



## FACULTY OF HUMANITIES AND SOCIAL SCIENCES

### *Centre for Academic Development*

### **POSTGRADUATE CERTIFICATE and POSTGRADUATE DIPLOMA IN HIGHER EDUCATION LEARNING AND TEACHING**

### **HELT 501 FOUNDATIONS IN HIGHER EDUCATION LEARNING AND TEACHING 30 POINTS**

### **TRIMESTER 2 2014**

#### **Important dates**

**Trimester dates:** 14 July to 16 November 2014

**Teaching dates:** 14 July to 17 October 2014

**Mid-trimester break:** 25 August to 7 September 2014

**Last assessment item due:** 7 November 2014

**Study week:** 20–24 October 2014

**Examination/Assessment Period:** 24 October to 15 November 2014

Note: students who enrol in courses with examinations must be able to attend an examination at the University at any time during the scheduled examination period.

**Withdrawal dates:** Refer to [www.victoria.ac.nz/students/study/withdrawals-refunds](http://www.victoria.ac.nz/students/study/withdrawals-refunds). If you cannot complete an assignment or sit a test or examination, refer to [www.victoria.ac.nz/students/study/exams/aegrotats](http://www.victoria.ac.nz/students/study/exams/aegrotats).

#### **Class times and locations**

Seminar times: Wednesday 9.00-12.00\*

Seminar venue[s]: KK 201

\* Note the first class for the trimester will be held from 9.00-12.50 on Wednesday July16, in room KK201

## Names and contact details

Course Staff	Offices at 10 Waiteata Rd	Phone (463-)	Office Hours
Bernadette Knewstubb, <i>Course Coordinator</i>	Room 106	6416	To meet with teaching staff, please email or call for an appointment.
Dr Irina Elgort	Room 107	5970	
Dr Amanda Gilbert	Room 102	5927	
Dr Meegan Hall	Room 202	5793	
Dr Stephen Marshall	Room 105	5205	
Ms Anna Nguyen, <i>Administrative Assistant</i>	Room 205	9786	Monday - Friday, 9.00am - 4:30 pm

## Communication of additional information

All formal notices relating to this course will be posted on the Blackboard website, as of Friday 18<sup>th</sup> July 2014. Because we only meet face-to-face once a week, it is critically important that all participants log on and check for announcements on a regular basis, at least twice each week.

Final grades may be obtained from central student records via the Internet. An announcement will be posted in Blackboard later in the trimester with more details.

## Prescription

Using the theme of Ako - the interrelatedness of teaching and learning - participants will evaluate the explanatory power and practical applications of higher education theories and research for understanding and improving teaching effectiveness and learning outcomes. Assessment includes reflective evaluation of teaching and curriculum design.

## Course content

Foundations of Higher Education Learning & Teaching (Foundations) is a postgraduate course that engages participants in a critical examination of current theories and related research – from psychology, cognitive science, education, and other disciplines – on effective teaching and learning in higher and tertiary education. Participants will evaluate the potential explanatory power and practical applications of the theories and research examined in order to better analyse, understand, and improve their own teaching effectiveness and their students' learning outcomes.

The two main products to be assessed are: (1) a reflective, scholarly essay on the potential relevance of specific theories and research studied to the participant's teaching practice; and (2) a report on the alignment of objectives, assessment and teaching-learning activities for a course taught by the participant.

Note: Foundations (HELT 501) is designed as the first (30-point) course in the 60-point Postgraduate Certificate in Higher Education Learning and Teaching, or 120-point Postgraduate Diploma in Higher Education Learning and Teaching. Successful completion of HELT 501 is required for entry to any other PHELT courses.

## Course learning objectives (CLOs)

Students who pass this course should be able to:

1. Evaluate within specific disciplinary contexts, key theories, research and policies related to teaching and learning in higher education.
2. Apply various teaching and learning media, approaches and methods, and creatively adapt these to specific educational contexts.
3. Apply reflective practice and external evidence to assess and improve teaching quality

## HELT 501 and the Graduate Profile for the Postgraduate Certificate in Higher Education Learning and Teaching

Below is the current Graduate Profile for the Postgraduate Certificate in Higher Education Learning and Teaching with the HELT 501 Course Learning Objectives mapped to appropriate attributes

Graduate attributes for the Postgraduate Certificate in Higher Education Learning and Teaching	HELT 501 CLOs
1. Ability to critically evaluate professional teaching practice;	CLO 3
2. Autonomous employment of research-based approaches to enhance decision-making in teaching;	CLO 1, 2, 3
3. Effectiveness in promoting and assessing student learning;	CLO 1, 2, 3
4. Ability to design/redesign courses to better promote learning;	CLO 2
5. Skills in critically evaluating relevant research literature, major education theories, in relation to their own teaching practice;	CLO 1
6. Advanced skills in adapting new techniques, methods, and research findings, to one's own academic discipline, teaching context, and students' needs;	CLO 2, 3
7. Skills in articulating their own teaching philosophy to students and colleagues, and in providing effective feedback on the learning and teaching of colleagues and peers;	CLO 3
8. Developing skill in leading academic quality enhancement within their context(s);	
9. Understanding of the relevant characteristics of learners, dimensions of learner diversity, and effective teaching methods for diverse student populations in NZ higher education.	CLO1, 2, 3

## Teaching format

Learning materials for this course are delivered in four complementary ways: through (i) whole-group seminar meetings; (ii) at least two individual and/or small team appointments with teaching staff; (iii) assigned readings from the required, provided, and suggested texts; and, (iv) resources provided through the (Blackboard) course website. Active participation in the whole-group seminar meetings is essential and expected. Each method is important and participants are expected to use each resource fully to achieve the course objectives.

## Mandatory course requirements

In addition to achieving an overall pass mark of 50%, students must:

1. Submit all required assessment components
2. Participate in at least eight of twelve seminar sessions, including the first session

## Workload

This is a 30-point Masters level course. As each point is the equivalent of approximately 10 hours of student work, you can expect to spend approximately 300 hours on the course including our class meeting times, weekly preparation and assignments.

Time spent on the course outside of class meeting times will include activities such as the following: reading the required and suggested texts; preparing your Session Preparation Assignments (SPAs); researching, drafting and revising your RE and AB/CRP; engaging in peer observation and reflection; making posts on the Blackboard website and responding to others' postings; and meeting with the course coordinator or other teaching staff at least twice.

## Assessment

Assessment items and workload per item	Time required*	%	CLO(s)	Due date
1 Session Preparation Assignments (SPA) (6 @ 4% each)	7 hours x 6 SPAs	24%	1, 2, 3	See below
2 Reflective Essay (RE)	45 hours	30%	1, 3	By 19 September
3 Peer Observation Partnership (POP) (x 2 reports)	20 hours	16%	3	By 10 October
4 Curriculum Alignment Assignment	45 hours	30%	1, 2, 3	By 7 November

\* Please note: the hours required for each assignment are notional, based on the reading, preparation, drafting and feedback time on average. The time required allows you to plan when you should begin your assignment, rather than acting as a fixed time.

## ASSESSMENT AND MARKING CRITERIA

There are four assessments (including weekly Session Preparation Assignments) in HELT 501. These are designed to support your reflection and theoretical understanding of your teaching approaches and curriculum practices.

### 1. **Session Preparation Assignments (6 weekly @ 4%)**

Each week, you will be required to respond to specific questions and reflective prompts, relating to the readings and topics for that session.

### 2. **Reflective Essay (30%) Draft due 20 August. Final essay due 19 September**

Drawing on SPAs through the course, readings that you find useful, and other sources of critical reflection, write a reflective essay which connects your teaching philosophy and practice with relevant theory and research from higher education.

Two good starting points for your DRAFT reflective essay will be the successful teaching experience vignette you wrote for SPA #1, the models in SPA #2, and theories you completed for

SPA #3. In your draft RE, you should aim to connect your values and beliefs about university teaching and learning (expressed in SPA #2 and #3 particularly) with:

- a) relevant literature (theory and research) from higher education (try to make at least 4 connections to the literature),
- b) at least one piece of relevant literature from your own discipline and/or related disciplines,
- c) illustrative examples of your teaching practice, and
- d) evidence of your theory-in-practice.

That evidence can/should take many forms – statements in your Course Outline, assignments, assessments, examples of student work (Human Ethics Committee restrictions may apply), reports from course or personal teaching feedback, video clips, and so on. It's probably best to be inclusive, at this point, and to leave the pruning and editing for later drafts. The grading rubric for the RE (attached) may help you to make the connections above.

This first draft of your Reflective Essay should be somewhere in the range of 4-6 pages in length – but feel free to ignore that guideline. Please post your draft Reflective Essay on your blog by Tuesday 16th, at the latest. You will receive feedback on this draft after the trimester break which you can choose to use to further refine your essay for final submission.

### **3. Peer Observation Reports (2 @ 8%) due 10 October**

You will be paired with another member of the class to conduct a structured peer teaching observation. The process, undertaken over several weeks, consists of the following steps:

#### **1) Plan timeline**

Meet briefly with your partner (or communicate via phone or email) to establish a timeline for your teaching observations. You will need to book the following appointments between now and early September:

- 30-60 minutes each for a pre-observation discussion
- At least one hour each for a teaching observation
- 30-60 minutes each for a post-observation discussion.

We recommend that you do not double up your pre- or post-observation discussions; it's best to allow each meeting to remain focussed on just one person's teaching.

#### **2) Pre-observation meeting**

Try to draw out as much information as possible about your partner's teaching, from the 'big picture' issues (Why are you teaching? What are your overall aims when you teach on this course? and so on) to the minutiae (How do you prepare for each lecture? Why do you use Powerpoint rather than the document camera? and so on). Ask your partner to define four or five issues on which

s/he would particularly like feedback. Check the observation sheet to see which categories you want to focus on in your own teaching observation

### 3) Teaching observation

When you attend your partner's lecture, or work through a set of materials (e.g. assignments, websites, etc.) use the POP Observation Sheet to guide your observations, but do not feel limited by these categories. You should aim for a mixture of description (what you observed) and commentary (your opinions and suggestions).

### 4) Partner report

After the observation, but before the post-observation meeting, write a 1-2 page report for your partner, incorporating both description and commentary, and paying particular attention to the issues/questions that guided the observation. Include some pats on the back ("Here's what I think you do really well") as well as questions, observations, suggestions designed to push your partner's teaching in new directions ("What if you were to try...?"). This is a private report that will be seen only by your partner and the HELT lecturers. You may decide to simply fill in the categories in the Peer Observation form with a final comment, or to write a separate report. A separate report shouldn't be more than about 1000 words and might address some or all of the following:

1. A context paragraph:  
*who you were observing, what they were teaching, who they were teaching, how many in the class, learning objectives for the class, what kind of teaching (lecture, tute, one-to-one, etc)*
2. What questions you were asked to focus on by the person you were observing
3. Your observations and evaluation of how the class went in terms of those categories:  
*were the class engaged, did you feel it was well structured, in what ways did it achieve the stated goals?*
4. Any feedback to the person you observed relative to their own feelings about the class. What might you want to say tell you that the teacher might not have picked up on themselves?  
*comments that reassure the teacher about things that they seem concerned about, suggestions for developing teaching in future (i.e. useful advice)*
5. Conclude with a sentence or two about how you found the experience of observing a colleague and providing feedback peer feedback (e.g. what did you gain from the experience?).

### 5) Post-observation meeting

Start with the "General Reflection Questions" on the POP Post-Observation Discussion and Reflection Prompts Sheet. Let your partner talk first, before offering any feedback. Then, talk your partner through a draft version of your private report. Allow time and space in the conversation for your partner to respond to your observations and reflect on possible changes to his/her teaching practice.

After the post-observation meeting for your own teaching draft a reflective report, outlining what your initial questions were, what you felt about the teaching episode/materials, and what you

learned from your partner's comments and the experience of peer observation overall. A typical structure for this report might look something like this:

1. A context paragraph:  
*who you were teaching, what you were teaching, how many in the class, your learning objectives, what kind of teaching (lecture, tute, one-to-one, etc)*
  
2. What questions you had asked your peer to focus on, and maybe why
  
3. Your own evaluation of how the class went in terms of those categories:  
*were the class engaged, did you feel it was well structured, in what ways did it achieve your goals? (a bit like a critical incident analysis from the start of the year).*
  
4. What did your peer observer tell you that you might not have picked up on yourself?  
*comments that reassured you about things that you were perhaps concerned about, or suggestions the peer observer made that you hadn't thought about but might in future (i.e. useful advice)*
  
5. Conclude with a sentence or two about how you found the experience of being observed and getting peer feedback that is different from simply using student evaluations.

[After the post-observation meeting, revise your Reports, if necessary, and email them to your partner, cc'ing Bernadette by October 3 at the latest].

#### **4. Curriculum and Development Assignment (30%) due 7 November**

*The presentation of this assignment is negotiable. You might choose to present a written report (approximately 4000 words), a class presentation (to be delivered in class on October 15 or 22), a poster, with short written abstract, or in any way you feel best depicts a view of your curriculum. Please let the coordinator know your preference by week eight (17 September).*

##### **Course Description and Learning Objectives**

In one paragraph describe what the course is intended to achieve. Also provide the learning objectives in priority order.

##### **Student Profile**

Describe the profile of the students who take this course, attempting to capture the diversity of students not simply averaging them into a generic student.

##### **Programme Profile**

Describe the relationship of this course to other courses within a relevant programme of study undertaken by students. Explain how this course will build upon specific elements of preceding courses and how it will be built upon by subsequent courses within the programme of study.

##### **Course Design**

Analyse and critique how the design of the course supports student achievement of the course learning objectives within the context described above. You should consider how the course activities help teaching staff and students identify preparedness for the course, how students are provided with opportunities to practice key elements and receive formative feedback, and how the assessment activities generate evidence of student achievement aligned to the learning objectives. This discussion should be as specific as possible, using material from the course, and if possible should identify a relevant disciplinary paradigm within which it operates.

If appropriate, consider ways in which the design could be improved to provide a stronger set of activities and potentially improve student outcomes.



## SPA Grading Rubric – (24% of Course Grade - 6 @ 4% each)

Student Name:

Date:

SPA #	Criterion	Weight	Meets or exceeds all criteria	Meets most criteria	Fails to meet criteria	Unfinished or Not submitted
	<p>Responds to specific SPA questions/prompts based on readings and reflections on practice</p> <p>Provides useful engaged feedback to other students</p>	4%	Shows reflective engagement with the activity, relates own practice to readings and responds to postings by others when possible	Shows evidence of having completed readings. Description of own activities but may not show strong relationship between readings and own activity Or exceeds expectations in own work but does not respond to work of others	Evidence of misunderstanding of the task. Little or no relating of readings and own activities within the SPA. However clear that an attempt has been made to engage with materials	
			4	2-3	1	0

Comments:

## Reflective Essay Grading Rubric (30% of Course Grade)

**Student Name** \_\_\_\_\_ **Date** \_\_\_\_\_

<b>Criteria</b>	<b>Weight</b>	<b>Meets or exceeds all criteria</b>	<b>Meets most criteria</b>	<b>Fails to meet criteria</b>
<p><b><i>Clear Goals</i></b> Presents a coherent expression of teaching philosophy, theory and/or model.</p>	<b>20%</b>			
<p><b><i>Adequate Preparation</i></b> Engages critically with and makes clear connections to relevant research and practice literature.</p>	<b>20%</b>			
<p><b><i>Appropriate Methods</i></b> Provides clear connections between teaching &amp; learning philosophy/theory and teaching practice.</p>	<b>15%</b>			
<p><b><i>Significant Results</i></b> Selects appropriate examples and provides suitable evidence from own practice.</p>	<b>15%</b>			
<p><b><i>Reflective Critique</i></b> Demonstrates thoughtful meta-analysis of own teaching and learning philosophy and practice.</p>	<b>20%</b>			
<p><b><i>Effective Presentation</i></b> Synthesizes ideas in a clearly structured and coherently written essay, adhering to conventions of scholarly writing (i.e. language, referencing, and presentation).</p>	<b>10%</b>			
<p><b><i>Final Grade</i></b></p>				

**Comments:**

## Peer Observation Partnership Report Grading Rubric (16% of Course Grade)

**Student Name** \_\_\_\_\_ **Date** \_\_\_\_\_

Criteria	Weight	Meets or exceeds all criteria	Meets most criteria	Fails to meet criteria
<p><b>Peer Observation Process Conducted</b></p> <p>You should have met and observed each other's teaching at least once.</p>	<b>15%</b>			
<p><b>Report Provided to Partner (and cc'ed to Course Coordinator)</b></p> <p>The report should offer a thorough, useful and thoughtful commentary on your partner's teaching</p>	<b>15%</b>			
<p><b>Personal Report Submitted to Course Coordinator</b></p> <p>The report should be a self-reflective account of your experience that demonstrates critical engagement with related course materials such as readings, handouts and seminar discussions (see POP assignment description for more guidance on this report)</p>	<b>60%</b>			
<p><b>Reports adhere to scholarly conventions</b></p> <p>Both reports should adhere to minimum word lengths, be free of typos and grammatical errors, have a clear narrative structure, and be submitted on time (by 17 October).</p>	<b>10%</b>			
<p><b>Final Grade</b></p>				

**Comments:**

## Curriculum Review and Development Grading Rubric (30% of Course Grade)

**Student Name** \_\_\_\_\_ **Date** \_\_\_\_\_

Criteria	Weight	Meets or exceeds all criteria	Meets most criteria	Fails to meet criteria
<p><b>Clear Goals</b></p> <p>Purpose of the course clearly outlined and contextualized in the context of appropriate programme/discipline/university learning and teaching strategy</p>	10%			
<p><b>Adequate Preparation</b></p> <p>Student cohort clearly defined.</p> <p>Student learning needs clearly defined in relation to key theories and research regarding higher education.</p> <p>Shows evidence of having engaged with pedagogical literature in one's own discipline</p>	15%			
<p><b>Appropriate Methods</b></p> <p>Applies principles of constructive alignment or other relevant curriculum development model to description of course design and activities</p>	25%			
<p><b>Significant Results</b></p> <p>Distinguishes areas of strong alignment from those where alignment is weak/absent</p> <p>Able to provide clear priorities for future improvement</p>	15%			
<p><b>Reflective Critique</b></p> <p>Demonstrates thoughtful meta-analysis of the alignment between learning objectives, assessment/feedback and learning activities</p> <p>Provides a structured rationale for change/maintenance of current objectives, assessment/feedback and learning activities</p>	25%			
<p><b>Effective Presentation</b></p> <p>Synthesizes ideas in a clearly structured and coherently written essay, adhering to conventions of scholarly writing (i.e. language, referencing, presentation)</p>	10%			
<p><b>Final grade</b></p>				

**Comments:**

## Submission and return of work

SPAs are to be posted on Blackboard at least one day before each class, to allow the post to be read by the lecturer and fellow students. All other written reports should be emailed to the lecturer. Presentations will be given and marked in class. Work will usually be returned, or provided with feedback, within two weeks of the submission date.

## Extensions and penalties

### Extensions

If you find you are unable to complete assignments by the due date, it is imperative you speak to the coordinator to arrange an extension. We will try and be as flexible as possible, but the final deadline for all work will be **7 November** to allow time for grade entry.

### Penalties

Work which is more than five days late, without having spoken with the coordinator to arrange an extension will incur a 5% penalty.

### Set texts

Biggs, J., & Tang, C. (2011). *Teaching for quality learning at university*. (4<sup>th</sup> ed). Berkshire: Open University Press. [For sale at *VicBooks* ([www.vicbooks.co.nz](http://www.vicbooks.co.nz)). and on loan from the VUW Main Library, Kelburn Campus.]

Other readings available through BlackBoard on a weekly basis

### Recommended reading

Ramsden, P. (2003). *Learning to Teach in Higher Education*. (2<sup>nd</sup> ed). London: RoutledgeFalmer. [For sale at *VicBooks* and on loan from the VUW Main Library, Kelburn Campus, or from the C. A. D. resource library.]

### Class representative

The class representative provides a useful way to communicate feedback to the teaching staff during the course. A class representative will be selected at the first lecture of the course. Students may like to write the Class Rep's name and details in this box:

Class Rep name and contact details:

### Student feedback

Student feedback on University courses may be found at [www.cad.vuw.ac.nz/feedback/feedback\\_display.php](http://www.cad.vuw.ac.nz/feedback/feedback_display.php).

## Other important information

Dates	Session Topic	Readings	Session Preparation Assignments (SPAs)	Session leader(s)
<b>MEETING 1</b>				
16 July	The concept of 'Ako' as a framework for the course Introductions, Overview, and Goal-setting Becoming a critically reflective teacher	Biggs and Tang 2011 Ch 1  Larivee 2000  Halpern and Hake	SPA #1: Preliminary reading & sharing what works <i>(This SPA will not be assessed, unless you wish)</i>	<b>BK</b>
<b>MEETING 2</b>				
23 July	Some Theories of Learning and Teaching in Higher Education	Biggs & Tang, Ch 2  Stewart 2013  Kember 1997	SPA #2: Teaching and learning philosophy development	<b>BK</b>
<b>MEETING 3</b>				
30 July	Students: Who are they? What do they want? How do they learn? (I)	Ramsden 2003 Ch 5  Zepke & Leach 2007	SPA #3: Student diversity and needs in your course	<b>MH</b>
<b>MEETING 4</b>				
6 August	Students: Who are they? What do they want? How do they learn? (II) - The learning advisor's perspective	Solominides et al  Independent reading (student learning in your discipline)  TBA	SPA #4: Teacher Learning Audit, plus transformative learning questions	<b>Ema Sanga/SLS</b>
<b>MEETING 5</b>				

13 August	Teaching and learning in your discipline <i>(Arrange meeting with course coordinator this week or next)</i>	Newton and Becher, 2002  Independent reading (student learning/teaching in your discipline)	SPA #5: Identifying features of learning and teaching in your discipline	<b>BK</b>
<b>MEETING 6</b>				
20 August	Review Class <i>(Have held meeting with course coordinator by 20 August)</i>		SPA #6: Draft RE for peer feedback	<b>BK</b>
<b>***** Mid-Trimester Break: 25 August-7 September *****</b>				
<b>MEETING 7</b>				
10 September	Curriculum 1: Curriculum alignment, course learning objectives (CLOs) and Graduate Attributes	Biggs and Tang Ch 6 and 7 TBA	SPA#7 Evaluate and/or Redesign objectives and Goals – Reflections on changes	<b>SM</b>
<b>MEETING 8</b>				
17 September	Curriculum2: Assessment design and criteria	Biggs & Tang, Ch 10, 12  TBA	SPA#8: Evaluate and/or Redesign assessment/criteria  <i>Reflective essays due 19 September</i>	<b>AG</b>
<b>MEETING 9</b>				
24 September	Curriculum3: Aligning teaching and learning activities	Biggs and Tang, Ch 8, 9	SPA#9 Evaluate and/or redesign learning and teaching activities – Reflections on changes	<b>BK</b>
<b>MEETING 10</b>				
1 October	Instructional Design <i>(Arrange meeting with course coordinator week or next)</i>	TBA	SPA #10 Active or collaborative learning (re)design  POPs to be completed by now - reports due next week	<b>IE</b>
<b>MEETING 11</b>				

8 October	Qualitative Evidence of Effective Teaching and Learning: Evaluation, and Portfolios	Stein, et al 2013 Ramsden Chapter 11  De Rijdt, Tiquet, Dochy & Devolder 2006	SPA #11: Draft Curriculum assessment (report/poster/presentation)  <i>POP reports due, 10 October</i>	BK
<b>MEETING 12</b>				
15 October	Final reflections; Sharing Seminar Lessons and Insights; Final Course & Teaching Feedback	N/A		BK/CAD
<b>MEETING 13 (if required)</b>				
TBA	Curriculum presentations	N/A	<b>All assessment due by Friday 7 November at the latest</b>	BK

The information above is specific to this course. There is other important information that students must familiarise themselves with, including:

- Academic Integrity and Plagiarism: [www.victoria.ac.nz/students/study/exams/integrity-plagiarism](http://www.victoria.ac.nz/students/study/exams/integrity-plagiarism)
- Aegrotats: [www.victoria.ac.nz/students/study/exams/aegrotats](http://www.victoria.ac.nz/students/study/exams/aegrotats)
- Academic Progress: [www.victoria.ac.nz/students/study/progress/academic-progress](http://www.victoria.ac.nz/students/study/progress/academic-progress) (including restrictions and non-engagement)
- Dates and deadlines: [www.victoria.ac.nz/students/study/dates](http://www.victoria.ac.nz/students/study/dates)
- FHSS Student and Academic Services Office: [www.victoria.ac.nz/fhss/student-admin](http://www.victoria.ac.nz/fhss/student-admin)
- Grades: [www.victoria.ac.nz/students/study/progress/grades](http://www.victoria.ac.nz/students/study/progress/grades)
- Resolving academic issues: [www.victoria.ac.nz/about/governance/dvc-academic/publications](http://www.victoria.ac.nz/about/governance/dvc-academic/publications)
- Special passes: [www.victoria.ac.nz/about/governance/dvc-academic/publications](http://www.victoria.ac.nz/about/governance/dvc-academic/publications)
- Statutes and policies including the Student Conduct Statute: [www.victoria.ac.nz/about/governance/strategy](http://www.victoria.ac.nz/about/governance/strategy)
- Student support: [www.victoria.ac.nz/students/support](http://www.victoria.ac.nz/students/support)
- Students with disabilities: [www.victoria.ac.nz/st\\_services/disability](http://www.victoria.ac.nz/st_services/disability)
- Student Charter: [www.victoria.ac.nz/learning-teaching/learning-partnerships/student-charter](http://www.victoria.ac.nz/learning-teaching/learning-partnerships/student-charter)
- Student Contract: [www.victoria.ac.nz/study/apply-enrol/terms-conditions/student-contract](http://www.victoria.ac.nz/study/apply-enrol/terms-conditions/student-contract)
- Subject Librarians: <http://library.victoria.ac.nz/library-v2/find-your-subject-librarian>
- Turnitin: [www.cad.vuw.ac.nz/wiki/index.php/Turnitin](http://www.cad.vuw.ac.nz/wiki/index.php/Turnitin)
- University structure: [www.victoria.ac.nz/about/governance/structure](http://www.victoria.ac.nz/about/governance/structure)
- Victoria graduate profile: [www.victoria.ac.nz/learning-teaching/learning-partnerships/graduate-profile](http://www.victoria.ac.nz/learning-teaching/learning-partnerships/graduate-profile)



- VUWSA: [www.vuwsa.org.nz](http://www.vuwsa.org.nz)