	✓		✓
A commitment to improving the social and environmental determinants of health including whakamana tāngata (empowered communities), whai oranga (shift towards health and wellbeing), whai wāhi (to participate), taiao me nga mea katoa e whakapiki ake i te hauora (environment and all things that improve wellbeing).			✓	✓
Acknowledging of the interdependence of individuals, families, communities and the broader environment. This includes recognition of te ao tūroa (nature), whakawhānaungatanga (relationship building), whānau (family), whānau ora (inclusive family-focussed services), kotahitanga (unity) and whatumanawa (healthy expression of emotion).		✓	✓	
Having a respect for peoples' rights to aroha (compassion), awahi (social support) and hauoratanga (seeking wellbeing)		✓		
A commitment to acting honestly, ethically and with integrity – he mahinga i runga i te mahi tika me te mana tāngata me he ngakau tapatahi.		✓	✓	

A9 Programme overview

The **Minor and Major in Physical Activity and Hauora** are embedded within the existing Bachelor of Health degree.

The Minor consists of 60 points at the 200-300 level, including the completion of four courses (i.e., PAAH 201, PAAH 202, PAAH (301 or 302), PAAH 303).

The Major consists of 125 points, including the completion of eight courses (i.e., MAOR 123, PAAH 101, PAAH 201, PAAH 202, PAAH (301 or 302), PAAH 303, HLWB 310, HLWB 311).

To be eligible for Level 1 Health Promotion accreditation (pending finalisation of the accreditation process), students must also complete all requisite courses for a Major in Health Promotion within the Bachelor of Health (except HLWB 306, which is replaced by PAAH 303).

New or existing	Usual or intended trimester	Course code and title	Point value	TEC Funding category	SAC Course classification
Undergraduate Programme Courses					
New	T2 & T3	PAAH 101 He Tīmatanga Kōrero mō te Kori Tinana me te Hauora Introduction to Physical Activity and Wellbeing	15	tbc	tbc
New	T1	PAAH 201 Te Mārohitanga o te Kori Tinana Equity and the Determinants of Physical Activity	15	tbc	tbc
New	T2	PAAH 202 Kori Tinana me te Taiao Physical Activity and the Physical Environment	15	tbc	tbc
New	T1	PAAH 303 Te Whakatairanga i te Kori Tinana ki Aotearoa Physical Activity Promotion Practice in Aotearoa NZ	15	tbc	tbc
New	T2	PAAH 301 Research and Enquiry in Physical Activity and Wellbeing or PAAH 302 Internship in Physical Activity and Wellbeing	15	A2 A2	03 03
Existing	T1 & T2	MAOR 123 Māori Society and Culture	20	A2	41
Existing	T2	HLWB 301 Research and Enquiry in Health or HLWB 302 Health Internship (Resources and administration will be shared with new courses coded: PAAH 301, PAAH 302)	15	A2 A2	03 03
Existing	T2	HLWB 310 Hauora Māori – Māori Health Development	15	A2	03
Existing	T1	HLWB 311 Pacific Health within Aotearoa Context	15	A2	03

NOTE: A “Physical Activity and Hauora” stream will be embedded within the existing course for HLWB 301 (Research and Enquiry in Health) and HLWB 302 (Health Internships).

10 Proposed regulations

On page 302 of the 2023 Calendar, in the **Bachelor of Health** regulations add the entry for the Physical Activity and Hauora major after Health Psychology (HPSY) as follows:

Bachelor of Health

BHlth (360 points)

Major requirements

Physical Activity and Hauora (PAAH)

- (a) PAAH 101, MAOR 123
- (b) PAAH 201, 202
- (c) PAAH 301 or 302; PAAH 303, HLWB 310, 311

On page 302 of the 2023 Calendar, in the **Bachelor of Health regulations**, add the entry for the Physical Activity and Hauora minor after Health Psychology (HPSY) as follows:

Minors

3. (a) A candidate may obtain a minor for the BHlth degree in an undergraduate subject area as described in section 3.7 in the General Programmes of Study Regulations.
- (b) The following minors must include the specific courses listed:

Physical Activity and Hauora (PAAH)

(a) PAAH 201, 202

(b) PAAH 303 and 15 further points from part (c) of the major requirements

On page 206 of the 2023 Calendar, in the **Combined Undergraduate Schedule**, add entries for PAAH courses as follows:

Course	Title	Pts	Prerequisites (P), Corequisites (C), Restrictions (X), Double labelling (D)	Degree Schedule
HLWB 301	Research and Enquiry in Health	15	P (HLWB 201, 202 or PAAH 201, 202); HLWB 203 or PSYC 232	BHlth
HLWB 302	Health Internship	15	P (HLWB 201, 202 or PAAH 201, 202); Grade B or higher at 200 level; permission of School of Health Selection Committee; places will be limited	BHlth
PAAH 101	He Tīmatanga Kōrero mō te Kori Tinana me te Hauora	15		BHlth
PAAH 201	Introduction to Physical Activity and Wellbeing Te Mārohitanga o te Kori Tinana Equity and the Determinants of Physical Activity	15	P 30 pts from HLWB, PAAH or permission of the course coordinator	BHlth
PAAH 202	Kori Tinana me te Taiao Physical Activity and the Physical Environment	15	P 30 pts from HLWB, PAAH or permission of the course coordinator	BHlth
PAAH 301	Research and Enquiry in Physical Activity and Wellbeing	15	P (HLWB 201, 202 or PAAH 201, 202); HLWB 203 or PSYC 232	BHlth
PAAH 302	Internship in Physical Activity and Wellbeing	15	P (HLWB 201, 202 or PAAH 201, 202); Grade B or higher at 200 level; permission of School of Health Selection Committee; places will be limited	BHlth
PAAH 303	Te Whakatairanga i te Kori Tinana ki Aotearoa Physical Activity Promotion Practice in Aotearoa NZ	15	P 30 200-level points from PAAH, HLWB, MAOR or PSYC	BHlth
HLWB 310	Hauora Māori – Māori Health Development	15	P 30 200-level pts from EDUC, HLWB, MAOR, PSYC, PUBL, SOSC or PAAH or permission of the course coordinator	BHlth
HLWB 311	Pacific Health within Aotearoa Context	15	P 30 200-level pts from EDUC, HLWB, PASI, PSYC, PUBL, SAMO, SOSC or PAAH or permission of the course coordinator	BHlth

A11 Proposed teaching/delivery methods

Organisation of teaching

100 level – 2x 1 hour lectures each week, 1x 1 hour tutorial each week

200 level – 2x 1 hour lectures each week, 1x 2 hour tutorial each fortnight

300 level – 1x 3 hour lectorial (lecture/tutorial) each week

See appendix 1 for course descriptions.

Mode of teaching

100 – 300 level courses will be delivered on campus as face-to-face attendance is important, but recordings of the lectures will also be available for students who unavoidably miss these lectures.

Formative feedback

All taught courses will include regular assignments with feedback from the course coordinator. For the research projects, professional projects and practice projects will receive feedback from academic staff as well as direct feedback from their workplace supervisor.

Interaction

Students will have regular contact with academic staff and other students in lectures and seminars and through the interactive facilities of the learning management system Nuku.

Independent study

All students will undertake independent study within their coursework.

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

A12 Prescriptions for courses

Course descriptions for new and revised courses are available in Appendix 1 of this proposal. Prescriptions for all courses are provided below.

New undergraduate courses

PAAH 101 He Tīmatanga Kōrero mō te Kori Tinana me te Hauora

Introduction to Physical Activity and Wellbeing (15 pts)

This course provides students with an understanding of the inter-relationships between physical activity, exercise, fitness and sport in Aotearoa New Zealand and globally. The course introduces the current physical activity guidelines and how participation varies across population groups. Students will develop skills in applying both mātauranga Māori and non-Indigenous methods to assessing physical activity and its association with hauora and wellbeing.

PAAH 201 Te Mārohitanga o te Kori Tinana

Equity and the determinants of Physical Activity (15 pts)

This course provides students with an understanding of the factors that enable equity in physical activity participation in Aotearoa New Zealand and globally. The course explores strengths-based approaches to the inclusive promotion of physical activity across all population groups. Students will develop skills in equity assessment methods and analysing the evidence for the relationship between physical activity, hauora and wellbeing.

PAAH 202 Kori Tinana me te Taiao

Physical Activity and the Physical Environment (15 pts)

This course provides students with an understanding of the perceived and actual factors within the physical environment that influence physical activity behaviours in Aotearoa New Zealand and globally. The course explores facilitators and barriers to physical activity participation within both the built and natural environments that embrace indigenous knowledge approaches. Students will develop skills in assessing the physical environment including applying mātauranga Māori and using this to identify opportunities to improve physical activity participation.

PAAH 301 Research and Enquiry in Physical Activity and Wellbeing (15 pts)

This course examines the role of research in health, exploring different approaches to research design, and the range of data collection methods used in health. Students will undertake a literature review on a chosen topic, develop a research proposal for a potential project in an area of interest, selected from a list provided by the Course Coordinator.

PAAH 302 Internship in Physical Activity and Wellbeing (15 pts)

Approved and supervised work placement of the student in a public sector agency, private sector establishment, or non-governmental organisation with a focus on health and wellbeing.

PAAH 303 Te Whakatairanga i te Kori Tinana ki Aotearoa

Physical Activity Promotion Practice in Aotearoa NZ (15 pts)

This course provides students with an understanding of physical activity promotion theory, practice and policy. The course explores different approaches applied globally and from a Te Tiriti-based perspective in Aotearoa New Zealand. Students will develop skills in planning effective initiatives for addressing the individual, whānau, cultural and societal influences on physical activity participation, hauora and wellbeing.

Existing undergraduate courses

MAOR 123 Te Iwi Māori me āna Tikanga

Māori Society and Culture (20 pts)

This course introduces students to a broad range of Māori beliefs, concepts and structures that are important to the foundations and development of Māori society and culture. The course will cover aspects of pre-European Māori society, cultural change, present-day developments as well as visions for the future.

HLWB 301 Research and Enquiry in Health (15 pts)

This course examines the role of research in health, exploring different approaches to research design, and the range of data collection methods used in health. Students will undertake a literature review on a chosen topic, develop a research proposal for a potential project in an area of interest, selected from a list provided by the Course Coordinator.

HLWB 302 Health Internships (15 pts)

Approved and supervised work placement of the student in a public sector agency, private sector establishment, or non-governmental organisation with a focus on health and wellbeing.

HLWB 310 Hauora Māori – Māori Health Development (15 pts)

This course develops detailed understanding of Māori health and wellbeing, and considers the design of effective services to enhance and promote Māori health and wellbeing, strategies for supporting Māori participation at all levels of the health sector, and how these relate to the health and wellbeing of whānau, hapū, iwi and the wider community.

HLWB 311 Pacific Health within Aotearoa Context (15 pts)

This course provides students with an in-depth understanding of Pacific health and wellbeing. Students will examine the influence of Pacific people's cultural values and beliefs on their health and wellbeing. The course will consider the development process for Pacific health policies, strategies and frameworks and critique models of Pacific health.

A13 Assessment and moderation procedures

The courses will use a mix of written assignments including essays, critical reviews, case studies and action learning plans; preparation of research, evaluation and project reports; oral presentations; tests and exams. Full details are provided in the course descriptions in Appendix 1.

The emphasis with all assignments will be to assess students' understanding of concepts and techniques and their ability to apply them in a physical activity and health promotion context. Feedback to students and final assessment will be moderated by the academic staff responsible for the course.

The Physical Activity and Hauora major and minor will be subject to the regular Victoria University of Wellington and Faculty of Health moderation processes and will be subject to the rules and guidelines will comply with Te Herenga Waka Victoria University of Wellington's Assessment Handbook (<https://www.wgtn.ac.nz/documents/policy/staff-policy/assessment-handbook.pdf>).

A14 Resources

Additional resourcing in the form of one academic staff member and 0.5FTE administrative support would be required for teaching the Major and Minor courses alongside the existing approved teaching programme of Te Hau Kori (i.e. Master of Physical Activity and Hauora). No additional office space would be needed. The business case is to be reviewed by SLT.

A15 Plans for monitoring programme

The Bachelor of Health is evaluated using the regular University programme monitoring processes, that is to say the School of Health and Faculty of Health processes and policies, as well as the University processes, including the monitoring of teaching and course quality with the assistance of the Academic office. An initial monitoring report will be undertaken after the first full year of delivery to provide a snapshot of enrolments and student achievements as well as identify any issues and successes during the first year of operation.

A16 Review of the programme

These programmes will be subject to Graduating Year Review within three years of the first cohort of graduates, which will be part of the regular cycle of Academic Programme 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

Qualification: 360 points at undergraduate level (3 EFTS)

BHlth minor in Physical Activity and Hauora (PAAH) 0.5 EFTS

BHlth major in Physical Activity and Hauora (PAAH) 1.041 EFTS

A19 Statement regarding funding

The qualifications meet the criteria to be eligible for SAC funding at the undergraduate level. However, this will need to be tested with the TEC in the context of existing programmes offered elsewhere.

Fees for the new PAAH courses will be subject to testing with the TEC and will require approval by Council. Domestic students enrolled in the proposed undergraduate programmes will be eligible for student loans and will be eligible for student allowances or living costs based on their personal circumstances.

A20 Information about the agreement

Not applicable

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

The existing Te Hau Kori staff have the expertise and capacity to deliver the proposed courses in its first year. However, within the proposed suite of programmes from Te Hau Kori, one additional academic staff member would be required as the Major and Minor moved into its second and third year, including supporting students enrolled in the co-coded courses PAAH301 and PAAH302. Funding for this additional staff member was included in the business case for the development of Te Hau Kori that was approved by SLT when the Centre was established.

Teaching support staff

Levels of casual and sessional support will need to be increased with a growth in student numbers as the proposed programme is established and develops. Te Hau Kori will also need an increase from 0.5FTE currently to 1.0FTE administrative support for the team delivering the proposed suite of programmes in physical activity and hauora. This increase in administrative support from July 2024 was articulated in the business case already approved by SLT for the establishment of Te Hau Kori.

Administration support

Relevant school and faculty staff have been involved in preparing this proposal and providing support for the development of these teaching programmes has been prioritised within the Faculty of Health. There is adequate administrative support for the delivery of the proposed programmes. CAD will support the development of the online learning environment for this programme.

Website, marketing and publications

The Senior Communications and Marketing Adviser has been consulted and has confirmed that this programme can be accommodated within standard business processes for development of websites and printed publications, subject to review of the business case for the programmes. A tailored marketing campaign will be developed for the programmes as appropriate and in line with other University offerings.

B4 Availability of teaching space and other required facilities

Note: Address Library implications under B5.

Facilities

We have suitable teaching space for the four new courses to be taught in trimesters 1, 2 and 3. Seminar rooms will be requested in the usual manner for setting the academic timetable. Current teaching facilities for existing courses should be sufficient to cater for the increased enrolments.

IT implications

The programmes will not require any additional demand for IT resources. Students will require access to their student portal (and University administrative services online), to the library, and to Nuku.

Equipment

The majority of courses will not require any new equipment. Some purchase of equipment may be necessary for specialised courses such as Promoting Active Play, however this will be a small budget outlay for Te Hau Kori (<\$500).

B5 Availability of library resources

The health subject librarian has been consulted and confirmed that the library is relatively well provisioned in terms of its current collections and regular collection development to support the proposed qualifications. A review of the library's collection (physical and online) indicates that relevant resources are already available. The library's existing collection currently supports the programmes offered by the School of Health, the Health Services Research Centre, Centre for Women's Health Research, and the health-related courses being offered in other disciplines. Wherever possible, the library seeks to provide resources electronically to enable greatest access and for efficient use of space. The library already subscribes to the standard online databases that will be required for delivery of these courses and provision of further databases/journal packages will be made as required.

New resources and services

The library package is adequate for this course. No new journal titles or new services will be required for this programme.

B6 Timetabling arrangements

Alternative online delivery will also be considered as a flexible alternative where deemed appropriate as the programmes develop. The Manager Timetabling and Course Administration will provide advice on the scheduling of courses.

B7 Memorandum of understanding

N/A

Appendix 1

Course Description: PAAH 101 (T2, T3 2025)

Course title:	He Timatanga Kōrero mō te Kori Tinana me te Hauora Introduction to Physical Activity and Wellbeing		
Short title:	Intro to Physical Activity	Point value:	15
Course coordinator:	tbc	NZQF level:	5
Qualification schedule:	BHlth		
Prerequisites, corequisites, restrictions:	None		
Prescription:	This course provides students with an understanding of the inter-relationships between physical activity, exercise, fitness and sport in Aotearoa New Zealand and globally. The course introduces the current physical activity guidelines and how participation varies across population groups. Students will develop skills in applying both mātauranga Māori and non-Indigenous methods to assessing physical activity and its association with hauora and wellbeing.		
Student workload hours	150	Contact Hours	
Teaching/learning summary:		Lectures:	24
This course is delivered on campus and face-to-face attendance is important, but video recordings of lectures will be available for students who miss these unavoidably. 2 x 1hr lectures each week 1 x 1hr tutorial each week		Tutorials:	12
		TOTAL:	36
	Course learning objectives (CLOs) Students who pass this course will be able to:		
1	Define the diverse concepts of physical activity, exercise, fitness, sport, hauora and wellbeing from an Aotearoa New Zealand treaty-based perspective		
2	Describe the guidelines for physical activity that aim to promote equitable outcomes in hauora and wellbeing in different population groups		
3	Apply conventional and mātauranga Māori methods for physical activity measurement and its association with hauora and wellbeing		
Assessment items and workload per item		%	CLO(s)
1	Take home test – physical activity concepts (3x questions, 500 words each, 10% each)	30	1
2	Video presentation (3-5 minutes)	20	2
3	Collaborative assignment and reflection (5% personal plan, 15% group output, 10% personal reflection)	30	3
4	Tutorial activities (5 tutorials x 4%)	20	1, 2, 3
Mandatory course requirements	None		

Scholarly Attribute	CLO(s)
1 Te kahui tuatahi – Whakamana - Enable	1, 2
2 Te kahui tuarua – Hapahāpai - Advocate	2
3 Te kahui tuatoru – Kōrerorero whakapiri – Mediate	1, 3
4 Te kahui tuawha – Whakawhiti whakaaro - Communicate	1, 2
5 Te kahui tuarima – Whakatakina - Lead	
6 Te kahui tuaono – Aro matawai - Assess	3
7 Te kahui tuawhiti – Whakamahere - Plan	3
8 Te kahui tuawaru – Whakahāngai mahi - Implement	
9 Te kahui tuaiwa – Aromātai me nga mahi rangahau - Evaluate and research	

Health Promotion Competency: 1.4, 2.2, 3.2, 4.4, 6.6, 7.7

Course Description: PAAH 201 (T1, 2026)

Course title:	Te Mārohitanga o te Kori Tinana Equity and the Determinants of Physical Activity		
Short title:	Equity and Physical Activity	Points value:	15
Course coordinator:	tbc	NZQF level:	6
Qualification schedule:	BHlth		
Prerequisites, corequisites, restrictions:	P 30 pts from HLWB, PAAH or permission of the course coordinator		
Prescription:	This course provides students with an understanding of the factors that enable equity in physical activity participation in Aotearoa New Zealand and globally. The course explores strengths-based approaches to the inclusive promotion of physical activity across all population groups. Students will develop skills in equity assessment methods and analysing the evidence for the relationship between physical activity, hauora and wellbeing.		
Total student workload hours:	150 hours	Contact Hours	
Teaching/learning summary:		Lectures:	24
This course is delivered on campus and face-to-face attendance is important, but video recordings of lectures will be available for students who miss these unavoidably. 2 x 1hr lectures each week 1 x 2hr tutorial each fortnight		Tutorials:	12
		TOTAL:	36
Course Learning Objectives (CLOs) Students who pass this course will be able to:			
1	Describe the socio-ecological determinants of physical activity behaviours and how these influence participation		
2	Apply strengths-based approaches to examine current equities in physical activity behaviours and the promotion of inclusive participation		
3	Compare and contrast the evidence for the relationship between physical activity, hauora and wellbeing in different population groups		
Assessment items and workload per item			
	%	CLO(s)	
1	30	1	
2	30	2	
3	20	3	
4	20	1, 2, 3	
Mandatory course requirements		None	

Scholarly Attribute		CLO(s)
1	Te kahui tuatahi – Whakamana - Enable	1, 3
2	Te kahui tuarua – Hapahāpai - Advocate	1, 3
3	Te kahui tuatoru – Kōrerorero whakapiri – Mediate	2, 3
4	Te kahui tuawha – Whakawhiti whakaaro - Communicate	1
5	Te kahui tuarima – Whakatakina - Lead	3
6	Te kahui tuaono – Aro matawai - Assess	2
7	Te kahui tuawhiti – Whakamahere - Plan	2, 3
8	Te kahui tuawaru – Whakahāngai mahi - Implement	
9	Te kahui tuaiwa – Aromātai me nga mahi rangahau - Evaluate and research	

Health Promotion Competency: 1.1, 2.1, 3.1, 4.1, 5.1, 5.2, 6.1, 6.2, 7.1

Course Description: PAAH 202 (T2, 2026)

Course title:	Kori Tinana me te Taiao Physical Activity and the Physical Environment		
Short title:	Physical Activity Environment	Points value:	15
Course coordinator:	tbc	NZQF level:	6
Qualification schedule:	BHlth		
Prerequisites, corequisites, restrictions:	P 30 pts from HLWB, PAAH or permission of the course coordinator		
Prescription:	This course provides students with an understanding of the perceived and actual factors within the physical environment that influence physical activity behaviours in Aotearoa New Zealand and globally. The course explores facilitators and barriers to physical activity participation within both the built and natural environments that embrace indigenous knowledge approaches. Students will develop skills in assessing the physical environment including applying mātauranga Māori and using this to identify opportunities to improve physical activity participation.		
Total student workload hours:	150 hours	Contact Hours	
Teaching/learning summary: This course is delivered on campus and face-to-face attendance is important, but video recordings of lectures will be available for students who miss these unavoidably. 2 x 1hr lectures each week 1 x 2hr tutorial each fortnight	Lectures:	24	
	Tutorials:	12	
	TOTAL:	36	
Course Learning Objectives (CLOs) Students who pass this course will be able to:			
1	Describe the physical environment determinants of physical activity participation across various population groups and settings		
2	Apply strengths-based approaches to examine how the built and natural environment influence physical activity behaviours		
3	Compare and contrast different physical environments and potential initiatives that could improve engagement in physical activity		
Assessment items and workload per item			%
1	Collaborative assignment and reflection (5% personal plan, 15% group output, 10% personal reflection)	30	1
2	Individual presentation to tutorial group (3-5 minutes)	20	2
3	Written Report – physical environment audit and recommendations (1,500 words)	30	3
4	Tutorial activities (5 tutorials x 4%)	20	1, 2, 3
Mandatory course requirements		None	

Scholarly Attribute		CLO(s)
1	Te kahui tuatahi – Whakamana - Enable	1, 3
2	Te kahui tuarua – Hapahāpai - Advocate	1, 3
3	Te kahui tuatoru – Kōrerorero whakapiri – Mediate	2, 3
4	Te kahui tuawha – Whakawhiti whakaaro - Communicate	1
5	Te kahui tuarima – Whakatakina - Lead	3
6	Te kahui tuaono – Aro matawai - Assess	2
7	Te kahui tuawhiti – Whakamahere - Plan	2, 3
8	Te kahui tuawaru – Whakahāngai mahi - Implement	
9	Te kahui tuaiwa – Aromātai me nga mahi rangahau - Evaluate and research	

Health Promotion Competency: 1.3, 2.5, 3.3, 4.2, 5.3, 5.4, 6.3, 6.5, 7.2

Course Description: HLWB/PAAH 301 (T2, 2026)

Course title:	Research and Enquiry in Health / Research and Enquiry in Physical Activity and Wellbeing		
Short title:	Research & Enquiry in Health	Points value:	15
Course coordinator:	tba	NZQF level:	7
Qualification schedule:	BHlth		
Prerequisites, corequisites, restrictions:	P (HLWB 201, 202 or PAAH 201, 202); HLWB 203 or PSYC 232		
Prescription:	This course examines the role of research in health, exploring different approaches to research design, and the range of data collection methods used in health. Students will undertake a literature review on a chosen topic, develop a research proposal for a potential project in an area of interest, selected from a list provided by the Course Coordinator.		
Student workload hours:	150 hours	Contact Hours	
Teaching/learning summary		Lectures:	12 hours
The course will be taught face-to-face and online via a combination of weekly lectures, in-person tutorials, and online learning content.		Tutorials:	16 hours
		TOTAL:	28 hours
Course learning objectives (CLOs)	Students who pass this course will be able to:		
1	Describe common research approaches to important health and wellbeing questions and assess their implications for the generation of health-related knowledge		
2	Locate, analyse and interpret relevant literature		
3	Critique the range of research methods available for research in health		
4	Consider in depth the ethical issues raised in a range of research designs and methods		
5	Formulate a coherent research question, and a robust research proposal to address it		
Assessment items and workload per item		%	CLO(s)
1	Workshop preparation and presentation of research question	20%	1, 2
2	Literature review (1500 words)	30%	1, 2, 3
4	Structured research proposal, using format provided (3000 words)	50%	2, 3, 4, 5
Mandatory course requirements	In addition to achieving an overall pass mark of 50%, students must:		
None			

Scholarly Attribute		CLO(s)
1	Te kahui tuatahi – Whakamana - Enable	2
2	Te kahui tuarua – Hapahāpai - Advocate	2, 3
3	Te kahui tuatoru – Kōrerorero whakapiri – Mediate	1, 2, 3
4	Te kahui tuawha – Whakawhiti whakaaro - Communicate	3
5	Te kahui tuarima – Whakatakina - Lead	2, 3
6	Te kahui tuaono – Aro matawai - Assess	1
7	Te kahui tuawhitu – Whakamahere - Plan	1, 2, 3
8	Te kahui tuawaru – Whakahāngai mahi - Implement	3
9	Te kahui tuaiwa – Aromātai me nga mahi rangahau - Evaluate and research	

Health Promotion Competency: 1.5, 2.3, 3.5, 4.2, 5.7, 5.8, 6.8, 7.5, 7.6, 8.1, 8.2, 8.3, 8.6

Course Description: HLWB/PAAH 302 (T2, 2026)

Course title:		Health Internship / Internship in Physical Activity and Wellbeing	
Short title:	Health Internship	Points value:	15
Course coordinator:	tba	NZQF level:	7
Qualification schedule:		BHlth and MPAH	
Prerequisites, corequisites, restrictions:		P (HLWB 201, 202 or PAAH 201, 202); grade B or higher at 200 level; permission of School of Health Selection Committee; places will be limited	
Prescription:	Approved and supervised work placement of the student in a public sector agency, private sector establishment, or non-governmental organisation with a focus on health and wellbeing.		
Student workload hours:	150 hours		
Teaching/learning summary		Contact Hours	
Students will undertake tasks agreed upon by the supervisors, internship agencies and students. The agency supervisor will oversee and assist the student in relation to the agreed tasks undertaken in the organisation, and the academic supervisor will oversee and assist student learning. Students will be expected to spend between 70 to 80 hours at the internship agency. One-to-one and collective meeting times are summarised as internship supervision.		Internship supervision:	12 hours
		Seminars:	12 hours
		TOTAL:	24 hours
Course learning objectives (CLOs)		Students who pass this course will be able to:	
1	Recognise and evaluate the personal and interpersonal skills necessary for transferring learning from the BHlth to a health-related workplace		
2	Describe and analyse the context of work in a public sector agency, private establishment or non-governmental organisation that primarily focuses on health and wellbeing		
3	Reflect critically on both the applied and intellectual dimensions of the work experience		
4	Identify and critically appraise an organisational policy or practice in the context of health and wellbeing		
Assessment items and workload per item		%	CLO(s)
1	Internship proposal (1000 words)	25%	1, 2, 3
2	Critical reflection (700 words)	20%	1, 2, 3
3	Final report (1500 words, excluding references and work samples)	55%	1, 2, 3, 4
Mandatory course requirements		In addition to achieving an overall pass mark of 50%, students must:	
Complete 70-80 internship hours			

Scholarly Attribute		CLO(s)
1	Te kahui tuatahi – Whakamana - Enable	2
2	Te kahui tuarua – Hapahāpai - Advocate	2, 3
3	Te kahui tuatoru – Kōrerorero whakapiri – Mediate	1, 2, 3
4	Te kahui tuawha – Whakawhiti whakaaro - Communicate	3
5	Te kahui tuarima – Whakatakina - Lead	2, 3
6	Te kahui tuaono – Aro matawai - Assess	1
7	Te kahui tuawhitu – Whakamahere - Plan	1, 2, 3
8	Te kahui tuawaru – Whakahāngai mahi - Implement	3
9	Te kahui tuaiwa – Aromātai me nga mahi rangahau - Evaluate and research	

Health Promotion Competency: 1.5, 2.3, 3.5, 4.2, 5.7, 5.8, 6.8, 7.5, 7.6, 8.1, 8.2, 8.3, 8.6

Course Description: PAAH 303 (T1, 2027)

Course title:	Te Whakatairanga i te Kori Tinana ki Aotearoa Physical Activity Promotion Practice in Aotearoa NZ		
Short title:	Physical Activity Promotion	Points value:	15
Course coordinator:	tba	NZQF level:	7
Qualification schedule:	BHLth		
Prerequisites, corequisites, restrictions:	P 30 200-level points from PAAH, HLWB, or MAOR		
Prescription:	This course provides students with an understanding of physical activity promotion theory, practice and policy. The course explores different approaches applied globally and from a Te Tiriti-based perspective in Aotearoa New Zealand. Students will develop skills in planning effective initiatives for addressing the individual, whānau, cultural and societal influences on physical activity participation, hauora and wellbeing.		
Student workload hours:	150 hours	Contact Hours	
Teaching/learning summary:	This course is delivered on campus and face-to-face attendance is important, but video recordings of lectures will be available for students who miss these unavoidably. 1 x 3hr lectorial (lecture/tutorial) each week.	Lectures:	36
		Tutorials:	
		TOTAL:	36
Course learning objectives (CLOs) Students who pass this course will be able to:			
1	Apply existing physical activity promotion theory to examine current practice and policy in Aotearoa New Zealand and globally		
2	Compare and contrast mātauranga Māori and non-Indigenous health promotion frameworks used to promote physical activity		
3	Design a tailored physical activity promotion strategy to address multiple factors that influence participation of a selected population group		
Assessment items and workload per item		%	CLO(s)
1	Written review – physical activity theory in practice and policy (1,500 words)	30	1
2	Individual presentation to lectorial class (3-5 minutes)	20	2
3	Collaborative assignment and reflection (5% personal plan, 15% group output, 10% personal reflection)	30	3
4	Lectorial activities (5 lectorials x 4%)	20	1, 2, 3
Mandatory course requirements	None		

Scholarly Attribute		CLO(s)
1	Te kahui tuatahi – Whakamana - Enable	2
2	Te kahui tuarua – Hapahāpai - Advocate	2, 3
3	Te kahui tuatoru – Kōrerorero whakapiri – Mediate	1, 2, 3
4	Te kahui tuawha – Whakawhiti whakaaro - Communicate	3
5	Te kahui tuarima – Whakatakina - Lead	2, 3
6	Te kahui tuaono – Aro matawai - Assess	1
7	Te kahui tuawhiti – Whakamahere - Plan	1, 2, 3
8	Te kahui tuawaru – Whakahāngai mahi - Implement	3
9	Te kahui tuaiwa – Aromātai me nga mahi rangahau - Evaluate and research	

Health Promotion Competency: 1.5, 2.3, 3.5, 4.2, 5.7, 5.8, 6.8, 7.5, 7.6, 8.1, 8.2, 8.3, 8.6

Appendix 1

Course Description: PAAH 101 (T2, T3 2025)

Course title:	He Timatanga Kōrero mō te Kori Tinana me te Hauora Introduction to Physical Activity and Wellbeing		
Short title:	Intro to Physical Activity	Point value:	15
Course coordinator:	tbc	NZQF level:	5
Qualification schedule:	BHlth		
Prerequisites, corequisites, restrictions:	None		
Prescription:	This course provides students with an understanding of the inter-relationships between physical activity, exercise, fitness and sport in Aotearoa New Zealand and globally. The course introduces the current physical activity guidelines and how participation varies across population groups. Students will develop skills in applying both mātauranga Māori and non-Indigenous methods to assessing physical activity and its association with hauora and wellbeing.		
Student workload hours	150	Contact Hours	
Teaching/learning summary:		Lectures:	24
This course is delivered on campus and face-to-face attendance is important, but video recordings of lectures will be available for students who miss these unavoidably. 2 x 1hr lectures each week 1 x 1hr tutorial each week		Tutorials:	12
		TOTAL:	36
Course learning objectives (CLOs) Students who pass this course will be able to:			
1	Define the diverse concepts of physical activity, exercise, fitness, sport, hauora and wellbeing from an Aotearoa New Zealand treaty-based perspective		
2	Describe the guidelines for physical activity that aim to promote equitable outcomes in hauora and wellbeing in different population groups		
3	Apply conventional and mātauranga Māori methods for physical activity measurement and its association with hauora and wellbeing		
Assessment items and workload per item			%
CLO(s)			
1	Take home test – physical activity concepts (3x questions, 500 words each, 10% each)	30	1
2	Video presentation (3-5 minutes)	20	2
3	Collaborative assignment and reflection (5% personal plan, 15% group output, 10% personal reflection)	30	3
4	Tutorial activities (5 tutorials x 4%)	20	1, 2, 3
Mandatory course requirements	None		

Scholarly Attribute		CLO(s)
1	Te kahui tuatahi – Whakamana - Enable	1, 2
2	Te kahui tuarua – Hapahāpai - Advocate	2
3	Te kahui tuatoru – Kōrerorero whakapiri – Mediate	1, 3
4	Te kahui tuawha – Whakawhiti whakaaro - Communicate	1, 2
5	Te kahui tuarima – Whakatakina - Lead	
6	Te kahui tuaono – Aro matawai - Assess	3
7	Te kahui tuawhitu – Whakamahere - Plan	3
8	Te kahui tuawaru – Whakahāngai mahi - Implement	
9	Te kahui tuaiwa – Aromātai me nga mahi rangahau - Evaluate and research	

Health Promotion Competency: 1.4, 2.2, 3.2, 4.4, 6.6, 7.7

Course Description: PAAH 201 (T1, 2026)

Course title:	Te Mārohitanga o te Kori Tinana Equity and the Determinants of Physical Activity		
Short title:	Equity and Physical Activity	Points value:	15
Course coordinator:	tbc	NZQF level:	6
Qualification schedule:	BHlth		
Prerequisites, corequisites, restrictions:			
Prescription:	This course provides students with an understanding of the factors that enable equity in physical activity participation in Aotearoa New Zealand and globally. The course explores strengths-based approaches to the inclusive promotion of physical activity across all population groups. Students will develop skills in equity assessment methods and analysing the evidence for the relationship between physical activity, hauora and wellbeing.		
Total student workload hours:	150 hours	Contact Hours	
Teaching/learning summary: This course is delivered on campus and face-to-face attendance is important, but video recordings of lectures will be available for students who miss these unavoidably. 2 x 1hr lectures each week 1 x 2hr tutorial each fortnight		Lectures:	24
		Tutorials:	12
		TOTAL:	36
Course Learning Objectives (CLOs) Students who pass this course will be able to:			
1	Describe the socio-ecological determinants of physical activity behaviours and how these influence participation		
2	Apply strengths-based approaches to examine current equities in physical activity behaviours and the promotion of inclusive participation		
3	Compare and contrast the evidence for the relationship between physical activity, hauora and wellbeing in different population groups		
Assessment items and workload per item			%
1	Collaborative assignment and reflection (5% personal plan, 15% group output, 10% personal reflection)	30	1
2	Written Report – physical activity equity analysis (1,500 words)	30	2
3	Individual presentation to tutorial group (3-5 minutes)	20	3
4	Tutorial activities (5 tutorials x 4%)	20	1, 2, 3
Mandatory course requirements		None	

Scholarly Attribute		CLO(s)
1	Te kahui tuatahi – Whakamana - Enable	1, 3
2	Te kahui tuarua – Hapahāpai - Advocate	1, 3
3	Te kahui tuatoru – Kōrerorero whakapiri – Mediate	2, 3
4	Te kahui tuawha – Whakawhiti whakaaro - Communicate	1
5	Te kahui tuarima – Whakatakina - Lead	3
6	Te kahui tuaono – Aro matawai - Assess	2
7	Te kahui tuawhiti – Whakamahere - Plan	2, 3
8	Te kahui tuawaru – Whakahāngai mahi - Implement	
9	Te kahui tuaiwa – Aromātai me nga mahi rangahau - Evaluate and research	

Health Promotion Competency: 1.1, 2.1, 3.1, 4.1, 5.1, 5.2, 6.1, 6.2, 7.1

Course Description: PAAH 202 (T2, 2026)

Course title:	Kori Tinana me te Taiao Physical Activity and the Physical Environment		
Short title:	Physical Activity Environment	Points value:	15
Course coordinator:	tbc	NZQF level:	6
Qualification schedule:	BHlth		
Prerequisites, corequisites, restrictions:			
Prescription:	This course provides students with an understanding of the perceived and actual factors within the physical environment that influence physical activity behaviours in Aotearoa New Zealand and globally. The course explores facilitators and barriers to physical activity participation within both the built and natural environments that embrace indigenous knowledge approaches. Students will develop skills in assessing the physical environment including applying mātauranga Māori and using this to identify opportunities to improve physical activity participation.		
Total student workload hours:	150 hours	Contact Hours	
Teaching/learning summary: This course is delivered on campus and face-to-face attendance is important, but video recordings of lectures will be available for students who miss these unavoidably. 2 x 1hr lectures each week 1 x 2hr tutorial each fortnight		Lectures:	24
		Tutorials:	12
		TOTAL:	36
Course Learning Objectives (CLOs) Students who pass this course will be able to:			
1	Describe the physical environment determinants of physical activity participation across various population groups and settings		
2	Apply strengths-based approaches to examine how the built and natural environment influence physical activity behaviours		
3	Compare and contrast different physical environments and potential initiatives that could improve engagement in physical activity		
Assessment items and workload per item			%
			CLO(s)
1	Collaborative assignment and reflection (5% personal plan, 15% group output, 10% personal reflection)	30	1
2	Individual presentation to tutorial group (3-5 minutes)	20	2
3	Written Report – physical environment audit and recommendations (1,500 words)	30	3
4	Tutorial activities (5 tutorials x 4%)	20	1, 2, 3
Mandatory course requirements		None	

Scholarly Attribute		CLO(s)
1	Te kahui tuatahi – Whakamana - Enable	1, 3
2	Te kahui tuarua – Hapahāpai - Advocate	1, 3
3	Te kahui tuatoru – Kōrerorero whakapiri – Mediate	2, 3
4	Te kahui tuawha – Whakawhiti whakaaro - Communicate	1
5	Te kahui tuarima – Whakatakina - Lead	3
6	Te kahui tuaono – Aro matawai - Assess	2
7	Te kahui tuawhiti – Whakamahere - Plan	2, 3
8	Te kahui tuawaru – Whakahāngai mahi - Implement	
9	Te kahui tuaiwa – Aromātai me nga mahi rangahau - Evaluate and research	

Health Promotion Competency: 1.3, 2.5, 3.3, 4.2, 5.3, 5.4, 6.3, 6.5, 7.2

Course Description: HLWB/PAAH 301 (T2, 2026)

Course title:	Research and Enquiry in Health / Research and Enquiry in Physical Activity and Wellbeing		
Short title:	Research & Enquiry in Health	Points value:	15
Course coordinator:	tba	NZQF level:	7
Qualification schedule:	BHlth & MPAH		
Prerequisites, corequisites, restrictions:	P HLWB 201, 202; HLWB 203 or PSYC 232		
Prescription:	This course examines the role of research in health, exploring different approaches to research design, and the range of data collection methods used in health. Students will undertake a literature review on a chosen topic, develop a research proposal for a potential project in an area of interest, selected from a list provided by the Course Coordinator.		
Student workload hours:	150 hours	Contact Hours	
Teaching/learning summary The course will be taught face-to-face and online via a combination of weekly lectures, in-person tutorials, and online learning content.		Lectures:	12 hours
		Tutorials:	16 hours
		TOTAL:	28 hours
Course learning objectives (CLOs)	Students who pass this course will be able to:		
1	Describe common research approaches to important health and wellbeing questions and assess their implications for the generation of health-related knowledge		
2	Locate, analyse and interpret relevant literature		
3	Critique the range of research methods available for research in health		
4	Consider in depth the ethical issues raised in a range of research designs and methods		
5	Formulate a coherent research question, and a robust research proposal to address it		
Assessment items and workload per item		%	CLO(s)
1	Workshop preparation and presentation of research question	20%	1, 2
2	Literature review (1500 words)	30%	1, 2, 3
4	Structured research proposal, using format provided (3000 words)	50%	2, 3, 4, 5
Mandatory course requirements	In addition to achieving an overall pass mark of 50%, students must:		
None			

Scholarly Attribute		CLO(s)
1	Te kahui tuatahi – Whakamana - Enable	2
2	Te kahui tuarua – Hapahāpai - Advocate	2, 3
3	Te kahui tuatoru – Kōrerorero whakapiri – Mediate	1, 2, 3
4	Te kahui tuawha – Whakawhiti whakaaro - Communicate	3
5	Te kahui tuarima – Whakatakina - Lead	2, 3
6	Te kahui tuaono – Aro matawai - Assess	1
7	Te kahui tuawhitu – Whakamahere - Plan	1, 2, 3
8	Te kahui tuawaru – Whakahāngai mahi - Implement	3
9	Te kahui tuaiwa – Aromātai me nga mahi rangahau - Evaluate and research	

Health Promotion Competency: 1.5, 2.3, 3.5, 4.2, 5.7, 5.8, 6.8, 7.5, 7.6, 8.1, 8.2, 8.3, 8.6

Course Description: HLWB/PAAH 302 (T2, 2026)

Course title:		Health Internship / Internship in Physical Activity and Wellbeing	
Short title:	Health Internship	Points value:	15
Course coordinator:	tba	NZQF level:	7
Qualification schedule:		BHlth and MPAH	
Prerequisites, corequisites, restrictions:		P HLWB 201, 202; Grade B or higher at 200-level, permission of SoH Selection Committee; places will be limited	
Prescription:	Approved and supervised work placement of the student in a public sector agency, private sector establishment, or non-governmental organisation with a focus on health and wellbeing.		
Student workload hours:	150 hours	Contact Hours	
Teaching/learning summary		Internship supervision:	12 hours
Students will undertake tasks agreed upon by the supervisors, internship agencies and students. The agency supervisor will oversee and assist the student in relation to the agreed tasks undertaken in the organisation, and the academic supervisor will oversee and assist student learning. Students will be expected to spend between 70 to 80 hours at the internship agency. One-to-one and collective meeting times are summarised as internship supervision.		Seminars:	12 hours
		TOTAL:	24 hours
		Course learning objectives (CLOs)	
1	Recognise and evaluate the personal and interpersonal skills necessary for transferring learning from the BHlth to a health-related workplace		
2	Describe and analyse the context of work in a public sector agency, private establishment or non-governmental organisation that primarily focuses on health and wellbeing		
3	Reflect critically on both the applied and intellectual dimensions of the work experience		
4	Identify and critically appraise an organisational policy or practice in the context of health and wellbeing		
Assessment items and workload per item		%	CLO(s)
1	Internship proposal (1000 words)	25%	1, 2, 3
2	Critical reflection (700 words)	20%	1, 2, 3
3	Final report (1500 words, excluding references and work samples)	55%	1, 2, 3, 4
Mandatory course requirements		In addition to achieving an overall pass mark of 50%, students must:	
Complete 70-80 internship hours			

Scholarly Attribute		CLO(s)
1	Te kahui tuatahi – Whakamana - Enable	2
2	Te kahui tuarua – Hapahāpai - Advocate	2, 3
3	Te kahui tuatoru – Kōrerorero whakapiri – Mediate	1, 2, 3
4	Te kahui tuawha – Whakawhiti whakaaro - Communicate	3
5	Te kahui tuarima – Whakatakina - Lead	2, 3
6	Te kahui tuaono – Aro matawai - Assess	1
7	Te kahui tuawhitu – Whakamahere - Plan	1, 2, 3
8	Te kahui tuawaru – Whakahāngai mahi - Implement	3
9	Te kahui tuaiwa – Aromātai me nga mahi rangahau - Evaluate and research	

Health Promotion Competency: 1.5, 2.3, 3.5, 4.2, 5.7, 5.8, 6.8, 7.5, 7.6, 8.1, 8.2, 8.3, 8.6

Course Description: PAAH 303 (T1, 2027)

Course title:	Te Whakatairanga i te Kori Tinana ki Aotearoa Physical Activity Promotion Practice in Aotearoa NZ		
Short title:	Physical Activity Promotion	Points value:	15
Course coordinator:	tba	NZQF level:	7
Qualification schedule:	BHlth		
Prerequisites, corequisites, restrictions:	P 30 200-level points from PAAH, HLWB, or MAOR		
Prescription:	This course provides students with an understanding of physical activity promotion theory, practice and policy. The course explores different approaches applied globally and from a Te Tiriti-based perspective in Aotearoa New Zealand. Students will develop skills in planning effective initiatives for addressing the individual, whānau, cultural and societal influences on physical activity participation, hauora and wellbeing.		
Student workload hours:	150 hours	Contact Hours	
Teaching/learning summary:		Lectures:	36
This course is delivered on campus and face-to-face attendance is important, but video recordings of lectures will be available for students who miss these unavoidably. 1 x 3hr lectorial (lecture/tutorial) each week.		Tutorials:	
		TOTAL:	36
Course learning objectives (CLOs) Students who pass this course will be able to:			
1	Apply existing physical activity promotion theory to examine current practice and policy in Aotearoa New Zealand and globally		
2	Compare and contrast mātauranga Māori and non-Indigenous health promotion frameworks used to promote physical activity		
3	Design a tailored physical activity promotion strategy to address multiple factors that influence participation of a selected population group		
Assessment items and workload per item		%	CLO(s)
1	Written review – physical activity theory in practice and policy (1,500 words)	30	1
2	Individual presentation to lectorial class (3-5 minutes)	20	2
3	Collaborative assignment and reflection (5% personal plan, 15% group output, 10% personal reflection)	30	3
4	Lectorial activities (5 lectorials x 4%)	20	1, 2, 3
Mandatory course requirements	None		

Scholarly Attribute		CLO(s)
1	Te kahui tuatahi – Whakamana - Enable	2
2	Te kahui tuarua – Hapahāpai - Advocate	2, 3
3	Te kahui tuatoru – Kōrerorero whakapiri – Mediate	1, 2, 3
4	Te kahui tuawha – Whakawhiti whakaaro - Communicate	3
5	Te kahui tuarima – Whakatakina - Lead	2, 3
6	Te kahui tuaono – Aro matawai - Assess	1
7	Te kahui tuawhiti – Whakamahere - Plan	1, 2, 3
8	Te kahui tuawaru – Whakahāngai mahi - Implement	3
9	Te kahui tuaiwa – Aromātai me nga mahi rangahau - Evaluate and research	

Health Promotion Competency: 1.5, 2.3, 3.5, 4.2, 5.7, 5.8, 6.8, 7.5, 7.6, 8.1, 8.2, 8.3, 8.6

Appendix: Consultation

Proposal name	Create BHLth major & minor in Physical Activity & Hauora
Consultation	Response to feedback
EXTERNAL	
Iwi (consulted as groups rather than individuals): <ul style="list-style-type: none"> - Ngāpuhi - Ngāti Porou - Ngati Whatua - Kāi Tahu - Ngāti Kahungunu - Ngāti Raukawa - Te Atiawa 	Support for proposal (with recommendations) <ul style="list-style-type: none"> - Ensure the privileging and embedding of Mātatauranga Māori across all courses in proposed programmes of study - Consideration of relevance of courses to local communities and whānau - Improve access to higher education for Māori through a strength-based lens (i.e. physical activity)
Mātauranga Māori and physical activity experts: <ul style="list-style-type: none"> - Dr Ihirangi Heke - Dr Wayne Ngata - Paora Te Hurihanganui - Neavin Broughton 	Support for proposal (with recommendations) <ul style="list-style-type: none"> - Include dedicated courses on te taiao (the environment) and physical activity - Experiential learning of physical activity and hauora
Sport NZ Ihi Aotearoa: <ul style="list-style-type: none"> - Trevor Himona, Group Manager Kahui Rauraki Māori - Tanya Wilson, Kaiwhakahaere Hawaiki Hau - Julie Morrison, Group Manager Strategy, Policy, Invest - Nicola Gamble, Intelligence Manager - Loren Howson, Research & Insights Lead - Neil Snowling, Evaluation Lead - Nicki Ablitt, Group Policy Manager - Jon Saunders, Policy Lead - Scott McKenzie, Play Lead - Fran McEwen, Active Recreation Lead - Alex Chiet, Sport Development Lead - Chris Crichton, Healthy Active Learning Lead - Zanta Jones, Spaces and Places Consultant 	Support for proposal (with recommendations) <ul style="list-style-type: none"> - Current tertiary offerings do not meet needs of future Healthy Active Learning and Tapuwaekura workforce - Need for more targeted development of programmes that produce graduates in physical activity promotion and behaviour change at a policy and community level - Current and future investment into the promotion of “play”, “active recreation” and “sport-for-development” is not reaching its potential due to limited formally recognised education / training pathways to develop the workforce required. - Limited formal training pathways to develop “spaces and places” workforce for the promotion of physical activity
Cross-Government Physical Activity Working Group (consulted as a group rather than individually): <ul style="list-style-type: none"> - Sport New Zealand Ihi Aotearoa - Ministry of Health Manatū Hauora (former) - Health Promotion Agency Te Hiringa Hauora (former) - Ministry of Education Te Tāhuhu o Te Mātauranga - Ministry of Transport Te Manatū Waka - NZ Transport Authority Waka Kotahi - Department of Conservation Te Papa Atawhai - Ministry for Environment Manatū Mō Te Taiao - Ministry for Childre Oranga Tamariki - Ministry of Youth Developmet Te Manatū Whakahiato Taiohi - Office for Seniors Te Tari Kaumātua - Ministry of Social Development Te Manatū Whakahiato Ora - Homes and Communities Kāinga Ora - New Zealand Police Ngā Pirihimana o Aotearoa 	Support for proposal (with recommendations) (NOTE: This is the Advisory Group for Te Hau Kori) <ul style="list-style-type: none"> - Need for an agile workforce that is cross-disciplinary, cross-cultural and cross-sectoral - Currently limited policy-level expertise in effective physical activity promotion across the lifespan and in population groups experiencing inequities - Emphasise strong link between physical activity and wellbeing (hauora) – an opportunity for a strengths-based approach
Territorial Authorities - Local Councils (consulted as a group rather than individually): <ul style="list-style-type: none"> - Local Government Forum (Metro) 	Support for proposal (with recommendations) <ul style="list-style-type: none"> - Changing needs for local government workers not currently being met by existing training pathways (i.e.,

<ul style="list-style-type: none"> - Local Government Forum (Rural) 	<p>recreation deliverers, physical activity promotion, spaces and places expertise and wellbeing focus)</p>
<p>Regional Sports Trusts (consulted as a group rather than individually):</p> <ul style="list-style-type: none"> - Aktive (Sport Auckland) - Nuku Ora (Sport Wellington) - Sport Bay of Plenty - Sport Canterbury - Sport Gisborne - Sport Hawkes Bay - Sport Manawatu - Sport Northland - Sport Otago - Sport Southland - Sport Taranaki - Sport Tasman - Sport Waikato - Sport Wanganui 	<p>Support for proposal (with recommendations)</p> <ul style="list-style-type: none"> - Diverse workforce needs for promoting a broad range of physical activity options in communities is not currently adequately supported by the tertiary sector (i.e., not just delivery of “sport” programmes) - The wide range of stakeholders funding programmes through Regional Sports Trusts needs a diverse workforce (e.g., traditional sports programmes, Green Prescription, Healthy Active Learning, Healthy Families)
<p>National Sports Organisations (consulted as a group rather than individually):</p> <ul style="list-style-type: none"> - Selected organisations that have engaged in research and evaluation about improving participation levels (e.g. Netball, Rugby, Golf, League, Touch, etc) 	<p>Support for proposal (with recommendations)</p> <ul style="list-style-type: none"> - Ongoing needs for workforce to deliver community programmes focussed on promoting participation across the lifespan
<p>New/Current graduate students in the sector:</p> <ul style="list-style-type: none"> - Sophie Parker, Advisor, NZ Major Events - Libby Davenport, Sport NZ Graduate Programme - Leata Connor, Sport NZ Graduate Programme - Olivia Clare, Sport NZ Graduate Programme - Brittany White, Pou Hihiri, Special Projects Lead - Lily Joiner, Sport & Recreation Advisor, Napier City Council 	<p>Support for proposal (with recommendations)</p> <ul style="list-style-type: none"> - A real need for a change in current programmes - More insight into the different roles available across the sector (e.g., external speakers and sector representatives embedded in course programmes) - Increased emphasis on innovation, funding sources, and the importance of collaborative group work - More ‘soft’ skills – relationship management, facilitation/engagement practice beyond theory, - More specific learning in the Mātauranga Māori and tikanga space embedded in the course and through project experience.
<p>Leading academics at universities in Aotearoa NZ:</p> <ul style="list-style-type: none"> - Auckland University of Technology (Professor Erica Hinckson, Professor Lesley Ferkins, Professor Scott Duncan, Dr Isaac Warbrick) - Lincoln University (Professor Paul Dalziel) - Massey University (Professor Sarah Leberman, Assoc. Professor Matthew Barnes, Assoc. Professor Rochelle Stewart-Withers, Dr Bevan Erueti) - University of Auckland (Professor Melody Smith, Dr Blake Bennet) - University of Canterbury (Professor Nick Draper, Sarah-Kate Millar) - University of Otago (Professor Louise Signal, Professor Chris Button, Professor Elaine Hargreaves, Dr Anja Mizdrak, Dr Jeremy Hapeta) - University of Waikato (Professor Holly Thorpe, Dr Robert Townsend) 	<p>Support for proposal (with expected reservations)</p> <ul style="list-style-type: none"> - Discussion about teaching programme development embedded in broader consultation about the development of Te Hau Kori - General recognition of gap in the physical activity promotion space, particularly at the policy level - Reservations about creating competition in a crowded landscape within Aotearoa NZ - Genuine interest in collaboration across universities to create joint research and teaching programmes that meet the needs of the sector in Aotearoa NZ - Ongoing discussion and consultation needed to ensure relationships are maintained and we develop a unique proposition at VUW that is complementary to existing programmes at other Universities
<p>Coordinators of international physical activity promotion tertiary teaching programmes:</p> <ul style="list-style-type: none"> - Professor Adrian Bauman, University of Sydney 	<p>Support for proposal (with recommendations)</p>

<ul style="list-style-type: none"> - Professor Charlie Foster, University of Bristol - Assoc. Professor Karen Milton, University of East Anglia - Assoc. Professor Paul Kelly, University of Edinburgh 	<ul style="list-style-type: none"> - Few examples of courses that are focussed primarily on physical activity promotion (i.e. rather than sport science, exercise physiology, sport management, etc) - Strong Indigenous focus is a unique value proposition that NZ could lead internationally
INTERNAL	
Vice Chancellors Office: <ul style="list-style-type: none"> - Wendy Larner - Heather Kirkwood - Colin Smithies - Leon Bakker 	Met to discuss proposal <ul style="list-style-type: none"> - Supports consideration of Concept Note “out of round” - Supports adaption of proposed programme structure in response to PaMI analyses - Supports potential to integrate other existing and new courses across the university
Office of the Deputy VC (Māori): <ul style="list-style-type: none"> - Meegan Hall 	Met to discuss proposal <ul style="list-style-type: none"> - Te Hau Kori to suggest Te Reo Māori names for new courses for approval
Academic Office - Assistant Vice-Chancellor (Pasifika): <ul style="list-style-type: none"> - Winnie Laban 	Met to discuss proposal <ul style="list-style-type: none"> - Supports potential to attract Pasifika students
Division of Science, Health, Engineering, Architecture and Design Innovation: <ul style="list-style-type: none"> - Andy Newman 	Met to discuss proposal <ul style="list-style-type: none"> - Supports strategic and financial opportunities of proposal
Academic Office: <ul style="list-style-type: none"> - Sue Walbran - Kim Hann 	Met to discuss proposal <ul style="list-style-type: none"> - Supports uniqueness of programme within university, consultation undertaken and available resourcing based on previously approved business case for establishing Te Hau Kori
Centre for Academic Development: <ul style="list-style-type: none"> - Jonathon Flutey - Chulainn Mabbett-Sowerby 	Met to discuss proposal <ul style="list-style-type: none"> - Supports approach to teaching support staff - Supports draft course descriptions
Associate Dean (Academic / Students): <ul style="list-style-type: none"> - Faculty of Health (Annemarie Jutel) - Faculty of Humanities and Social Sciences (Sally Hill) - Faculty of Science (Paul Teesdale-Spittle) - Faculty of Education (Louise Starkey) - School of Business & Government (John Randal) - Faculty of Architecture & Design Innovation (Bruno Marques) 	Informed about proposal <ul style="list-style-type: none"> - Further discussion about collaboration between Health and Education
Communications, Marketing and Engagement: <ul style="list-style-type: none"> - Nina McCullagh - Susan Harrington - Nigel Riley - Varsha Narasimham - Cathy Powley 	Email correspondence about proposal <ul style="list-style-type: none"> - Supports approach to website, marketing and publications for proposed programme
Faculty of Health <ul style="list-style-type: none"> - Dean and Faculty Management Team - School of Health Learning and Teaching committee - Faculty Learning and Teaching Committee - Faculty Board (forthcoming) 	Met to discuss proposal <ul style="list-style-type: none"> - Supports the potential to diversify student body - Compliments current health promotion stream - Supports the introduction of more Mātauranga Māori teaching in the Faculty of Health (i.e. link with Hauora Māori programme being proposed in 2023)
Library - Subject Librarian: <ul style="list-style-type: none"> - Rosemary Rowe - Panna Patel-Gould 	Email correspondence about proposal <ul style="list-style-type: none"> - Access to most relevant academic journal databases already in place (including Sport Discus)
Coordinators of existing courses within the Faculty of Health included in proposed degree programmes: <ul style="list-style-type: none"> - HLWB101 (Annemarie Jutel) - HLWB102 (Fran Kewene) - HLWB203 (Justin Richards) - HLWB206 (Eva Neely) 	Informed about proposal <ul style="list-style-type: none"> - Chris Peace (<i>School of Health</i>) - George Parker (<i>School of Health</i>) - Tosin Popoola (<i>School of Nursing, Midwifery & Health</i>) Email correspondence about proposal

<ul style="list-style-type: none"> - HLWB301 (Annemarie Jutel) - HLWB302 (Rochelle Ellison-Lupena) - HLWB310 (Fran Kewene) - HLWB311 (Aliitasi Su'a) - HLWB513 (Chris Peace) - HLWB505 (George Parker) - HLTH521 (Caz Hales) - HLTH528 (Tosin Popoola) 	<ul style="list-style-type: none"> - Aliitasi Su'a (<i>School of Health</i>) - Caz Hales (<i>School of Nursing, Midwifery & Health</i>) <p>Met to discuss proposal</p> <ul style="list-style-type: none"> - Annemarie Jutel (<i>School of Health</i>) - Justin Richards (<i>Te Hau Kori</i>) - Eva Neely (<i>School of Health</i>) - Rochelle Ellison-Lupena (<i>School of Health</i>) - Fran Kewene (<i>School of Health</i>)
<p>Coordinators of existing courses outside the Faculty of Health included in proposed degree programmes:</p> <ul style="list-style-type: none"> - MAOR123 (Brian Tunui) - EDUC141 (Hannah Waddington) - STAT193 (David Cox) - QUAN102 (John Randal) 	<p>Informed about proposal</p> <ul style="list-style-type: none"> - Hannah Waddington (<i>School of Education</i>) <p>Email correspondence about proposal</p> <ul style="list-style-type: none"> - David Cox (<i>School of Mathematics and Statistics</i>) - John Randal (<i>School of Economics and Finance</i>) <p>Met to discuss proposal:</p> <ul style="list-style-type: none"> - Brian Tunui (<i>Te Kawa a Māui</i>)
<p>Other academic personnel outside Faculty of Health:</p> <ul style="list-style-type: none"> - School of Education (Barrie Gordon) - School of Business & Government (Stephen Cummings) - School of Management (Ben Walker, Erin Roxburgh-Makea) 	<p>Met to discuss proposal</p> <ul style="list-style-type: none"> - Supports the opportunity to integrate other existing and new courses
<p>Student and Campus Living:</p> <ul style="list-style-type: none"> - Karl Whalen - Conor O-Fee - Meredith Price 	<p>Met to discuss proposal</p> <ul style="list-style-type: none"> - Supports the introduction of an academic programme that could compliment the sport and fitness initiatives at the university as well as cater for the interests of student athletes
<p>VUWSA:</p> <ul style="list-style-type: none"> - Matt Ticker (CEO) - Kayla Allen (Educational Officer) 	<p>Support for proposal</p> <ul style="list-style-type: none"> - Can see value of this program for students - Consider having a stall at club's expo to promote to students - More consultation with students could add value
<p>Post-Graduate Student Association</p>	<p>Informed of proposal</p>
<p>Faculty of Health Post-Graduate Students:</p> <ul style="list-style-type: none"> - Liz Mickibben (<i>School of Health</i>) - Susa Burns (<i>Faculty of Health</i>) 	<p>Support for proposal</p> <ul style="list-style-type: none"> - Excited about this new programme - Consider engaging with VUW post graduate students who have experienced being a part of a new degree



Programme amendment cover sheet

Proposal name	Amend entry requirements for the Master of Applied Linguistics and Master of TESOL		
Proposer	Jonathan Newton		
Faculty	Humanities and Social Sciences		
Summary	Amend entry requirements for the Master of Applied Linguistics and Master of TESOL		
Year	2023		
Reference	MAppLing/1, MTESOL/1		
CONSULTATION	Person consulted	Summary and reference	
Academic Office	Linda Roberts	No issues identified	
Associate Dean	Sally Hill	Feedback incorporated	
CAD	Amanda Wood	No issues identified	
Course Admin.	Teresa Schischka	No issues identified	
Faculty Admin.	Noeleen Williamson	Feedback incorporated	
Library	Leila Torrington	No issues identified	
PAMI	Heather Kirkwood	Feedback incorporated	
Toihuarewa	Brian Tunui (FAC)	No issues identified	
School Admin.	Bernie Hambleton	No issues identified	
Student Finance	Paige Jarman	No issues identified	
Students	FAC	No issues identified	
WUI	Roger Shew	No issues identified	
APPROVAL	Authority	Date	Recorded by
Head of School	Averil Coxhead	3/11/2023	Catherine Townsend
Fac. Acad. Cttee.	Sally Hill	23/11/23	Catherine Townsend
Faculty Board	Sarah Leggott	30/11/2023	Catherine Townsend
Acad. Prog. Committee	APC	13/02/2024	Pam Green
Academic Board			
CUAP			

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



Programme amendment

Proposal name	Amend entry requirements for the Master of Applied Linguistics and Master of TESOL
Faculty	Humanities and Social Sciences
CUAP Category	6.1
Year effective from	2024

A1 Purpose

1. To amend the entry and general requirements for the Master of Applied Linguistics and its nested qualifications
2. To amend the entry and general requirements for the Master of TESOL and its nested qualifications
3. To introduce a new course, LALS 560 *Language Teaching Practice*

A2 Justification

The LALS 180-point MA in TESOL and Applied Linguistics degrees were established at a time when the standard points value for a master's degree was 240-points. To 'top-up' the remaining 60 points, credit was given for prior learning based on the entry requirement of 'At least two years of professional experience in language education or a related field'. Subsequently, 180-point Master's have become standard across New Zealand and so teaching experience no longer constitutes prior learning credit.

A comprehensive survey of similar programmes in Aotearoa New Zealand, Australia, the UK, and North America suggests that most either do not require teaching experience for entry or offer a shorter and separate programme for those without teaching experience.

Due to the above considerations, we propose the following amendments to remove the requirement for 'at least two years of professional experience in language education or a related field' and to introduce a new course, LALS 560 which will be required for students with no teaching experience and will provide them the teaching practice that they need.

A3 Proposed amendments

Amend the entry requirements for the Master of Applied Linguistics (page 345-346 of the 2023 VUW Calendar):

Master of Applied Linguistics

MAppLing (180 points)

Postgraduate Certificate and Diploma in Applied Linguistics

PGCertAppLing (60 points), PGDipAppLing (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 MAppLing degree, PGDipAppLing, or PGCertAppLing shall have:

(i) completed a Bachelor's degree (or equivalent qualification) with a B grade average or better in Linguistics, English Language, Education, or a language other than English (or another relevant degree); and

(ii) been accepted by the programme director as capable of proceeding with the proposed course of study; ~~and~~

~~(iii) at least two years of professional experience in language education or another area of applied linguistics or a related field.~~

(b) Requirement (a)(i) may be waived by the Associate Dean (Students) in the Wellington Faculty of Humanities and Social Sciences for a candidate who has had extensive practical, professional, or scholarly experience that provides an equivalent level of preparation

~~(c) Requirement (a)(iii) may be waived by the programme director in exceptional circumstances. Applicants with limited or no relevant experience will be considered on a case-by-case basis and may be expected to complete some bridging courses depending on the nature of their previous qualifications.~~

General requirements

2.(a) Except as provided for in 2(d) and 4, the course of study for the MAppLing shall consist of courses worth a total of 180 points including: ~~LALS 540, 541, and 150 further points from LALS 510-584.~~

(i) LALS 560

Note: LALS 560 will not be required for students who have completed at least two years of professional experience in language education or a related field

(ii) LALS 540, 541

(iii) Further points from LALS 510-584

(b) Except as provided for in 2(d) and 4, the course of study for the PGDipAppLing shall consist of courses worth a total of 120 points including: ~~LALS 540, 541, and 90 further points from LALS 510-583.~~

(i) LALS 560

Note: LALS 560 will not be required for students who have completed at least two years of professional experience in language education or a related field

(ii) LALS 540, 541

(iii) Further points from LALS 510-583

(c) Except as provided for in 4, the course of study for the PGCertAppLing shall consist of courses worth a total of 60 points including ~~LALS 540 or 541 and 45 further points from LALS 510-583.~~

(i) LALS 560

Note: LALS 560 will not be required for students who have completed at least two years of professional experience in language education or a related field

(ii) LALS 540, 541

(iii) Further points from LALS 510- 5832

(d) A candidate who has previously completed a DipTESOL or equivalent qualification, or a BA(Hons) or equivalent in a relevant subject may be exempt from up to 60 points from 2(a)

3.(a) A candidate who has been awarded the PGCertAppLing or PGDipAppLing shall abandon that qualification on being awarded the MAppLing.

(b) A candidate who has been awarded the PGCertAppLing shall abandon that qualification on being awarded the PGDipAppLing.

Substitution of courses

4.(a) ~~LALS 560 will not be required in 2(a), (b) or (c) above for students who have completed at least two years of professional experience in language education or a related field.~~

(b) The programme director may permit LALS 540 and/or 541 to be replaced by other 500-level LALS courses where a candidate for MAppLing or PGDipAppLing has already covered equivalent material.

(c) A candidate may, with the permission of the programme director, substitute other relevant courses offered at the same or higher level for:

(i) up to 60 points of elective LALS courses within MAppLing

(ii) up to 30 points of elective LALS courses within PGDipAppLing

(iii) up to 15 points within PGCertAppLing.

Award of Distinction or Merit

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

Amend the entry requirements for the Master of TESOL (page 348 of the 2023 VUW Calendar):

Master of TESOL

M TESOL (180 points)

Postgraduate Certificate and Diploma in TESOL

PGCertTESOL (60 points), PGDipTESOL (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 M TESOL, PGCertTESOL, or PGDipTESOL shall have:

(i) completed a Bachelor's degree (or equivalent qualification) with a B grade average or better in Linguistics, English Language, Education, or a language other than English (or another relevant degree); and

(ii) been accepted by the programme director as capable of proceeding with the proposed course of study. ~~and~~

~~(iii) completed at least two years of professional experience in language education or a related field.~~

(b) Requirement (a)(i) may be waived by the Associate Dean (Students) in the Wellington Faculty of Humanities and Social Sciences for a candidate who has had extensive practical, professional, or scholarly experience that provides an equivalent level of preparation

~~(c) Requirement (a)(iii) may be waived by the programme director in exceptional circumstances. Applicants with limited or no relevant experience will be considered on a case-by-case basis and may be expected to complete some bridging courses depending on the nature of their previous qualifications.~~

General requirements

2. (a) The course of study of a candidate for the MTESOL shall consist of **courses worth a total of 180 points including:**

(i) **LALS 560**

Note: LALS 560 will not be required for students who have completed at least two years of professional experience in language education or a related field

(ii) Three courses from LALS 510, 511, 515, 521–524, 529, 531

(iii) Two courses from LALS 512, 513, 530, 544, 563

(iv) Two courses from LALS 520, 525, 542

(v) A further 75 points from LALS 510–584*

(b) The course of study **for the** PGDipTESOL (120 points) shall consist of an approved programme of study as follows:

(i) **LALS 560**

Note: LALS 560 will not be required for students who have completed at least two years of professional experience in language education or a related field

(ii) Three courses from LALS 510, 511, 515, 521–524, 529, 531

(iii) Two courses from LALS 512, 513, 530, 544, 563

(iv) One course from LALS 520, 525, 542

(v) A further 30 points from LALS 510–583~~2~~.

(c) The course of study for the PGCertTESOL (60 points) shall consist of an approved course of study as follows:

(i) **LALS 560**

Note: LALS 560 will not be required for students who have completed at least two years of professional experience in language education or a related field

(ii) Two courses from LALS 510, 511, 515, 521–524, 529, 531

(iii) One course from LALS 512, 513, 530, 544, 563

(iv) One course from LALS 520, 525, 542.

(d) The head of school may approve special topics, LALS 516–519 as meeting one or more of the requirements in (a), (b), and (c) ~~(ii)-(iv) (i)-(iii)~~.

(e) *An MTESOL candidate permitted to enrol in the thesis LALS 584 will be exempt one course from ~~(a)(i)-(iii)~~ ~~(ii)-(iv)~~ .

(f) Candidates for a MTESOL with a DipTESOL or equivalent qualification, or with a BA(Hons) or equivalent in a relevant subject, may be exempt from up to 60 points from the requirement in (a)(iv) .

~~(g) Where a candidate has already covered material equivalent to a course listed in 2 (a), (b), (c) (ii)-(iv) (i)-(iii), the head of school will substitute that requirement with an appropriate course or courses.~~

3.(a) A candidate who has been awarded the PGCertTESOL or PGDipTESOL shall abandon that qualification on being awarded the MTESOL.

(b) A candidate who has been awarded the PGCertTESOL shall abandon that qualification on being awarded the PGDipTESOL.

Substitution of courses

4.(a) **LALS 560 will not be required in 2(a), (b) or (c) above for students who have completed at least two years of professional experience in language education or a related field.**

~~(b) Where a candidate has already covered material equivalent to a course listed in 2 (a), (b), (c) (ii)-(iv) (i)-(iii), the head of school will substitute that requirement with an appropriate course or courses.~~

(c) The head of school may approve the substitution of up to 60 points for the MTESOL, up to 30 points for the PGDipTESOL and up to 15 points for the PGCertTESOL, by appropriate or above level courses from this university or equivalent courses from another university.

Award of Distinction or Merit

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

Amend the Schedule to the Master of Applied Linguistics and Master of TESOL Regulations on page 346/347 of the 2023 VUW Calendar:

Course	Title	Pts	P/X
LALS 560	Language Teaching Practice	15	P permission of programme director

A4 Implications and resources

Academic staff

Taught by existing staff.

Library

No implications for library resources as library holdings of books and journals in this area are very adequate.

Teaching facilities and support

Students taking the new course (LALS560) will observe language classes in the English Language Institute. The director and staff of the English Language Institute have been consulted and support this proposal. Teaching facilities and support are already in place.

Anticipated enrolments

15

Administrative implications

The administration of this course will be part of the regular duties of the Programme Director and Post-Graduate Administrator in LALS. The Student Success team will be advised by the programme of the students that are required to complete LALS560.

Programme or course limitations / selection criteria

Master's programs in TESOL typically attract practising teachers who complete the degree as an in-service qualification or as a step towards PhD study. For this reason, we anticipate the demand for the new teaching practice course to be relatively modest. We do not see this course exceeding 20 students, but if it does, we would consider offering the course in multiple trimesters.

Fee implications

None, should be usual set-up for a LALS course.

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 changes.

Transitional arrangements and other consequential changes

No transitional arrangements are necessary as this change will not have an effect on existing students.

Internships, field trips and other external arrangements

N/A

A5 Te Tiriti o Waitangi

The Applied Linguistics/TESOL programme affirms its commitment to fulfilling Te Herenga Waka – Victoria University of Wellington's obligations under Te Tiriti o Waitangi through discussion of te reo Māori, and language use in Māori contexts, as appropriate in its courses. This is unchanged by this proposal. We recognise and embrace the multilingual identities of our students, while we acknowledge the dominance of English in education and society. LALS is also committed to interactive learning in pairs and groups which places value on building relationships, learning through talking and working together as learners and teachers. The reciprocity in teaching and learning is central to Ako. We aim to provide an enjoyable, supportive and equitable environment in our postgraduate qualifications which ready our students for work as language teachers.

A6 Consultation

No consultation with other academic or professional bodies required or undertaken.

Course Description: LALS 560 (2025, T1)

Course title	Language Teaching Practice		
Short title	Language Teaching Practice	Point value	15
Course coordinator	Averil Coxhead	NZQF level	9
Qualification schedule:	MTESOL, MAppLing		
Prerequisites, corequisites, restrictions	P permission of programme director		
Prescription	This course provides practical experience of classroom teaching of English as an additional language, involving reflective observation and delivery of lessons. Students learn to design and teach lessons for English language learners, and to plan lessons at an appropriate level for learners. Students engage with and apply a range of appropriate language teaching strategies. The course promotes critical reflection on the learning and teaching process.		
Student workload hours	150	Contact Hours	
Teaching/learning summary			(e.g. 36 hrs)
Students attend and participate in weekly seminars, create and deliver two lessons to peers, observe language teaching (8 hours over the term) and reflect on their experiences.		Seminars	20
		TOTAL	20
Course learning objectives (CLOs)	Students who pass this course will be able to:		
1	Critically reflect on language learning lessons through classroom observations		
2	Plan, design and deliver lessons for English language learners		
3	Critically evaluate language teaching approaches, materials, and learning activities		
Assessment items and workload per item		%	CLO(s)
1	Critical reflection on 8 observed lessons (1000 words)	20%	1
2	15-minute lesson to peers using pre-existing materials plus written reflection (700-800 words)	20%	2
3	15-minute lesson to peers using original materials plus written reflection (700-800 words)	20%	2
4	Critical reflection on language teaching approaches, materials and learning tasks (1500 words)	40%	3
Mandatory course requirements	In addition to achieving an overall pass mark of 50%, students must:		
Obtain a mark of at least 50% on Assessments 2 and 3. Rationale: Students without teaching experience take the course to gain such teaching experience, so this is a key aspect of the course.			

Major/Programme attribute	CLO(s)
1 Ability to prepare and critically assess teaching materials	3

2	Understand the central concepts and theories of the professional Aield of TESOL, including current issues and debates	1, 3
3	Apply the methodological approaches of TESOL to a specific language teaching context	2
4	Demonstrate a recognition of the importance of communication as a medium for extending learning, creating understanding, negotiating and collaborating with others	2



Programme amendment cover sheet

Proposal name	Amend the name of the Religious Studies major		
Proposer	Sara Rahmani		
Faculty	Humanities and Social Sciences		
Summary	Amending the title of Religious Studies to Study of Religion		
Year	2023		
Reference	BA/28, BA(Hons)/1, MA/1, PGDipArts/1		
CONSULTATION	Person consulted	Summary and reference	
Academic Office	Linda Roberts	Feedback incorporated	
Associate Dean	Sally Hill	Feedback incorporated	
CAD	Amanda Wood	No issues identified	
Course Admin.	Teresa Schischka	No issues identified	
Faculty Admin.	Noeleen Williamson	No issues identified	
Library	Leila Torrington	Feedback incorporated	
PAMI	Heather Kirkwood	No issues identified	
Toihuarewa	Brian Tunui	No issues identified	
School Admin.	Kate Gerrard	No issues identified	
Student Finance	Paige Jarman	No issues identified	
Future Students	Tessa Hope	Feedback provided	
Students	FAC/FB	No issues identified	
APPROVAL	Authority	Date	Recorded by
Head of School	Kevin Dew	8/11/2023	Catherine Townsend
Fac. Acad. Cttee.	Sally Hill	9/11/2023	Catherine Townsend
Faculty Board	Sarah Leggott	30/11/2023	Catherine Townsend
Acad. Prog. Committee	APC	13/02/2024	Pam Green
Academic Board			
CUAP			

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



Programme amendment

Proposal name	Amend the name of the Religious Studies major
Faculty	Humanities and Social Sciences
CUAP Category	6.1.8
Year effective from	2024

A1 Purpose

1. To change all references of 'Religious Studies' to 'Study of Religion' in the VUW Calendar, including the Bachelor of Arts, Bachelor of Arts (Honours), Master of Arts, Postgraduate Diploma of Arts, as set out in section A3.

A2 Justification

The *Study of Religion* is widely used as a descriptor for the critical study of religions. The proposal is being made for the following reasons: 1) to align the current Religious Studies major/minor with similar programmes internationally; 2) to more clearly convey course content and pathways to current and prospective students; 3) to enhance the legibility of the programme and its situatedness within social sciences for domestic and international students.

A3 Proposed amendments

Amend the 2023 VUW Calendar as follows:

Amend the name of the major in the BA (page 326):

~~Religious Studies~~ **Study of Religion** (RELI)

120 points from RELI 100–399 including:

- (a) 40 points from RELI 200–299
- (b) 40 further points from RELI 300–399

Amend the name of the subject in the BA(Hons) (page 329):

2. The subjects for the BA(Hons) and their prerequisites are as follows.

Group I

Subjects: Art History, Asian Studies, Classical Studies, Criminology, Cultural Anthropology, Education, English, Film, Greek, History, International Relations, Latin, Linguistics, Media Studies, Music, Pacific Studies, Philosophy, ~~Religious Studies~~ **Study of Religion**, Sociology, Theatre.

Prerequisite: The BA major requirements for this subject as listed in section 2 of the BA regulations.

Amend the subject requirement in the BA(Hons) (page 332):

~~Religious Studies Study of Religion~~ (RELI)
RELI 489 and 90 points from RELI 401–488

Amend the subject for the MA (page 340):

2. The subjects for the MA and their prerequisites are as follows:

Group I

Subjects: Art History, Asian Studies, Chinese, Classical Studies, Criminology, Cultural Anthropology, Economics, Education, English, Film, French, Geography, German, History, International Relations, Italian, Japanese, Linguistics, Māori Studies, Mathematics,

Media Studies, Music, Pacific Studies, Philosophy, Political Science, Psychology, Public Policy, ~~Religious Studies Study of Religion~~, Sociology, Spanish, Theatre.

Amend the subject for the PGDipArts (page 341):

2. The subjects for the PGDipArts and their prerequisites are as follows:

Subjects: Art History; Asian Studies; Chinese; Classical Studies; Criminology; Cultural Anthropology; Economics; Education; English; Film; French; Geography; German; Greek; History; International Relations; Italian; Japanese; Latin; Māori Studies; Mathematics; Media Studies; Modern Language Studies; Music; Pacific Studies; Philosophy; Philosophy, Politics and Economics; Political Science; Psychology; Public Policy; ~~Religious Studies Study of Religion~~; Social Policy; Sociology; Spanish; Theatre.

Amend the subject requirements for the PGDipArts (page 343):

~~Religious Studies Study of Religion~~ (RELI)

120 points from RELI 401–488, including RELI 401

A4 Implications and resources**Academic staff**

No implications as the courses will be taught by current staff.

Library

The subject librarian has confirmed that there are no implications for the Library, which is supportive of the change.

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

There will be minor resource implications (workload, capacity and financial) for the Student Success team in terms of advising students.

Programme or course limitations / selection criteria

n/a

Fee implications

No implications.

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

The expectation of current students that they will be able to adopt the new major (if approved) or graduate using the old major title will need to be managed – see Transitional Arrangements below. Students will be advised of the new major title via Nuku and through in-class notices.

Internships, field trips and other external arrangements

n/a

A5 Te Tiriti o Waitangi

The Religious Studies staff are committed to honouring our obligations under Te Tiriti o Waitangi and the University's governance documents. We wish to ensure that all curriculum developments respect and nurture Māori student participation, and that we foster a curriculum that provides Māori content, perspectives and a supportive pathway. The proposal to rename the existing Religious Studies major and minor will not change course content and RELI staff remain committed to fostering a creative and supportive environment for Māori students.

A6 Consultation

Consultation as appropriate



Programme amendment cover sheet

Proposal name	Revised MREM major; two new MAOR courses		
Proposer	Maria Bargh		
Faculty	Humanities and Social Sciences		
Summary	Amend the title and code of the MREM major/minor and introduce two new courses to the BA Schedule		
Year	2024		
Reference	BA/14		
CONSULTATION	Person consulted	Summary and reference	
Academic Office	Linda Roberts	Feedback incorporated	
Associate Dean	Sally Hill	Feedback incorporated	
CAD	Amanda Wood	No concerns with proposal	
Course Admin.	Teresa Schischka	No issues identified	
Faculty Admin.	Noeleen Williamson	No concerns with the proposal	
Library	Marty King	No issues identified	
PAMI	Heather Kirkwood	No concerns with the proposal.	
Toihuarewa	Meegan Hall	Feedback incorporated	
School Admin.	Francine McGee	I support the proposal	
Student Finance	Paige Jarman	No concerns with the proposal	
Students	FAC/FB	No issues identified	
APPROVAL	Authority	Date	Recorded by
Head of School	Mike Ross	3/11/2023	Catherine Townsend
Fac. Acad. Cttee.	Sally Hill	9/11/2023	Catherine Townsend
Faculty Board	Sarah Leggott	30/11/2023	Catherine Townsend
Acad. Prog. Committee	APC	13/02/2024	Pam Green
Academic Board			
CUAP			

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



Programme amendment

Proposal name	Revised MREM major; two new MAOR courses
Faculty	Humanities and Social Sciences
CUAP Category	CUAP 6.1.8
Year effective from	2024

A1 Purpose

1. To replace the Māori Resource Management (MREM) major and minor name with a new name, Kaitiakitanga (KAIT).
2. To introduce a new subject code, KAIT
3. To introduce two new courses to the BA schedule and the KAIT major — MAOR 204 He Pā Mataora/A Living Pā and MAOR 218 Tirohanga Ahumahi / Sustainable Māori economies — and add the existing MAOR 216 course to the KAIT major
4. To remove MGMT 200-299 and MAOR 222 from the KAIT major.
5. To make minor changes to two existing courses, MAOR 301 and MAOR 316.

A2 Justification

1. The major in Māori Resource Management (MREM) was first introduced in the late 1990s. A recent survey of Māori studies students and an internal review of the curriculum by Te Kawa a Māui staff suggest that it needs a refresh to better reflect the current and future context. The concept of kaitiakitanga is now commonly used to describe Māori connections with physical and social environments and better reflects the values, theories and practices taught in the major. It is therefore proposed as a more appropriate overarching name for the major and minor.
2. To ensure the courses offered as part of the KAIT major reflect an increased focus on mātauranga Māori in relation to stewardship and sustainability, two new courses are proposed: MAOR 218 Tirohanga Ahumahi / Sustainable Māori economies will explore Māori values and practices as they relate to the Māori economy and MAOR 204 He Pā Mataora/A Living Pā will draw on the learnings and inspiration of the Living Pā to share tikanga and mātauranga Māori around regeneration and responding to climate change. It is also proposed that MAOR 216 be added to the list of electives courses as te Tiriti o Waitangi underpins many of the principles and practices that will be covered in the KAIT major.
3. The removal of the MGMT courses from the KAIT major reflects a shift away from a more business oriented 'resource management' approach and a move towards more Māori-informed notions of leadership and development, as requested in the student survey. It was also not a popular pathway for students, attracting only 14 MREM students over the last five years (1 x 2019, 3 x 2020, 6 x 2021, 2 x 2022, 2 x 2023). Instead, MAOR 301, MAOR 316 and the proposed new MAOR 218 course will cover material relating to Māori approaches to management and governance. Re the removal of MAOR 222, the inclusion of three more 200-level courses in the KAIT major means that the MAOR 222 course is no longer deemed necessary to ensure a selection of courses is available and will instead remain as part of the MAOR major.

4. The minor changes proposed for MAOR 301 and 316 are to:
- Update their names to better reflect the design and focus of the courses
 - Change the format of MAOR 301 to make the course more accessible to a wider range of students, including those working full- or part-time
 - Amend the prerequisite for MAOR 316 to MAOR 216 Te Tiriti o Waitangi to ensure students are better prepared to undertake the MAOR 316 course.

A3 Proposed amendments

On page 170 & 171 (Combined Undergraduate Schedule) of the 2023 Calendar, add/amend as below

MAOR 204	He Pā Mataora / A Living Pā	20	P 20 100-level MAOR pts	BA(A)
MAOR 218	Tirohanga Ahumahi / Sustainable Māori economies	20	P 20 100-level MAOR pts	BA(A)
MAOR 301	He Mana Taiao, He Ritenga Tangata Tā Te Māori Whakahaere Rauemi / Māori Resource Management	20	P 20 200-level MAOR pts or GLBL201; X MAOR 215	BA(A)
MAOR 316	Te Mana me te Rangatiratanga Tōrangapū Māori / Māori Politics	20	P MAOR 216 20-200-level MAOR pts or POLS 200-399 or GLBL 201; X POLS 316	BA(A)

On page 323 (BA) of the 2023 Calendar, add as below

Major subject requirements

~~Māori Resource Management (MREM) Kaitiakitanga (KAIT) -~~

- MAOR 123 and 40 points from (MAOR 101, 102, 111, 112)
- 40 points from (MAOR 202, 203, 204, 216, 217, 218, ~~222~~)
- ~~At least 15 further points from (MAOR 202, 203, 217, 222, MGMT 200-299)~~
- ~~(c)~~ (c) MAOR 301 and one of (MAOR 302, 316)

On page 325 (BA) of the 2023 Calendar, add as below

Minor requirements

3. (b) The following minors must include the specific courses listed:
- ~~Māori Resource Management (MREM) Kaitiakitanga (KAIT)~~—MAOR 301 and 40 further points from the 200- and 300-level requirements for the major

A4 Implications and resources

Academic staff

Existing staff who have been recently appointed will develop and coordinate the two new courses and no new staff are required.

Library

No new library resources will be required.

Teaching facilities and support

Teaching space for the two new courses will be required but it is anticipated that they will both be accommodated within the Living Pā building due to open in late 2024.

Anticipated enrolments

We anticipate that both courses will attract ~40 enrolments each, particularly once the Living Pā is open in late 2024.

Administrative implications

School, Faculty and Tītoko staff will advise students during advising sessions or when processing enrolment applications.

Programme or course limitations / selection criteria

n/a

Fee implications

No implications.

Website and publication amendments

All publications and systems (web and enrolment, Banner/Student Records, MyDegree, etc.) will need to be updated to reflect the new name for the major and minor, the introduction of the two new courses and the changes for the two existing courses, as per their course description forms.

Transitional arrangements and other consequential changes

Existing MREM students will be given the opportunity to complete their major or minor under the current provisions or switch to the new KAIT major. From 2025 onwards, new enrolments will only be accepted for the KAIT major and minor.

Internships, field trips and other external arrangements

n/a

A5 Te Tiriti o Waitangi

The entire refresh of this major is to put greater emphasis on the kaitiakitanga principle deriving from Te Tiriti o Waitangi and keep pace with developments in te ao Māori. The inclusion of a new course on Māori ways of thinking about and practicing economic activity mirrors the increase in post-Treaty settlement entities and growing interest in concepts such as co-governance. The development of a new course focused on the Living Pā provides an opportunity to teach students about the blend of mātauranga Māori and restorative practices that underpin not only the construction but also the ongoing usage of the facility (Iho outcome: Manaakitanga—Mai i te Iho ki te Pae). The proposed amendments to existing courses are to better reflect the current theories, practices, and language around Māori leadership and relationships with whenua and other taonga. We expect these changes to not only attract greater numbers of Māori students to our programme

but also support their identity development as Māori (Iho outcome: Akoranga —Mai i te Iho ki te Pae).

A6 Consultation

Consultation as required

Course Description: MAOR 204 (2025,T1)

Course title	He Pā Mataora / A Living Pā		
Short title	He Pā Mataora	Point value	20
Course coordinator	tbc	NZQF level	6
Qualification schedule:	BA(A)		
Prerequisites, corequisites, restrictions	P 20 100-level MAOR pts		
Prescription	Māori communities are balancing cultural and environmental responsibilities to look after Papatūānuku, adapt to climate change, and live and prosper more sustainably. Drawing on mātauranga Māori and learnings from the Living Pā building process, He Pā Mataora is about finding practical ways to truly live by Māori principles and Tiriti obligations, learn from the past, understand how tupuna Māori lived through previous environmental challenges, and work towards a pae tawhiti (future) of living lightly.		
Student workload hours	200	Contact Hours	
Teaching/learning summary 1 x 50-min face-to-face lecture per week (which will be recorded and available for students to watch later) plus 1 x 2-hour face-to-face workshop per week for 12 weeks.		Lectures	12
		Workshops	24
		Seminars	
		Labs/Studios	
		TOTAL	36
Course learning objectives (CLOs)	Students who pass this course will be able to:		
1	Evaluate key principles that underpin holistic Māori regenerative practices.		
2	Explain how to shift into more climate adaptive and resilient practices without compromising on tikanga and kawa.		
3	Apply Māori regenerative principles and practices in their own context.		
Assessment items and workload per item		%	CLO(s)
1	Reflective assignment (500 words)	15%	1
2	Essay (2,000 words)	35%	1, 2
3	Project (~2,500 words)	50%	1, 2, 3
Mandatory course requirements	In addition to achieving an overall pass mark of 50%, students must:		
n/a			

Course Description: MAOR 218 (2025,T2)

Course title	Tirohanga Ahumahi / Sustainable Māori Economies		
Short title	Tirohanga Ahumahi	Point value	20
Course coordinator	Brian Tunui	NZQF level	6
Qualification schedule:	BA(A)		
Prerequisites, corequisites, restrictions	P 20 100-level MAOR pts		
Prescription	This course applies a tikanga lens to explore sustainable aspects of the Māori economy, business and investment. Students will consider practical examples of how tikanga works in theory and practice, the impact on whānau, hapū and iwi, and the implications for Aotearoa New Zealand. They will also investigate the structures and entities that Māori businesses use, learn how decisions are made, and consider other indigenous approaches.		
Student workload hours	200	Contact Hours	
Teaching/learning summary		Lectures	12
1 x 50-min face-to-face lecture per week (which will be recorded for students to watch later) plus 1 x 2-hour face-to-face workshop per week for 12 weeks.		Workshops	24
		Seminars	
		Labs/Studios	
		TOTAL	36
Course learning objectives (CLOs)	Students who pass this course will be able to:		
1	Evaluate key sustainable practices that underpin Māori economic activity and environments.		
2	Explain decision-making and relationship building practices in the context of Māori economies.		
3	Apply Māori values and practices in Māori economic contexts.		
Assessment items and workload per item		%	CLO(s)
1	Reflection piece (800 words)	15%	1
2	Evaluation exercise (1500 words)	35%	1, 2
3	Case study (~2500 words)	50%	1, 2, 3
Mandatory course requirements	In addition to achieving an overall pass mark of 50%, students must:		
n/a			

Course Description: MAOR 301 (2025,T1)

Course title	Tā Te Māori Whakahaere Rauemi He Mana Taiao, He Ritenga Tangata / Māori Resource Management		
Short title	He Mana Taiao	Point value	20
Course coordinator	Maria Bargh	NZQF level	7
Qualification schedule:	BA (A)		
Prerequisites, corequisites, restrictions		P 20 200-level MAOR pts or GLBL 201; X MAOR 215	
Prescription	This course starts by looking at Māori ownership and mana over environmental resources and some of the challenges presented by the Crown to that mana. It moves to examine the current laws which govern Māori land and resources such as the Resource Management Act and the Local Government Act. The course then explores how iwi are balancing economic development and environmental concerns in the development of specific resources such as oil, freshwater and fisheries and how this is unique in a post-settlement context. It also looks to the international context and asks what Māori resource management has in common with the management practices of other indigenous peoples.		
Student workload hours	200	Contact Hours	
Teaching/learning summary		Lectures	~10
2 x 2-day weekend wānanga (7 hours per day), one at the start of the course and the other at the end of the course, plus ~20 online lectures posted across the 12 weeks of the course.		Wānanga	28
		Seminars	
		Labs/Studios	
		TOTAL	38
Course learning objectives (CLOs)		Students who pass this course will be able to:	
1	identify and explain five tikanga Māori concepts and how they are manifest in an environmental context.		
2	critically evaluate competing definitions of, and approaches to, resource management.		
3	analyse the kaitiaki role that hapū, iwi, and Māori have played in the governance of te taiao.		
4	apply a te ao Māori approach to research a Māori resource management kaitiakitanga problem and effectively communicate that research.		
Assessment items and workload per item		%	CLO(s)
1	Essay 1 (3000 words)	30%	3, 4
2	Essay 2 (3000 words)	30%	4
3	Test (2 hours)	25%	1, 2
4	In-class presentation (15 mins)	15%	3
Mandatory course requirements		In addition to achieving an overall pass mark of 50%, students must:	
Make a credible attempt at and submit all assessment items to ensure that students satisfy the CLOs by engaging in a variety of learning and assessment activities associated with this course.			

Course Description: MAOR 316 (2024,T2)

Course title	Tōrangapū Māori Te Mana me te Rangatiratanga / Māori Politics		
Short title	Māori Politics	Point value	20
Course coordinator	Maria Bargh	NZQF level	7
Qualification schedule:	BA(A)		
Prerequisites, corequisites, restrictions	P 20-200-level MAOR pts or POLS 200-299 or GBL 201 MAOR 216; X POLS 316		
Prescription	This online course examines a range of Māori political structures, movements, ideologies and visions. Students will also explore Māori politics in relation to Pacific and international Indigenous contexts. The themes covered in the course include Tino Rangatiratanga and Sovereignty, nationalism, Liberal democracy, Local governance, Iwi governance, Pacific and Indigenous contexts. This course is also able to be taken towards majors in MREM KAIT , INTP or POLS.		
Student workload hours	200	Contact Hours	
Teaching/learning summary		20 short online lectures	8
This course will be delivered fully online, via synchronous and asynchronous curated content, with no on-campus activities. Direct interaction with the course coordinator will be continually available, and encouraged, through the Nuku online learning interface. Students will be required to view pre-recorded online lectures, read set texts, participate in an online discussion forum, undertake additional relevant research, and complete the course assessment.		10 longer online lectures	8
		Online discussion board	20
		TOTAL	36
Course learning objectives (CLOs)	Students who pass this course will be able to:		
1	identify Māori political philosophies and traditions.		
2	differentiate between types of Māori political entities and their contexts.		
3	identify political theories that impact on Māori in contemporary political debates.		
4	compare Māori politics with that of other Indigenous peoples.		
5	critically evaluate which forms of political, constitutional and government arrangements might better support Māori political rights.		
6	demonstrate an ability to articulate their own ideas relating to Māori politics in a scholarly manner in written forms.		
Assessment items and workload per item		%	CLO(s)
1	Five quizzes (worth 5% each)	25%	1, 2
2	Blog (500-800 words)	20%	2, 4, 5
3	Module Written Assignment (800-1000 words)	20%	1, 3, 4, 5
4	Essay (2500-3000 words)	35%	3, 4, 5
Mandatory course requirements	In addition to achieving an overall pass mark of 50%, students must:		
Achieve a pass mark of at least 50% in the essay.			



Te Herenga Waka – Victoria University of Wellington Academic Board

**Minutes of the meeting held at 1.00 pm on
7 November 2023**

This meeting was conducted face-to-face in Lecture Theatre VSLT1, Te Aro Campus

The meeting opened with a karakia.

66.23 Apologies, welcomes and farewells

Professor Nic Smith, Convenor, opened the meeting.

The apologies were taken as read.

The Convenor gave welcomes, thanks and farewells.

Welcome to: Professor Bryony James, Provost, Dr Logan Bannister, Deputy Vice-Chancellor (Students) and Dr Ben Egerton, elected Non-professorial Faculty Representative for Education.

A moment of silence was held to acknowledge the death of Academic Board member, Dr Fabian Westermann

67.23 Part B of the agenda – items brought forward

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

68.23 Vice-Chancellor Oral Report

The Vice-Chancellor acknowledged the difficult work that had been required on the Financial Sustainability Proposal, however the time is near when a line can be drawn beneath it and the University can look to the future. As a result of this work, things are now tracking on a more sustainable course, although this still depends on a satisfactory enrolment result. Currently there is cause for a degree of cautious optimism with both domestic and international enrolments for 2024 looking positive and applications for accommodation up on the same time in 2022.

The time is right to begin strategic conversations and the session later in the meeting on creative and innovative ideas to make the University more compelling to domestic undergraduate students is one the Vice-Chancellor expressed enthusiasm for. He thanked board members who had participated in putting forward their ideas.

With the change of government, briefings have been prepared for incoming ministers to articulate the issues faced by the University. The opportunity to speak with the new Minister and education spokespeople will be taken at the first chance to discuss the sector review and

key issues covered in the briefing. The VC confirmed that the briefing will be available on the University's website.

With the exception of a new Deputy Vice-Chancellor, Academic (with recruitment in its final stages), the leadership team is complete. It was recently gifted by the Deputy Vice-Chancellor Māori and Engagement a Māori name - Te Hiwa. All members of Te Hiwa will present to staff at forums on Tuesday and Wednesday of this week. The forums will focus on three key initiatives 1) Creating time, space and clarity for our work, 2) Growing our revenue to invest in our capability, and 3) Connecting our ecosystems to create opportunities. The forums will be interactive and introduce the new leadership approach, one where Te Hiwa is more visible, less isolated and operating in an open and transparent way. The forums will kick off a theme of surfacing debate and engaging in discussion as the future strategic direction and vision of the University is developed.

The Vice-Chancellor acknowledged Cathy Powley and her team, and all in the University community who have contributed to the huge amount of mahi to bring about a successful open day and subsequent work to attract students. Ongoing focus over the next three months is critical to ensure the conversion of admitted students to enrolments and ensure no repeat of the issues faced this year.

69.23 Written Reports

AB23/48

The November 2023 reports from the Deputy Vice-Chancellor (Academic), Deputy Vice-Chancellor (Māori and Engagement) and Deputy Vice-Chancellor (Research) were **received**.

Professor Brock's report was taken as read. He reminded members that a decision was made not to delegate approval of programmes to the Academic Programmes Committee. As a result, an Extraordinary (special) meeting of the Academic Board is required to approve programmes before the end of the year, and this will take place on 12 December 2023. A quorum of the Academic Board is required to ensure that programmes can be approved and Professor Brock asked members to make certain they attend.

Professor Rawinia Higgins report was taken as read. She acknowledged this was Professor Brock's last meeting before he takes up the position of Deputy Vice-Chancellor, Academic at Otago University. She wished him well and there was a round of applause in appreciation of Professor Brock's contribution to Te Herenga Waka.

Professor Margaret Hyland spoke to the Research Report taking it as read. She congratulated all who have applied for research funding, whether successful or not. The recent Marsden successes were in keeping with the University's average. A strong pool of PhD applications have been received with over 500 applicants and a good number of these are students from this University.

In accepting the Deputy Vice-Chancellors' reports, the Vice-Chancellor acknowledged Stuart Brock again, wished him every success in the future and thanked him for his service to VUW.

70.23 CUAP ROUND ONE (March) Proposals 2024

AB23/49

The Board was asked to approve 1) two proposals, one each from FHSS and Education; (see below) and 2) the request for access to Student Allowances, the Student Loan Scheme and applicable funding for new programmes and associated double-degree programmes.

The Board approved the request for access to Student Allowances, the Student Loan Scheme and applicable funding for new programmes and associated double-degree programmes.

N. Smith (majority)

BMus/3 – Title change for Sonic Arts and Music Technology in the BMus

AB 23/49a

The Board approved the amendment of the title of the Sonic Arts and Music Technology major in the Bachelor of Music to *Digital Music and Audio Production*

N. Smith (majority)

The Board approved the amendment of the name of the Music Technology minor in the Bachelor of Music to *Digital Music and Audio Production*

N. Smith (majority)

MEd/1 – Amendment of regulations for Master of Education

AB23/49b

Noted that one course needs to be added to the proposal – Med/532.

Subject to the amendment above, the Board approved to reduce the courses offered in the MEd, replace 14 specialisations with 6 majors, and remove the abandonment clause for the PGCertEd.

N. Smith (majority)

71.23 Recording of Lectures Policy

AB23/50/50a

Professors Smith and Brock introduced this item acknowledging the work of those involved to bring the draft Recording of Lectures Policy to this point. The Procedures remain up for further development. The Board was asked to note them as they currently stand and provide any feedback to Derek White before midday on Thursday so the Learning and Teaching Committee can consider it.

The process for approval of the Procedures was detailed. As set out in the policy framework, it requires the approval of the sponsor (Deputy Vice-Chancellor, Academic) following consultation, then the Learning and Teaching Committee's endorsement. There is no further involvement of the Academic Board.

Professor Brock highlighted that this was the first time an academic policy had been developed in partnership with students and it had been a delightful experience. He acknowledged Ms Willa Aitken, VUWSA's Academic Vice-President, for her diligent work. He commended the approach as one that could provide a model for working with students in the future.

The Vice-Chancellor led a discussion section by section on the Lecture Recordings Policy.

Sections 1-2, Purpose and Application of Policy (majority support)

No debate or comments.

Section 3, General principles clauses 3.1-3.8 (majority support)

Professor Brock drew attention to clause 3.4 which makes the point that recordings are recognised as supplementary learning resources for personal study and are not a replacement for in-class and/or synchronous learning experiences.

Ms Willa Aitken flagged 3.2 as a key backing clause to ensure students can maintain continuity in their studies and have certainty around access to course content. She emphasised the need to find ways to reinforce this via the Procedures.

Section 4, Lecture recordings, clauses 4.2-4.5 (majority support), clause 4.1 Rescinded

Under 4.5(h) regarding exemptions it was confirmed that where agreements have already been signed there will be a process to manage these and this will be set out in the Procedures.

Clause 4.2 – *staff members must record and make available all lectures delivered in recording-enabled rooms or delivered online unless an exemption is granted* – a question was raised asking if this was up for debate. The Convenor confirmed that if the policy is approved that expectation will be in place.

Clause 4.1 – *“Students may record lectures or other teaching activities provided they have permission”* The board agreed to rescind this clause as more work needs to be done. A re-drafted clause 4.1 will return to a future Academic Board meeting.

Regarding personal and confidential material it was confirmed that clause 4.5(d) covers this under exemptions and this would be operationalised under the Procedures.

Section 5, Access to recordings (majority support)

Section 6, Use of recordings (majority support)

Clause 6.1, it was agreed to re-draft this clause to include the words ‘staff must make all reasonable efforts’ to ensure that any copyrighted material of other parties incorporated into a lecture is used in accordance with the University’s copyright licensing agreements and the Copyright Act.

Section 7, The University’s role (majority support)

The need for students to be reminded to delete any recordings they may have made when no longer required for study will be picked up in the Procedures.

Section 8, Definitions (majority support)

The definition of staff member was queried. Professor Brock confirmed that Guest lecturers are covered under clause 4.5(e).

Section 9, Related documents

Add the Te Tiriti statute

Section 10, Document Management and Control

The next review will take place in 18 months

The draft Recording of Lectures policy was **approved**.

N. Smith (majority)

The draft Recording of Lectures Procedure was **noted**.

N. Smith (majority)

72.23 Student Perspective on consistent points

Jessica Ye, VUWSA President, and Willa Aitken, VUWSA Academic Vice-President said there were pros and cons in having a standard points value for all courses but at this stage they were undecided. If a move to standardise at 20 points per course from 15 is proposed, they stressed the need to ensure the workload accurately reflects 5 extra points. Robust consultation with students will be a critical part of any decision. A pro of 20 points could be fewer courses to complete an undergraduate degree, and this possibly being cheaper for students. This item was also presented on under the Creative and Innovative Ideas presentation (see minute 73.23).

73.23 Creative and Innovative Ideas presentation

AB23/51

This presentation arose as part of a discussion at the last meeting on points values. It was recognised that Te Herenga Waka needs to be more compelling to domestic undergraduate students. Board members were charged with submitting ideas as to how we can best dedicate our time and bandwidth to make the University's degrees more appealing to students. A large number of ideas were submitted by the deadline, with 19 making it through to today's session. Each presenter spoke for three minutes and Board members rated each idea via a Mentimeter poll.

A summary table of ideas is attached at Appendix 2 along with slides presented at the meeting and the summary results of the Mentimeter poll.

The Vice-Chancellor thanked Board members for their excellent and creative presentations which would feed into the overall strategic conversation now underway. He expressed his enthusiasm to carry out a similar exercise at an Academic Board meeting in 2024.

74.23 Part C of the agenda

It was **resolved** that the public be excluded from agenda item 15, Minutes of the previous meeting held on 26 September 2023, in accordance with s9(2)(b)(ii) and s9(2)(i) of the Official Information Act.

N. Smith

75.23 Part B of the agenda

The following items, not having been brought forward —

The minutes of the Academic Board meeting held on 26 September 2023 (Nos. 57.23-64.23) were **confirmed**. AB23/52

Note Part C was excluded for reasons of confidentiality

Report of the Academic Programmes Committee

The two CUAP proposals were **approved**.

The four non-CUAP proposals were **approved**, GDipTchg (Secondary)/1 – Amendments to the Graduate Diploma of Teaching (Secondary); MUrPlan/1 – Amend the MUrPlan Regulations and Points Value.

The one proposal approved by Academic Committee at its 17 October 2023 meeting was **noted**.

The other items discussed and/or approved by the Committee at its 17 October 2023 meeting were **noted**. AB23/53

General Programmes of Study Regulations – amended terminology relating to ‘majors’

The proposed amendments to the General Programmes of Study Regulations, including the change in delegation from VPA to DVC(A) in sections 3.10 and 7 were **approved**.

The consequential amendment to section 4.1(c) of the Academic Transcripts and Certificate Procedure **was noted**. AB23/54

Academic Programmes Committee and Learning and Teaching Committee **AB23/55**

The proposed revised Terms of Reference for the Academic Programmes Committee was **approved**. AB23/55a

The proposed revised Terms of Reference for the Learning and Teaching Committee was **approved**. AB23/55b

76.23 Part C members only

At 3.15 pm, non-members, except Caroline Ward (minute taker), left the meeting to allow members to discuss confidential items.

Attendance

66 members attended; 21-non-members attended; 27 apologies were received (refer to Appendix 1 for the detailed record).

Appendix 1: Academic Board attendance 7 November 2023

Professor Nic Smith

Willa Aitken	Associate Professor Meegan Hall	Professor Robyn Phipps
Professor Graeme Austin	Dr Monica Handler	Associate Professor Janet Pitman
Dr Logan Bannister	Professor Dave Harper	Professor Rebecca Priestley
Professor Ema Maria Bargh	Professor Rawinia Higgins	Professor John Randal
Professor Todd Bridgman	Professor Sally Hill	Associate Professor Jenny Ritchie
Professor Stuart Brock	Dr Linda Hogg	Dr Helen Rook
Professor Daniel Brown	Professor Kate Hunter	Associate Professor Benjamin Ruck
Professor Jane Bryson	Professor Margaret Hyland	Professor Martha Savage
Associate Professor Diana Burton	Dr Nigel Isaacs	Lulani Siemsen
Professor Juan Canales	Associate Professor Kathy Holloway	Professor Karen Smith
Associate Professor Sue Cherrington	Professor Bryony James	Professor Paul Teesdale-Spittle
Dr Luke Chu	Professor Simon Keller	Dr Sue Walbran
Professor Averil Coxhead	Professor Sara Kindon	Professor Paul Warren
Professor Joanne Crawford	Professor Sarah Leggott	Amandie Weerasundara
Professor Carmen Dalli	Dr Andrew Lensen	Professor Peter Whiteford
Dr Ben Egerton	Professor Hai Lin	Professor Damien Wilkins
Professor Gary Evans	Professor Karl Lofgren	Trish Wilson
Professor Claire Freeman	Professor Meredith Marra	Professor Marc Wilson
Dr Nicola Gilmour	Professor Stephen Marshall	Jessica Ye
Professor Vanessa Green	Stella McIntosh	
Professor Lee Godden	Professor Karen McBride-Henry	
Associate Professor Anne Haase	Professor Nicole Moreham	
Dr Caz Hales	Professor Rewi Newnham	

Non-members in attendance

21 Non-members present

Liban Ali – VUWSA
 Angela Davis
 Dr Michael Dudding
 Jo Fisher
 Lynn Grindell
 Pam Green
 Joseph Habgood
 Dr Joanne Harvey
 Alice Hodder
 Elena Louverdis
 Dr Stuart Marshall
 Cathy Powley

Louise Starkey
Michael Norris NZSM
Dr Diane Ormsby
Marcail Parkinson VUWSA
Varsha Narasimhan
Richard Neale
Caroline Ward
Derek White
Associate Professor Kathryn Sutherland

27 Apologies

Professor Siah Hwee Ang
Associate Professor Robin Averill
Professor Brigitte Bönisch-Brednich
Professor Petra Butler
Dr Tim Corballis
Dr Nathaniel Davis
Professor Kevin Dew
Professor Louise Dixon
Dr Noelle Donnelly
Professor Alejandro Frery
Professor Anne Goulding
Dr John Haywood
Associate Professor Val Hooper
Professor Joanna Kidman
Professor Dean Knight
Associate Professor Dame Hon. Winnie Laban
Associate Professor Spencer Lilley
Professor Charlotte Macdonald
Professor Markus Melloh
Professor Lou Moses
Professor David O'Donnell
Professor Emily Parker
Professor James Renwick
Professor Elizabeth Stanley
Professor John Townend
Professor Michael Winikoff
Professor Ulrich Zuelicke

Appendix 2 – Creative and Innovative Ideas - summary/slides/Mentimeter poll result

Staff member (s)	Idea (summarised)	Slide – yes/no
Simon Keller	Final year research courses for all students at VUW	Yes
Nigel Isaacs	Quality or Quantity ? – would VUW be better focussing on quality (i.e best students) or quantity (i.e. as many students as possible)	Yes
Timothy Skinner (presented by Helen Rook)	<ul style="list-style-type: none"> • Embedded 'skills based' 'work ready' diplomas • Sustainable Development/Environment goals • Multi-jurisdiction accreditation • University accommodation availability for year 2 & 3 students 	Yes
Karen Smith	Connecting with our communities through our curriculum – embedding work-integrated learning and career development opportunities	Yes
Graeme Austin	'Breadth subjects' for all general degrees	Yes
Marc Wilson	Identify good practice principles for the provision of non-lecture contact time and support, and support for marking, that will meaningfully and consistently inform (sub-lecturing pool) allocation of resourcing to courses and programmes. SLP support is essential to enhance the student experience, improve student outcomes and enhance retention making VUW a compelling place to learn.	No
Sara Kindon	Appeal to the specific markets of refugee background and new migrant learners across the country	Yes
Helen Rook	Review the Academic Board statute	Yes
Jessica Ye	Solving the 'Engagement problem' with cultural change around teaching	No
Rebecca Priestley	Speaking truth to power	Yes
Richard Arnold/Karen Smith	VicTeach themes <ul style="list-style-type: none"> • Promotion of our success • Better use/target our SLP resources • Increase student engagement • Our systems and processes 	Yes
Kate Hunter	Reducing barriers to interdisciplinary teaching to leverage a capital city advantage	No
Sue Cherrington	Creating a compelling university for under/graduate students – The first year experience	Yes
Christine McCarthy	<ul style="list-style-type: none"> • Publicly state an intention to become a bilingual university 	Yes

	<ul style="list-style-type: none"> • Understand, improve and invest in the first contact experience of potential students • Investigate wider use of pass/fail courses 	
Dave Harper	Shift away from degree as the basic academic unit/qualification to support a greater diversity of engagement with the University, better meet the needs of working and p/time students, and enable greater exchange and collaboration across internal units	Yes
Stephen Marshall	Restructuring qualifications and programmes of study to add "gateways" that create the opportunity to engage more with student success	Yes
Stuart Marshall	A new vision for the first-year experience – being a VUW student is more than just enrolling in courses	No
Linda Hogg	Relevance: Some components: leading to the desired career; building ability to action big issues; feel like I belong; learning connects to my identity.	Yes
Jessica Ye and Willa Aitken	Points values	No

Slides

Simon Keller

Final year research projects

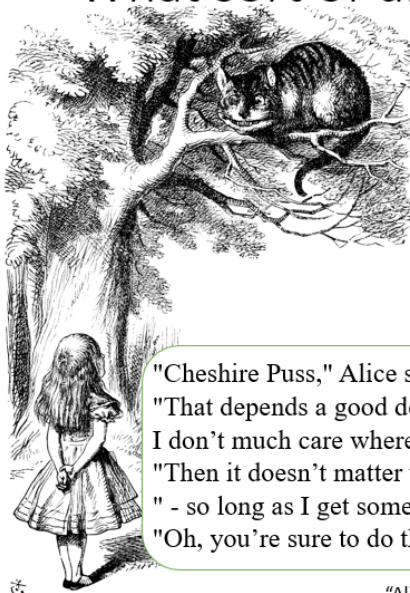
- THW-VUW is for critical, independent thinkers. But is it really?
- Every undergraduate does at least one final year research project
- What changes? Not much...
- Capstone courses? Restructuring degrees? Reframing assessments?
- The benefits: for students, for staff, for recruitment

CAPITAL THINKING.
GLOBALLY MINDED.
MAI I TE IHO KI TE PAE



Nigel Isaacs

What sort of university should VUW become?



As **each student EFT is underfunded** as to their actual costs, a goal of ever-increasing student numbers leads to ever-increasing deficits.

Would VUW be better focusing on **quality** (i.e. best students) or **quantity** (i.e. maximum student numbers)?

"Cheshire Puss," Alice said "would you tell me, please, which way I ought to go from here?"

"That depends a good deal on where you want to get to," said the Cat.

I don't much care where - " said Alice.

"Then it doesn't matter which way you go," said the Cat.

" - so long as I get somewhere," Alice added as an explanation.

"Oh, you're sure to do that," said the Cat, "if you only walk long enough."

"Alice's Adventures In Wonderland" Lewis Carroll 1865, Illustration: John Tenniel

Timothy Skinner (presented by Helen Rook)

Embedded 'skills based' 'work ready' Diplomas:

Example
Diploma Counselling in Psychology Degree
Diploma Project Management in Arts or Business Degree
Diploma of Health Coaching in Health Degree

Why - Increase student employment opportunities and salaries whilst studying, increase attractiveness to employers

Multi-Jurisdiction Accreditation:

Example – Engineering degree accredited by multiple international bodies (see CDU)

Why – makes international travel employment easier post graduation, international career development easier, increase attractiveness to employers

Sustainable Development /Environment Goals

Example
Carbon accounting taught in accounting and business degrees
Policy advocating taught in all degrees

Why – core motivator of young peoples actions, gives them tools for change

- **University Accommodation Availability for Year 2 and 3 Students:**



Karen Smith

Connecting with our Communities through our Curriculum – Embedding Work-Integrated Learning and Career Development Opportunities

STUDENTS

NEW SKILLS AND APPLIED LEARNING

CAREER IDEAS

EMPLOYMENT READINESS

BENEFITS

ORGANISATIONS

FRESH STUDENT IDEAS

CONNECTION TO FUTURE WORKFORCE

UNIVERSITY

CONNECTION TO INDUSTRY

IMPROVED REPUTATION IN BUSINESS & COMMUNITY

COMPETITIVE QUALIFICATIONS

Breadth Subjects for all our students

- Students would take “breadth-subjects” unrelated to their majors.
- Pre-reqs would be points-based, not subject-specific.
- Courses designed for students who are *not* focusing on the specific area for their majors.
- On enrolment, students would see opportunities to take courses in (say):
 - *The Business of Music*
 - *Co-governance*
 - *Choral Performance*
 - *Regulating AI*
 - *Sustainable Cities, etc etc.*
- Faculties/schools would be asked to put up a set number of these subjects.



Helen Rook

Review Academic Board Statute with the aim of amending membership

- Adoption of Te Reo naming conventions
- Automatic Membership Poukairangi/Associate Deans
- Professorial Membership Change



Navigation with a broken compass *

CAPITAL THINKING.
GLOBALLY MINDED.
MAI I TE IHO KI TE PAE



VICTORIA UNIVERSITY OF
WELLINGTON
TE HERENGA WAKA

Rebecca Priestley

Marketing focus on
researchers, teachers and
courses that are:

**Speaking
truth to power**

Demonstrating our role as
critic and conscience of society

Image: ROSA WOODS/STUFF <https://www.stuff.co.nz/dominion-post/news/wellington/111298009/tens-of-thousands-of-school-students-demonstrate-across-nz-calling-for-action-on-climate-change>



Richard Arnold/Karen Smith – VicTeach



Ideas from the VicTeach Community

1. Promotion of our successes
2. Better use/target our SLP resources
3. Increase student engagement
4. Our systems and processes

VicTeach

This community of University staff run events and support projects to foster the progression and innovation of teaching knowledge and quality at the University.

Sue Cherrington

Developing a pan-university approach to the *First Year Experience* and transition pedagogy and curriculum

Aim: To enable all our first-year students to experience a positive, supportive transition into university.

Key goals:

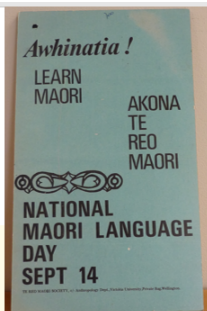
- a. To have all our first-year students feeling connected to other students, with a strong sense of well-being and belonging within the university, that might include:
 - a. How we support students who are not in the halls of residence to build relationships with others in their classes
 - b. How we help students connect to the wider Wellington community
 - c. Specific strategies to support first-in-family students.
- b. To develop effective first year curriculum and pedagogical approaches that support all our first-year students to successfully transition into university academic life. This pedagogy would address:
 - a. Instructional design and course structures
 - b. Differences in assessment systems between, in particular, NCEA and university so that students can continue to be strategic learners, using learning and assessment strategies that are effective within the university context.

CAPITAL THINKING.
GLOBALLY MINDED.
MAI TE IHO KI TE PAE



VICTORIA UNIVERSITY OF
WELLINGTON
TE HERENGA WAKA

Christine McCarthy

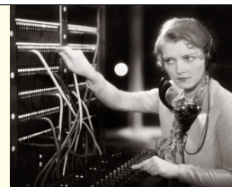


1. Publicly state an intention to become a **bilingual university**

[support Māori students (& staff) & others | Te Tiriti | VUW's history in establishing National Māori Language Day]

2. Understand, improve, and invest in the **first contact experience** of potential students

[an important factor across all student groups in selecting a university]



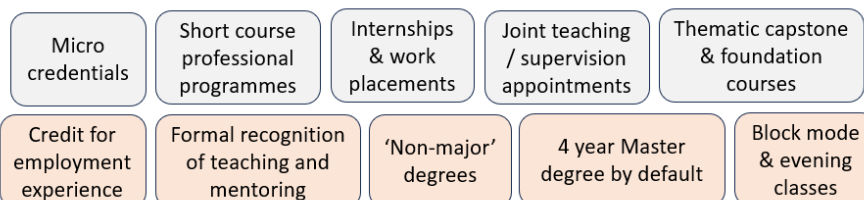
3. Investigate wider use of **PASS/FAIL courses**

[help with reducing student stress | where only focussing on CLOs is what is needed]

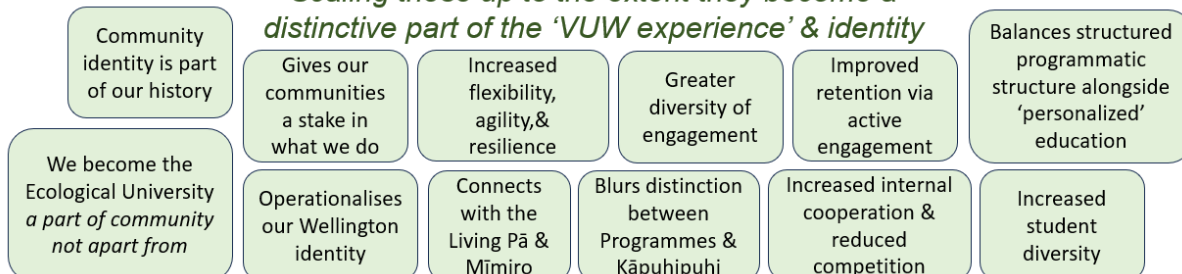


Dave Harper

Move away from the 'degree' as the basic academic unit of qualification
Increase the range of non-degree options and the diversity of what educational experiences the University offers beyond traditional course- class- based offerings.



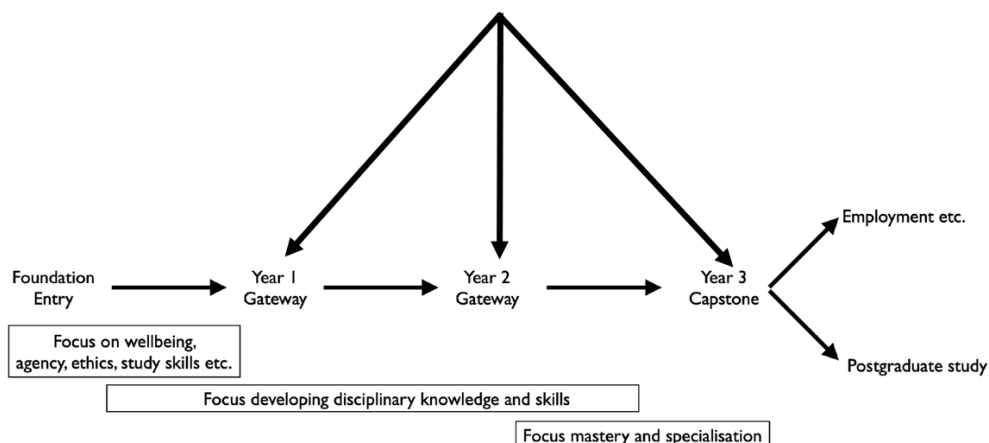
Scaling these up to the extent they become a distinctive part of the 'VUW experience' & identity



Stephen Marshall

Restructuring qualifications and programmes of study to add “gateways” that create the opportunity to engage more with student success and deliver high priority and high resource cost activities and experiences

- Graduate attributes
- Strategic priorities
- High intensity experiences



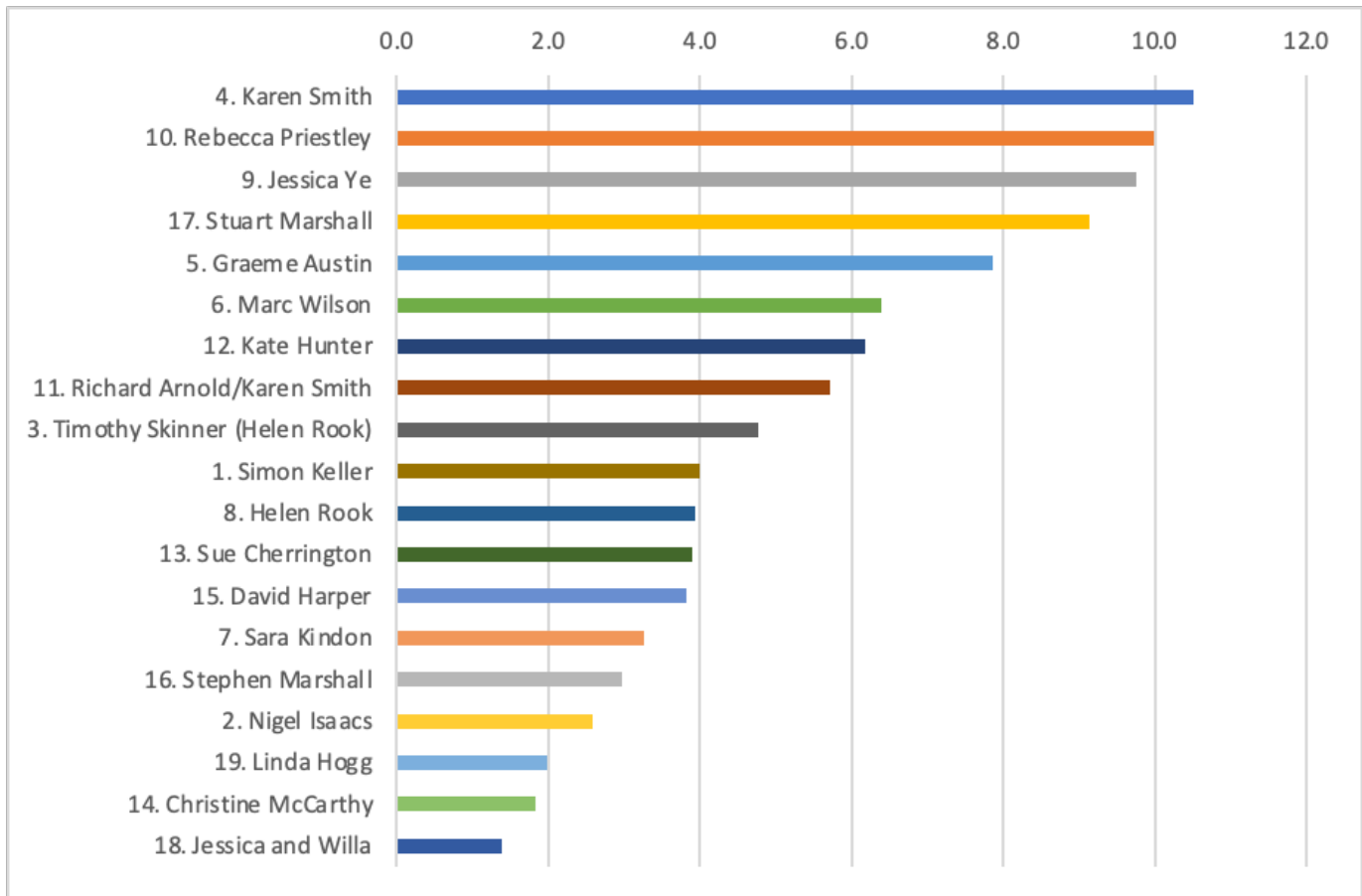
Linda Hogg

Making VUW study more compelling through relevance

RELEVANCE: Some components: leading to the desired career; building ability to action big issues; feel like I belong; learning connects to my identity.

Highlight relevance: Marketing focus	Enhance relevance: Small steps	Enhance relevance: Bigger wero
We form and nurture communities within VUW e.g., Māori students, pathway for provisionally enrolled students (without UE)	Consider communities such as second-career students, first-generation students; Showcase videos of provisionally enrolled students discussing their experience and recommendations for peers	Culturally sustaining pedagogy
Showcasing alumni careers; industry partnership	Build experiential learning; Consider further industry links for coursework learning;	Culturally sustaining assessment
Public seminars, debate and discourse: Policy, theoretical frameworks, evidence	Credit for UG students for attendance/reflection on public seminars, debates, discourse	
Community outreach to allow learning about the VUW university experience	Interrogate course names and prescriptions; Consider advertising slogans	

Mentimeter Poll result





**Te Herenga Waka –
Victoria University of Wellington
Academic Board**

**Minutes of the meeting on
12 December 2023**

This meeting was conducted via email resolution.

78.23 Qualtrics survey for approval of proposals

The following 8 proposals, having been endorsed by the Academic Programmes Meeting on 21 November 2023, were approved by Academic Board members via a Qualtrics survey sent out by email.

1. MHlth/2, PGDipHlth/1 – Amendments to Health Policy and Service Delivery specialisation
2. DHlth, DMid, DNurs/1 – Amendment to doctoral level regulations
3. BPsyc/2 – Amendments to the Bachelor of Psychology
4. BBmedSc(Hons)/1, MBmedSc/1, PGDipmedSc/1 – Amend regulations to remove BMSC 401
5. BDI/3 – Amend the regulations and courses in the Bachelor of Design Innovation
6. MFA(CP)/1 – Amend the subject requirements and schedule to the Master of Fine Arts (Creative Practice)
7. BA/27 – Amend the major requirements for the Linguistics major
8. BA/26 – Amendments to the Language majors

There was no Part C for this meeting.



VICTORIA UNIVERSITY OF WELLINGTON
ACADEMIC BOARD

AGENDA ITEM 08

Date 21 November 2023

Proposer Professor Stuart Brock, Deputy Vice-Chancellor
(Academic)

DOCUMENT RECORD

Reference AB24/04

Title Report of the Academic Programmes Committee

Author (memorandum) Pam Green, Academic Programmes Coordinator

The Academic Board is asked to:

Approve: the 8 non-CUAP proposals

Note: the other items discussed and/or approved by the Academic Programmes Committee at its 21 November 2023 meeting.

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



Memorandum

To	Academic Board
From	Pam Green, Academic Programmes Coordinator
Date	21 November 2023
Subject	Report of the Academic Programmes Committee

This section of the report covers the 21 November 2023 meeting of the Academic Programmes Committee.

A. Academic proposals for Academic Board approval (non-CUAP)

The proposals summarised below were endorsed by the Academic Programmes Committee for submission to the Academic Board **special** meeting to be held on 12 December 2023 when **Academic Board approval will be sought**.

1. MHlth/2, PGDipHlth/1 – Amendments to Health Policy and Service Delivery specialisation
2. DHlth, DMid, DNurs/1 – Amendment to doctoral level regulations
3. BPsyc/2 – Amendments to the Bachelor of Psychology
4. BBmedSc(Hons)/1, MBmedSc/1, PGDipmedSc/1 – Amend regulations to remove BMSC 401
5. BDI/3 – Amend the regulations and courses in the Bachelor of Design Innovation
6. MFA(CP)/1 – Amend the subject requirements and schedule to the Master of Fine Arts (Creative Practice)
7. BA/27 – Amend the major requirements for the Linguistics major
8. BA/26 – Amendments to the Language majors

D. Academic proposals approved by the Academic Committee (for noting)

1. LLB/3 - To make five LAWS UG special topic courses permanent (Resubmitted)

E. Other matters (for noting)

1. Special Topic Content - ASIA 204, LCCM 310, MDIA 320, MDIA 221



**VICTORIA UNIVERSITY OF WELLINGTON
ACADEMIC BOARD**

AGENDA ITEM 08

Date	14 February 2024
Proposer	Professor Stephen Marshall, Acting Deputy Vice-Chancellor (Academic)

DOCUMENT RECORD

Reference	AB24/04
Title	Report of the Academic Programmes Committee
Author (memorandum)	Pam Green, Academic Programmes Coordinator

The Academic Board is asked to:

To approve: for submission – the 4 CUAP proposals

To endorse: the 2 CUAP notifications

To approve: the 2 non-CUAP proposals

Note: the other items discussed and/or approved by the Academic Programmes Committee at its 13 February 2024 meeting.

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



Memorandum

To	Academic Board
From	Pam Green, Academic Programmes Coordinator
Date	14 February 2024
Subject	Report of the Academic Programmes Committee

This section of the report covers the 13 February 2024 meeting of the Academic Programmes Committee.

A. Academic proposals for approval for submission to CUAP

The proposals below were endorsed by the Academic Programmes Committee for submission to the Academic Board. Refer to Part A agenda item 5 for approval of these proposals to be submitted to CUAP.

1. BHLth/1 - New Major/minor in Physical Activity and Hauora for the Bachelor of Health
2. MAppLing/1, MTESOL/1 - Amendments to entry & general requirements for Master of Applied Linguistics and Master of TESOL
3. BA/28, BA(Hons)/1, MA/1, PGDipArts/1 - Changing the name of the Religious Studies major
4. BA/14 - Amendments to the Māori Resource Management major

B. Academic proposals for Academic Board approval (non-CUAP)

The proposals summarised below were endorsed by the Academic Programmes Committee for submission to the Academic Board when **Academic Board approval will be sought**.

1. BMid/1 – Amendments to the Bachelor of Midwifery
2. BComHons/1, MCom/1 – Reconfigure Research Methods in the BCom(Hons) and MCom

C. Academic proposals for endorsement (CUAP notification required)

The proposals below were endorsed by the Academic Committee for submission to the Academic Board. **Academic Board approval is required**.

1. GDipLaw/1 - Introduction of a Graduate Diploma in Law
2. PGCertLaw/1 – Introduction of a Postgraduate Certificate in Law

E. Other matters (for noting)

1. 2023 Academic Programmes Committee Activity report
1. Academic Programmes Committee membership as at 8 February 2024
2. Special Topic Content – CCSP 408, SARC 481, SCIE 201

MEMORANDUM

To	Academic Board
From	Neil Dodgson, Dean Faculty of Graduate Research
Date	12 February 2024
Subject	Combining Doctoral Regulations and Doctoral Procedures into a single document with minor amendments

Executive summary

FGR Board has agreed to ask Academic Board to approve the following changes:

- (i) to combine Doctoral Regulations and Doctoral Procedures into a single Doctoral Regulations document;
- (ii) to make a number of changes to those Regulations that will come into effect when new Research Candidature Management system, Panoho, is introduced in the second half of 2024; and
- (iii) to make a number of additional small changes to those Regulations to reflect actual practice.

It is requested that the Academic Board:

Approve: The changes to Doctoral Regulations and Doctoral Procedures listed in this memorandum and effected in the attached revised Doctoral Regulations document.

Combining Doctoral Regulations and Procedures into a single document

Doctoral degrees are managed through the provisions of Doctoral Regulations (16 pages) and Doctoral Procedures (34 pages). Compare this to the Master's Thesis degrees which are managed through a single regulatory document: the Master's Thesis Regulations (16 pages).

The existence of two separate regulatory documents for Doctoral degrees was originally driven by a desire to have one document that contains the regulations and a secondary documentation that contains procedures that give effect to those regulations. The two documents complement one another and contain no substantial contradictions. However, in practical terms, having to refer to two documents is sub-optimal because it is usually necessary to check both to ensure that one has fully understood the regulatory position and because there is a considerable amount of repetition between the two documents. Combining the two documents results in a single 36 page Regulations document, removing 14 pages of regulatory material. Having a single regulatory document for Master's Thesis degrees has worked well. This opportunity to combine the two documents for Doctoral degrees will reduce confusion and streamline administrative work.

Proposed changes to Regulations

In addition to the attraction of reducing future workload by having everything in a single document, we are doing this work now because of the need to make a range of small changes to reflect the introduction of the new Candidature Management System, Panoho. Those small changes are where we need to change references to submitting a range of applications on a range of forms to instead refer to submitting those applications in Panoho (for example, to apply for an extensions or to apply to appoint examiners). We are also taking the opportunity to propose a small number of changes to Regulations to reflect actual practice.

The combined document

FGR Board considered a draft combined document at its November 2023 meeting and then approved a revision of that draft at its February 2024 meeting.

The revised draft document is attached. This document has several features to help members of Academic Board navigate it:

- (1) All material has, if at all possible, been copied directly from the existing Regulations and Procedures documents.
- (2) Material from Regulations is in black text. Material from Procedures is in red text.
- (3) All sections, from Section 3 onwards, have an indication at the end of their section title as to where in the old Regulations and/or old Procedures the material originates. This indication will remain in the approved version to allow people to refer back to those as necessary.
- (4) As much duplication has been removed as possible.
- (5) Where a change is needed because of the introduction of Panoho, these changes are highlighted in yellow. This set of changes will not be made at this point, rather we are asking for approval now to make the appropriate adjustments when Panoho is introduced (see below for a list of these changes).

- (6) Where there are other substantive changes from or additions to the existing Regulations or Procedures, that have been approved by FGR Board, this is indicated by **highlighting in blue** (see below for a list of these changes).

Action

Academic board is asked to approve the following:

- The principle of combining the two documents into one. That is to replace the existing Doctoral Regulations and Doctoral Procedures with a single Doctoral Regulations document.
- The minor changes to the **yellow highlighted text**. These changes will be actioned at the time that the new Panoho system goes live to reflect the changes to administrative processes that will occur when Panoho goes live. At that time, the highlighted text that is **struck out** will be removed and will be replaced by the highlighted text **in blue**. In brief, these changes are:
 - Throughout: replace “oral defence” or “oral” with “viva” to match the terminology used in Panoho (36 occurrences).
 - 5(c), 7.2(c) The Confirmation of PhD Provisional Registration form will cease to exist, instead being handled in two components: (i) as part of the initial registration process in Panoho, and (ii) as a checklist at one-month for the candidate to work through with their supervisor.
 - 7.3(d) The Declaration of permission to include published work in a thesis will be incorporated into the submission of thesis process in Panoho.
 - 8.10(b) Panoho will have facilities for keeping track of annual leave, conference attendances, short-term illnesses, etc, that do not warrant a formal suspension.
 - 7.5(i), 15.2(c) All examiners will be asked to agree to a confidentiality agreement in Panoho so there is no need for a separate confidentiality process for theses that are withheld.
 - 8.10(d)(iii), 8.11(h)(ii) Candidates will no longer need to supply their most recent six-monthly reports (CDPs) when making applications in Panoho, because these reports will already be in the system.
 - 10.6(a) Panoho will provide automated reminders that candidates are approaching the time when they submit their research proposals. This replaces a manual monthly process run by administrators in all Schools.
 - 12.1(b), 15.7(c)(iii) Candidates undergoing a revise-and-resubmit process will be asked to provide three-monthly reports in Panoho rather than the ad hoc three-monthly reporting currently used.
 - 12.2(a),(c) Progress reporting (CDPs) will be done at six monthly intervals to match candidate’s enrolment, rather than forcing all students to complete a report in May and November.
 - 12.3(a) Panoho will have a new process for helping candidates and supervisors to address unsatisfactory academic progress, rather than the current ad hoc mechanism of depending on CDPs to monitor this.
 - 13.6(b) Candidates will no longer be required to go to FGR in person to submit their thesis (candidates have not actually been doing this for some time now, but the Procedures had not been updated).
 - The following forms will be handled in Panoho

- 7.4(g) Permission to exceed the word limit.
 - 7.5(h) Request to withhold access to a thesis.
 - 8.8(k) Application to upgrade from Master's to PhD.
 - 8.9(c),(d) Application to downgrade from PhD to Master's.
 - 8.10(e) Request for a suspension.
 - 8.11(g) Request for an extension.
 - 8.12(b) Application to change between Full-time and Part-time Enrolment.
 - 8.13(b) Withdrawal from a doctoral programme.
 - 9.3(c) Application to undertake PhD research away.
 - 10.7(a) Movement from Provisional to Full Registration SRC Report.
 - 11.3(a)(iv) Supervisory changes PhD candidates.
 - 13.2(b) Three months' notice of intention to submit a thesis.
 - 13.5(a) Application for Doctoral Examination.
 - 14.5(b) Request for Approval of Doctoral Examiners.
 - 15.6(e) Request for extension to complete PhD thesis corrections and amendments.
- The minor changes **highlighted in blue** in the document, which will be actioned at 1 March 2024:
 - Throughout – refer to the DMA, EdD, DHlth, DMid, DNurs collectively as “professional doctorates” (previously there was use of both “named doctorate” and “professional doctorate” to refer to these degrees, which was inconsistent).
 - Throughout – refer to research degree candidates as “candidates” (previously there was use of both “candidate” and “student”, which was inconsistent; the use of “candidate” indicates to the reader that they are dealing with someone who is in a third space between being a taught student and being a academic staff member).
 - 4.4(b) – adopt the University of Auckland’s wording that allows the University to rescind an Offer of Place in cases where new information comes to light or supervision and/or resources become unavailable owing to circumstances that were unforeseeable when the Offer of Place was made. This is in response to a couple of cases where new information came to light but the university was unable to rescind an Offer of Place because there was no provision to do so.
 - 4.4(c) – make explicit in Regulations the time-limit on Offers of Place, previously only explicit in letters sent to candidates.
 - 7.3(a) – alter the wording “thesis by publications” that is used in the previous Doctoral Procedures 2.2(a), to clarify the meaning.
 - 7.4(b)(i) – add text to reflect FGR Board’s decision to allow a word limit of 40,000 words for the DMA
 - 7.4(e)(note) – add text to reflect FGR Board’s decision (November 2021) to allow an automatic extension to 120,000 words for PhD thesis in Creative Writing or Translation Studies (students still have to apply to the Dean for the extension but the Dean may then approve these without further consideration)
 - 8.10(i)(iii) —add an exception to the approval of retrospective suspension. The Dean is currently required to approve all retrospective suspensions. The proposed exception is that the Dean be not required

to approve when the retrospective suspension is on medical grounds attested by evidence from a medical professional (e.g., a doctor's letter or a letter from a registered counsellor). In such cases the Associate Dean (PGR) in the home faculty will approve. For the past several months, this has been trialed, with success — FGR Board authorised this trial by approving delegation of the Dean's authority.

- 10.1(b), 10.6(c) — add clarification that it is expected that the School Research Committee will have assessed a candidate's application to move to full registration before 12 month's provisional registration has elapsed. This is standard practice but is not clear in the current Regulations and Procedures.
- 10.1(b) — change wording to reflect FGR Board's decision (taken in February 2021) to modify the wording of the final sentence of this clause, taken from Doctoral Regulations, to better match the wording of the clauses drawn from Doctoral Procedures (in the new 10.6(c) and 10.7(c)(iii))
- 13.5(b) — clarify where, in our regulatory documents, students are forbidden from submitting the same work to more than one qualification. The previous Procedures pointed to a non-existent clause in the previous Doctoral Regulations. The change is to point to the appropriate paragraph in the University Calendar.
- 14.1(a) and 14.5(f) – add the wording “from the student” (14.1(a)) and “to the candidate” (14.5(e)) to make it clear that the identify of examiners is to be kept confidential from the *student* rather than a more generally sweeping confidentiality. This was implicit previously but subject to incorrect interpretation. Making it explicit allows easier arrangement of oral examinations because examiners can find out each other's identities as part of the scheduling process when using any of the common scheduling tools. Examiners are still not able to contact one another.
- 14.3(a)(ii) – adjust text to align with FGR Board's decision that the New Zealand examiner can be, with good reason, replaced by someone from outside New Zealand who is within a reasonable time-zone difference from New Zealand so that an oral examination can be conducted within working hours in New Zealand. This replaces the previous wording that said “someone from Australia”. This practice has been in place since the COVID lockdown in 2020.
- 15.3(f) – remove wording from this paragraph to remove reference to a form that does not exist. On the rare occasions where a candidate is in a position where they want to waive this right, an email or other written communication is sufficient.
- 15.4(d) – reword this paragraph to make it clear that the New Zealand examiner is expected to attend by video conference but that they have the option to attend in person if they are available to do so. Add a note that the FGR does not have any funding to support travel.
- 15.4(g) – add a paragraph explicitly about supporters at an oral exam. This is because there was previously nothing in Regulations or Procedures about supporters and because there have been some issues with students failing to notify FGR that they are bringing supporters.

- 15.4(h) – remove wording that imply that a video-conference needs Dean’s approval. This is inappropriate now that almost all oral exams include a video-conference with at least one examiner.
- 15.4(j) and (k) – strike out these two paragraphs from the old Regulations in accordance with FGR Board’s decision of May 2021 that the Dean propose a change to these paragraphs in regulations. Board’s 2021 decision was made considering that it had previously agreed to waive these rules for six months, as a test, and that there had been no issues during the test period. There have been no subsequent issues with waiving these rules. The remaining clause that would control this process is 15.4(h), which will remain in the revised Regulations.
- 15.4(p) – add wording to require that any request for audio recording be made at least three working days prior to the oral exam; this is to ensure that the permission of the examiners can be secured before the day of the oral exam, to avoid any unfortunate contention between a candidate and an examiner on the day itself.
- 15.6(b)(i) – add an extra example to the notes that explain when a Head of School should appoint an ad hoc committee to oversee corrections rather than just depending on the internal examiner. This is because the notes omitted the most common use of such a committee (“where the internal examiner is not confident to address the issues alone”).
- 15.6(c) – add text to make it clear that the supervisor cannot determine what corrections and amendments must be made. This has always been implicit but FGR Board believes it will be useful to make it explicit.
- 8.14(c) and 18(c) – change “within 20 days” to “within 20 working days” to make these two paragraphs align with other appeal processes.

Doctoral Regulations: for PhD and other Doctorates with Theses

1 Purpose

- 1.1 These regulations state the University's position and procedures regarding the entry requirements, enrolment, registration, supervision, and examination of candidates for the PhD and other doctoral degrees with theses.
- 1.2 The regulations give effect to the specifications of all doctoral degrees in the University Calendar including the Doctor of Philosophy (PhD) and the professional doctorates, including the Doctor of Musical Arts (DMA), Doctor of Education (EdD) and the Health Doctorates (DHlth, DMid, DNurs).

2 Application of Regulations

These are University-wide regulations that apply to staff members and to candidates and prospective candidates on doctoral programmes.

3 Oversight of Regulations

- 3.1 These regulations are overseen by the Board of the Faculty of Graduate Research.

Note: These regulations combine and replace the previous Doctoral Regulations and Doctoral Procedures. References to the appropriate section numbers in those previous regulations are given in parentheses at the end of each heading in this document.

Note: Unless otherwise stated:

- (a) Where reference is made to "School", this may refer also to an Institute or Centre where these take on the role of School and have the appropriate committee and administrative structures in place.
- (b) Where reference is made to a "School Committee", this may be set up at programme, school, or faculty level, depending on the relevant academic structure.
- (c) Where reference is made to "Head of School", the delegated authority in a School may vary according to the procedures operating in the individual School, provided that such delegations are formally approved by the Head of School.

Note: In addition to these regulations, there are a series of guidelines for different aspects of candidature. These are available on the Faculty of Graduate Research (FGR) website.

Regulations Content

4 Admission

4.1 Entry requirements (previously Regulations 4.1)

- (a) The entry requirements for doctoral degrees are detailed in the relevant entries in the University Calendar.

4.2 Application process (previously Procedures 1.1)

- (a) Applications for admission to all doctoral degrees are processed centrally by the Faculty of Graduate Research (FGR).
- (b) Applications are made online and the admission process is combined with applications for Wellington Doctoral Scholarships.

- (c) Applications are considered three times per year following 1 March, 1 July and 1 November closing dates for applications. Applications outside these closing dates may be considered in exceptional circumstances. These circumstances usually include the availability of external funding.
- Note: Applicants to the International Institute of Modern Letters are considered in July only.*
 - Note: Applicants for the professional doctorates in Education and in Health may apply at any time, but commence Part 1 of their programme in March.*
- (d) Applicants are not required to identify a supervisor prior to making an application, although they may do so if they wish. Some Schools may choose not to consider applicants without such prior contact.
- (e) It is strongly recommended that Schools arrange an in-person meeting or video-conference with an applicant prior to making a final recommendation on their admission.
- (f) Admission recommendations are made by the School and Associate Dean (PGR) and outcomes are advised to the candidate by FGR. Individual supervisors may not give any undertaking of acceptance into the programme.
- (g) Applicants are required to submit a “statement of research interests” (not a research proposal), along with a sample of their academic writing and information about their previous research experience.
- Note: PhD candidates will develop a full research proposal during the period of provisional registration.*
 - Note: Candidates for a professional doctorate develop a full research proposal during Part 1 of their programme.*
- (h) Full information and access to the online application process is available on the [FGR website](#).

4.3 **Selection of candidates (previously Procedures 1.2)**

- (a) The School Committee reviews applications for admission and also ranks applicants who have indicated that they wish to be considered for a Wellington Doctoral Scholarship.
- (b) An applicant may be offered a place when the School Committee recommends the applicant to the Dean FGR via the Associate Dean (PGR) and after consulting with the Head of School. The recommendation will confirm that:
- (i) an adequate supervisory team can be formed; and
 - (ii) the applicant’s academic background is adequate; and
 - (iii) adequate resources are available.
- Note: The appropriateness of the intended project to the general research strategy of the School may also be taken into account.*
- (c) An applicant is not required to have met the formal English language requirement at the time of application but must have done so before admission; any offer of place will be conditional upon their doing so. School Committees may, however, take account of any previous failures to reach that requirement.
- Note: It is not possible to have the English language requirement waived.*
- (d) The recommendation will also state whether individual requirements such as coursework are necessary (see section 7.6). If coursework is required, the offer of place must detail what grade the candidate is expected to achieve.

- *Note: There are other constraints on coursework for PhD candidates which are detailed in section 7.6 of these Regulations.*
- *Note: If coursework is required, dates of a teaching semester must be taken into account before agreeing a start date. A candidate who is unable to arrive in New Zealand in time to commence a prescribed course may not be enrolled.*

- (e) The home Faculty will provide a ranked list of applicants for consideration for scholarships by the University Research Scholarships Committee.

4.4 **Offer of place**

- (a) Applicants are advised by FGR within 6 weeks of the outcome of the application for admission and whether or not they will receive Wellington Doctoral Scholarship funding.
- (b) Admission to a doctoral programme may be rescinded prior to enrolment in the programme where information that was not available to FGR at the time the admission decision was made, and which would have resulted in a different decision being made, becomes available, or where, due to circumstances unforeseeable at the time of the decision, supervision and/or necessary resources will no longer be available for the enrolment.
- (c) Admission to a doctoral programme is valid for up to six months (or a maximum of 12 months in exceptional circumstances as approved by the Dean FGR) from the date of notification of admission to the programme. Where enrolment in the programme does not occur within that time, re-application for admission to the programme is required.

5 **Resources for postgraduate research (previously Procedures 1.3)**

- (a) The University undertakes to provide doctoral candidates with resources as agreed in the Resource Agreement for Thesis Students (RAfTS).
- (b) Schools will look carefully at the resourcing implications of an applicant's expression of interest. If they are unable to provide resources beyond the standard RAfTS, this should be made clear to the applicant before any offer of place is confirmed.
- (c) Candidates who require additional resources are expected to discuss these and document an agreement with their supervisor/s within one month FTE of initial enrolment as part of the Confirmation of PhD Provisional Registration. Any agreement and/or the CPR form must be approved by the Head of School and home Faculty Associate Dean (PGR) and reviewed at the time of the move from provisional to full registration.

6 **Candidate's responsibilities (previously Procedures 6.6)**

- (a) Completing a doctoral programme requires progressive development of skills, competence, and confidence. This includes:
 - (i) planning and actively pursuing the research;
 - (ii) identifying and dealing with problems;
 - (iii) complying with administrative requirements;
 - (iv) meeting ethical guidelines – this includes honesty in regard to data, which is dealt with under the Student Conduct Policy;
 - (v) giving three months notice of intention to submit;
 - (vi) taking responsibility for all aspects of the thesis as submitted for examination;
 - (vii) participating in University intellectual life.
- (b) For more information see Responsibilities of PhD Candidates.

7 Course of study (previously Regulations 4.2)

7.1 Overall regulations for course of study

- (a) The course of study for a PhD degree consists of a programme of research and the completion of a thesis under supervision.
- (b) A PhD degree will normally consist of 36 months full-time (or equivalent) study with a period of provisional registration during the first 12 months.
- (c) For a **professional** doctorate, the course of study consists of mandatory coursework, a programme of research and the completion of a thesis under supervision.
- (d) For a **professional** doctorate, the mandatory coursework (Part 1) is completed within 12 months full-time (or equivalent) and prior to progression to the thesis (Part 2).
- (e) Where a candidate's registration exceeds 48 months full-time (or equivalent), they must apply to the Dean FGR for an extension of time (see section 8.11). Where candidates have changed between full-time and half-time this will be calculated on a pro-rata basis. Periods of suspension are not included in these calculations.
- (f) The thesis must be an integrated body of work that demonstrates the candidate's ability to carry out independent research according to approved ethical standards, to produce a significant and original contribution to knowledge or understanding, and to observe appropriate academic conventions of presentation.
- (g) A thesis with a creative component must reflect the theory and methodology of an academic framework; a mere account of the candidate's own creative process is not acceptable. A creative component must be appropriately balanced with original scholarly commentary.
- (h) The work submitted for examination may comprise one or more projects of creative activity conducted under supervision and organised around a central research theme or subject, and including an original scholarly commentary.
- (i) All theses must be presented in a format suitable for external examination and their findings must be open to formal evaluation by specialists in the field.
- (j) Theses may be submitted and assessed in te reo Māori provided the candidate has sought and been granted prior approval from the Dean FGR. Theses to be examined in te reo Māori must be written in, not translated into, te reo Māori.

7.2 **Theses in a language other than English or te reo Māori (previously Procedures 2.1)**

- (a) Candidates may submit a thesis in a language other than English or Māori only after permission has been granted by the Dean FGR. Such permission should be sought at the earliest opportunity and must be determined prior to the move to full registration. Permission will be given only if the use of the language is an essential element of the research and examiners can be appointed who will examine in that language.
- (b) **Permission to submit a thesis in a language other than English or te reo Māori is only given in special circumstances and is not intended as a convenience to enable candidates to complete a thesis in their first language.**
- (c) **The application to submit in another language should ideally be considered when the School wishes to offer the applicant a place, or at the confirmation of provisional registration (one-month) enrolment but must be confirmed at the latest at the move to full registration.**

- (d) The application requires the approval of the Dean FGR, and such approval must be formally given before confirmation of full registration.

7.3 **Including published work in a thesis (previously Procedures 2.2)**

- (a) Victoria University of Wellington does not offer an option for a thesis through publications that have been produced prior to enrolment.
- (b) The thesis may include the candidate's work that has been published or accepted for publication prior to the submission of the thesis for examination, provided that the research has been conducted under supervision during the period of enrolment. Except as provided for within an approved co-tutelle arrangement, work submitted for another qualification, whether completed or not, at this or any other university may not be so included.
- (c) Candidates must abide by the Recognition of Authorship Policy when publishing their work.
- (d) When submitting their thesis for examination, candidates will be required to provide evidence that they have permission from the copyright holder to include the published work, even though they are the author. Refer to the Guidelines for including publications in a PhD thesis and to the Declaration that must accompany submission of the thesis.

7.4 **Thesis word limits (previously Procedures 2.3)**

- (a) A PhD thesis must not exceed a total of 100,000 words in length and a thesis for a professional doctorate must not exceed 70,000 words. Individual professional doctorates may specify a lower limit (see (b) below).
- (b) Agreed word limits that deviate from the above are as follows:
 - (i) Doctor of Musical Arts – 40,000
 - *Note: There is no prescribed minimum word count for a thesis, but examiners are asked to determine whether or not the thesis makes a 'substantial' contribution to its field.*
 - *Note: A check on the word limit is included in the Candidate Development Plan (CDP) as a reminder to regularly review the scope of the research project.*
- (c) The word limit includes 'everything that the examiner needs to read' including necessary information such as the abstract, reference list or bibliography, footnotes or endnotes and essential appendices.
- (d) Non-examinable but useful information, in addition to that required in (c) above, such as extensive data sources, questionnaires, the text to be translated or extensive tables, may be appended to the thesis. Such material is not included within the word limit and examiners are not required to read it.
- (e) Permission to exceed the word limit will be considered in exceptional circumstances only. The breadth or depth of the study undertaken does not constitute an exceptional circumstance; nor does proximity of intended submission.
 - *Note: The Board of the Faculty of Graduate Research has agreed that a PhD in Creative Writing or in Translation Studies may be approved a limit of up to 120,000 words on application to the Dean FGR using the process in paragraph (f) below.*
- (f) Where there are good grounds for exceeding the word limit the candidate and supervisor(s) must make the case for exemption in writing to the Dean FGR, normally no later than at the time of transition from provisional to full registration. They will be advised of the outcome of the application by the FGR examinations team, who will retain a copy of the permission on the candidate's file.

- (g) Requests to exceed the length requirements of the doctoral thesis must be made ~~on the Permission to exceed the word limit form in Panoho.~~
- (h) If the examination process results in corrections and amendments, or revise and resubmit for a second examination, the relevant word limit will continue to apply unless the examiners explicitly affirm that the limit may be exceeded.

7.5 ***Withholding access to a thesis (previously Procedures 2.4)***

- (a) Theses are expected to be publicly available through the Research Archive in the University Library.
- (b) Where there are cogent and compelling reasons why a thesis should not be publicly available, candidates should apply to the Dean FGR to withhold access as soon as the need for an embargo becomes apparent.
- (c) The withholding of theses is subject to the Withholding of Theses Procedure and to section 4.12 of the Library Statute.
- (d) The maximum period for which a thesis may be withheld is normally two years.
- (e) If a candidate believes that a two-year embargo may be insufficient (particularly in relation to personal or participant safety), it may be advisable to reconsider the scope and nature of the thesis.
- (f) Common grounds for withholding access include the protection of intellectual property pending commercialisation or filing for a patent. In some situations, it may be necessary to apply for a period of withholding in order to seek iwi approval or participant approval before the thesis is made publicly available.
- (g) Simply wishing to publish from a thesis is not normally sufficient grounds for withholding access, unless the applicant has a publishing contract or other evidence of interest from a publisher.
- (h) Application to withhold a thesis from the public domain must be made ~~on the Request to withhold access to a thesis form and submitted to the Dean FGR in Panoho~~, normally well before submission of the thesis for examination (but see (j) below). Candidates will be advised of the outcome of the application by the FGR examinations team, who will retain a copy of the permission on the candidate's file.
- ~~(i) Where approval to withhold is granted prior to the thesis being submitted for examination, the examiners will be asked to sign a confidentiality agreement.~~
- (j) If the matter of withholding arises as a result of the examination process, the candidate may elect to make a request to withhold access. In such cases, the Dean FGR will consider the views of the examiners when making a determination on the request.

7.6 ***Coursework in the PhD (previously Regulations 4.3.1)***

- (a) Coursework is not mandatory in the PhD, but individual candidates may be required by the Associate Dean (PGR) to undertake coursework as part of the PhD. Where candidates are so required, the following conditions apply:
 - (i) the courses taken will not normally exceed 60 points in total;
 - (ii) the courses will be completed within the provisional registration period unless the Dean FGR approves a later date;
 - (iii) the coursework should be relevant to the proposed research topic and necessary to the successful completion of the research proposal and acceptance into full registration;
 - (iv) the courses may count towards the research proposal and full registration but will not contribute towards the outcome of the degree;
 - (v) where candidates are expected to achieve specific standards in the

courses in order to progress to full registration, these should be specified in the Offer of Place.

- (b) Candidates will not be expected to pay additional tuition fees for courses specified in (a) above. Fees will apply for any courses undertaken once a candidate has achieved full registration.
- (c) Coursework undertaken as a requirement of the provisional registration period shall not of itself permit the award of any qualification. A candidate who does not proceed to full registration, but who has passed courses during the provisional period, may credit those courses to a certificate or diploma programme as allowed under the relevant qualification statute.

7.7 **Coursework in *professional* doctorates (previously Regulations 4.3.2)**

- (a) *Professional* doctorates include mandatory coursework as specified in the relevant qualification. This is undertaken as Part 1 of the qualification and satisfactory completion of the coursework is a requirement for achieving full registration
- (b) Coursework other than that specified as a requirement for Part 1 is not normally permitted within a *professional* doctorate.

8 Enrolment and registration (previously Regulations 4.4)

8.1 **Conditions of enrolment (previously Regulations 4.4.1)**

- (a) A candidate must be enrolled continuously until:
 - (i) the completed thesis is lodged in the University library; or
 - (ii) the candidate withdraws from the degree; or
 - (iii) the University terminates the candidate's enrolment; or
 - (iv) the candidate fails the qualification.
- (b) Continued enrolment is conditional upon satisfactory progress being made. Progress is evaluated throughout the candidature and is formally monitored in the six monthly progress reports and at the move from provisional to full registration.
- (c) If a candidate has been neither registered nor suspended for a period of three consecutive months, the Dean FGR may deem the candidate to have withdrawn from the degree.

8.2 **Enrolment and registration procedures (previously Procedures 3)**

- (a) Enrolment covers the period from a candidate's start date until the final copy of the thesis is lodged in the University Library, or one of the other outcomes provided for in section 8.1(a) applies. Within the enrolment period, candidates are registered for supervision and required to pay tuition fees. The Student Services Levy is attached to the enrolment and so remains payable even during a period of suspension.
- (b) Except for any approved periods of suspension or while under examination, a candidate is required to be registered and to pay tuition fees.

8.3 **Initial enrolment and start dates (previously Procedures 3.1)**

- (a) All doctoral candidates are required to make an appointment to enrol in person with a Postgraduate Research Student Adviser at the Faculty of Graduate Research.
- (b) The first period of registration for a PhD candidate is from their start date until 31 December of the first year – see section 8.4 regarding annual re-registration.
- (c) Start dates are on the 1st of the month from February to November only. Due to the Christmas closedown period, it is strongly recommended that candidates do not start in December or January; candidates wishing to start in

December or January must have the approval of the Associate Dean (PGR) in their home Faculty.

- (d) Candidates who arrive mid-month will commence their enrolment from the first of the following month. Enrolment cannot be 'back-dated' to commence prior to the candidate's arrival.
- (e) For further information refer to the [FGR website](#)
 - *Note: Cohort based programmes and most **professional** doctorates have one start date per year (usually in March).*
 - *Note: Where a candidate has a course specified on their Offer of Place, Schools must ensure that the candidate's start date is consistent with the course dates.*

8.4 **Registration timeframes and annual process (previously Procedures 3.2)**

- (a) After the first period of registration, candidates are then re-registered (through a central process administered by the FGR) each year from 1 January until 31 December until the year in which they expect to submit their thesis for examination.
- (b) Each year in September candidates are advised that they will be re-registered for a further 12 months, comprising the following calendar year, unless they are withdrawing, suspending their study or they are eligible for a shorter period of registration of three, six or nine months prior to submission for examination.
- (c) Candidates who do not wish to be re-registered for the full calendar year must complete an [Exception Form](#) and return it to the FGR by the required deadline. Registration for a shorter period of time is subject to approval from the School.
 - *Note: The annual process is complex as it involves checking and updating the records of all doctoral research students. It is coordinated by the FGR who need to work with the Schools, the Scholarships Office, the Fees Office, and the Enrolments Team. Candidates can expect enrolments to be uploaded into the Student Record systems some time in November or December.*

8.5 **Ad hoc registration (previously Procedures 3.3)**

- (a) Ad hoc registration is managed by the Postgraduate Research Student Advisers in the Faculty of Graduate Research. This applies when a candidate:
 - (i) returns after an approved suspension of study; or
 - (ii) misses the annual registration process; or
 - (iii) seeks a change of registration after the annual process has closed; or
 - (iv) has had a shorter period of registration approved (3, 6, or 9 months) but does not submit before the end of their registration period (31 March, 30 June, 30 September) and needs to register for a further period.

8.6 **Conditions of registration (previously Regulations 4.4.2)**

- (a) Initially a candidate shall be provisionally registered for the doctoral degree (see section 10 for details about provisional registration and the requirements to move to full registration). For the purposes of these regulations, enrolment in Part 1 of a **professional** doctorate shall be deemed to be provisional registration.
- (b) Candidates must be registered for the three months immediately prior to submission of the thesis for examination.

- (c) If a candidate fails to pay their fees for three consecutive months, the Dean FGR may deem the candidate to have withdrawn from the degree (see section 8.13).

8.7 **Variations to enrolment and registration (previously Regulations 4.4.3)**

- (a) As provided for in the relevant procedures, changes may occur for the following reasons:
 - (i) Conversion from a Master's by thesis degree to a PhD degree where a candidate has not yet submitted the Master's thesis for examination (see section 8.8).
 - (ii) Conversion from a PhD degree to a Master's by thesis degree where a candidate has not yet submitted the PhD thesis for examination (see section 8.9).
 - (iii) Suspension of study (see section 8.10).
 - (iv) Extensions beyond 48 months of total registration (see section 8.11).
 - (v) Changing from full-time to half-time or half-time to full-time (see section 8.12).
 - (vi) Withdrawing from the programme (see section 8.13).
 - (vii) Termination of enrolment (see section 8.14).

8.8 **Conversion from a Victoria University of Wellington Master's by thesis to a PhD Degree (previously Procedures 3.4)**

- (a) See also Master's Thesis Regulations section 15.
- (b) A candidate who has not submitted their Master's thesis (90 points or 120 points) for examination may apply to convert their enrolment from a Master's thesis degree into a PhD degree.
- (c) An application to convert the thesis should normally be made within 9 months full-time (or equivalent) of initial enrolment.
- (d) Applications should be finalised, and the PhD enrolment confirmed, within 11 months of registration for the Master's thesis; exceptions require the approval of the relevant Associate Dean (PGR).
 - Note: A research portfolio cannot normally be converted to a PhD. Any such conversion must be approved by the Dean FGR.*
- (e) An application must have support from the current supervisor/s and be made on the School/Faculty PhD Approval Form – upgrade from Master's form in Panoho.
- (f) Supervisor/s must:
 - (i) confirm that the topic can be extended in a manner suitable to provide a PhD project; and
 - (ii) confirm that the candidate has demonstrated the aptitude and level of competence required for PhD study, including English language proficiency.
- (g) The supervisor/s and the candidate must agree in writing the additional work to be undertaken and this document must be submitted with the application.
- (h) The School Research Committee (SRC) must also approve the application. It must, in consultation with the Head of School, confirm:
 - (i) that the candidate is a suitable candidate to be transferred to a PhD; and

- (ii) that the project can be extended in a manner suitable to provide a PhD project; and
- (iii) that adequate supervision is available, with an indication of who the new supervisory team will be (the supervisor/s of the Master's thesis will not necessarily remain on the PhD supervisory team); and
- (iv) that adequate resources to support the research project are available.
- (i) If the SRC is unable to recommend acceptance of the application to convert, it should so inform the candidate, explaining why. The decision of the SRC not to confirm a conversion is final.
- (j) Final approval of the conversion from a Master's thesis is by the relevant Associate Dean (PGR).
- (k) A candidate seeking to upgrade from a Master's to a PhD does not need to apply online in the PhD admission system. Instead application information and approvals are recorded on the School/Faculty PhD Approval Form – upgrade from Master's in Panoho. Applications may be considered at any time.
- (l) If candidates wish to be considered for a Wellington Doctoral Scholarship they may apply in a subsequent round.
- (m) The date of first enrolment for the Master's degree becomes the date of provisional registration for the PhD.
- (n) Candidates who convert from a Master's degree to a PhD are required to satisfy all requirements for full registration (see section 10).

8.9 Conversion from a PhD degree to a Master's by thesis degree (previously Procedures 3.5)

- (a) Conversion from a PhD to a Master's may occur:
 - (i) by decision of a candidate in conjunction with their supervisor/s at any time during candidature prior to submission of the thesis for examination; or
 - (ii) as a result of a decision of the School Research Committee that a candidate does not meet the standard for achieving full registration; or
 - (iii) as a result of a decision of the examiners.
- (b) Conditions apply and are detailed in the Procedure for converting from a PhD degree to a Master's Thesis degree. It is essential that these conditions are read in advance of any such conversion being recommended or application being made. Particular attention must be paid to the visa implications for international candidates.
- (c) An application to convert to a Master's degree as in (i) must be made using the Change of enrolment: PhD to Master's by thesis form in Panoho, justifying the change. The written support of the academic supervisors and Head of School are needed, as is the agreement of the candidate. The conversion is approved by the Associate Dean (PGR).
- (d) Where the conversion is as a result of (ii) the decision will be documented on the Movement from Provisional to Full PhD Registration SRC Report form in Panoho and approved by the Associate Dean (PGR).
- (e) Where the candidate is a scholarship holder, the School must advise the Scholarships Office of the candidate's change in circumstances.
- (f) Where a Master's degree is awarded as an outcome of the PhD examination process (see section 15.5(b)), as determined by the Dean FGR, this is processed by FGR.

8.10 Suspension of study (previously Procedures 3.6)

- (a) Suspensions are intended to provide for exceptional personal situations such as parental leave, protracted illness on the part of the candidate or a close relative, and requirements from employers. Wherever possible, applications should be made in advance.
- (b) Short-term absences from the University, such as “annual leave” (up to a total of four weeks per annum), statutory holidays, conference attendances, academic meetings and short-term illness should be advised to the supervisor and the postgraduate co-ordinator or school administrator and noted on the candidate’s file in Panoho, but do not constitute grounds for a suspension of study.
- (c) During a suspension a candidate will pay no tuition fees and will receive no supervision, though they continue to be enrolled.
- (d) Applications for a suspension of study need to include:
 - (i) a statement from the candidate giving the reason for requesting a suspension, plus supporting evidence if appropriate, e.g., a doctor’s certificate or letter from an employer; and
 - (ii) a statement from the primary supervisor indicating support or otherwise of the suspension; and
 - (iii) the candidate’s latest CDP.
- (e) Applications for suspension of study are to be made on the Request for a Suspension form in Panoho.
- (f) Scholarship holders must advise the Scholarships Office of their intention to suspend. Scholarship payments will be suspended and only reinstated when the candidate formally advises the Scholarships Office that they have resumed study (i.e., rather than payments being automatically reinstated at the end date of the suspension).
- (g) Suspensions are granted in whole months (but need not be timed to begin on the first of a month) and will not normally exceed 12 calendar months in total across all suspensions. Restrictions apply to international candidates and to holders of scholarships. (See below).
 - *Note: Immigration New Zealand (INZ) regulations mean that international candidates may only suspend their study for up to a total of three months within any 12 month period, to a total of 12 months over the duration of their candidature. INZ must be notified of all periods of suspension. International candidates considering applying to suspend their study should contact the Visa Officer at Wellington University International for advice.*
 - *Note: International candidates are not permitted to suspend their study in order to engage in paid employment (INZ regulations).*
- (h) Holders of Wellington Doctoral Scholarships are normally limited to six months suspension in total and scholarship payments are also suspended during an approved period of suspension.
 - *Note: Holders of other scholarships are likely to have restrictions on suspension and should check the conditions of their scholarship award.*
- (i) The approval of the Dean FGR is required for applications which:
 - (i) take the total period of suspension beyond 12 months during a candidacy; or
 - (ii) are made by a candidate who is revising and resubmitting the thesis for a second examination; or
 - (iii) request a retrospective suspension (in whole or in part) except in cases where the retrospective suspension is on medical grounds attested by

evidence from a medical professional (e.g., a doctor's letter or a letter from a registered counsellor).

- (j) The Associate Dean (PGR) in the home Faculty may approve any other requests for suspension.
- (k) Particularly good grounds and evidence will be required for a retrospective suspension as the University will have claimed government funding and scholarship payments will have been made. An application for a retrospective suspension should be made as soon as possible after the event which gives rise to the claim for a retrospective suspension. Applications made more than two months after the event are unlikely to be approved.
- (l) Where an application for a suspension is declined, the candidate may continue with the period of registration or withdraw from the degree.

8.11 ***Extensions beyond 48 months total registration (previously Procedures 3.7)***

- (a) Candidates are normally expected to have submitted their doctoral thesis within 48 months FTE of initial enrolment.
- (b) The Student Achievement Component of funding (SAC funding) from the government ceases at 48 months full-time (or equivalent).
- (c) An extension to a candidate's registration may be granted on application to the Dean FGR. Calculations will exclude any periods of suspension.
- (d) Consideration of extensions shall take account of the candidate's personal circumstances and the nature of the research project.
- (e) No more than 12 months extension will be approved at any one time.
- (f) An extension which takes the total time under full-time supervision beyond six years (72 months) will not normally be granted. An extension which takes the total time under part-time supervision beyond nine years (108 months actual time; 54 months FTE) will not normally be granted. A candidate who has had periods of both full- and part-time registration will have a pro-rata limit.
- (g) Applications for extensions are to be made **on the Request for an Extension form in Panoho**.
- (h) All applications require;
 - (i) a reasonable justification for a specified period of time (with supporting information); and
 - ~~(ii) a copy of the latest CDP; and~~
 - (iii) submission of a timeline detailing the steps to completion; and
 - (iv) support of supervisor/s; and
 - (v) sign off by the Head of School or delegate of any funding and workload implications
 - (vi) approval of the Associate Dean (PGR); and
 - (vii) final approval from the Dean FGR.
- (i) Extensions must be requested in whole calendar months and normally no more than 12 months extension will be approved.
- (j) Further requests for extensions, without significant evidence of progress, may be declined and the candidate's enrolment may be terminated.

8.12 ***Change of status from full-time to half-time and half-time to full-time (previously Regulations 4.4.3(e) and Procedures 3.8)***

- (a) The normal expectation is that PhD candidates will be full-time. A

candidate's initial status as a half-time candidate, or changes between half-time and full-time status, require the approval of the Associate Dean (PGR).

□ *Note: Visa holders have stricter conditions imposed by Immigration New Zealand.*

- (b) Applications should be made on the Application to change between Full-time and Part-time Enrolment form in Panoho. Approval is by the Associate Dean (PGR) in the home Faculty.
- (c) Scholarship holders who are contemplating a change of status must consider the conditions of their scholarship. Wellington Doctoral Scholarships require candidates to be registered full-time.
- (d) International candidates on a study visa are required by Immigration New Zealand to be enrolled full-time, unless they have a variation of conditions noted on their visa.

8.13 **Withdrawal from the programme (previously Regulations 4.4.3(f) and Procedures 3.9)**

- (a) A candidate may withdraw from the doctoral degree programme by informing the Faculty of Graduate Research in writing of their intention to do so.
- (b) Candidates withdrawing from a doctoral programme should complete the Notification of withdrawal from PhD study form notify this in Panoho.
- (c) Candidates should discuss their intention to withdraw with their supervisory team in advance, and are advised to consider whether other alternatives, such as suspending study for a period or converting to a Master's degree might be appropriate. Conditions apply to conversion to a Master's degree.
 - *Note There are likely to be visa implications for international candidates who withdraw from the programme, or who seek to transfer to another programme in this an any other institution.*
- (d) Under any of the following circumstances a candidate will be deemed to have withdrawn:
 - (i) The candidate allows their enrolment to lapse by not having paid fees within three months of the due date for payment and without having made any alternative arrangement with the University; or
 - (ii) The candidate fails to attend a viva (an oral defence examination of the thesis); or
 - (iii) The candidate fails to complete the required corrections and amendments to the thesis within the approved timeframe without having been granted an extension; or
 - (iv) The candidate fails to deposit the thesis in the University Library within three months of having the corrections and amendments signed off without having made any alternative arrangements with the University.
- (e) Any appeal in relation to (d)(i) to (iv) should be made to the Dean FGR in writing and within 20 days of the relevant event unless the Dean FGR approves otherwise.

8.14 **Termination of enrolment (previously Regulations 4.4.3(g) and Procedures 3.10)**

- (a) Without limiting any other statute, policy, or regulation, the Dean FGR may terminate a candidate's enrolment:
 - (i) If a candidate does not meet the requirements for movement from

provisional to full registration (see section 10.7(e)).

- (ii) If a candidate does not demonstrate sustained satisfactory progress.
- (b) Any candidate whose enrolment has been terminated or who has withdrawn from the degree and who wishes subsequently to undertake a doctoral degree must re-apply to the Dean FGR for entry to the programme.
- (c) Any appeal in respect of 8.14(a)(i) and (ii) should be made to the Deputy Vice-Chancellor Research in writing and within 20 working days of the notification of termination unless the Deputy Vice-Chancellor Research approves otherwise.
- (d) Scholarship holders must inform the Scholarships Office of any changes in their registration or enrolment status.
- (e) Where the Associate Dean (PGR) accepts a School Research Committee recommendation to terminate a candidate's enrolment, this must be referred to the Dean FGR for final approval.
- (f) It is expected that the concerns leading up to the recommendation for termination of enrolment will have been discussed with the candidate who will have been given adequate opportunity to address these.
- (g) The final outcome will be formally communicated to the candidate in writing by the Dean FGR.
- (h) A candidate whose enrolment is terminated by the University will pay fees until the date on which the decision to terminate is notified and may have refunded any fees paid in advance for the period beyond that date (with the refund calculated in twelfths of the annual fees). Scholarships payments, if any, will also cease and the candidate may be required to repay any stipend payments made in advance of the date of termination.
- (i) Where, as a result of the examination process, a candidate is required to make corrections and amendments (up to six months), they are not required to pay fees, but will be using University resources. It is important therefore that they re-present the thesis within the specified time frame or apply to the Dean FGR for an extension; failure to do so will result in termination of the candidature.

9 Attendance at the University (previously Regulations 4.5)

9.1 General regulations on attendance (previously Regulations 4.5 and Procedures 4.1)

- (a) The doctoral degree is awarded for work done under direct supervision and it is expected that candidates will attend the University on a regular basis and participate in the intellectual life of the School and the wider University.
- (b) For the purposes of this section, attendance at the University does not preclude:
 - (i) attendance at some other institution in the Wellington area at which supervision is being provided for the candidate;
 - (ii) attendance at an overseas university under a co-tutelle arrangement. Refer to the [Guidelines for Co-tutelle PhDs](#);
 - (iii) regular breaks such as "annual leave" (of up to four weeks in total per annum), statutory holidays, short-term illness, conference attendances and academic meetings.
- (c) In some circumstances, however, approval may be given for candidates who do not reside locally to enrol for a doctoral degree and undertake their programme of study as a distance candidate. Candidates who wish to be enrolled for distance study must meet the conditions as stipulated in the [Doctoral Study by Distance Guidelines](#) and must gain the necessary approval (see (d) below).

- (d) Applications for distance enrolment that involve a placement at a recognised research institution may be approved by the Associate Dean (PGR); all other applications must be approved by the Dean FGR.
- (e) Irrespective of whether a candidate is attending the University or has approval for distance study, from time to time there may be a legitimate need to undertake a period of research at some other location e.g., **laboratories, libraries, museums (see section 9.3 below)**. In all such situations, a written agreement is required and must be approved by the Associate Dean (PGR) or, for candidates required to revise and resubmit, by the Dean FGR.
 - *Note: Restrictions apply to visa holders.*
- (f) Except as provided for in the Fees Statute in respect of international students, candidates will pay the appropriate tuition fees (according to their discipline) regardless of where they work on their doctoral research.

9.2 **Duration of absence from the University (previously Procedures 4.2)**

- (a) Government requirements mean that international candidates studying for a PhD in New Zealand on a study visa are limited to 12 months total absence from New Zealand during the PhD for approved research purposes, and absence prior to full registration is limited to three months.
- (b) Domestic candidates (including Australians) are not limited to 12 months absence from New Zealand overall but are normally limited to three months absence during provisional registration.

9.3 **Absence from the University for approved research purposes (previously Procedures 4.3)**

- (a) If a candidate needs to work at a location other than the University, the period away must be covered by an agreement and approved by the School Research Committee.
- (b) The work undertaken at the alternative location must be research that is directly related to the candidate's own topic. Writing up a thesis does not qualify under this heading.
- (c) **The Application to undertake PhD Research away is available on the FGR website. This must be completed and approved by the Head of School or SRC, and Associate Dean (PGR) before departure. An application to undertake PhD research away needs to be completed in Panoho.**
- (d) Scholarship holders must advise the Scholarships Office that they have approval to be absent from the University and provide the Scholarships Office with a copy of the agreement.
- (e) Candidates who have been required to revise and resubmit may not undertake research away from the University except with the permission of the Dean FGR.

10 **Provisional registration (previously Regulations 4.6)**

10.1 **General regulations on provisional registration**

- (a) Candidates are provisionally registered for the doctoral degree when they first enrol. The purpose of provisional registration is:
 - (i) to allow the candidate time to develop a proposal for the thesis;
 - (ii) to allow a period in which coursework can be undertaken if required;
 - (iii) to allow the candidate to demonstrate their suitability as a candidate for the degree, by meeting the requirements established by the School or programme;
 - (iv) to allow the candidate to demonstrate any necessary language

capability other than that required for general admission to the University.

- (b) Provisional registration will not normally exceed 12 months (24 months half-time) and candidates are required to submit a research proposal, to apply for full registration, and to be assessed by the School Research Committee within that time. After consideration of the submitted application by the School Research Committee, a further three months of provisional registration may be granted by the Associate Dean (PGR) to make the necessary changes.
- (c) If a candidate does not meet the standard for full registration, the Dean FGR may terminate the candidate's enrolment.

10.2 ***Provisional registration (previously Procedures 5.1)***

- (a) During the period of provisional registration candidates (in conjunction with their primary supervisor or co-supervisors) are expected to establish and make satisfactory progress on agreed-upon performance standards. Indicators of satisfactory progress may include those listed below. Most of these will be demonstrated in the full research proposal:
 - (i) knowledge of literature in the field of study;
 - (ii) the ability to summarise, interpret and critique that literature;
 - (iii) the ability to design research tasks;
 - (iv) the ability to summarise, interpret and evaluate data;
 - (v) the ability to communicate research findings in formats appropriate to the discipline;
 - (vi) the ability to argue a case;
 - (vii) satisfactory completion of any required coursework.
- (b) Each School should ensure that provisionally registered candidates are aware of the standards expected with respect to applicable indicators of progress.
- (c) It is the School's responsibility to document the progress of all candidates (see section 12). This is particularly important during provisional registration and any concerns about the candidate's ability to meet the standards for doctoral study should be noted.
- (d) It is expected that candidates will be involved in discussions about their progress and given appropriate opportunities to address any identified shortcomings.

10.3 ***Criteria for progression to full registration (previously Procedures 5.2)***

- (a) To progress from provisional to full registration, the candidate must:
 - (i) write a full research proposal (see section 10.4 below) the length of which is determined by School regulations; and
 - (ii) meet any School or programme requirements developed by the School Research Committee and approved by the Associate Dean (PGR); and
 - (iii) meet any individual requirements imposed by the School.
- (b) Candidates for a professional doctorate must satisfactorily complete all of the requirements of Part 1 (as specified in the regulations for the particular degree) before progressing to Part 2. Successful completion of Part 1 is considered to be equivalent to achieving full registration.
- (c) It is strongly recommended that each candidate should present a seminar on their work, either as a requirement for movement from provisional to full registration or soon after movement to full registration, in order to gain experience in oral presentation of academic work and to realise the benefits of collegial discussion of the work-in-progress (see section 10.5 below).

- (d) Schools or programmes must publish information about their specific requirements in (a)(ii) above. The requirements should also be discussed with enrolling candidates and included in school orientations or briefings for new PhD candidates.
- (e) All full research proposals may be submitted to the University's plagiarism detection software. In the event of plagiarism being detected please refer to the Student Conduct Statute.

10.4 **Research proposal (previously Procedures 5.3)**

- (a) As appropriate for the discipline and as published by the School, full research proposals should contain some or all of the following elements:
 - (i) a literature review;
 - (ii) an outline of the basic thesis/research question;
 - (iii) discussion of appropriate theoretical framework(s);
 - (iv) details of appropriate methodology;
 - (v) details of any special resources or equipment required (beyond what is specified in the Minimum Resources Agreement);
 - (vi) a statement as to whether the research requires ethics approval and, if so, when it will be sought; if approval has already been granted for the proposed research or for preliminary work, this should be noted;
 - (vii) a discussion of any intellectual property issues to which the research may give rise;
 - (viii) a statement that there are no foreseeable cultural, social or legal impediments to the successful completion and/or publication of the research;
 - (ix) a tentative timetable for the completion of the thesis, including preliminary goals for the next six months.
- (b) If the thesis will include non-standard material (compositions, designs, works of film or theatre, performances and so on), the proposal must detail this and the School Research Committee must satisfactorily resolve any challenges involved in examining and archiving such material.
 - *Note: See also Section 13.6(c) about approval for non-electronic submission of theses and related material.*

10.5 **Presentation of the proposal (previously Procedures 5.4)**

- (a) Schools/programmes are free to determine the format of presentations, including determining whether an oral presentation is required.
- (b) Candidates must know in advance whether or not the presentation is open to other staff or students, whether any member of the audience may ask questions, and who will be responsible for any formal assessment of the proposal and presentation.
- (c) Candidates can expect to receive questions and feedback from those in attendance. Any feedback should be documented for the candidate's reference.

10.6 **Application for full registration (previously Procedures 5.5)**

- (a) ~~The School administrator will run a monthly report from ResearchMaster and alert the postgraduate co-ordinator and the candidate that the registration date is approaching. PanoHo will provide automated reminders that the registration date is approaching.~~
- (b) Applicants are required to meet all applicable criteria in section 10.3 above.
- (c) ~~It is normally expected that the application will be received in good time so that the School Research Committee can complete its assessment of the~~

application within 12 months of provisional registration (or equivalent). In any case, applications for full registration must be made within 12 months of provisional registration (or equivalent). The extension that may be available under 10.7(c)(iii) (below) can only be granted after consideration of the application. It cannot be used to delay the application until 15 months. Failure to apply for full registration within 12 months may be grounds for termination of candidature.

- (d) The School Research Committee (SRC) will scrutinise applications to advance to full registration or may set up an *ad hoc* committee of not fewer than three members to do this.
- (e) The SRC should determine:
 - (i) that the candidate has sufficient knowledge and understanding of the research topic; and
 - (ii) that the candidate has demonstrated the skills and ability required to complete a successful doctoral thesis; and
 - (iii) that the research proposal outlines an appropriate theoretical framework which will lead to a defensible thesis; and
 - (iv) that the proposed research is original or adds value to existing knowledge; and
 - (v) that the research can be placed into the existing body of knowledge – for this purpose a summary of the recent research literature relevant to the topic must be included; and
 - (vi) that where the School requires presentation of the proposal as a condition of moving to full registration, this has been satisfactorily completed; and
 - (vii) that any other School/programme requirements have been satisfactorily met; and
 - (viii) that any necessary coursework (see sections 7.6 and 10.1(a)(ii)) undertaken within the provisional registration period has been completed successfully and assessed at the required standard; and
 - (ix) that any individual requirements imposed by the School as a condition of the candidate's provisional registration have been satisfactorily completed.

10.7 **Outcomes of application for full registration (previously Procedures 5.6)**

- (a) ~~Using the relevant Movement from Provisional to Full Registration SRC Report form In Panoho,~~ the School Research Committee (SRC) may make one of the following recommendations to the Associate Dean (PGR):
 - (i) that the candidate's movement to full registration should be approved; or
 - (ii) that the research proposal should be revised and resubmitted (with a timeframe for doing so); or
 - (iii) that the candidate should convert their enrolment to a Master's by thesis degree; or
 - (iv) that the candidate's registration should be terminated.
- (b) Where the criteria outlined in section 10.6(e) above are met, the SRC will recommend that full registration be confirmed.
- (c) Where the recommendation is that the proposal be revised and re-submitted:
 - (i) The SRC must believe that the candidate is capable of correcting the proposal within a suitable timeframe (see (iii) below) and then going on to successful doctoral study.

- (ii) The SRC must provide clear written feedback to the candidate regarding what is required to meet the requisite standards and must specify a timeframe within which the candidate needs to re-apply for approval.
- (iii) If revisions will take the period of provisional registration beyond 12 months for full-time candidates or 24 months for half-time candidates, the SRC must recommend to the Associate Dean (PGR) that the period of provisional registration be extended. The maximum extension permitted is three months (full-time equivalent).
- (d) Where the recommendation is to convert to a Master's by thesis degree the processes in section 8.9 above will apply. Refer to the Procedure for converting from a PhD degree to a Master's Thesis degree.
- (e) Where the recommendation is to terminate registration:
 - (i) The SRC should meet with the candidate and explain face-to-face why this action is recommended and what support is available to the candidate. The candidate should also receive the decision in writing.
 - (ii) The candidature is terminated by the Dean FGR on the advice of the Associate Dean (PGR) (see section 8.14).

11 Supervision (previously Regulations 4.7)

11.1 Supervisory team (previously Regulations 4.7.1)

- (a) Each doctoral degree candidate will be assigned a supervisory team consisting of at least two academic supervisors, one of whom will be designated the University Supervisor (see section 11.5).
- (b) The University Supervisor is also usually the primary supervisor except where a scholar from outside the University has been appointed to the supervisory team and is in the role of primary supervisor.
- (c) As appropriate, additional advisors may be invited to affiliate with the supervisory team to provide specific or specialised support to the candidate.
- (d) The supervisory team is approved by the Associate Dean (PGR).

11.2 Qualifications of supervisors (previously Regulations 4.7.2 and Procedures 6.1)

- (a) All members of the supervisory team will be suitably qualified scholars.
- (b) Academic supervisors must:
 - (i) have a PhD and/or an established research record; and
 - (ii) have sufficient appropriate academic knowledge of the research topic; and
 - (iii) have capacity in their workload to act as a supervisor for the duration of the candidature; and
 - (iv) have completed a Victoria University of Wellington supervisor training session.
- (c) Primary supervisors and University Supervisors must have previous experience supervising doctoral candidates for **at least 12 months** (which may be as a supervisor, co-supervisor or secondary supervisor), or successful supervision of Master's thesis candidates to completion. **This experience may have been gained at Victoria University of Wellington or at another university. Heads of School have the discretion to require more experience of supervision prior to appointing someone as a Primary Supervisor or University Supervisor.**
- (d) Academic supervisors must also have completed FGR's Orientation to Postgraduate Research Supervision programme. It is the responsibility of the

Head of School to confirm that a prospective supervisor has completed the necessary orientation; records of attendance are held by FGR.

- (e) Except with permission of the Dean FGR, members of the supervisory team must not have any conflicts of interest as defined by the University's [Conflicts of Interest Statute](#). Disclosure of any conflicts of interest with regard to doctoral candidates should be made to the Dean FGR.
- (f) The University Supervisor must be a member of the academic staff at the University or a Victoria University of Wellington scholar in an equivalent continuing research position.
- (g) A former Victoria University of Wellington academic staff member may be part of a supervisory team, on appointment as an Honorary Research Associate (see section 11.6), but may not fulfil the role of the University Supervisor.

11.3 **Responsibilities of the School (previously Procedures 6.2)**

- (a) The School that accepts a candidate, and in which the candidate is registered, has a range of responsibilities as detailed below. Formally, the responsibilities belong to the Head of School who may delegate, as appropriate within the School, to the SRC or its convenor or to a postgraduate co-ordinator. The School must ensure that:
 - (i) At least two appropriately qualified supervisors who have the expertise and workload allocation to supervise the candidate's research are appointed to the supervisory team;
 - (ii) School resources are provided to support the research project to completion;
 - (iii) supervision and candidature arrangements comply with University policies;
 - (iv) changes to the supervisory team are notified to the home Faculty and the Wellington Faculty of Graduate Research (FGR) **on the Supervisory changes PhD candidates form in Panoho**;
 - (v) if the primary supervisor is away for more than a month, appropriate supervision arrangements are in place;
 - (vi) problems involving any aspect of candidature are addressed promptly;
 - (vii) suitable examiners of the thesis are recommended to the Dean FGR;
 - (viii) the quality of supervision is monitored;
 - (ix) the Scholarships Office is advised of any changes of enrolment.

11.4 **Academic supervisors (previously Regulations 4.7.3 and Procedures 6.3)**

- (a) Academic supervisors are responsible to the School and to the wider University. Their role is to provide expertise in the topic of the thesis and research supervision. They are expected to supervise candidates to undertake research and to complete the thesis within an agreed time frame, and to encourage the highest possible academic standards.
- (b) Academic supervisors have responsibilities to their supervisees, to the wider academic community involved in the subject area(s) within which the thesis is being written, to their Schools and to the University.
- (c) Academic supervisors are expected to assist candidates to complete the research within an agreed time frame, to maintain and enhance the reputation of the School and the University, and to encourage the highest possible academic standards. This includes taking reasonable steps consistent with available resources:

- (i) to provide a framework within which the academic work can take place;
 - (ii) to provide academic guidance;
 - (iii) to facilitate and assess progress;
 - (iv) to facilitate administrative compliance;
 - (v) to guide the candidate into wider contacts and opportunities as appropriate to the discipline;
 - (vi) to act as a guide to University facilities; and
 - (vii) to encourage the candidate to participate in University intellectual life.
- (d) For more information see [Responsibilities of Academic Supervisors](#).

11.5 ***The University Supervisor (previously Regulations 4.7.4 and Procedures 6.4)***

- (a) Where the primary supervisor is a staff member at Victoria University of Wellington, they are automatically designated as the University supervisor. Where the primary supervisor is not a staff member, another member of the supervisory team must be designated as the University supervisor and must be a staff member of Victoria University of Wellington.
- (b) In addition to the responsibilities in section 11.4, the University supervisor is responsible for:
 - (i) overseeing the academic development of the candidate; and specifically
 - (ii) ensuring that six-monthly reporting (CDP) is carried out;
 - (iii) overseeing the movement from provisional to full registration;
 - (iv) reading the final draft of the thesis (or where the primary supervisor is not a staff member of Victoria University of Wellington, ensuring that the final draft is read by an academic supervisor prior to submission);
 - (v) ensuring that examiners are nominated at least two months prior to submission.

11.6 ***External supervisors (previously Regulations 4.7.5)***

- (a) Where it is appropriate for a scholar from outside the University to be appointed to the supervisory team as an external supervisor they will be appointed as an Honorary Research Associate of the candidate's School and approved by the Dean FGR.
 - Note: In the special case of co-tutelle agreements, the other university in the partnership will appoint its own supervisors. Such arrangements will be documented in the co-tutelle agreement. Such supervisors do not need to be appointed as external supervisors of this University nor do they need to be appointed as [Honorary Research Associates \(HRA\)](#).
- (b) External supervisors are expected to meet the criteria specified in section 11.2(b) regarding the qualifications of academic supervisors.
- (c) External supervisors are academic supervisors, with the responsibilities in section 11.4(c)(i)–(v) above.
- (d) Former academic staff members who have left Victoria University of Wellington but will be continuing to supervise doctoral candidates must be appointed as HRAs for the remaining length of candidature; this does not apply to those who have been appointed as a Victoria University of Wellington Emeritus Professor. Adjunct staff members who are to supervise candidates must also be appointed as HRAs.

- (e) By mutual agreement with the Deans and Directors of the universities, HRAs from another NZ University are not normally paid. For advice about other payment arrangements please contact HR. Payments are from School budgets.

11.7 **Changes to the supervisory team (previously Regulations 4.7.6)**

- (a) Where a supervisor is removed from or added to the supervisory team, the change is approved by the Associate Dean (PGR) on the recommendation of the School Research Committee.
- (b) Refer to the [Procedure for Changes to Supervisory Arrangements](#)

11.8 **External party involvement in candidature (previously Regulations 4.8)**

- (a) Where an external party is involved in a candidate's candidature, an agreement must be signed that sets out the terms of the relationship. This agreement must comply with the [Management of External, Research Consultancy and Related Contracts Policy](#) and the [Intellectual Property Policy](#).

11.9 **Conflicts of Interest (previously Procedures 6.7)**

- (a) Except with permission of the Dean FGR, members of the supervisory team must not have any conflicts of interest as defined by the [University's Conflicts of Interest Statute](#). See in particular 4.2(c). Disclosure of conflicts of interest with regard to doctoral thesis candidates must be made to the Head of School (who will disclose them to other decision makers in the School if appropriate) and to the Associate Dean (PGR), and prior approval must be obtained from the Dean FGR.

12 Evaluation and feedback (previously Regulations 4.9)

12.1 **General regulations on evaluation and feedback**

- (a) Candidates and supervisors review the direction and progress of the research, ensure compliance with matters of regulation, identify resource needs and may address any issues in the [six-monthly progress reports](#).
- (b) Candidates who are required to revise and resubmit (see section 15.7) ~~are not required to complete the six monthly progress reports. Progress is monitored through an alternative three monthly reporting procedure~~ [are required to complete three-monthly progress reports](#).
- (c) The University will seek feedback from candidates on the quality of supervision and the overall doctoral degree programme experience in a confidential process.

12.2 **Progress reporting (previously Procedures 7.1)**

- (a) PhD candidates are required to complete a Candidate Development Plan (CDP) ~~in May and November of each year of registration at six monthly intervals after enrolment (not counting periods of suspension)~~. Candidates undertaking a [professional](#) doctorate need to do this in part 2 only, as progress is monitored during coursework in part 1.
- (b) The CDP rounds are managed in an online process administered by the Wellington Faculty of Graduate Research.
- ~~(c) The timeframes for the candidates and supervisors to have completed the CDP process are:~~
 - ~~(i) For the May round 1 – 30 May~~
 - ~~(ii) For the November round 1 – 30 November~~
- (d) A key element of the CDP is the progress meeting between the candidate and supervisors. Ideally this will occur face-to-face, but video conferencing is also acceptable.

- (e) Failure to complete a progress report within the timeframe will result in follow-up from the Dean FGR.
- (f) Absence of a CDP will have implications for any requests for a suspension of study or an extension of time.

12.3 Resolving performance issues (previously Procedures 7.2)

- (a) Where there are major or continuing problems with a candidate's performance, **the CDP should a process will be started in Panoho** to specify what action needs to be taken to rectify the problems and stipulate a time period within which such action is to be taken.
- (b) The School must offer the candidate the opportunity to respond and then will monitor the proposed actions. The School will also inform the candidate of their entitlement to representation, and the advisory and support services offered by VUWSA via the Student Advocate.
- (c) Where difficulties may be addressed by a change to the supervisory team, refer to the Procedures for Changes to Supervisory Arrangements.
- (d) In the event that the candidate fails to take the required action so that problems persist, the School must notify the Associate Dean (PGR) who may then consider whether or not to recommend termination of the candidate's enrolment.

12.4 Feedback on progress (previously Procedures 7.3)

- (a) In addition to the CDP process, supervisors will provide candidates with adequate and timely feedback and evaluation of their progress throughout their candidature. Feedback should be given using a format that provides the candidate with a permanent record on any written work submitted.
- (b) Supervisors must keep a record of supervisory meetings and record any significant advice given or transactions not dealt with in the CDP. Keeping good records will also assist in preparing the CDP and attending the review meeting.
- (c) If any doubt arises as to the ability of a candidate to complete the doctorate this must be raised and dealt with as soon as is practicable for the benefit of both the candidate and the University. Actions taken to address any concerns should be documented. See section 12.3 above.
- (d) Candidates approaching submission of their thesis for examination will require detailed written feedback on draft chapters as they are completed. Supervisors should endeavour to provide feedback on the final draft of the thesis within four weeks.

13 Submission of the thesis for examination (previously Regulations 4.10)

13.1 Minimum registration (previously Procedures 8.1)

- (a) PhD candidates may apply to have the thesis examined any time after the minimum registration period of 36 months full-time (or equivalent). The minimum registration period for a **professional** doctorate is 24 months full-time (or equivalent) in Part 2.
- (b) Candidates must be registered for the three months immediately preceding submission but may appeal to the Dean FGR to vary this requirement if there are exceptional circumstances. Appeals must be made in writing, with accompanying evidence, and supported by the supervisors.
- (c) If a candidate wishes to submit the thesis for examination within the minimum registration enrolment period, they must be able to show that they have exceptional grounds for doing so, e.g., started their PhD at another University and have subsequently transferred to Victoria University of

Wellington. Applications must be made in writing to the Dean FGR and must have the approval of the Associate Dean (PGR).

13.2 **Timeframe for submission (previously Procedures 8.2)**

- (a) The candidate's decision to apply for a thesis to be examined must be made in consultation with the University Supervisor.
- (b) Candidates are expected to give three months' notice, **in Panoho**, to the University supervisor and the School, of their intention to submit. This is to allow sufficient time for the identification of suitable examiners.
- (c) Candidates should allow for supervisor/s to take four weeks to read and comment on a final draft of the thesis.
- (d) Notwithstanding (a) above, the FGR will take reasonable steps to ensure that any thesis sent for examination is complete and otherwise suitable for examination.

13.3 **General regulations regarding submission**

- (a) To facilitate library cataloguing, theses submitted in any language other than English should include an English translation of the title page and abstract.
- (b) Theses submitted in any language must consistently meet the formal standards of presentation of written work (e.g. grammar, spelling, style) in that language.
- (c) The candidate shall submit a digital copy of the thesis to the FGR in a manner specified by FGR and apply for examination. Candidates for a **professional** doctorate may be required to submit additional material as specified in the relevant procedures.
- (d) The candidate must also submit:
 - (i) a statement of authorship and thesis length to confirm that the work of others has been acknowledged in the thesis and that the thesis has not been submitted previously for another qualification at this or any other university; and
 - (ii) a statement that the thesis does not exceed the word limit prescribed in section 7.4; and
 - (iii) a statement from the University Supervisor (see section 13.4(a)).

13.4 **Supervisor approval (previously Procedures 8.3)**

- (a) When the candidate submits the thesis, it must be accompanied by a statement from the University supervisor confirming that:
 - (i) the candidate has pursued the course of study in accordance with the requirements of the PhD or **professional** doctorate; and
 - (ii) the submission is made with the supervisors' approval.
- (b) If the University supervisor cannot sign (ii), the matter must be referred to the supervisory team who will determine whether or not the thesis is ready for submission.
- (c) Where the supervisory team's approval has not been given, the thesis must be returned to the candidate noting that the candidate is advised not to submit until the modifications indicated by the supervisory team have been made.
- (d) Modifications that are required for any of the following reasons must be addressed by the candidate before the thesis can be sent out to the examiners:
 - (i) insufficient legibility, inadequate proof-reading, or grossly inadequate English;
 - (ii) lack of an appropriate reference list/bibliography;

- (iii) lack of an abstract;
- (iv) lack of a table of contents;
- (v) lack of any other necessary formal requirement of a thesis;
- (vi) failure to comply with the Regulations on length of theses.
- (e) Where there is dispute between the supervisory team and a candidate regarding the modifications above, the final decision lies with the Dean FGR
- (f) Once the obligatory modifications have been made, the candidate may choose to submit, or delay submission until any other points have been addressed.
- (g) If the readiness of the thesis for submission is in dispute, the Dean FGR may offer an independent internal scrutineer.

13.5 **Application for examination (previously Procedures 8.4)**

- (a) Applications should be made **on the Application for Doctoral Examination form in Panoho.**
- (b) **The PhD regulations, paragraph 7 (see University Calendar), require that the thesis not have been submitted for another qualification at this or any other university.** This does not preclude simultaneous submission to another University if there is a registered co-tutelle agreement in place.
- (c) On submission of the thesis, the candidate's status will change from 'full registration' to 'under examination' (UX) and they are no longer required to pay tuition fees. Ongoing access to office space is by negotiation with the School while computer and library access and access to Student Services will continue as previously.

13.6 **Submission of the thesis (previously Procedures 8.5)**

- (a) Candidates will submit a PDF version of their thesis **to FGR by email, through a file sharing service such as SharePoint or Dropbox, or by bringing the PDF physically to FGR on a memory stick in Panoho.**
- ~~(b) Candidates are normally expected to attend a submission appointment at FGR in which the examinations team will check the PDF, will collect and check the paperwork, and will brief the candidate on the examination procedure.~~
- (c) FGR acknowledges that some candidates will, exceptionally, need to submit a physical copy of the thesis, for example, certain architecture or creative theses may have a component that is not easily or appropriately delivered as a PDF. Physical submission requires written permission of Dean FGR, which permission will not be unreasonably withheld.

□ *Note: See also section 10.4 regarding the School's responsibility for ensuring that non-standard material is examinable and archivable.*

14 Appointment of examiners (previously Regulations 4.11)

14.1 **General regulations on appointment of examiners (previously Regulations 4.11 and Procedures 9.1)**

- (a) Candidates may be consulted on potential examiners, but the identity of the examiners must be kept confidential **from the candidate** until such time as the examiners' reports are released.
- (b) The Head of School will nominate suitable examiners to the Dean FGR who makes the final decision about the approved examination panel.
- (c) Three examiners will be nominated: normally one internal academic staff member, one from elsewhere in New Zealand and one from overseas. Variations may be accepted if suitable justification is provided.
- (d) Suitable nominees are expected to be fair and impartial in the examination of the thesis and will:

- (i) have a PhD degree and/or an established research record; and
 - (ii) be active researchers or scholars with expertise and standing in the field of the thesis being examined; and
 - (iii) normally have had previous experience of PhD supervision and examination; and
 - (iv) have no conflict of interest or any other significant personal, professional or contractual relationship with the candidate; and
 - (v) not have been at any time the primary or co-supervisor of the thesis; and
 - (vi) normally be employed by a tertiary education institution.
- (e) Scholars or researchers who are not employed by tertiary education institutions, but by research, governmental or commercial organisations may be appointed as examiners provided they meet the criteria in (d)(i)–(v) above.
- (f) No two examiners will normally be employed by the same institution.
- (g) In situations where the most qualified examiner would be excluded by the conditions in (d) above, the Dean FGR may approve exceptions.

14.2 ***The internal examiner (previously Procedures 9.2)***

- (a) In addition to the criteria in section 14.1(d) above the internal examiner:
- (i) will normally be a professor, associate professor, senior lecturer or lecturer or equivalent-level researcher at Victoria University of Wellington;
 - (ii) may be an emeritus professor or other former employee of the University resident in Wellington who is not employed at another tertiary institution;
 - (iii) may be a person under contract with Victoria University of Wellington, e.g., as a tutor, post-doctoral fellow, part-time lecturer, provided that their main employment is not with another tertiary institution;
 - Note:** visiting scholars are not eligible to be internal examiners.
 - (iv) must have no conflict of interest arising from work on the same site as the candidate, e.g., line manager, known antipathy, a former primary or co-supervisor;
 - (v) must not be enrolled as a PhD candidate in any university.
- (b) The internal examiners is normally expected to oversee corrections and amendments to the thesis (see section 15.6).
- (c) Any former supervisor whose name has been notified to the Dean FGR under section 11.7 may not act as an examiner except with the approval of the Dean FGR.
- (d) If the candidate is a member of the University staff, the internal examiner should not normally be a close working colleague, e.g., a member of the same teaching and/or research group, or the candidate's line manager.

14.3 ***The New Zealand examiner (previously Procedures 9.3)***

- (a) In addition to the criteria in section 14.1(d) above the New Zealand examiner:
- (i) will normally be a professor, associate professor, senior lecturer or lecturer at another New Zealand tertiary education institution or recognised research institution;

- (ii) may, with good reason, be replaced by someone from outside New Zealand who is within a reasonable time-zone difference from New Zealand so that an oral examination can be conducted within working hours in New Zealand.

14.4 ***The overseas examiner (previously Procedures 9.4)***

- (a) In addition to the criteria in 14.1(d) above the overseas examiner:
 - (i) will normally be employed by a tertiary institution outside New Zealand;
 - (ii) may be replaced by someone from New Zealand if the topic of the thesis concerns New Zealand and the main specialists in the area are in New Zealand.

14.5 ***Procedure for appointment of examiners (previously Procedures 9.5)***

- (a) It is the University supervisor's responsibility to suggest examiners and to provide sufficient information about the examiners to support their nomination.
- (b) Nominations are to be made on the Request for Approval of Doctoral Examiners form in Panoho.
- (c) The FGR requires a rationale for the appointment of each of the examiners (especially the two external examiners) and sufficient biographical and bibliographical information to support the rationale. This rationale must explain not only why the proposed examiners are competent, but why they are suited to the examination of the thesis in question, either individually or as a team.
- (d) The School may require more than the minimum number of examiners to be nominated by the University supervisor, and make a selection from those proposed. If only the minimum number is nominated and any prove unsuitable, the University supervisor will be asked for further nominations.
- (e) The School may have reasons to reject examiners that have nothing to do with their inherent suitability, and supervisors must not expect that their recommendations will always be accepted, though their recommendations should always be seriously considered.
- (f) The candidate may be consulted about the choice of examiners but should not be informed as to who has been recommended or approved. The identity of the examiners will be available to the candidate when the examination reports are released.
- (g) The Dean FGR accepts School recommendations provided that the case is properly made and unless there are factors of which the School is unaware.
- (h) Examples of reasons to reject an application are:
 - (i) the relevant forms are incomplete;
 - (ii) a proposed examiner is not an active researcher or scholar;
 - (iii) a proposed examiner has proved unreliable in the past;
 - (iv) a proposed examiner has already undertaken several examination tasks in a short period;
 - (v) sufficient justification of the examiners' appropriateness for the specific thesis is not provided;
 - (vi) a proposed examiner does not meet the criteria outlined in section 14.1(d).
- (i) Prospective examiners should be approached informally by the School well in advance of the expected submission of the thesis to confirm that they are

willing to examine and able to complete the examination of the thesis in the expected timeframe of eight weeks.

- (j) Examiners will be advised of the expected date of the oral defence viva when they receive the thesis for examination.
- (k) Each examiner's report must be independent and submitted directly to the Dean FGR. Examiners should not be in contact with other examiners, the candidate, or the supervisors prior to the oral defence viva. If any contact is necessary, this should only be through the FGR.

15 Examination process (previously Regulations 4.12)

15.1 General regulations for the examination process

- (a) The examination is a two-stage process involving an expert review of the thesis by three examiners and a viva (an oral defence examination of the thesis by the candidate).
- (b) The awarding of the doctoral degree will be determined on the basis of the examination of the thesis and the oral defence of the thesis viva, regardless of any courses undertaken during candidature, unless otherwise specified in the statute.
- (c) Theses submitted in te reo Māori are not to be translated into English or any other language for the purposes of examination.

15.2 Distribution of the thesis to examiners (previously Procedures 10.4)

- (a) Examiners will be sent an electronic copy of the thesis.
- (b) Where physical media other than the thesis have been submitted, examiners will be sent such material as can be shipped at reasonable cost.
 - *Note: Any issues regarding examining non-standard material will have been satisfactorily resolved by the SRC at the time of transition from provisional to full registration (see section 10.4).*
- ~~(c) Where the thesis is embargoed prior to submission for examination, examiners will be asked to sign a confidentiality agreement. Examiners will be asked, through Panoho, to confirm that they will keep the thesis confidential.~~
- (d) When the result of the examination has been finalised, all examiners should delete their electronic copy and destroy any hard copy that they have made.
- (e) Where an examiner has made annotations for the candidate on a copy of the thesis, either electronically or on a hard copy, it should be given to the candidate in a timely fashion.

15.3 Examination of the thesis (previously Regulations 4.12.1 and Procedures 10.1)

- (a) Each examiner will independently provide, to the Dean FGR, a report on the thesis and make an assessment that:
 - (i) the thesis is of sufficiently high standard to meet the requirements of the doctoral degree, although it may require minor editorial changes; or
 - (ii) the thesis is not yet of a standard that meets the requirements of the doctoral degree, and that there are matters that must be addressed; or
 - (iii) the thesis is markedly substandard with respect to the requirements of the doctoral degree.
- (b) Each examiner will independently and in confidence recommend to the Dean FGR whether or not the candidate should be considered for inclusion in the Dean's list.

- (c) Where the reading of the examiners' reports shows that examiners disagree markedly in their recommendations, the Dean FGR may:
- (i) allow the **oral viva** to proceed in the expectation that examiners will resolve the disagreement in the course of the examination process; or
 - (ii) send 'anonymised' versions of the examiners' reports to all examiners and facilitate discussion about the outcome in order to arrive at a common recommendation; and/or
 - (iii) appoint a referee who will adjudicate on the merits of the opposing points of view. Referees are appointed in the same way as examiners (refer to section 14); and/or
 - (iv) undertake such other consultation as may be considered necessary to determine an appropriate outcome.
- (d) After reviewing the examiners' reports and taking into consideration any subsequent consultation with the examiners, the Dean FGR will determine whether the **oral viva** should proceed.
- (e) Once the determination to proceed to **an oral a viva** has been made, each examiner's report is made available to the candidate, the supervisors, and the other examiners. The reports will be released at least five working days before the **oral viva**.
- (f) **The candidate may waive the right to five clear working days between receipt of the examiners' reports and the oral defence viva, provided this is done in writing.**
- (g) Where the examiners agree that the written thesis is substandard with respect to the requirements of the doctoral degree, rather than approving the candidate's move to **an oral defence a viva**, the Dean FGR may recommend that the candidate:
- (i) revise and resubmit the thesis for second examination; or
 - (ii) accept the award of a Master's degree (subject to minor changes that may be required to the thesis); or
 - (iii) be awarded no degree.
- (h) A recommendation in (g) above will only be made after discussion with the examiners. The same options are available as an outcome of the **oral defence viva**, with the proviso that a candidate may only revise and resubmit the thesis once.
- (i) The candidate may decline any of the options in (g) above and assert their right to have an **oral viva**.
- (j) Where necessary, the Dean FGR will consult with other relevant and appropriate parties to resolve examination issues.
- (k) Where a referee is used, the Dean FGR may request that the referee be present at the **oral defence viva**, along with the other examiners or as a replacement for one of the examiners.
- (l) If an examiner has reason to suspect that a thesis under examination contains material that is plagiarised, or believes that there has been a failure to secure appropriate ethics approval, or considers that some other form of academic misconduct has occurred, they should immediately raise the matter, in confidence, with the Dean FGR.

15.4 **The **oral defence of the thesis viva** (previously Regulations 4.12.2 and Procedures 10.2)**

- (a) The **oral defence viva** of a thesis submitted in a language other than English will be conducted in that language unless the Dean FGR approves otherwise.
- (b) Each **oral viva** committee will consist of the internal examiner, the New

Zealand examiner, and an independent Chair, who will be appointed by the Dean FGR.

- (c) It is expected that the candidate and the internal examiner attend the oral viva in person.
- (d) It is expected that the New Zealand examiner will attend the oral-viva by video conference. The New Zealand examiner may attend in person if available to do so.
 - *Note: FGR has no funding to support travel or related expenses incurred by examiners.*
- (e) The overseas examiner is not expected to attend the oral-viva (either in person or by video-conference), but is required to submit questions for the oral-viva as part of their assessment of the thesis. The overseas examiner may attend if available to do so.
- (f) At least one of the candidate's supervisors (normally the primary supervisor) is expected to attend the oral-defence-viva in support of the candidate. Supervisors do not participate in the examination of the thesis or in examiners' deliberations about the examination outcome. A supervisor should not take part in the discussion between candidate and examiners. However, with the permission of the Chair, a supervisor may question the candidate or provide clarification. Any supervisor who interrupts without the permission of the Chair may be asked to leave the oral-viva.
- (g) The candidate may bring one or more supporters. The candidate must give FGR at least five working day's notice that any supporters will be present and the number of supporters expected. Supporters do not participate in the examination of the thesis and are not permitted to speak, unless given permission by the Chair. Any supporter who interrupts without the permission of the Chair may be asked to leave the oral-viva.
 - *Note: if a candidate wishes to bring more than two supporters, this may affect the venue of the oral-viva and therefore the FGR team should be given as much notice as possible.*
- (h) The oral-defence-viva may be held by alternative means, provided the arrangements are approved in advance by the Dean FGR.
- (i) A candidate may elect that their oral-viva be conducted on Te Herenga Waka Marae.
- ~~(j) If the candidate is not on-site at Victoria University of Wellington for the oral defence, the following conditions must be met:

 - ~~(i) the candidate must be located at a tertiary education institution; and~~
 - ~~(ii) a responsible person from that institution must be available to confirm that the candidate is answering the questions independently.~~~~
- ~~(k) Candidates must make application to the Dean FGR for permission to attend the oral via video conference. Approval is a three-step process and final approval cannot be given until the Dean FGR has considered all of the examiners' reports. Further information is available from the Doctoral Examinations Team.~~
- (l) The oral-viva will begin with the candidate being offered the opportunity to speak for 10–15 minutes. They may use this time to provide an overview of the research, explaining briefly the major contribution made in the thesis, and to respond to the key points made by the examiners in their written reports. However, they must not come with a pre-prepared written rebuttal of the points made by the examiners. Candidates are expected to engage in dialogue with the examiners and to defend their thesis orally.

- (m) The examiners will (and the Chair may) ask questions of the candidate relating to the thesis, matters raised in the written reports on the thesis and related matters in the field or fields to which the thesis belongs.
- (n) When there are no more questions, the Chair will ask the candidate whether they wish to make any concluding remarks. After this, the Chair will request the candidate, supporters, and observers to leave. The supervisor/s attending may make a statement to the examination committee regarding aspects of the examination if they wish and will answer any questions of clarification from the examination committee.
- (o) Before the committee discusses the outcome of the examination, the supervisor/s will leave.
- (p) With the agreement of the Chair and the examiners a candidate may elect for the proceedings of the oral defence viva, prior to the candidate leaving the room, to be audio-recorded. Any audio recording must be requested at least three working days before the oral defence viva and will be arranged by the examinations team in FGR.

15.5 **Examination outcome (previously Regulations 4.13 and Procedures 10.3)**

- (a) The examination committee, via the Chair, will prepare a written report that documents any conditions the candidate must satisfy and will recommend one of the following outcomes to the Dean FGR:
 - (i) that the candidate be awarded the doctoral degree subject to satisfying the conditions set out in the examination report. A timeframe not exceeding six months will be indicated for making the changes;
 - (ii) that the Dean FGR consult with the Chair of the oral viva and other interested parties (as appropriate) to obtain such additional information as is necessary to determine the outcome of the examination of the doctoral degree as a whole.
- (b) If the recommendation is (ii), the Dean FGR may determine that the candidate:
 - (i) be awarded the doctoral degree subject to meeting the conditions set out in the examination report; or
 - (ii) be declined a doctoral degree, but invited to revise and resubmit the thesis for a second examination; or
 - (iii) be declined a doctoral degree, but offered a Master's degree with an ungraded pass subject to meeting conditions (if any) that may be required in the examination report, or an amended version of the report; or
 - (iv) be declined a doctoral degree, with no further option or conditions.
- (c) After the examination committee members have decided on the recommendation they will make to the Dean FGR, the Chair will inform the candidate of the recommendation.
- (d) The examination committee, via the Chair, will recommend in confidence to the Dean FGR whether or not the candidate should be considered for inclusion in the Dean's list.
- (e) If the recommended outcome is that the candidate can be awarded the degree subject to completing the required revisions, he or she can expect to receive the written report within three days. If that has not been the recommended outcome, the Chair should inform the candidate when a decision can be expected and who will communicate it.
- (f) The timeframe for making corrections is primarily intended to indicate the scale of work involved rather than reflect a candidate's other commitments.

- (g) Corrections and amendments that are expected to take longer than six months to complete will normally result in a revise and resubmit decision.
- (h) Requests for extensions to the specified timeframe should be made to the Dean FGR.
- (i) See section 7.4(h) above regarding the word limit on a thesis that is either corrected and amended or revised and resubmitted for second examination.

15.6 **Corrections and amendments (previously Regulations 4.13.2 and Procedures 11.1)**

- (a) The responsibility for overseeing corrections and amendments to a thesis belongs in the School.
- (b) Where the thesis has been passed subject to corrections and amendments the following will apply:
 - (i) The Head of School (or nominee) will appoint an **ad hoc** committee (which normally includes the internal examiner) to oversee the completion of corrections and amendments as detailed in the examination committee report and to advise the Dean FGR when all conditions have been met. These functions may be delegated to the internal examiner.
 - *Note: In most cases it will be sufficient for one person to oversee the corrections and amendments and sign off on corrections. That person will normally be the internal examiner, but may be another person if, for example, (a) the internal examiner is absent from Wellington or (b) the internal examiner was the harshest critic of the thesis.*
 - *Note: Schools should consider using a multi-person ad hoc committee for the purposes of overseeing the corrections and amendments in situations where using more than one person would bring significant benefit, e.g., in cases of interdisciplinary theses, where the internal examiner is not confident to address the issues alone, or to give junior staff experience in this area.*
 - (ii) Supervisors are not permitted to sign off on corrections and amendments.
 - (iii) Corrections and amendments are expected to be completed and signed off within the timeframe specified by the examiners at the time of the **oral defence viva**. The Dean FGR may approve extensions to this period.
- (c) **Neither candidates nor supervisors** determine what corrections and amendments must be made; that is the job of the examiners, who make their expectations known to the candidate and to the School via the final written examination report. Failure to complete all required revisions to an acceptable standard will lead to failure of the examination and no qualification will be awarded.
- (d) Examiners may also make suggestions that, while not required for the award of the degree, may provide for improvements to the thesis. Candidates are permitted to make modest revisions in line with these suggestions but are not at liberty to otherwise revise their thesis. The thesis that is deposited in the library must be the thesis that has been examined, subject to these revisions.
- (e) Once a timeframe for completing corrections and amendments is established, candidates are expected to adhere to it, although there is provision to request an extension from the Dean FGR **using the Request for extension to complete PhD thesis corrections and amendments form in Panoho**.

~~Note: The “request for extension to complete PhD thesis corrections and amendments” form will be sent by FGR to those who need to complete it.~~

- (f) If a candidate does not re-present the thesis within the timeframe and has not requested an extension of time, their enrolment will lapse and their candidature may be terminated.

15.7 **Revise and resubmit for a second examination (previously Regulations 4.13.1 and Procedures 11.2)**

- (a) Where revise and resubmit for a second examination is the outcome of the first examination (whether or not **an oral a viva** has been held), the following conditions apply:
- (i) this option is available only once; and
 - (ii) a minimum period of six months full-time (or equivalent) work under academic supervision will be required for which the candidate must register and pay the appropriate fees; and
 - (iii) the maximum period of registration will normally be 12 months full-time or 18 months half-time; and
 - (iv) the candidate must be registered for supervision for the three months immediately preceding re-submission.
- (b) A candidate may appeal to the Dean FGR to vary the conditions in (ii)–(iv) above if there are exceptional circumstances.
- (c) **To achieve a timely completion and to ensure that a candidate is well supported during the revisions to the thesis, the following are required:**
- (i) **Re-registration within 3 months; and**
 - (ii) **Any periods of suspension to be approved by the Dean FGR; and**
 - (iii) **Supervisors will provide brief reports at three monthly intervals, using a specific reporting form instead of the standard CDP. The request for such reports will be generated from the FGR in Panoho.**
- (d) When the thesis is resubmitted for a second examination, the examination process begins again (see section 15) and the same examiners will usually re-examine the thesis. If new examiners are required the process in section 14 will apply.

16 Award of the degree and notification of results (previously Regulations 4.14)

- (a) The Dean FGR will approve the award of the degree subject to receiving:
- (i) written confirmation from the Chair that the **oral defence viva** has taken place satisfactorily; and
 - (ii) written confirmation from the Head of School (or nominee) that all the conditions set through the examination process have been satisfied; and
 - (iii) written confirmation that the thesis has been deposited in the University Library in accordance with the Library Statute.
- (b) The Dean FGR communicates the official result to the candidate in writing and a successful candidate is invited to graduate.
- (c) The Dean FGR is also responsible for ensuring the examination result is conveyed in writing to the supervisors, all examiners, and the candidate’s School.

17 Powers of the Dean FGR in respect of these regulations

(previously Regulations 4.15)

- (a) Where the Dean FGR is convinced that the application of any regulation or procedure relating to doctoral candidature would lead to injustice for a particular candidate, the Dean may, after consultation with appropriate parties, modify the application of the relevant clause for the individual case.
- (b) At any time when the examination process is compromised, the Dean FGR has the right to declare an examination void and recommence the examination process.
- (c) In exceptional circumstances, the Dean FGR, in consultation with involved parties, has the authority to modify the procedures for **an oral defence viva**, including the authority to waive **an oral defence a viva**.
- (d) To avoid doubt, the Dean FGR may exercise any power, decision or authority specified in these regulations as being held by the Associate Dean (PGR).

18 Appeals (previously Procedures 13 and Regulations 4.16)

- (a) An appeal relating to termination of enrolment due to non-payment of fees or failure to complete examination requirements may be made to the Dean FGR.
- (b) An appeal relating to termination of enrolment due to a candidate not meeting the requirements to move from provisional to full registration, or not maintaining satisfactory progress, may be made to the Vice-Provost (Research).
- (c) Appeals must be made in writing and lodged within 20 **working** days of being notified of the decision.
- (d) Any concerns relating to academic disadvantage regarding a candidate's doctoral programme are dealt with under the Academic Grievance Policy.
 - (i) In accordance with that Policy, any concerns regarding a doctoral programme are, in the first instance, to be dealt with through an informal process. The matter should initially be raised with the supervisor/s or the Postgraduate Co-ordinator, and then, if necessary, with the Head of School, Associate Dean (PGR) and the Dean FGR.
 - (ii) If the informal process fails to satisfactorily resolve the matter, the candidate may submit a formal academic grievance as set out in the Academic Grievances Policy.

19 Definitions

For purposes of these regulations, unless otherwise stated, the following definitions apply:

Associate Dean (PGR):	The person in each faculty who is responsible for the approval of all administrative decisions and for all academic matters related to the postgraduate research degree programmes of candidates within their faculty.
Dean's List:	An annual, formal, published record of candidates who achieve at the highest level of academic excellence in their doctoral degree programme.
Doctoral Degree:	Any doctoral degree offered by the University that requires submission of a thesis, including the Doctor of Philosophy (PhD) and professional doctorates.
Enrolled:	A status acquired by a candidate that starts when they meet all enrolment conditions and ends when the candidate lodges the completed thesis in the University library, withdraws from or fails the qualification, or the University terminates the candidature.

External Parties:	External Parties include other universities, research institutions e.g. Crown Research Institutes, government entities e.g. Earthquake Commission, or private sector organisations.
External Supervisor:	A person who is appointed to the role of supervisor but who is not a member of Victoria University of Wellington’s academic staff.
Wellington Faculty of Graduate Research (FGR):	The body charged with having general responsibility for and oversight of the University’s postgraduate research degree programmes.
Faculty Office:	Any of the various Student and Academic Services Offices in the faculties.
Full-time Doctoral Degree Candidate:	Candidates are deemed to be full-time when they are able to devote a minimum of 30 hours per week to the thesis, on average, over the year. This workload excludes statutory holiday periods. <i>Note: Regulations for a Wellington Doctoral Scholarship require more than this minimum.</i>
Half-time Doctoral Degree Candidate:	Candidates who cannot work on the thesis for the minimum amount of 30 hours per week are deemed to be half-time.
Head of School (HoS):	Where the Head of School is mentioned in these regulations, the duties and functions which derive from these regulations may be delegated to a Postgraduate Coordinator.
Home Faculty:	The academic faculty in which a candidate undertakes their study (as distinct from the Wellington Faculty of Graduate Research).
Honorary Research Associate (HRA):	The appointment title given to an external supervisor. A straightforward letter of appointment is drawn up for the HRA that requires them to abide by University Regulations as far as they regard supervision.
Postgraduate Coordinator:	A person within the school responsible for postgraduate matters; in some situations called the PhD Coordinator.
PanoHo:	The University’s online Candidature Management System for research students.
Professional Doctorate:	A doctoral qualification with a thesis completed under supervision that also includes mandatory coursework, e.g., Doctor of Education (EdD), Doctor of Musical Arts (DMA).
Registration:	The period for which candidates are under supervision. Registration excludes periods of suspension and the period from submission of the thesis for examination, unless the candidate is required to undergo a further period of supervision.
School	Normally a School of the university. Where reference is made to “School” in this document, this may refer also to an Institute or Centre where these take on the role of School and have the appropriate committee and administrative structures in place.
School Research Committee (SRC):	A committee established in each school with responsibility for advising the Head of School on research and postgraduate matters. In some schools called the Postgraduate Committee. In some schools, there may be multiple committees, established at a programme level. In some cases, a Faculty Research Committee may act as a SRC.
Supervisor:	A person who is appointed to provide academic and administrative guidance to a candidate during their registration for the degree.

Suspension:	An approved period of time during which a candidate pays no tuition fees and receives no academic supervision.
Termination:	The result of action taken by the University that ends a candidate’s enrolment.
University Supervisor:	A member of the Victoria University of Wellington academic staff whose role in the academic supervision of a candidate is defined by particular responsibilities towards the candidate and the University.
Viva:	An oral examination of a thesis, undertaken by one or more examiners.

20 Related documents

[Academic Grievance Policy](#)

[Admission and Enrolment Regulations](#)

[Education and Training Act 2020](#)

[FGR website](#)

[Fees Policy](#)

[Procedures for Changes to Supervisory Arrangements](#)

[Intellectual Property Policy](#)

[Library Statute](#)

[Management of External Research Consultancy and Related Contracts Policy](#)

[PhD Procedures](#)

[Recognition of Authorship Policy](#)

[Six-monthly Progress Report](#)

[Student Conduct Statute](#)

[Withholding of Theses Procedure](#)

Regulations for the PhD, Edd, DMA, DHlth, DMid, DNurs – refer to the [University Calendar](#)

21 Document management and control

Approver	Academic Board
Approval Date	Previous Doctoral Regulations and Doctoral Procedures replaced by these Regulations, effective 1 March 2024
Last Modified	1 February 2024
Effective Date for This Version	1 March 2024
Review Date	1 March 2029
Sponsor	Deputy Vice Chancellor Research
Contact Person	Manager, Faculty of Graduate Research



MEMORANDUM

TO	Academic Board
FROM	Tumu Whakarae – Vice Chancellor
DATE	14 February 2024
SUBJECT	Honorary Doctorates and Hunter Fellowships Statute - review

Executive Summary

This paper concerns a proposed redraft of the Honorary Degrees and Hunter Fellowships Statute and, based on a Te Hiwa decision last year, is being forwarded to Academic Board for noting purposes before it proceeds to Council for approval.

In addition to incorporating new content on rescission processes, the new draft includes a series of amendments that are intended to –

- align the Statute with the requirements of the Policy Framework;
- shorten and simplify the content to make it more user-friendly; and
- transfer Statute content into the approved template.

As requested by the Victoria Honours Committee, it also includes new material about Distinguished Alumni Awards and a proposed new name to reflect the updated content.

The attached coversheet provides a summary of the review process.

Recommendation

That the draft Statute is noted prior to being forwarded to Council (via the Victoria Honours Committee) for approval.

Attachments

Policy Coversheet

Honorary Doctorates, Hunter Fellowships and Distinguished Alumni Awards Statute (clean)

Honorary Doctorates, Hunter Fellowships and Distinguished Alumni Awards Statute (marked-up)



Policy Coversheet

Title of Policy	Honorary Degrees and Hunter Fellowships Statute
Policy Sponsor	Tumu Whakarae – Vice-Chancellor Nic Smith
Policy Owner	Tumu Ruawhetu – Deputy Vice-Chancellor (Engagement) Rawinia Higgins
Recommendation	That the draft Statute is noted prior to being forwarded to Council (via the Victoria Honours Committee) for approval.
Key Aspects	<p>The Victoria Honours Committee have been considering a new, standalone statute that sets out the circumstances under which the Council would rescind previously awarded honorary degrees and awards. The Tumu Whakarae – Vice-Chancellor agreed (as Policy Sponsor) that rescission content could be contained within the existing Honorary Degrees and Hunter Fellowships Statute. The Tumu Ruawhetu – Deputy Vice-Chancellor (Engagement) has been identified as the Policy Owner and will be responsible for the development, implementation, and review of this Statute.</p> <p>Legal Services and the Alumni Engagement Office worked together to produce a new draft which, in addition to incorporating new content on rescission processes, includes a series of amendments that are intended to –</p> <ul style="list-style-type: none"> ▪ align the Statute with the requirements of the Policy Framework; ▪ shorten and simplify the content to make it more user-friendly; and ▪ transfer Statute content into the approved template. <p>As requested by the Victoria Honours Committee, the new draft also includes new material about Distinguished Alumni Awards and a proposed new name to reflect the new content. In order to complete this task, the document required significant rewriting. Although much of the existing content has been altered, its essence has been preserved.</p>
Justification	Whether classified as Statutes, Policies, Regulations, Processes/Procedures, Guidelines, or Local Requirements, all policy documents of the University must be developed by the rules, principles, and processes outlined in the Policy Framework and reviewed every three years. Despite its strategic importance for the University, this Statute has not been reviewed for a long time.
Alignment with Strategy, Iho, Values, Objectives and Priorities	<p>The proposed new version of the Statute is –</p> <ul style="list-style-type: none"> ▪ aimed at keeping the University policy and practice in line with legal requirements and community expectations; ▪ easy for members of the diverse University community to access and understand; and

	<ul style="list-style-type: none"> ▪ reflective and supportive of the efforts to further incorporate Te Reo Māori into the University environment and culture.
<p>Consultation</p>	<p>In accordance with clause 3.1 of the Policy Framework, the new version of the Statute was circulated across the following key stakeholders for preliminary feedback:</p> <ul style="list-style-type: none"> ▪ Secretary to Council ▪ Assistant Vice-Chancellor (Mātauranga Māori) ▪ Acting General Counsel ▪ Professor of Law – Nicole Moreham ▪ Academic Office ▪ Principal EDI Adviser ▪ VUWSA and Ngāi Tauira representatives <p>The feedback received from key stakeholders was both positive and constructive.</p> <p>The Policy Owner considered early feedback from key stakeholders and agreed to incorporate most of them into the latest draft. Improvements made to the draft include consistency of policy language and actual practice, removal of redundancies, cross-refencing to other relevant policy documents, and further consideration given to delegations matters.</p> <p>One stakeholder suggested significant structural changes to the document, but this view was not promoted by any other submission.</p> <p>The draft statute was circulated to members of the Victoria Honours Committee before seeking approval from the Sponsor to start formal consultation. Feedback was received from two members of the Committee. All but one of their comments were addressed through minor adjustments to the draft statute. One member questioned why there is not a clause for granting Distinguished Alumni Awards similar to those that relate to Honorary Doctorates and Hunter Fellowships (clauses 5.5 and 5.6). Please note that the process for Distinguished Alumni Awards is covered under clause 5.7. It is deliberately written in its current form to provide more flexibility around the process.</p> <p>In addition to the above, minor editorial changes/corrections were made to the draft by Legal Services before obtaining approval from the Policy Sponsor to start formal consultation.</p>
<p>Changes made following consultation</p>	<p>The draft Statute was opened up for University-wide consultation between 10 October 2023 and 3 November 2023. No additional feedback was received from staff and student members of the University community during formal consultation.</p> <p>Before forwarding to Te Hiwa members for consideration, Legal Services made minor editorial refinements to the draft Statute.</p> <p>Te Hiwa members considered the draft Statute at a regular meeting last year and were generally supportive of it. They decided the term "revoke" to be replaced with "rescind" for consistency with the Delegations Statute. Additionally, they have agreed to send the draft to the Academic Board for noting before the draft proceeds to the Council for approval.</p>

Financial/Resource Implications	No financial implications are expected to arise.
HR Implications	The proposed new versions do not have any implications for currently approved staffing levels.
EDI Implications	Advice from the EDI adviser has been received. The only residual matter where a change was not adopted was a proposal to include a clause to allow for an apology from the University (when appropriate) to those impacted by a rescission decision. It is acknowledged that there may be instances where an apology may be appropriate however it is difficult to predict what those circumstances may be. A clause on providing an apology has not been incorporated into the draft but this does not prevent an apology being offered when deemed appropriate.
Te Tiriti Implications	Advice from the Office of the Deputy Vice-Chancellor (DVC) Māori has been received on Te Tiriti implications. Recommended changes have been made.
Delegations Implications	A formal delegated authority from the Council would be needed for the Victoria Honours Committee to grant Distinguished Alumni Awards. This change needs to be reflected in Appendix 3 of the Delegations Statute and recorded accordingly in the Delegations Schedule.
Policy Implications	Minor amendments (such as names and references) to the General Academic Statute would also be needed.
Commencement Date	Upon Council approval

Honorary Doctorates, Hunter Fellowships, and Distinguished Alumni Awards Statute

1. Purpose

This Statute sets out the high-level rules and procedures governing the granting and rescission of Honorary Doctorates, Hunter Fellowships, and Distinguished Alumni Awards at Te Herenga Waka – Victoria University of Wellington (the University).

2. Application of Statute

This Statute applies to Staff Members.

Note: This Statute does not cover topics that fall under the University's [Higher Doctorate Regulations](#).

Statute Content

3. Honorary Doctorates and Hunter Fellowships

- 3.1 The University seeks to honour individuals whose achievements exhibit the intellectual and imaginative powers that align with the University's values and Te Tiriti o Waitangi responsibilities as an academic institution. The University confers Honorary Doctorates and awards Hunter Fellowships to recognise the outstanding contributions of certain individuals which reflect its goals and to welcome them to its whānau of graduates.
- 3.2 The University Council (Council) may, at its discretion, confer the following Honorary Doctorates:
- (i) Doctor of Commerce (Hon. DCom)
 - (ii) Doctor of Laws (Hon. LLD)
 - (iii) Doctor of Literature (Hon. DLitt)
 - (iv) Doctor of Music (Hon. DMus)
 - (v) Doctor of Science (Hon. DSc)
- 3.3 The Council may, at its discretion, also award the prestigious title of Hunter Fellow to individuals who provide exceptional support to the University in pursuing its goals and objectives.
- 3.4 Honorary Doctorates shall not be conferred, and Hunter Fellowships shall not be awarded in recognition of the achievements of a Staff Member during their employment at the University, nor to a current member of the University Council in recognition of Council duties. However, this shall not preclude the possibility that a former Staff Member may be recognised for achievements outside the responsibilities covered by the employment contract/agreement, or that recognition may be given to a former member of the University Council.
- 3.5 Unless otherwise determined by the Manukura – Chancellor and the Tumu Whakararae – Vice-Chancellor, Honorary Doctorates shall be conferred in Wellington at the University's Graduation Ceremonies. Hunter Fellowships shall be awarded at a special reception held in Wellington.
- 3.6 Council decisions regarding Honorary Doctorates and Hunter Fellowships are shared with the wider University community via the University News or other channels.

4. Distinguished Alumni Awards

- 4.1 The University also presents Distinguished Alumni Awards to acknowledge and celebrate the accomplishments of its graduates who have made exceptional contributions to their profession, communities, or Aotearoa New Zealand as a whole.
- 4.2 Based on a delegated authority from the Council, recipients are selected every two years by the Victoria Honours Committee (hereafter referred to as 'the Committee'). The criteria for selection include outstanding professional or voluntary service, sustained contributions to the social, cultural, environmental, or economic wellbeing of their communities, and exceptional achievements in team or individual sports at a national level.
- 4.3 Individuals who are currently employed by the University, current members of the University Council, members of the selection panel, recipients of an Honorary Doctorate or Hunter Fellowship from the University and serving Members of Parliament are ineligible for the Distinguished Alumni Award.
- 4.4 Unless otherwise determined by the Manukura – Chancellor and the Tumu Whakarae – Vice-Chancellor, Distinguished Alumni Awards shall be presented at a special reception held in Wellington.
- 4.5 Committee decisions regarding Distinguished Alumni Awards are shared with the wider University community via the University News or other channels.

5. Nomination

- 5.1 Nominations for Honorary Doctorates and Hunter Fellowships may be made to the Vice-Chancellor confidentially in writing by any member of the Council, the Committee, the Academic Board, other Staff Members, and Students of the University.

Note: Nomination forms can be accessed via the following links: [Honorary Doctorates](#) [Hunter Fellowships](#)

- 5.2 The Committee may recommend to the Council for conferment of an Honorary Doctorate to:
- (a) A graduate of the University who has achieved national or international distinction in their chosen field, whether or not that field be directly related to the current academic interests of the University; or
 - (b) A person who, not being a graduate of the University, has achieved national or international distinction in disciplines and fields of relevance to the academic programmes of the University. In this context, preference will be given to an individual who also has a connection with, or has given service to, the University, and/or Wellington City; or
 - (c) A person who has provided significant support for the academic interests and programmes of the University, particularly when that support has been provided over a sustained period.
- 5.3 The Committee may recommend to the Council, for the award of a Hunter Fellowship a person who has made an outstanding contribution to the advancement of the University, either directly or through its associated bodies, in activities relevant to the University's strategic directions and interests.
- 5.4 Each nomination shall be accompanied by a statement of the nominee's career and achievements, and the grounds for conferring the Honorary Doctorate or Hunter Fellowship in terms of the criteria specified in clauses 3.1, 3.2 and 3.3 above. Its preparation must not involve consultation with the nominee. The Vice-Chancellor shall bring each nomination and the accompanying statement before the Committee.

- 5.5 For Honorary Doctorates, the Vice-Chancellor shall bring the recommendation of the Committee before the Academic Board. The Academic Board may provide advice on the recommendation to the Council. The Vice-Chancellor shall then bring the recommendation before the Council, who shall determine whether the Honorary Doctorate proposed in the recommendation shall be conferred.
- 5.6 For Hunter Fellowships, the Vice-Chancellor shall bring the recommendation of the Committee before the Council, who shall determine whether the fellowship proposed in the recommendation shall be awarded.
- 5.7 Nominations for Distinguished Alumni Awards may be made to the Committee via the Development and Alumni Relations Office by completing a nomination form including the following information:
- (a) name and contact information for the nominator and nominee
 - (b) the nominee's academic achievements and awards or honours received
 - (c) the nominee's current occupation
 - (d) a statement of support explaining the grounds for the nomination
 - (e) names and contact details for at least two referees.

Note: More information on Distinguished Alumni Awards (including processes and key dates) is available on the University's [website](#).

- 5.8 All proceedings under this Statute shall be confidential and taken in Committee. A resolution of the Council conferring an Honorary Doctorate or awarding a Hunter Fellowship shall also be taken in Committee and shall remain confidential until the offer is accepted. The requirement for confidentiality also pertains to the Committee's decisions on Distinguished Alumni Awards.

6. Rescission

- 6.1 The Council may rescind any Honorary Doctorates, Hunter Fellowships, or Distinguished Alumni Awards if, in its judgement, and considering the recommendation of the Committee or another person or committee appointed by the Council to report to it on the matter, a recipient has engaged in conduct or activities which bring or have brought significant disrepute to the University, including those that:
- (a) result in a conviction for a serious criminal offence or being struck off by a professional body;
 - (b) in the Council's judgment, materially misrepresent or undermine the accomplishments that formed the basis for awarding the honorary degree/award; or
 - (c) are otherwise harmful to the reputation of the University.

Note: Honorary Doctorates, Hunter Fellowships, or Distinguished Alumni Awards will not be rescinded from deceased recipients. At the Council's direction, the University may add a statement to the citation granting the award and on the individual's graduation record, if applicable, to provide additional context.

- 6.2 The University makes best efforts to ensure that candidates are appropriate before a decision regarding an Honorary Doctorate, a Hunter Fellowship, or a Distinguished Alumni Award is made. However, it is recognised that new information may subsequently come to light or events occur which call into question the University's decision to honour an individual in this way. New information may relate to historical, recent, or contemporary events and give grounds for rescission under clause 6.1.
- 6.3 The Committee, or other person or committee appointed by the Council (hereafter referred to as nominee) to report to it on the matter, will make a recommendation to the Council for the rescission of an Honorary Doctorate, a Hunter Fellowship, or a Distinguished Alumni Award where the Committee (or nominee) considers, based on the available information, that one or more of the criteria under clause 6.1 has been met.

7. Review Procedures

- 7.1 The Secretary to Council is in charge of ensuring that the following review procedures are carried out efficiently and with proper record-keeping. These steps should be completed as quickly and effectively as possible, taking into account the relevant information and circumstances. If needed, Committee business related to these procedures can be conducted outside of scheduled meetings, such as through written resolutions.
- 7.2 All parties should maintain confidentiality regarding all stages of the procedure, except for any public statements issued by the Vice-Chancellor or a person expressly authorised by the Vice-Chancellor for that purpose. This includes all relevant deliberations of the Committee and/or the Council.
- 7.3 Requests to review an Honorary Doctorate, Hunter Fellowship, or Distinguished Alumni Award may be submitted by Staff Members or Students of the University, or by individuals or organisations external to the University. Such requests must be submitted in writing to the Vice-Chancellor in the first instance. Anonymous submissions will not be accepted. However, if requested, the identity of the party/parties concerned may be protected where practicable and as far as reasonable throughout the review process. Any such requests must provide the substantive grounds for review, supported by appropriate evidence, with reference to the criteria set out in clause 6.1 above.
- 7.4 The Vice-Chancellor will assess whether there is a case for review in accordance with this Statute. Where the Vice-Chancellor considers that a request for a review warrants further enquiry, further investigation and due diligence will be undertaken as appropriate. This may include identifying any other institutions with a relationship with the award holder.
- 7.5 If the Vice-Chancellor decides that a review is necessary, they will send the case, and all gathered information to the Committee (or nominee) for further examination. Afterwards, the Secretary to Council will inform the original requesters whether or not the case has been referred to the Committee (or nominee).
- 7.6 The Committee (or nominee) will review the case for rescission based on the criteria outlined above and may request additional advice or information from relevant sources.
- 7.7 Having reviewed the information, the Committee (or nominee) will provide a report of its review to the Council, including its recommendation on whether or not the Honorary Doctorate, Hunter Fellowship, or Distinguished Alumni Award be rescinded with reference to the criteria for rescission set out in Section 6. Unless there are good reasons not to, the Committee is to provide the holder of the Honorary Doctorate, Hunter Fellowship, or Distinguished Alumni Award with an opportunity to respond to any draft report and any associated recommendation within a reasonable timeframe before they are finalised and communicated to the Council. If the full draft report is not being disclosed, the Committee (or nominee) will endeavour to consult with the recipient to the extent possible.

8. Rescission Decisions

- 8.1 Upon receipt of the report and recommendation from the Committee, the Council will decide by formal resolution whether to approve the Committee's recommendation to rescind the Honorary Doctorate, Hunter Fellowship, or Distinguished Alumni Award in question.
- 8.2 The effect of a rescission decision is that the Honorary Doctorate, Hunter Fellowship, or Distinguished Alumni Award is rescinded, and the relevant individual no longer has or holds it. If the Council decides to rescind an Honorary Doctorate, a Hunter Fellowship, or a Distinguished Alumni Award, the University must send notice of that decision to the holder within 14 working days after the Council made it to the holder's last known address (which may be an email address). A rescission decision will take effect from the date determined by the Council.
- 8.3 The decision of the Council is final and there is no right of appeal.

- 8.4 The notice of the Council's decision to the holder of an Honorary Doctorate, Hunter Fellowship, or Distinguished Alumni Award that has been rescinded should:
- (a) inform the holder that they:
 - (i) must return the original degree certificate to the University within the period specified in the notice, and
 - (ii) are no longer entitled to represent to any person or body, whether using post-nominals or otherwise, that they are a recipient of the rescinded honorary degree, fellowship, or award.
 - (b) give the reason/s for the rescission decision, and
 - (c) state the date on which the rescission takes effect.
- 8.5 At any time, the Council may notify any individual or organisation of the review if it considers it reasonably necessary to do so in the public interest or to preserve the University's reputation.
- 8.6 The Council's decision will be formally reported to the Committee.

9. Definitions

In this Statute, unless the context otherwise requires:

Committee	refers to the Victoria Honours Committee, a committee of the University Council.
Staff Member	means an employee of the University.
Student	means any person enrolled in a personal course of study at the University or a person studying at the University under an exchange agreement with another institution and includes a resident in a Hall of Residence.

Related Documents and Information

10. Related Documents

[Education and Training Act 2020](#)
[Victoria University of Wellington Act 1961](#)

[Delegations Statute](#)
[General Academic Statute](#)
[Higher Doctorate Regulations](#)
[Te Tiriti o Waitangi Statute](#)

11. Document Management and Control

Essential Record

Approver	Te Rūnanga – Council
Approval Date	TBC
Effective Date	
Next Review Date	
Policy Sponsor	Tumu Whakarae – Vice-Chancellor
Policy Owner	Tumu Ruawhetu – Deputy Vice-Chancellor (Engagement)
Policy Contact	Secretary to Council

Modification History

Date	Approval Agency	Details
TBC	Te Rūnanga – Council	Full review. Major amendment.

DRAFT



VICTORIA UNIVERSITY OF
WELLINGTON
TE HERENGA WAKA

AB24/06c

Honorary Degrees and Hunter Fellowships Statute



VICTORIA UNIVERSITY OF
WELLINGTON
TE HERENGA WAKA

Governance Policy Group

Honorary Doctorates, Hunter Fellowships, and Distinguished Alumni Awards Statute

1. Purpose

This ~~statute~~ Statute sets out the ~~regulations~~ high-level rules and procedures governing the ~~conferment~~ granting and ~~rescission~~ ~~reissuance~~ ~~revocation~~ of Honorary Degrees and the award of ~~Doctorates, Hunter Fellowships, and Distinguished Alumni Awards at Te Herenga Waka – Victoria University of Wellington (the University).~~

Organisational Scope

This is a University-wide statute.

Definitions

For purposes of this statute, unless otherwise stated, the following definitions shall apply:

Committee: The Committee on Honorary Degrees and Hunter Fellowships.

Honorary Degree: An Honorary Doctorate — the highest honorary academic award the University can bestow.

Hunter Fellowship: The most distinguished general award the University can bestow.

2. Application of Statute

This Statute applies to Staff Members.

Note: This Statute does not cover topics that fall under the University's Higher Doctorate Regulations.

Statute Content

3. Honorary Doctorates and Guidelines Hunter Fellowships

Honorary Degrees and Hunter Fellowships

3.1 The University seeks to honour individuals whose achievements exhibit the intellectual and imaginative powers that align with the University's values and Te Tiriti o Waitangi responsibilities as an academic institution. The University confers Honorary Doctorates and awards Hunter Fellowships to recognise the outstanding contributions of certain individuals which reflect its goals and to welcome them to its whānau of graduates.

3.2 The University Council (Council) may, at its discretion, confer the following Honorary Degrees/Doctorates:

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- ~~_____ (i) Doctor of Commerce (Hon. DCom)~~
- ~~_____ (ii) Doctor of Laws (Hon. LLD)~~
- ~~_____ (iii) Doctor of Literature (Hon. DLitt)~~
- ~~_____ (iv) Doctor of Music (Hon. DMus)~~

~~*Note: see Section 4.2(d)*~~

- ~~_____ (v) Doctor of Science (Hon. DSc)~~

~~3.3 The Council may, at its discretion, also award the prestigious title “of Hunter Fellow” (“Fellowship”) to individuals who provide exceptional support to the University in pursuing its goals and objectives.~~

~~**Conferment of an Honorary Degree**~~

- ~~3.4 Honorary Doctorates shall not be conferred, and Hunter Fellowships shall not be awarded in recognition of the achievements of a Staff Member during their employment at the University, nor to a current member of the University Council in recognition of Council duties. However, this shall not preclude the possibility that a former Staff Member may be recognised for achievements outside the responsibilities covered by the employment contract/agreement, or that recognition may be given to a former member of the University Council.~~
- ~~3.5 Unless otherwise determined by the Manukura – Chancellor and the Tumu Whakarae – Vice-Chancellor, Honorary Doctorates shall be conferred in Wellington at the University’s Graduation Ceremonies. Hunter Fellowships shall be awarded at a special reception held in Wellington.~~
- ~~3.6 Council decisions regarding Honorary Doctorates and Hunter Fellowships are shared with the wider University community via the University News or other channels.~~

~~**4. Distinguished Alumni Awards**~~

- ~~4.1 The University also presents Distinguished Alumni Awards to acknowledge and celebrate the accomplishments of its graduates who have made exceptional contributions to their profession, communities, or Aotearoa New Zealand as a whole.~~
- ~~4.2 Based on a delegated authority from the Council, recipients are selected every two years by the Victoria Honours Committee (hereafter referred to as ‘the Committee’). The criteria for selection include outstanding professional or voluntary service, sustained contributions to the social, cultural, environmental, or economic wellbeing of their communities, and exceptional achievements in team or individual sports at a national level.~~
- ~~4.3 Individuals who are currently employed by the University, current members of the University Council, members of the selection panel, recipients of an Honorary Doctorate or Hunter Fellowship from the University and serving Members of Parliament are ineligible for the Distinguished Alumni Award.~~
- ~~4.4 Unless otherwise determined by the Manukura – Chancellor and the Tumu Whakarae – Vice-Chancellor, Distinguished Alumni Awards shall be presented at a special reception held in Wellington.~~
- ~~4.5 Committee decisions regarding Distinguished Alumni Awards are shared with the wider University community via the University News or other channels.~~

~~**5. Nomination**~~

- ~~5.1 Nominations for Honorary Doctorates and Hunter Fellowships may be made to the Vice-Chancellor confidentially in writing by any member of the Council, the Committee, the Academic Board, other~~

~~Staff Members, and Students of the University.~~

~~Note: Nomination forms can be accessed via the following links: Honorary Doctorates Hunter Fellowships~~

~~5.2 The Committee may recommend to the Council, for conferment of an honorary doctorate Honorary Doctorate to:~~

- ~~(a) A graduate of Victoria University of Wellington (“the University²”) who has achieved national or international distinction in their chosen field, whether or not that field be directly related to the current academic interests of the University; or~~
- ~~(b) A person who, not being a graduate of the University, has achieved national or international distinction in disciplines and fields of relevance to the academic programmes of the University. In this context, preference will be given to an individual who also has a connection with, or has given service to, the University, and/or Wellington City; or~~
- ~~(c) A person who has provided significant support for the academic interests and programmes of the University, particularly when that support has been provided over a sustained period.~~

~~An honorary degree shall not be awarded in recognition of the achievements of a staff member during his/her term of employment in the University, nor to a current member of the University Council in recognition of Council duties. However, this shall not preclude the possibility that a former staff member may be recognised for achievements outside the responsibilities covered by the employment contract/agreement, or that recognition may be given to a previous member of the University Council.~~

~~As an academic institution, the University seeks to honour persons whose achievements demonstrate the intellectual and imaginative powers that the University has a responsibility to acknowledge and foster. The awarding of an honorary degree is the means by which the University acknowledges the distinguished contributions of certain individuals to those goals pursued by the University and welcomes those individuals to the body of graduates of the University.~~

~~Honorary degrees in Music may be conferred by either Massey or Victoria University of Wellington. The University with the closest alliance to the background of the candidate shall be the preferred University to host the conferring. The host university shall consult the New Zealand School of Music about the proposal and advise the other University before taking a recommendation to its Council.~~

~~**Award of a Hunter Fellowship**~~

~~5.3 The Committee may recommend to the Council, for the award of a Hunter Fellowship a person who has made an outstanding contribution to the advancement of the University, either directly or through its associated bodies, in activities relevant to the University’s strategic directions and interests.~~

~~A Hunter Fellowship shall not be awarded in recognition of the achievements of a staff member during his/her term of employment in the University, nor to a current member of the University Council in recognition of Council duties. However, this shall not preclude the possibility that a former staff member may be recognised for achievements outside the responsibilities covered by the employment contract/agreement, or that recognition may be given to a previous member of the University Council.~~

The awarding of a Hunter Fellowship is the means by which the University acknowledges the outstanding support by certain individuals of the goals pursued by the University.

Nomination Process

Nominations for Honorary Degrees and Hunter Fellowships may be made to the Vice-Chancellor confidentially in writing by any member of the Council, the Academic Board, the Committee on Honorary Degrees and Hunter Fellowships, or the staff of the University.

5.4 Each nomination shall be accompanied by a statement of the nominee's career and achievements, and the grounds for conferring the ~~degree~~Honorary Doctorate or ~~fellowship~~Hunter Fellowship in terms of the criteria specified in ~~4~~clauses 3.1, 3.2 and ~~4~~3.3 above. Its preparation must not involve consultation with the nominee. The Vice-Chancellor shall bring each nomination and the accompanying statement before the Committee.

5.5 For Honorary ~~Degree~~—~~Doctorates~~, the Vice-Chancellor shall bring the recommendation of the Committee before the Academic Board. The Academic Board may provide advice on the recommendation to the Council. The Vice-Chancellor shall then bring the recommendation before the Council, ~~which~~who shall determine whether the ~~honorary degree~~Honorary Doctorate proposed in the recommendation shall be conferred.

5.6 For Hunter ~~Fellowship~~—~~Fellowships~~, the Vice-Chancellor shall bring the recommendation of the Committee before the Council, ~~which~~who shall determine whether the fellowship proposed in the recommendation shall be ~~conferred~~awarded.

5.7 Nominations for Distinguished Alumni Awards may be made to the Committee via the Development and Alumni Relations Office by completing a nomination form including the following information:

- (a) name and contact information for the nominator and nominee
- (b) the nominee's academic achievements and awards or honours received
- (c) the nominee's current occupation
- (d) a statement of support explaining the grounds for the nomination
- (e) names and contact details for at least two referees.

Note: More information on Distinguished Alumni Awards (including processes and key dates) is available on the University's website.

5.8 All proceedings under this Statute shall be confidential and taken in ~~e~~committeeCommittee. A resolution of ~~the~~Council conferring an ~~honorary degree or a fellowship~~Honorary Doctorate or ~~awarding a Hunter Fellowship~~ shall also be taken in ~~e~~committeeCommittee and shall remain confidential until the offer is accepted.

Conferment/Award

Unless otherwise determined by the Chancellor and the Vice-Chancellor, Honorary Degrees shall be conferred in Wellington at the University's Graduation Ceremonies in May and December.

Hunter Fellowships shall be awarded in Wellington at the annual Reception for Hunter Fellows.

Legislative Compliance

~~The University is required to manage its policy documentation within a legislative framework. The legislation directing this statute is the requirement for confidentiality also pertains to the Committee's decisions on Distinguished Alumni Awards.~~

~~Education and Training Act 2020, sections 282 and 284.
The Victoria University of Wellington Act 1961~~

References

Previous Version: ~~Honorary Degrees and Hunter Fellowships Statute~~

Appendices

Appendix 1: ~~Honorary Degree Nomination Form~~
Appendix 2: ~~Hunter Fellowship Nomination Form~~

Approval Agency

University Council

DRAFT

Statute Sponsor

Vice-Chancellor

Contact Person

The following person may be approached on a routine basis in relation to this statute:

Secretary to Council

Ext: 51966. Rescission/Revocation

6.1 The Council may ~~revoke~~rescind any Honorary Doctorates, Hunter Fellowships, or Distinguished Alumni Awards if, in its judgement, and considering the recommendation of the Committee or another person or committee appointed by the Council to report to it on the matter, a recipient has engaged in conduct or activities which bring or have brought significant disrepute to the University, including those that:

- (a) result in a conviction for a serious criminal offence or being struck off by a professional body;
- (b) in the Council's judgment, materially misrepresent or undermine the accomplishments that formed the basis for awarding the honorary degree/award; or
- (c) are otherwise harmful to the reputation of the University.

Note: Honorary Doctorates, Hunter Fellowships, or Distinguished Alumni Awards will not be ~~revoked~~rescinded from deceased recipients. At the Council's direction, the University may add a statement to the citation granting the award and on the individual's graduation record, if applicable, to provide additional context.

6.2 The University makes best efforts to ensure that candidates are appropriate before a decision regarding an Honorary Doctorate, a Hunter Fellowship, or a Distinguished Alumni Award is made. However, it is recognised that new information may subsequently come to light or events occur which call into question the University's decision to honour an individual in this way. New information may relate to historical, recent, or contemporary events and give grounds for rescission ~~revocation~~ under clause 6.1.

6.3 The Committee, or other person or committee appointed by the Council (hereafter referred to as nominee) to report to it on the matter, will make a recommendation to the Council for the ~~rescission revocation~~ of an Honorary Doctorate, a Hunter Fellowship, or a Distinguished Alumni Award where the Committee (or nominee) considers, based on the available information, that one or more of the criteria under clause 6.1 has been met.

7. Review Procedures

7.1 The Secretary to Council is in charge of ensuring that the following review procedures are carried out efficiently and with proper record-keeping. These steps should be completed as quickly and effectively as possible, taking into account the relevant information and circumstances. If needed, Committee business related to these procedures can be conducted outside of scheduled meetings, such as through written resolutions.

7.2 All parties should maintain confidentiality regarding all stages of the procedure, except for any public statements issued by the Vice-Chancellor or a person expressly authorised by the Vice-Chancellor for that purpose. This includes all relevant deliberations of the Committee and/or the Council.

7.3 Requests to review an Honorary Doctorate, Hunter Fellowship, or Distinguished Alumni Award may be submitted by Staff Members or Students of the University, or by individuals or organisations external to the University. Such requests must be submitted in writing to the Vice-Chancellor in the first instance. Anonymous submissions will not be accepted. However, if requested, the identity of

the party/parties concerned may be protected where practicable and as far as reasonable throughout the review process. Any such requests must provide the substantive grounds for review, supported by appropriate evidence, with reference to the criteria set out in clause 6.1 above.

- 7.4 The Vice-Chancellor will assess whether there is a case for review in accordance with this Statute. Where the Vice-Chancellor considers that a request for a review warrants further enquiry, further investigation and due diligence will be undertaken as appropriate. This may include identifying any other institutions with a relationship with the award holder.
- 7.5 If the Vice-Chancellor decides that a review is necessary, they will send the case, and all gathered information to the Committee (or nominee) for further examination. Afterwards, the Secretary to Council will inform the original requesters whether or not the case has been referred to the Committee (or nominee).
- 7.6 The Committee (or nominee) will review the case for rescission ~~revocation~~ based on the criteria outlined above and may request additional advice or information from relevant sources.
- 7.7 Having reviewed the information, the Committee (or nominee) will provide a report of its review to the Council, including its recommendation on whether or not the Honorary Doctorate, Hunter Fellowship, or Distinguished Alumni Award be ~~revoked~~ rescinded with reference to the criteria for rescission ~~revocation~~ set out in Section 6. Unless there are good reasons not to, the Committee is to provide the holder of the Honorary Doctorate, Hunter Fellowship, or Distinguished Alumni Award with an opportunity to respond to any draft report and any associated recommendation within a reasonable timeframe before they are finalised and communicated to the Council. If the full draft report is not being disclosed, the Committee (or nominee) will endeavour to consult with the recipient to the extent possible.

8. Rescission ~~Revocation~~ Decisions

- 8.1 Upon receipt of the report and recommendation from the Committee, the Council will decide by formal resolution whether to approve the Committee's recommendation to ~~revoke~~ rescind the Honorary Doctorate, Hunter Fellowship, or Distinguished Alumni Award in question.
- 8.2 The effect of a rescission ~~revocation~~ decision is that the Honorary Doctorate, Hunter Fellowship, or Distinguished Alumni Award is rescinded, and the relevant individual no longer has or holds it. If the Council decides to ~~revoke~~ rescind an Honorary Doctorate, a Hunter Fellowship, or a Distinguished Alumni Award, the University must send notice of that decision to the holder within 14 working days after the Council made it to the holder's last known address (which may be an email address). A rescission ~~revocation~~ decision will take effect from the date determined by the Council.
- 8.3 The decision of the Council is final and there is no right of appeal.
- 8.4 The notice of the Council's decision to the holder of an Honorary Doctorate, Hunter Fellowship, or Distinguished Alumni Award that has been ~~revoked~~ rescinded should:
- (a) inform the holder that they:
 - (i) must return the original degree certificate to the University within the period specified in the notice, and
 - (ii) are no longer entitled to represent to any person or body, whether using post-nominals or otherwise, that they are a recipient of the ~~revoked~~ rescinded honorary degree, fellowship, or award.
 - (b) give the reason/s for the rescission ~~revocation~~ decision, and
 - (c) state the date on which the rescission ~~revocation~~ takes effect.

8.5 At any time, the Council may notify any individual or organisation of the review if it considers it

reasonably necessary to do so in the public interest or to preserve the University’s reputation.

8.6 The Council’s decision will be formally reported to the Committee.

9. Definitions

In this Statute, unless the context otherwise requires:

Committee refers to the Victoria Honours Committee, a committee of the University Council.

Staff Member means an employee of the University.

Student means any person enrolled in a personal course of study at the University or a person studying at the University under an exchange agreement with another institution and includes a resident in a Hall of Residence.

Related Documents and Information

10. Related Documents

Education and Training Act 2020
Victoria University of Wellington Act 1961

Delegations Statute
General Academic Statute
Higher Doctorate Regulations
Te Tiriti o Waitangi Statute

11. Document Management and Control

Essential Record

<u>Approver</u>	<u>Te Rūnanga – Council</u>
<u>Approval Date</u>	<u>TBC</u>
<u>Effective Date</u>	
<u>Next Review Date</u>	
<u>Policy Sponsor</u>	<u>Tumu Whakarae – Vice-Chancellor</u>
<u>Policy Owner</u>	<u>Tumu Ruawhetu – Deputy Vice-Chancellor (Engagement)</u>
<u>Policy Contact</u>	<u>Secretary to Council</u>

Modification History

<u>Date</u>	<u>Approval Agency</u>	<u>Details</u>
<u>TBC</u>	<u>Te Rūnanga – Council</u>	<u>Full review. Major amendment.</u>



MEMORANDUM

To	Academic Board
From	Professor Bryony James
Date	7 February 2024
Subject	Academic Year Dates 2025, 2026 and 2027

Executive summary

This paper notifies the Academic Board of decisions ***still to be made*** by the Provost to:

1. Amend the 2025 Academic Year Dates by adding a further week to the Trimester Two Assessment Period and reducing the Summer Trimester to ten weeks (five pre, five post the Christmas/New Year close-down).
2. Approve the 2026 and 2027 Academic Year Dates, which also include the reduced summer trimester period and two new between-trimester breaks.

This paper also invites written comment on the Provost's proposed amendment for the 2025 Academic year (NB this does not change the teaching dates for this academic year, ending in February 2025, but for the 2025 Academic year ending in 2026).

This paper also notes the draft dates proposed for the 2026 and 2027 Academic Years. These dates will be discussed at the April 2024 meeting of Academic Board.

This paper also notes that a new draft Academic Year and Course Constraints procedure is out for consultation. The new procedure will be presented to Academic Board later in the year.

Academic Year dates for 2025

The outgoing DVCA noted that the structure of summer trimester for the 2025 Academic Year had been consulted on widely. This includes consultation with the Senior Leadership Team, Deans and VUWSA student representatives.

In line with the current Course Scheduling and Constraints Policy, the Provost is responsible for approving the academic year dates (Section 5.1(d)).

Following on from the consultation conducted by the previous DVCA, and on the advice from staff from the Office of the DVCA (The Academic Office), I have indicated a preference for a 10 week T3 in the 2025 Academic Year. Under this arrangement there will be:

- A ten-week Summer Trimester (divided into two five-week components)
- Two additional one week breaks between trimesters - These would be applied at the end of the Trimester Two Assessment Period (late 2025) and at end of the summer teaching period leading into the Orientation week (February 2026)

While these dates effectively see a change to the University's aspiration for three equivalent trimesters, this decision also allows for a more manageable transition between trimesters. I acknowledge that a shorter T3, with two 5-week blocks creates challenges for some summer courses. On balance, my judgement is that the benefits to staff wellbeing outweigh these challenges.

Before a final decision is made however, I want to be assured that the members of Academic Board can see no additional issues which may alter my intended decision for the year dates for the 2025 Academic Year.

While I would have liked to discuss this directly with Academic Board at this meeting, I ask instead that if you have any written feedback please provide to Teresa and Rob in the Academic Office by Wednesday 6 March, 5pm.

I intend to make decision soon after this time. Please note that the next available Academic Board meeting is April 16, 2024. This is too late to make a decision on the 2025 Academic Year because the course CRNs (required for timetabling) for this year need to be in place at the end of March 2024.

Academic Year dates for 2026 and 2027

At the next Academic Board I would like to discuss the following proposed dates for the 2026 and 2027 Academic Year. Academic Board members are asked to note the proposed dates for the 2026 and 2027 Academic Year Dates attached below.

New Academic Year and Course Constraints procedure

The aspiration for the University to have three equivalent trimesters is currently set out in the Course Scheduling and Constraints Policy. This aspect, along with many other aspects, is under review via a proposed new Academic Year Dates and Course Constraints and Scheduling Procedures. The process to finalise these procedures will see them presented at Academic Board before the Vice-Chancellor is advised to rescind the current policy in favour of these new procedures.

It is recommended that Academic Board:

a. Notes: that written feedback is requested by the Provost on the proposed 2025 Academic Year Dates

b. Notes: that the 2026 and 2027 Academic Year Dates will be discussed at the April Academic Board meeting

c. Notes: that an update to the Course Scheduling and Constraints Policy is currently being reviewed.

Te Herenga Waka—Victoria University of Wellington 2025 Academic Year (5 + 5 summer)

Week	Starting	Mo	Tu	We	Th	Fr	Sa	Su	Activity	Notes
51	16-Dec	16	17	18	19	20	21	22	T3 Week 6	Last teaching day 20 December - Shutdown TBC
52	23-Dec	23	24	25	26	27	28	29	Christmas - New Year break	University closed 23 December-5 January TBC
1	30-Dec	30	31	1	2	3	4	5	2025	
2	6-Jan	6	7	8	9	10	11	12	T3 Week 7	Teaching resumes 6 January; T3 (Nov-Dec) GED
3	13-Jan	13	14	15	16	17	18	19	T3 Week 8	
4	20-Jan	20	21	22	23	24	25	26	T3 Week 9	Wellington Anniversary Monday 20 January
5	27-Jan	27	28	29	30	31	1	2	T3 Week 10	
6	3-Feb	3	4	5	6	7	8	9	T3 Week 11	Waitangi Day Thursday 6 February
7	10-Feb	10	11	12	13	14	15	16	T3 Week 12	
8	17-Feb	17	18	19	20	21	22	23	Break/Enrolment completion period	Orientation week; T3 (courses ending in Feb) GED
9	24-Feb	24	25	26	27	28	1	2	T1 Week 1	T1 starts 24 Feb
10	3-Mar	3	4	5	6	7	8	9	T1 Week 2	
11	10-Mar	10	11	12	13	14	15	16	T1 Week 3	
12	17-Mar	17	18	19	20	21	22	23	T1 Week 4	
13	24-Mar	24	25	26	27	28	29	30	T1 Week 5	
14	31-Mar	31	1	2	3	4	5	6	T1 Week 6	
15	7-Apr	7	8	9	10	11	12	13	T1 Week 7	
16	14-Jan	14	15	16	17	18	19	20	Mid-Trimester break	School holidays 14 April - 27 April; Good Friday 18 April
17	21-Apr	21	22	23	24	25	26	27	Mid-Trimester break	Easter Mon 21 April; Uni. holiday 22 April; ANZAC Day 25 April
18	28-Apr	28	29	30	1	2	3	4	T1 Week 8	
19	5-May	5	6	7	8	9	10	11	T1 Week 9	
20	12-May	12	13	14	15	16	17	18	T1 Week 10	Graduation 13,14,16 May TBC
21	19-May	19	20	21	22	23	24	25	T1 Week 11	
22	26-May	26	27	28	29	30	31	1	T1 Week 12	
23	2-Jun	2	3	4	5	6	7	8	Study / Assessment period*	King's Birthday 2 June; Assessment period starts 6 June
24	9-Jun	9	10	11	12	13	14	15	Assessment period*	
25	16-Jun	16	17	18	19	20	21	22	Assessment period*	Matariki 20 June. Assessment Period ends 21 June
26	23-Jun	23	24	25	26	27	28	29	Mid-Year break	
27	30-Jun	30	1	2	3	4	5	6	Mid-Year break	T1 all courses GED. School holidays 30 June - 13 July
28	7-Jul	7	8	9	10	11	12	13	T2 Week 1	T2 starts 7 July
29	14-Jul	14	15	16	17	18	19	20	T2 Week 2	
30	21-Jul	21	22	23	24	25	26	27	T2 Week 3	
31	28-Jul	28	29	30	31	1	2	3	T2 Week 4	
32	4-Aug	4	5	6	7	8	9	10	T2 Week 5	
33	11-Aug	11	12	13	14	15	16	17	T2 Week 6	
34	18-Aug	18	19	20	21	22	23	24	Mid-Trimester break	
35	25-Aug	25	26	27	28	29	30	31	Mid-Trimester break	
36	1-Sep	1	2	3	4	5	6	7	T2 Week 7	
37	8-Sep	8	9	10	11	12	13	14	T2 Week 8	
38	15-Sep	15	16	17	18	19	20	21	T2 Week 9	
39	22-Sep	22	23	24	25	26	27	28	T2 Week 10	School holidays 22 September - 5 October
40	29-Sep	29	30	1	2	3	4	5	T2 Week 11	
41	6-Oct	6	7	8	9	10	11	12	T2 Week 12	
42	13-Oct	13	14	15	16	17	18	19	T2 Week 12	
43	20-Oct	20	21	22	23	24	25	26	Study / Assessment period*	Assessment period starts Friday 17 October
44	27-Oct	27	28	29	30	31	1	2	Assessment period*	Labour Day Mon 27 Oct
45	3-Nov	3	4	5	6	7	8	9	Assessment period*	Assessment period ends Sat 8 Nov
46	10-Nov	10	11	12	13	14	15	16	Break/Enrolment completion period	
47	17-Nov	17	18	19	20	21	22	23	T3 Week 1	T2 GED all courses except (LAWS 100-300 courses)
48	24-Nov	24	25	26	27	28	29	30	T3 Week 2	T2 GED (LAWS 100-300 courses only)
49	1-Dec	1	2	3	4	5	6	7	T3 Week 3	
50	8-Dec	8	9	10	11	12	13	14	T3 Week 4	Graduation 10,11,12 TBC
51	15-Dec	15	16	17	18	19	20	21	T3 Week 5	Last teaching day 19 December - NO extra Shutdown
52	22-Dec	22	23	24	25	26	27	28	Christmas - New Year break	
1	29-Dec	29	30	31	1	2	3	4	2026	For Review
2	5-Jan	5	6	7	8	9	10	11	T3 Week 6	Teaching resumes 5 Jan T3 (Nov-Dec) GED
3	12-Jan	12	13	14	15	16	17	18	T3 Week 7	
4	19-Jan	19	20	21	22	23	24	25	T3 Week 8	Wellington Anniversary Monday 19 Jan
5	26-Jan	26	27	28	29	30	31	1	T3 Week 9	
6	2-Feb	2	3	4	5	6	7	8	T3 Week 10	Waitangi Day Friday 6 Feb
7	9-Feb	9	10	11	12	13	14	15	Break/Enrolment completion week	
8	16-Feb	16	17	18	19	20	21	22	Orientation Week	Orientation week T3 (courses ending in Feb) GED
9	23-Feb	23	24	25	26	27	28	1	T1 2026 starts	

Red text = grade entry deadlines (GED) * the assessment period is inclusive of any exam period

Teaching days Teaching breaks and weekends T = Trimester

Study and assessment periods Public holidays and university holidays

Te Herenga Waka—Victoria University of Wellington 2026 Academic Year

Week	Starting	Mo	Tu	We	Th	Fr	Sa	Su	Activity	Notes
51	15-Dec	15	16	17	18	19	20	21	T3 Week 5	Last teaching day Fri 19 Dec
52	22-Dec	22	23	24	25	26	27	28	Christmas - New Year break	University closed 22 Dec-4 Jan
1	29-Dec	29	30	31	1	2	3	4	2026	
2	5-Jan	5	6	7	8	9	10	11	T3 Week 6	Teaching resumes 5 Jan T3 (Nov-Dec) GED
3	12-Jan	12	13	14	15	16	17	18	T3 Week 7	
4	19-Jan	19	20	21	22	23	24	25	T3 Week 8	Wellington Anniversary Monday 19 Jan
5	26-Jan	26	27	28	29	30	31	1	T3 Week 9	
6	2-Feb	2	3	4	5	6	7	8	T3 Week 10	Waitangi Day Friday 6 Feb
7	9-Feb	9	10	11	12	13	14	15	Break/Enrolment completion week	
8	16-Feb	16	17	18	19	20	21	22	Orientation Week	Orientation week T3 (courses ending in Feb) GED
9	23-Feb	23	24	25	26	27	28	1	T1 2026 starts	
10	2-Mar	2	3	4	5	6	7	8	T1 Week 2	
11	9-Mar	9	10	11	12	13	14	15	T1 Week 3	
12	16-Mar	16	17	18	19	20	21	22	T1 Week 4	
13	23-Mar	23	24	25	26	27	28	29	T1 Week 5	
14	30-Mar	30	31	1	2	3	4	5	T1 Week 6	Good Friday 3 Apr
15	6-Apr	6	7	8	9	10	11	12	Mid-Trimester break	Easter Mon 6 Apr, Uni holiday Tue 7 Apr
16	13-Apr	13	14	15	16	17	18	19	Mid-Trimester break	School holidays - not estimated for 2026
17	20-Apr	20	21	22	23	24	25	26	T1 Week 7	ANZAC Day Mondayised 27 Apr
18	27-Apr	27	28	29	30	1	2	3	T1 Week 8	ANZAC Day Mondayised 27 Apr
19	4-May	4	5	6	7	8	9	10	T1 Week 9	
20	11-May	11	12	13	14	15	16	17	T1 Week 10	
21	18-May	18	19	20	21	22	23	24	T1 Week 11	Graduation 19, 20, 21 May TBC
22	25-May	25	26	27	28	29	30	31	T1 Week 12	
23	1-Jun	1	2	3	4	5	6	7	Study / Assessment period*	King's Birthday 1 Jun Assessment period starts 5 Jun
24	8-Jun	8	9	10	11	12	13	14	Assessment period*	
25	15-Jun	15	16	17	18	19	20	21	Assessment period*	Assessment period ends 20 Jun Trimester 1 ends 21 Jun
26	22-Jun	22	23	24	25	26	27	28	Mid-Year break	T1 all courses GED
27	29-Jun	29	30	1	2	3	4	5	Mid-Year break	
28	6-Jul	6	7	8	9	10	11	12	T2 2026 starts	Matariki Friday 10 Jul
29	13-Jul	13	14	15	16	17	18	19	T2 Week 2	School holidays - not estimated for 2026
30	20-Jul	20	21	22	23	24	25	26	T2 Week 3	
31	27-Jul	27	28	29	30	31	1	2	T2 Week 4	
32	3-Aug	3	4	5	6	7	8	9	T2 Week 5	
33	10-Aug	10	11	12	13	14	15	16	T2 Week 6	
34	17-Aug	17	18	19	20	21	22	23	Mid-Trimester break	
35	24-Aug	24	25	26	27	28	29	30	Mid-Trimester break	
36	31-Aug	31	1	2	3	4	5	6	T2 Week 7	
37	7-Sep	7	8	9	10	11	12	13	T2 Week 8	
38	14-Sep	14	15	16	17	18	19	20	T2 Week 9	
39	21-Sep	21	22	23	24	25	26	27	T2 Week 10	School holidays- not estimated for 2026
40	28-Sep	28	29	30	1	2	3	4	T2 Week 11	
41	5-Oct	5	6	7	8	9	10	11	T2 Week 12	
42	12-Oct	12	13	14	15	16	17	18	Study / Assessment period*	Assessment period starts Friday 16 Oct
43	19-Oct	19	20	21	22	23	24	25	Assessment period*	
44	26-Oct	26	27	28	29	30	31	1	Assessment period*	Labour Day Mon 26 Oct
45	2-Nov	2	3	4	5	6	7	8	Assessment period*	Assessment period ends Sat 7 Nov Trimester 2 ends 8 Nov
46	9-Nov	9	10	11	12	13	14	15	Break/Enrolment completion week	
47	16-Nov	16	17	18	19	20	21	22	Summer tri 2026 starts	T2 GED all courses except (LAWS 100-300 courses)
48	23-Nov	23	24	25	26	27	28	29	T3 Week 2	T2 GED (LAWS 100-300 courses only)
49	30-Nov	30	1	2	3	4	5	6	T3 Week 3	
50	7-Dec	7	8	9	10	11	12	13	T3 Week 4	Graduation 8, 9, 10 TBC
51	14-Dec	14	15	16	17	18	19	20	T3 Week 5	Last teaching day 18 Dec (possible 21/12 due to Jan closure)
52	21-Dec	21	22	23	24	25	26	27	Christmas - New Year break	University closed 21 Dec-4 Jan
53	28-Dec	28	29	30	31	1	2	3	2027	
54 / 1	4-Jan	4	5	6	7	8	9	10	T3 Week 6	T3 teaching resumes 5 Jan; T3 (Nov-Dec) GED
55 / 2	11-Jan	11	12	13	14	15	16	17	T3 Week 7	
56 / 3	18-Jan	18	19	20	21	22	23	24	T3 Week 8	
57 / 4	25-Jan	25	26	27	28	29	30	31	T3 Week 9	Wellington Anniversary Monday 25 Jan
58 / 5	1-Feb	1	2	3	4	5	6	7	T3 Week 10	
59 / 6	8-Feb	8	9	10	11	12	13	14	Break/Enrolment completion week	Mondayised Waitangi Day 8 Feb
7	15-Feb	15	16	17	18	19	20	21	Orientation Week	
8	22-Feb	22	23	24	25	26	27	28	Tri 1 2027 starts	
9	1-Mar	1	2	3	4	5	6	7	T1 Week 2	
Red text = grade entry deadlines (GED) * the assessment period is inclusive of any exam period Teaching days Teaching breaks and weekends T = Trimester Study and assessment periods Public holidays and university holidays										

Te Herenga Waka—Victoria University of Wellington 2027 Academic Year										
Week	Starting	Mo	Tu	We	Th	Fr	Sa	Su	Activity	Notes
51	14-Dec	14	15	16	17	18	19	20	T3 Week 5	Last teaching day Fri 18 Dec
52	21-Dec	21	22	23	24	25	26	27	Christmas - New Year break	University closed 21 Dec-4 Jan
53	28-Dec	28	29	30	31	1	2	3	2027	
54 / 1	4-Jan	4	5	6	7	8	9	10	T3 Week 6	Teaching resumes 5 Jan T3 (Nov-Dec) GED
55 / 2	11-Jan	11	12	13	14	15	16	17	T3 Week 7	
56 / 3	18-Jan	18	19	20	21	22	23	24	T3 Week 8	
57 / 4	25-Jan	25	26	27	28	29	30	31	T3 Week 9	Wellington Anniversary Monday 25 Jan
58 / 5	1-Feb	1	2	3	4	5	6	7	T3 Week 10	Waitangi Day Sat 6 Feb, Mondayised 8 Feb
6	8-Feb	8	9	10	11	12	13	14	Break/Enrolment completion week	
7	15-Feb	15	16	17	18	19	20	21	Orientation Week	Orientation week T3 (courses ending in Feb) GED
8	22-Feb	22	23	24	25	26	27	28	T1 2027 starts	
9	1-Mar	1	2	3	4	5	6	7	T1 Week 2	
10	8-Mar	8	9	10	11	12	13	14	T1 Week 3	
11	15-Mar	15	16	17	18	19	20	21	T1 Week 4	
12	22-Mar	22	23	24	25	26	27	28	T1 Week 5	Good Friday 26 Mar
13	29-Mar	29	30	31	1	2	3	4	Mid-Trimester break	Easter Mon 29 Mar, Uni holiday Tue 30 Mar
14	5-Apr	5	6	7	8	9	10	11	Mid-Trimester break	School holidays - not estimated for 2027
15	12-Apr	12	13	14	15	16	17	18	T1 Week 6	
16	19-Apr	19	20	21	22	23	24	25	T1 Week 7	
17	26-Apr	26	27	28	29	30	1	2	T1 Week 8	ANZAC Day Mondayised 26 Apr
18	3-May	3	4	5	6	7	8	9	T1 Week 9	
19	10-May	10	11	12	13	14	15	16	T1 Week 10	
20	17-May	17	18	19	20	21	22	23	T1 Week 11	Graduation 18, 19, 20 May TBC
21	24-May	24	25	26	27	28	29	30	T1 Week 12	
22	31-May	31	1	2	3	4	5	6	Study / Assessment period*	Assessment period starts 4 Jun
23	7-Jun	7	8	9	10	11	12	13	Assessment period*	King's Birthday 7 Jun
24	14-Jun	14	15	16	17	18	19	20	Assessment period*	Assessment period ends 19 Jun Trimester 1 ends 20 Jun
25	21-Jun	21	22	23	24	25	26	27	Mid-Year break	T1 all courses GED. Matariki Friday 25 Jun
26	28-Jun	28	29	30	1	2	3	4	Mid-Year break	
27	5-Jul	5	6	7	8	9	10	11	T2 2027 starts	
28	12-Jul	12	13	14	15	16	17	18	T2 Week 2	School holidays - not estimated for 2027
29	19-Jul	19	20	21	22	23	24	25	T2 Week 3	
30	26-Jul	26	27	28	29	30	31	1	T2 Week 4	
31	2-Aug	2	3	4	5	6	7	8	T2 Week 5	
32	9-Aug	9	10	11	12	13	14	15	T2 Week 6	
33	16-Aug	16	17	18	19	20	21	22	Mid-Trimester break	
34	23-Aug	23	24	25	26	27	28	29	Mid-Trimester break	
35	30-Aug	30	31	1	2	3	4	5	T2 Week 7	
36	6-Sep	6	7	8	9	10	11	12	T2 Week 8	
37	13-Sep	13	14	15	16	17	18	19	T2 Week 9	
38	20-Sep	20	21	22	23	24	25	26	T2 Week 10	School holidays - not estimated for 2027
39	27-Sep	27	28	29	30	1	2	3	T2 Week 11	
40	4-Oct	4	5	6	7	8	9	10	T2 Week 12	
41	11-Oct	11	12	13	14	15	16	17	Study / Assessment period*	Assessment period starts Friday 15 Oct
42	18-Oct	18	19	20	21	22	23	24	Assessment period*	
43	25-Oct	25	26	27	28	29	30	31	Assessment period*	Labour Day Mon 25 Oct
44	1-Nov	1	2	3	4	5	6	7	Assessment period*	Assessment period ends Sat 6 Nov Trimester 2 ends 7 Nov
45	8-Nov	8	9	10	11	12	13	14	Break/Enrolment completion week	
46	15-Nov	15	16	17	18	19	20	21	Summer tri 2027 starts	T2 GED all courses except (LAWS 100-300 courses)
47	22-Nov	22	23	24	25	26	27	28	T3 Week 2	T2 GED (LAWS 100-300 courses only)
48	29-Nov	29	30	1	2	3	4	5	T3 Week 3	
49	6-Dec	6	7	8	9	10	11	12	T3 Week 4	Graduation 7, 8, 9 TBC
50	13-Dec	13	14	15	16	17	18	19	T3 Week 5	Last teaching day 17 Dec (or Tues 21/12 due to Jan closures)
51	20-Dec	20	21	22	23	24	25	26	Christmas - New Year break	
52	27-Dec	27	28	29	30	31	1	2	2028	
53 / 1	3-Jan	3	4	5	6	7	8	9	T3 Week 6	T3 teaching resumes 5 Jan T3 (Nov-Dec) GED
54 / 2	10-Jan	10	11	12	13	14	15	16	T3 Week 7	
55 / 3	17-Jan	17	18	19	20	21	22	23	T3 Week 8	
56 / 4	24-Jan	24	25	26	27	28	29	30	T3 Week 9	Wellington Anniversary Monday 24 Jan
57 / 5	31-Jan	31	1	2	3	4	5	6	T3 Week 10	
58 / 6	7-Feb	7	8	9	10	11	12	13	Break/Enrolment completion week	Waitangi Day Mondayised 7 Feb
7	14-Feb	14	15	16	17	18	19	20	Orientation Week	
8	21-Feb	21	22	23	24	25	26	27	Tri 1 1 2028 starts	
9	29-Feb	29	1	2	3	4	5	6	T1 Week 2	
Red text = grade entry deadlines (GED) * the assessment period is inclusive of any exam period										
Teaching days		Teaching breaks and weekends				T = Trimester				
Study and assessment periods						Public holidays and university holidays				



MEMORANDUM

TO	Academic Board
FROM	Rob Stratford, Manager Quality and Policy, Office of the DVCA
DATE	14 February, 2024
SUBJECT	Academic programme review schedule for 2024

Purpose

This paper presents the proposed schedule for academic programme reviews for 2024. It briefly explains why various reviews have had to be deferred in recent years and also provides an indicative schedule for 2025 and 2026.

Recommendation

That the Academic Board **note** the academic programme review schedule for 2024 and indicative schedule for 2025 and 2026.

Background

Academic Programme Reviews are an important aspect of the University's quality assurance system as set out in the [Academic Reviews and Monitoring Policy](#).

The deferral of some Academic Programme Reviews 2023-2026

In recent years the completion of some Academic Programme Reviews has been hampered by the conditions experienced under the COVID-19 lockdown. More recently, the financial sustainability processes have seen significant changes to some courses which has meant the deferral of some Academic Programme Reviews. Reviews of programmes in the following areas have all required scheduling changes: Chemistry, Theatre, Initial Teacher Education, Classics, SGEES and Health.

Reviews deferred as part of a strategy to coordinate with subject accreditation processes

Several reviews have also been reconsidered in light of the overlap between accreditation processes and Academic Programme Reviews. In some cases programme reviews are expected to run alongside accreditation processes, for example in landscape architecture, and few changes have been made.

There are ongoing discussions with the Faculties of Health, Engineering and WSBG to ensure that their programme reviews and accreditation processes complement one another from a quality perspective. A key rationale therefore in working through these processes is to ensure that there is a focus on quality and improvement through accreditation/review processes and that the overall workload of such processes is also manageable. Currently Academic

Programme Reviews have not been scheduled for Economics and Finance (including Actuarial Science); Marketing, Tourism and Human Resources; Global Business and Marketing; Nursing; and Midwifery because of ongoing work managing Academic Programme Reviews in relation to accreditation processes.

Part of the ongoing discussion with these Faculties will be how any Implementation Plans might be developed in response to the reviews carried out for accreditation processes (especially those which might replace any programme reviews). The finalisation of the University's approach to accreditation and review processes will be carried out with the incoming DVCA.

The Academic Programme Review of Law now scheduled for 2026

In the case of the review of Law, the decision has been made to defer a programme review from 2024 to 2026. This not only allows time for a few minor changes to be managed around the programme in 2024, and, more importantly, also allows for the much-anticipated roll out of tikanga as part of the Law programme in 2025. Because of the two-year hiatus before the Academic Programme Review in Law, the Faculty have agreed to work with the Quality and Policy staff in trialling some self-review processes in 2024 and 2025 as a way of gathering information and reflecting on some key indicators of programme effectiveness.

Deans and programme staff consultation

The schedule for the 2024 reviews has been agreed with Deans. The indicative schedule for 2025 and 2026 have been discussed with Deans and will confirmed in due course. There are a high number of reviews scheduled for 2025 especially and it can expected that there will be some changes to the actual review programme for 2025 and 2026.

ACADEMIC PROGRAMME REVIEW SCHEDULE 2024

2024 - 9 Reviews		
Building Science	TBC	WFADI
Architecture	TBC	WFADI
Religious Studies	April	FHSS
Art History	May	FHSS
Philosophy (incl. Philosophy, Politics and Economics)	November	FHSS
Biotechnology Molecular Microbiology Cell and Molecular Biology Biomedical science 1 review 4 dimensions	TBC	Science
English literatures and creative communication	November	FHSS
Physics (Including Space)	TBC	Science
Computer engineering	September	Engineering

INDICATIVE SCHEDULE 2025 – 2026 (TO BE CONFIRMED)

2025 - 12 Reviews	
Science in Society	Science
Chemistry and Drug Dev.	Science
Interior Architecture + Landscape Architecture	WFADI
Health	Health
Creative Writing	FHSS
Criminology	FHSS
History	FHSS
Music	FHSS
Va'aomanū Pasifika	FHSS
Intercultural Communication and Applied Translation	FHSS
Education and Education Psychology	Education
Clinical Research	Science

2026 - 11 Reviews	
Law	Law
Museum and Heritage Studies	TBC
Initial Teacher Education	Education
Ecology, Biodiversity and Marine Biology	Science
Geography, Environmental Studies and Development studies	Science
Information Management	WSBG
Linguistics and Applied Language Studies	FHSS
Mathematics and Statistics	Engineering
Psychology	Science
Theatre	FHSS
Classics	FHSS

