



VICTORIA UNIVERSITY OF  
**WELLINGTON**  
TE HERENGA WAKA



**ACADEMIC BOARD MEETING**  
**4 NOVEMBER 2025**

**PART A AND PART B**

# Academic Board Meeting, 4 November 2025

To be held in the Hunter Council Chamber



04 November 2025 01:00 PM - 03:00 PM

Agenda Topic	Presenter	Page
Part A		
The meeting will start 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!)		
1. Welcome to New Members and Farewells		
2. Part B of the agenda - to consider requests from members to transfer items from Part B to Part A of the agenda	Chair	
3. Vice-Chancellor's Oral Report	To receive	
4. <a href="#">AB25-92 DVC Written Reports: DVC Academic, DVC Māori and Kaitiakitanga, DVC Research, DVC Students</a>	To receive	5
5. <a href="#">AB25-93 - Rephrased Motion from Item 5 - AB25-82 In relation to Boycott, Divestment, Sanctions regarding Palestine</a>		13
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#### [PART C - MEMBERS ONLY](#)

The next meeting will be held at 1:00 pm on Tuesday 24 February 2026 in the Hunter Council Chamber.

MEMORANDUM

To	Academic Board
From	Professor Robyn Longhurst, Deputy Vice-Chancellor (Academic); Professor Rawinia Higgins, Deputy Vice-Chancellor (Māori and Kaitiakitanga); Dr Logan Bannister, Deputy Vice-Chancellor (Students); and Professor Margaret Hyland, Deputy Vice-Chancellor (Research)
Date	4 November 2025
Subject	Written Reports to the Academic Board for November 2025

**Executive Summary**

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

**It is requested that the Academic Board:**

**Receive:** the November 2025 reports from the Deputy Vice-Chancellor (Academic), Deputy Vice-Chancellor (Māori and Kaitiakitanga), Deputy Vice-Chancellor (Research) and Deputy Vice-Chancellor (Students).

## **DVC ACADEMIC PORTFOLIO**

*The following is provided to Academic Board as an update on the portfolio of the Deputy Vice-Chancellor Academic:*

### **He Kokonga Whare e Kitea**

- He Kokonga is establishing four workstreams that will run until February 2026. The workstream groups will explore the priority areas identified in the staff survey and workshop data. The workstreams build on the pillars of institutional capability (the pou), and are:
  - 1) Leveraging Data for Student Success — Tūāpapa — the foundations.
  - 2) Enhancing Curriculum for Student Success — Tāhuhu — the ridgepole.
  - 3) Enriching Student Journeys for Student Success — Heke — the rafters.
  - 4) Embedding a Culture of Student Success — Tukutuku — the latticework panels.Student voice will be woven into each of the workstreams.
- Together, the workstreams will develop an institutional plan for data-driven student success in March 2026. This will inform the project work in 2026, including data coaching, pilot initiatives, and, where relevant, the integration of existing initiatives.
- More information about the workstreams and a recording of the Staff Forum on He Kokonga Whare e Kitea (and the Curriculum Mapping Project) is available at: <https://intranet.wgtn.ac.nz/staff/support-students/accelerating-student-success>

### **Centre for Academic Development**

- The first digital exams using the Inspira platform have been successfully delivered for the Faculty of Law, with nearly 800 students having completed their exams on the platform. Further exams will be delivered over the next couple of weeks, and then the service will be reviewed formally to determine the future direction of use of this technology.
- A new privacy notice has been added to Nuku for staff to ensure greater awareness of the need to protect student personal information. Wording is:
  - Caution: Privacy Risk! Manually adding people to courses may give them access to private student information. Please ensure users are added with a role that is appropriate.
  - Teach in Nuku has a [list of roles and permissions](#) if you are unsure of which role to use. If the link does not work, [click here to enrol in Teach in Nuku](#).
- CAD are running workshops on academic integrity on the 7 November and on artificial intelligence on 14 November; all staff are welcome, and details are on Oko and Libcal.

### **Quality and Policy**

- Lecture recording procedure is out for consultation.
- Analysis of the AI staff survey is underway, with over 300 participants contributing valuable insights into the challenges—and to a lesser extent, the opportunities—that generative AI presents for learning and teaching.
- We've met with the transitional authority on our two-year update of the AQA audit. We expect to hear back from the transitional board in due course.

### **Course Administration and Timetabling**

- Helping Digital Solutions with fixes for enrolments and the course finder.
- Heavy end-of-year exam workload - scheduling invigilators, proofing/printing exams, working with Disability Services on AEF requests, working with students on sitting out of time/place requests (including external students).
- Pre-planning for replacing the timetable system.
- Setting up multiple new course qualifications and their majors for 2026.

### **Curriculum Quality**

- We are working with the Future Web Team to ensure the courses not offered in 2026 will be up on the web as soon as possible.
- The 2026 Wall Calendar is on track to be delivered to us on 4 December.
- The 2026 Curriculum Calendar is on track to have a PDF ready for the website in early December.
- T3 Course Outlines are due to Academic Programmes Advisors by 24 October.
- Final auditing and development of Mata for qualifications and subjects is on track for completion by the end of the year.
- Curriculum Mapping - At the time of writing this report, we had received 33 emails with feedback – either individual or collective submissions.

### **Library**

- CAUL (Council for Australasian University Librarians) negotiations for the consortia with four major publishers, Elsevier, SpringerNature, Taylor & Francis, and Wiley are continuing. Negotiations are dynamic and ongoing, and no decisions have yet been made regarding the outcomes of any CAUL agreements. Contingency planning is underway should agreements not be reached with all four publishers.
- Recruitment is currently underway for a new Manager, Academic Engagement following the resignation of Marcus Harvey. In addition, a new position Te Pakatitia — Principal Advisor, Māori, has been created and will form part of the library leadership team. This role will address a known leadership gap in relation to strategic advice and planning regarding the Library's support and services to our Māori community.
- We have welcomed 1,143,427 people to our libraries from January to the end of September 2025, and this is an increase of 62,423 people from the same period last year.

### **Work-Integrated Learning (WIL)**

- Building workflows for Education, Midwifery, Nursing and Psychology. Onboarding staff from all Facilities with focus on T3 and T1. Investigating streamlined agreement generation through InPlace. About 30% staff trained or in scoping so far.
- In design phase for WIL operating model. Testing emerging model against other University models.

## **DVC MĀORI AND KAITIAKITANGA PORTFOLIO**

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

### **DVC Māori Portfolio**

- As at 19 October, Māori EFTS are 1,946, up 153 on the same time last year.
- On 1 October, Prof. Rawinia Higgins was a panel speaker for Designing Tomorrow: The SDG Blueprint for Built Environment Futures, which the Faculty of Architecture and Design Innovation co-hosted with the United Nations Association of New Zealand (Wellington Branch) as part of SDG Action Month 2025. The theme for that particular panel was "Campus as a prototype: indigenous values, climate resilience, and regenerative design."
- Rawinia Higgins also opened the Facilities Management Association of New Zealand (FMANZ) Summit at Tākina on 9 October. Their conference theme was Whakairo ā-whare, whakairo ā-ngākau - the crafting of buildings is the crafting of hearts.
- Prof. Ocean Mercier delivered her inaugural address at Te Tumu Herenga Waka on 9 October. The theme of her talk was 'Mātauranga and Physics: A Spiralling Pathway'.
- Ngā Mokopuna hosted the Waitangi Tribunal's 50th Anniversary Conference from 9-10 October, with 185 registered attendees for the two-day event.
- Āwhina worked alongside Mauri Ora to provide a series of workshops during mental health awareness week, commencing 6 October. Āwhina also held a series of Study Wā and Stress Free week events from 13-17 October.
- A revised version of Mai i te Iho ki te Pae—Māori Strategic Outcomes Framework has been approved by Te Hiwa and is now being socialised with Deans, Faculties and central services.

### **Kaitiakitanga Portfolio**

- Toitūroa—Sustainability Office hosted a Sustainability Business Network breakfast event on 7 October. The purpose of the event was to bring together sustainability professionals working for public and private organisations to discuss their sustainability challenges, as well as helping them network to come up with useful solutions (including possible discussions of Sustainability internships for our students).
- Development and Alumni Relations:
  - From 22 October Rawinia Higgins is travelling with the Vice-Chancellor and Sue O'Donnell to alumni events in New York and London, and then on to China.
  - Events delivered and upcoming:
    - 25 September – Blues Awards.
    - 26 September – Welcome for new Assistant Vice-Chancellor Pasifika (support).
    - 28 September – Casual alumni event in Boston hosted by local alumni volunteers.
    - 2 October – Inaugural lecture by Professor Chris Bumby.
    - 8 October – Alumni event in Hong Kong hosted by Dean of Law, Professor Geoff McLay.
    - 9 October – Inaugural lecture by Professor Ocean Mercier.
    - 17 October – Principal's Breakfast hosted by the Vice-Chancellor.



- 23 October – Alumni event in New York hosted by the Vice-Chancellor.
- 24-26 October – Paparahi 50th Anniversary of the Faculty of Architecture and Design Innovation.
- 27 October – Alumni event in London hosted by the Vice-Chancellor.
- 29 October – Alumni event in Beijing hosted by the DVCMK.

## **DVC RESEARCH PORTFOLIO**

*The following is provided to Academic Board as an update on the portfolio of the Deputy Vice-Chancellor Research:*

### **Title**

- The Faculty of Graduate Research is pleased to announce that it took live the new research candidature management software, Panoho, on 15 October. As previously mentioned in Academic Board meetings, this software provides improved mechanisms for managing research candidates, new mechanisms to allow candidates and their supervisors to collaborate in keeping records of progress, and dramatically improved reporting functionality for managers. It is expected that Panoho will create efficiencies in administrative processes across the University, freeing staff to concentrate on supporting students.
- The Human Ethics Policy and Guidelines that went to University Research Committee last week will be released for consultation.
- The Research Office new structure came into effect this week which has a stronger focus on supporting international bidding activities to help diversify External Research Revenue.
- The Research Office is developing an international research funding strategy to help prioritise activity.
- We are participating in workshops on the design of the Tertiary Research Excellence Fund organised by the Ministry of Education and the TEC. The workshops are looking at what metrics may be used, the implications and logistics of a metric-based system.
- Research Funding New Zealand. Details are light on the new funding body following the announcement of its establishment on 14 October:

(<https://www.beehive.govt.nz/release/simpler-science-funding-drive-innovation>).

While MBIE-administered funds will be the first to transition across to RFNZ, we have been reassured that existing Endeavour grants will not be affected. Recruitment of the Board Chair and members is now underway.

## **DVC STUDENTS PORTFOLIO**

*The following is provided to Academic Board as an update on the portfolio of the Deputy Vice-Chancellor Students:*

### **Current Students – Te Purengi**

- Te Amaru-Disability Services has worked with Academic Office on the new Meeting the Needs of Disabled Students Regulation replacing the Meeting the Needs of Students Impairments Policy, which will be coming to Academic Board before the end of the year.
- Manawa Ora-Student Wellbeing was delighted with the response to Mental Health Awareness Week. Thank you to Clive Aspin, Mark Bennett and Helen Andreae who hosted events and contributed to planning and to all the academic staff who participated.
- International Orientation welcoming new international students commencing in Trimester 3 will take place 11-13 November.
- The Trimester 2 Manaaki NZ Scholarship Completion Ceremony took place 15 October, with 16 students graduating and attended by special guest speaker Charlie Rahiri, Divisional Manager for Houtina, the Māori Division at the Ministry of Foreign Affairs and Trade.
- Te Haumiri-International Student Experience held a session – ‘Understanding and Supporting International Students in the Classroom’ attended by approximately 60 academic and professional staff on Thursday 23 October, the session included insights from the team and a student panel. Further sessions are planned for 2026.
- The “Have Your Say” Student Survey for 2025 are now available [here](#) – the survey had a response rate of 26% of all enrolled students in 2025 invited to take part. The 2024 response rate was 23%. The survey captures satisfaction, awareness and engagement scores as well as several points that expand the pure data and collect the ‘student voice’, opinions and suggestions. The Power BI Dashboard (SSS002) is available for staff to directly review the full data and filter the responses based on demographic breakdown.

### **Current Students - Titoko**

- Enrolment for returning students: Student-facing communications and digital engagement have continued steadily, with targeted re-enrolment messaging now underway. New promotional materials and social media content are in final stages ready for rollout.
- December graduation will include five ceremonies: three at the Michael Fowler Centre and two at Te Tumu Herenga Waka. Approximately 1300 students receive their degrees, including 103 international students completing at the end of Trimester 2.

### **Scholarships Office**

#### ***School-leaver Scholarships***

- In October the Scholarship Office sent out a total of 869 scholarship offers to school-leavers for 2026 study. The option of a second round of offers was decided at the conclusion of the acceptance deadline date. This year there was no second round as the acceptance rates had significantly increased from prior years.
- Whilst data shows us that a number of scholarship recipients who have accepted their award will not commence study with us, when viewed with caution, the jump in acceptance

rates is a positive indicator for 2026 enrolments. This is especially evident regarding Māori and Pasifika student cohorts.

#### Acceptance rate patterns:

- Over the past four years we have seen a steady decline in acceptance rates for our Māori, Pasifika and excellence scholarships. However, this year we have seen the declines arrested in all groups, with the most significant changes for our top value scholarships. For example, the acceptance rate of our highest value Māori scholarship rose from 80% (20 of 25 offers) last year to 93% (25 of 27 offers) this year and more significantly the Pasifika scholarship acceptance rate rose from 37% (7 of 19 offers) last year to 85% (17 of 20 offers) this year. The acceptance rate for the overall top scholarship has had the most significant jump from 38% (3 of 8 offers) last year to 100% (9 of 9 offers) this year.
- The university offers a range of equity scholarships in which the average acceptance rate has continued to grow over the past four years, from 66% in 2022 to 81% last year. This year's average acceptance rate for these scholarships currently sits at 83% (103 of 124 offers).
- Conversely, this year, we have observed a slight decline in the acceptance rates across our range of our lowest value \$5,000 scholarships. One factor could be the University of Canterbury strategy to increase their lower value scholarships from \$5,000 to \$7,000.

#### Some additional insights:

- This year we offered VicStart scholarships to 70 students who had participated in a VicStart course with us in their year 13. Of those students, 31 proceeded to apply for a school-leaver scholarship of which 20 were successful. As an additional enrolment incentive, the decision was made to permit both scholarships to be held together. By tracking the dates of scholarship acceptance and enrolment application, we can see that nine of the 20 students completed an enrolment application or accepted both scholarships within a week of being offered the school-leaver scholarship or by the scholarship decision deadline date.

#### Wellington Masters Thesis Scholarships:

- The Wellington Masters Thesis Scholarships are now open for applications. The scholarship closes 1 November, and applications will be assigned to Faculty review committees on 22 November (after grades are available and GPAs have been calculated).

#### **Future Students**

- Course Planning Visits to secondary schools around the country have now been completed. We saw 2,109 students in 228 schools around the country. This compared to 2,041 students at 220 schools in 2024. Increasingly there are conflicting demands on students' time in schools with multiple commitments and activities for students to attend and organise and this appears to be impacting on numbers. A pilot with targeted text messages to students has had a positive impact on attendance at some visits.
- Paiere and Hokule'a Leadership Programmes were a series of events hosted on campus for Wellington-based Year 12 and Year 13 Pasifika students respectively. These programmes aim to prepare students for their next step in their educational journey, while building a sense of belonging at Victoria University. Hokule'a saw 110, 88 and 36 students engage over three sessions and Paiere 56 and 17 students.

- Sustainable Development Goals (UN) Designing Tomorrow event is based on the SDG Blueprint for Built Environment Futures and will bring together leaders across policy, industry, academia, innovation, and youth for a cross-sector conversation on how we plan, design, and build for impact. This was a one-off event and hosted 70 attendees.
- BMid Webinar #3 was the final recruitment focused webinar to drive applications and enrolments from students interested in Midwifery. This event focused primarily on the student voice and featured four current students sharing their experience of the programme. 76 registrations were received for the event with 20 live viewers on the evening. This was down from 92 registrations last year, but larger number of new leads generated this year.
- Teach Next Webinar was also the final recruitment event for School of Education focused on prospective graduate students considering teaching pathways who were unable to attend in person events throughout the year. 50 students registered, of which 23 attended live. We had 66 registrations in 2024 and 32 in 2023 for the same event.

## **International Office**

### Vietnamese Chairman's visit

- The Vice-Chancellor hosted H.E. Nguyen Trong Nghia, Chairman for the Party Central Commission for Publicity, Education and Mass Mobilisation of Viet Nam on Tuesday 23 September. Chairman Nghia is one of the more important politicians in Viet Nam given his Party Commission connects the Vietnamese Communist Party to the people. His visit enabled us to secure the Chairman's commitment to unblocking approvals for our Master of Teaching English to Speakers of Other Languages programmes. Approvals for these programmes, delivered in partnership with Vietnamese universities, have been stalled in the Ministry of Education and Training since the start of the year.
- Alongside the meeting, the Chairman met with 60 Vietnamese students at VUW. There are currently 278 Vietnamese international students enrolled at VUW, making Vietnam our second largest international recruitment market after China. The Chairman's visit to VUW was featured on VTV, Vietnam's national (and largest) television channel, helping raise our profile in this market.

### New student exchange agreements for Scotland, Spain and Norway

- International Office attended the European Association for International Education (EAIE) conference and expo in Gothenburg, Sweden, from 9-12 September. EAIE is one of the two largest international education events held globally where institutions can efficiently meet most of their partners in one space (the other event is NAFSA in the United States, but given the issues under the Trump Administration, EAIE is fast becoming the international education event of choice).
- At the conference, we met with a wide range of existing partners to maintain relationships, update on developments, and discuss solutions to system and process issues between universities. In response to increased student demand to undertake semester exchange in Europe, we also identified new exchange partners. Three new student exchange agreements will be developed with: the University of Strathclyde (Scotland), Universitat Pompeu Fabra (Spain), and Oslo Metropolitan University (Norway).

## MEMORANDUM

To	Academic Board
From	Carol Morris, Secretary Academic Governance
Date	4 November 2025
Subject	Item 5.0 Boycott, Divestment, Sanctions Motion regarding Palestine as discussed at the Academic Board meeting on 23 September 2025

**Executive Summary**

Attached is the revised motion from *item 5. Boycott, Divestment, Sanctions regarding Palestine* as discussed at the Academic Board meeting on 23 September 2025 meeting, provided in both tracked changes and clean format.

Three suggestions were received in response to the request for feedback by close of business on Tuesday 4 October. These were discussed with the Chair, resulting in minor wording improvements that did not alter the original meaning.

**It is requested that the Academic Board:**

**Approve** the revised *Boycott, Divestment, Sanctions regarding Palestine* motion as discussed at the Academic Board meeting on 23 September 2025.

**Tracked version**Academic Board:

1. Acknowledges<sub>s</sub> that ~~academic the board Board~~ does not make statements on all issues of international justice, but asserts<sub>s</sub> ~~our-its~~ belief that Israel's actions in Gaza have reached a level that demands condemnation.
2. Acknowledges<sub>s</sub> that there are differing views about Israel and Gaza within the university community and affirms<sub>s</sub> the rights of all members of our community to speak freely and engage in honest debate.
3. Acknowledges<sub>s</sub> the significance and sensitivity of this issue for Muslim and Jewish members of our community, and for many others who have close ties to Israel and Palestine. We acknowledge that discussions of the conflict have led to incidents of Islamophobia and antisemitism. We express solidarity with all members of the university community affected by the conflict, and affirm our condemnation of all forms of racism and bigotry.
4. Confirms<sub>s</sub> that the University has no formal collaborations with Israeli universities or other academic institutions known to be complicit in Israel's violations of Palestinian human rights and breaches of international humanitarian law and will not enter into any such new formal collaborations until the Board is satisfied the current situation in Gaza has been resolved in a way that appropriately recognises Palestinian human rights and complies with international humanitarian law.
5. ~~Reaffirms-Affirms~~ and advises the University's Council of the's suspension of formal collaborations with Israeli universities or other academic institutions known to be involved in the development of military technologies or doctrines that contribute to Israel's violations of Palestinian human rights and breaches of international humanitarian law.
6. ~~Support-Will support~~ Palestinian scholars at risk and contribute, where possible, to the recovery and rebuilding of Palestinian universities.
7. Restates<sub>s</sub> the rights of staff and students to academic freedom, freedom of expression, and freedom of assembly.

This motion from Academic Board should be read in line with the Academic Freedom and Freedom of Expression Policy.

### **Clean version**

Academic Board:

1. Acknowledges that the Board does not make statements on all issues of international justice, but asserts its belief that Israel's actions in Gaza have reached a level that demands condemnation.
2. Acknowledges that there are differing views about Israel and Gaza within the university community and affirms the rights of all members of our community to speak freely and engage in honest debate.
3. Acknowledges the significance and sensitivity of this issue for Muslim and Jewish members of our community, and for many others who have close ties to Israel and Palestine. We acknowledge that discussions of the conflict have led to incidents of Islamophobia and antisemitism. We express solidarity with all members of the university community affected by the conflict, and affirm our condemnation of all forms of racism and bigotry.
4. Confirms that the University has no formal collaborations with Israeli universities or other academic institutions known to be complicit in Israel's violations of Palestinian human rights and breaches of international humanitarian law and will not enter into any such new formal collaborations until the Board is satisfied the current situation in Gaza has been resolved in a way that appropriately recognises Palestinian human rights and complies with international humanitarian law.
5. Affirms and advises the University's Council of the suspension of formal collaborations with Israeli universities or other academic institutions known to be involved in the development of military technologies or doctrines that contribute to Israel's violations of Palestinian human rights and breaches of international humanitarian law.
6. Will support Palestinian scholars at risk and contribute, where possible, to the recovery and rebuilding of Palestinian universities.
7. Restates the rights of staff and students to academic freedom, freedom of expression, and freedom of assembly.

This motion from Academic Board should be read in line with the Academic Freedom and Freedom of Expression Policy.

## MEMORANDUM

To	Academic Board
From	Neil Dodgson, Dean, Faculty of Graduate Research
Date	4 November 2025
Subject	Master's Thesis Regulation

### Executive Summary

The [Master's Thesis Regulations](#) have been reviewed and proposed changes have been formally consulted on with the University community.

The Regulation states the University's position regarding the enrolment, supervision and examination of candidates for Master's theses courses and Master's portfolio courses, where the thesis or portfolio course has a value of 90 points or more. Changes were identified by the Board of the Faculty of Graduate Research (FGR). These were primarily minor updates to reflect how we will work with Panoho, the new candidature management software, and clarifications to address common issues faced by the team in FGR. Two more significant changes were proposed:

- Moving from 3- and 8-monthly reports to one 6-month report.
- Adding a new clause (12.b) to make explicit the requirement to address unsatisfactory progress.

Consultation took place between 13 August and 5 September 2025. Five submissions were made in that wider consultation, which have been taken into account in this revised version. In summary, the feedback:

- indicated supported for the two significant changes (12.d and 12.b); and
- suggested further clarifications and questions related to other clauses.

The feedback has been considered and incorporated into the draft Regulation where appropriate.

**It is requested that the Academic Board:**

**Approve:** the draft Master's Thesis Regulation.



## Policy Document

### Approval Memorandum

<b>Title of Policy</b>	Master's Thesis Regulation
<b>Policy Sponsor</b>	Tumu Maruārangi – Deputy Vice Chancellor, Research
<b>Policy Owner</b>	Dean, Faculty of Graduate Research (FGR)
<b>Recommendation</b>	That Te Hiwa forward the draft Regulation to the Academic Board. That Academic Board approve the draft Regulation.
<b>Key Aspects</b>	This Regulation states the University's position regarding the enrolment, supervision and examination of candidates for Master's theses courses and Master's portfolio courses, where the thesis course has a value of 90 points or more.
<b>Justification</b>	<p>The updates to the Regulation were made to address:</p> <ul style="list-style-type: none"> <li>• how we will work with Panoho, the new candidature management software, which is expected to go live in October 2025; and</li> <li>• minor but common issues that FGR has faced with the Regulation as it is at present.</li> </ul>
<b>Alignment with Strategy, Iho, Values, Objectives and Priorities</b>	The Regulations set out the University's rules that prescribe the requirements for these specific qualifications.
<b>Consultation</b>	<p>The Board of the Faculty of Graduate Research proposes updates to the Master's Thesis Regulation. These updates were discussed at Board on 17 July 2025 and then sent out to the University for wider consultation.</p> <p>The majority of these updates were minor wording changes and clarifications to address the change of processes to reflect the use of Panoho, along with common issues as noted in the justification section above.</p> <p>There were two significant changes proposed, these were:</p> <ul style="list-style-type: none"> <li>• Moving from 3- and 8-monthly reports to one 6-month report (clause 12.d). This was in response to FGR Board's discussion of February 2024 (item 5 of the Board's minutes), in which they supported a consolidated midway report. In addition to this minuted support, the Dean FGR has heard arguments that the university requires too many administrative processes that add little value to the candidate's experience and also that the 8-month report is too late, in a 12-month thesis, to allow a school or institute to introduce a rescue plan for a research project that is going badly.</li> <li>• Adding a new clause (12.b) to make explicit the requirement to address unsatisfactory progress. There is currently nothing in the Regulation that explicitly allows for a formal process to deal with unsatisfactory progress. This leads to variable practice in handling such situations. Given that Panoho will include a mechanism for documenting such a formal process, the Dean FGR thought it appropriate to add a new clause (12.b) to make explicit the requirement to address such performance, give the candidate an opportunity to address the issues, and provide warning that termination of candidature is an option if progress does not improve. This mirrors the provisions of Doctoral Regulations 8.14.f.</li> </ul>

	<p>Formal consultation across the University took place between 13 August and 5 September 2025. Five submissions were made in that wider consultation, which have been taken into account in this revised version. In summary, the feedback:</p> <ul style="list-style-type: none"> <li>• indicated supported for the two significant changes (12.d and 12.b);</li> <li>• suggested further clarifications and questions related to other clauses.</li> </ul> <p>Appendix 1: Details of proposed updates, includes a detailed summary of the proposed changes, the feedback received, and the responses to the feedback from the Dean, FGR.</p> <p>Appendix 2 is a tracked change version of the Master's Thesis Regulation.</p>
<b>Changes made following consultation</b>	<p>Added notes to 5.3 and to 13.4.a to clarify that a School Research Committee (SRC) can appoint an ad hoc subcommittee to assess research proposals and to handle the examination process. This is to avoid unnecessary delays for candidates caused by trying to convene an entire Committee.</p> <p>Added notes to clarify the actions that an SRC may choose to take to resolve differences of opinion between examiners.</p> <p>Added a note to clarify that a grade cannot be revised downward on appeal.</p>
<b>Financial/Resource Implications</b>	Overall, the revisions should have a slight positive impact on resources, as they streamline some processes.
<b>HR Implications</b>	There are no HR implications: all duties are already included in staff contracts.
<b>EDI Implications</b>	There are no EDI implications in the changes.
<b>Te Tiriti Implications</b>	The proposed changes include changes to 4.c, which details how the University examines theses written in te reo Māori. The changes are: (i) to make explicit that candidates are required to provide adequate notice to allow a School to arrange suitable examiners, to avoid unnecessary delay for a candidate; and (ii) to provide advice on how a School manages examination.
<b>Delegations Implications</b>	The Regulation does not have any delegation implications because the Regulation explicitly sets out who is authorised to do what. There is one addition, 16.c, that makes clear that the Dean FGR may exercise any power, decision or authority held by an Associate Dean (PGR).
<b>Policy Implications</b>	There are no implications for any other policy documents.
<b>Commencement Date</b>	4 November 2025
<b>Sign Off</b>	<p>In submitting this Policy Document for approval, I confirm as Policy Sponsor that, if approved, I will be responsible for its implementation and review.</p> <p>Margaret Hyland Deputy Vice-Chancellor, Research</p>

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## Master's Thesis Regulation

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### 1. Purpose

- (a) The purpose of this Regulation is to state the University's position regarding the enrolment, supervision and examination of candidates for Master's thesis courses and Master's portfolio courses, where the course has a value of 90 points or more.
- (b) This Regulation should be read in conjunction with the General Programmes of Study Regulations and University Calendar for the relevant Master's degrees.

### 2. Application of Regulation

- (a) This Regulation applies to staff members and students.
- (b) Compliance with this Regulation is overseen by the Faculty of Graduate Research.

## Regulation Content

### 3. Entry Requirements

- 3.1 The entry requirements are set out in the University Calendar for the relevant Master's degrees.
- 3.2 The Head of School approves the enrolment, having established that:
  - (a) the general area of study is appropriate, taking account of the general research strategy of the School, and can be supported by the School; and
  - (b) the School can provide an appropriate academic supervisor.

*Note: Where the School has approval to offer the option of a research portfolio, the Head of School determines which type of thesis the student may enrol in.*

### 4. Course of study

- (a) A thesis or research portfolio is the outcome of independent research, scholarship or creative activity conducted under supervision.
- (b) The length of a thesis or research portfolio will be appropriate to the discipline. A 120-point thesis must not exceed 40,000 words. A 90-point thesis must not exceed 30,000 words. These limits include bibliography, footnotes or endnotes and essential appendices. A student may apply for a higher limit in extraordinary circumstances, which will require specific permission from the Dean of the Faculty of Graduate Research.

*Note 1: these limits are not targets; the length of a thesis should be appropriate to the discipline.*

*Note 2: the limits on length of a research portfolio are determined under s6 of this Regulation.*

*Note 3: LLM theses have different limits, LAWS 591 has a limit of 50,000 words; LAWS 592 has a limit of 35,000 words.*

- (c) Theses may be submitted and assessed in te reo Māori provided the candidate has sought and been granted prior approval from the Dean FGR at least three months prior to submission. Theses submitted in te reo Māori are not to be translated for the purposes of examination.

*Note: The Regulation does not cover the form of the examiners' reports or the chair's report in this situation. It is appropriate for the reports to be in te reo Māori or in English, as the examiners and chair individually and collectively think appropriate. However, it is unlikely that all members of a School Research Committee are fluent in te reo so it would be a kindness to that Committee if it could be provided with an English translation or English summary of the examiners' reports, should the original reports be in te reo Māori. An English summary would be appropriate if the decision is a straightforward one. A full translation would only be needed if there is contention about the outcome.*

- (d) 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 within one month of initial registration; permission will only be given if the use of the language is an essential element of the research and examiners can be appointed who will examine in that language.
- (e) For works of design, creation or performance, the candidate should include a written commentary on the work which is appropriately balanced with the creative component.
- (f) A candidate pursuing a course of study for a thesis or research portfolio is expected to complete the work and submit it for examination within twelve months of full-time registration (or equivalent), unless an extension has been approved (see s7.5).
- (g) Where there are cogent and compelling reasons why a thesis or research portfolio should not be publicly available for a given limited period, and where these are known at any time before submission of the work for examination, the candidate should apply to the Dean FGR for permission to have access withheld at the outset of the research or as soon as the need for an embargo is apparent. The work may be withheld for a maximum of two years. (Refer to the [Withholding of Theses Procedure](#).)

## 5. Research proposal

- 5.1 Within one month of registration the candidate must submit a research proposal which details the aim of the thesis project, methods of study, ethical considerations and resource requirements.
  - (a) If the thesis will be in a non-standard format or 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: Guidelines setting out the standard formats for theses are available on the [Library website](#).*
  - (b) If the candidate is enrolled in a research portfolio and the research portfolio outline provides for significant group work, the research proposal should detail the candidate's involvement.
- 5.2 The research proposal will not normally exceed five pages or 2,500 words. If a School routinely requires a longer proposal, this must be approved by the Faculty of Graduate Research Board.
- 5.3 The School Research Committee will scrutinise the research proposal and make a recommendation to the Head of School as to whether:
  - (a) the designated supervisor is appropriately experienced in the field of research;
  - (b) the scope of the proposed research is appropriate for the thesis; and
  - (c) any proposed non-standard format is appropriate and has been discussed with the University Library.

*Note: To avoid unnecessary delays, the School Research Committee may set up an ad hoc committee of not fewer than three members to undertake the tasks in section 5.3.*

- 5.4 The Head of School is also required to ensure that adequate resources are available to support the research.
- 5.5 The Head of School (or nominee) will provide written feedback on the research proposal to the candidate advising one of the following outcomes:
- (a) approval of the proposal; or
  - (b) conditional approval with a timeframe for meeting the specified conditions for modifying the proposal; or
  - (c) proposal not approved.
- 5.6 If the research proposal is approved with a non-standard format, the Head of School will provide the candidate with a written authorisation that must be submitted to the University Library with the thesis.

## **6. Research portfolio outline**

- (a) All candidates enrolled in a research portfolio must be provided with a research portfolio outline prior to the commencement of their registration.

*Note: Research portfolio candidates are identified by the course code under which they are enrolled.*

- (b) The format of a research portfolio is specified by the Head of School, and communicated to candidates in the portfolio outline. The format must be appropriate to the discipline and to the points value involved. It may comprise one or more projects. Where non-text-based material is included, the Library should be consulted on arrangements for lodging a record of the work in the Library before the required format is finalised.
- (c) Up to 15% of the assessment within a research portfolio may be based on group work where students work collaboratively to explore and develop ideas and solutions to problems, but submit individual work. In exceptional circumstances, where justified by the nature of the discipline, the Dean FGR may approve up to 75% of the work being undertaken in a group context if satisfied that the level of dependency between the candidates' work will not jeopardise individual candidate's success. Such approval must be obtained prior to approval of the research portfolio outline.
- (d) Up to 15% of the assessment within a research portfolio may be group assessment where all members of the group contribute to a single piece of assessed work, and all receive the same assessment outcome.
- (e) Within a research portfolio, specified mandatory requirements may be associated with the evaluation of progress (see s12).

*Note: Failure to satisfy mandatory requirements may be grounds for termination of enrolment (s7.7).*

- (f) The portfolio outline must detail all aspects of the management and delivery of the programme that diverge from the normal thesis processes and requirements and must detail all procedures that pertain to the examination of the research portfolio.
- (g) The portfolio outline must be endorsed by the Head of School and the relevant Associate Dean, and approved by the Dean FGR. Copies must be lodged with the FGR.
- (h) Any changes to the portfolio outline after it has been distributed to enrolled candidates require consultation with candidates and approval by the Associate Dean. Any significant

changes must also be approved by the Dean FGR. An updated version must be lodged with the FGR.

- (i) A copy of the portfolio outline must be made available to all examiners.
- (j) Any new research portfolio course must have a portfolio outline approved by the Dean FGR prior to proceeding to Academic Board for approval.

## **7. Enrolment and registration**

### **7.1 Duration of enrolment**

- (a) Except as permitted in section 7.5, the minimum and maximum periods from the time of first enrolment until submission of the thesis for examination shall be as follows:
  - i. The minimum period of registration is nine months full-time or 18 months half-time.
  - ii. The maximum period of registration is 12 months full-time or two years half-time.
  - iii. For candidates permitted to enrol half-time for part of their programme, the minimum and maximum periods of registration shall be calculated on a pro rata basis.
- (b) The calculation of the total period of registration will exclude any periods of suspension.

### **7.2 Conditions of enrolment**

- (a) A candidate must be enrolled continuously in the thesis until:
  - i. the completed thesis is lodged in the University Library; or
  - ii. the candidate withdraws; or
  - iii. the University terminates the candidate's enrolment; or
  - iv. the candidate fails the examination.
- (b) Continued enrolment is conditional upon satisfactory progress being made as set out in s12.
- (c) If a candidate has been neither registered nor suspended for a period of three consecutive months, they are deemed to have withdrawn.
- (d) 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.
- (e) If a candidate fails to deposit the thesis in the University Library within three months of being informed of their examination outcome, the Dean FGR may deem the candidate to have withdrawn from the degree.
- (f) A withdrawal under (c), (d), or (e) above may be appealed in writing to the Dean FGR. Applications must be made in writing within 20 working days and must show that extraordinary circumstances apply.

### **7.3 Variations to enrolment or registration**

- (a) Variations may include: suspension of study; extension of time; change of status from full-time to half-time and half-time to full-time; termination of candidature; withdrawal from the programme.
- (b) An application for a variation of registration should be made in Panoho and accompanied by appropriate evidence as noted on the relevant form. Applications will require a

statement from the supervisor and the approval of the Associate Dean (PGR) in the home Faculty.

- (c) Scholarship holders must inform the Scholarships Office of any changes in their registration or enrolment status.

*Note 1: Variations to registration may not be possible in some structured cohort-based programmes.*

*Note 2: Visa conditions may exclude international students from the provisions in this section.*

*Note 3: Additional tuition fees and student levies will apply to extensions of registration.*

#### 7.4 Suspension of study

- (a) On application from a candidate, the Associate Dean (PGR) may grant a period of suspension measured in monthly increments up to a total of three months. During a suspension a candidate will pay no tuition fees, will have no access to academic supervision, and is expected to do no substantial work on their research or their thesis.

- (b) Suspensions beyond a total of three months must also be approved by the Dean FGR.

- (c) The total period of suspension shall not usually exceed twelve months.

*Note: The visa conditions for international students do not permit a suspension of study.*

- (d) Retrospective suspensions are granted only in exceptional circumstances and must be approved by the Dean FGR. Applications should be made within two months of the event which gives rise to the claim for a retrospective suspension.

- (e) There is no pro-rata adjustment applied to the calculation of periods of suspension for candidates who are enrolled half-time.

#### 7.5 Extension beyond 12 months total registration

- (a) On application from a candidate, the Associate Dean (PGR) may grant an extension of time for completion of the thesis of up to three months full-time (or equivalent). The request must be well justified and be accompanied by a detailed plan for completion of the thesis within the time requested.

- (b) In exceptional circumstances, and with the approval of the Head of School and Associate Dean (PGR), an extension beyond three months full-time (or equivalent) may be granted by the Dean FGR, who may determine that should the thesis merit a pass it will be eligible only for an ungraded pass.

#### 7.6 Change of status from full-time to half-time and half-time to full-time

- (a) Applications must be approved by the Associate Dean (PGR) who may require supporting documentation and confirmation from the Head of School that resources remain available.

- (b) A change of status from full-time to half-time that occurs in tandem with an application for an extension without sufficient justification may be declined.

*Note 1: Scholarship holders who are contemplating a change to half-time status must consider the conditions of their scholarship.*

*Note 2: Visa conditions for international candidates may not permit half-time study.*

#### 7.7 Termination of enrolment

- (a) The Associate Dean (PGR) may, on the recommendation of the School Research Committee, terminate a candidate's enrolment in the following circumstances:

- i. If the candidate has not had a research proposal approved by the School Research Committee within three months of registration for the thesis (see s5.3);
  - ii. If the candidate fails to make satisfactory progress during the programme, including failure to satisfy any mandatory requirements within a research portfolio (see s6(e) and s12); or
  - iii. If the candidate does not submit the thesis for examination within the specified timeframe.
- (b) A candidate who has been notified of termination on the grounds in (a) above may appeal against termination, or to pre-empt termination, to the Dean FGR. Applications must be made in writing within 20 working days and must show that extraordinary circumstances apply.
- (c) A candidate whose enrolment is terminated may apply for a fees reconsideration.

#### 7.8 Withdrawal from the programme

- (a) A candidate may withdraw from a Master's thesis before submitting the work for examination by informing the Faculty of Graduate Research in writing of the intention to withdraw.

*Note: Sections 7.2(c), (d), (e) detail situations in which a candidate may be deemed to have withdrawn.*

### 8. Research Memorandum and Assessment of Resources

- (a) Where the required resources for the approved research project exceed those specified in the [Resource Agreement for Thesis Students \(RAFTS\)](#) a specific memorandum should be signed by all parties.
- (b) The research memorandum is an agreement between the student, the supervisor and the Head of School about the resources to be provided by the University, including laboratory and experimental apparatus, fieldwork support, particular library resources, information technology services, and any other special arrangements.
- (c) The research memorandum commits the School to providing the agreed resources and shall form part of the candidate's record in the School.

### 9. Attendance at the University

- (a) The Master's 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) In some circumstances, however, the Associate Dean (PGR) may give approval for candidates who do not reside locally to enrol for a Master's degree and undertake their programme of study as a distance candidate provided they meet any conditions stipulated by the Associate Dean (PGR).
- (c) 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. In all such situations a written agreement is required and must be approved by the Associate Dean (PGR). Arrangements for maintaining regular contact with, and reporting to, the supervisor during approved periods away from the University must be agreed and clearly documented.



- (d) When a candidate plans to work away from the University (e.g., on field work), it is expected that a risk assessment will be carried out prior to approval being given to work away.

#### 10. External party involvement

Where an external party is involved in the candidature:

- (a) the relationship must be made the subject of an agreement between the University, the student and the external party. This agreement will address issues relevant to the relationship and having a bearing on the expectation and obligations of the parties concerned. It will also establish the terms and conditions under which it is intended that the project proceed and will normally be agreed before the project commences;
- (b) any agreement must comply with the [Management of External Research Consultancy and Related Contracts Policy](#) or any policy that supersedes that document, and the [Intellectual Property Policy](#);
- (c) the agreement should include provision for revisiting the agreed terms during the project;
- (d) the agreement and any revision of it should be monitored as part of the process for evaluation and monitoring progress set out in s12.

*Note: If supervisory arrangements involve an external party, refer to s11.2 (c) below.*

#### 11. Supervision and support of candidates

##### 11.1 Oversight of candidature

The Head of School (or nominee) has oversight of all Master's thesis candidates in the School, may be involved in the School Research Committee's consideration of research proposals and will review candidates' academic progress report(s).

##### 11.2 Appointment of Supervisors

- (a) Each candidate will work under the guidance of at least one supervisor appointed on behalf of the University by the Head of School. At least one supervisor must be a professor or lecturer of the University in the sense of the [Victoria University of Wellington Act 1961](#), which should be understood as including senior lecturers, readers and associate professors. Emeritus professors are also eligible to be appointed.
- (b) Exceptionally, people holding appointments such as research fellows or research associates may act as supervisors provided that they have been approved by the Associate Dean (PGR) to supervise a specific thesis.
- (c) If it is appropriate for a scholar or senior practitioner from outside the University to be involved in the supervisory team they will be appointed, on the recommendation of the Head of School, as an Honorary Research Associate by the Dean FGR.
- (d) 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 conflicts of interest with regard to Master's thesis candidates must be made to the Associate Dean (PGR).
- (e) The Head of School should ensure that appropriate supervision arrangements are in place if the primary supervisor is absent from the University for any period longer than one month.

### 11.3 Qualifications and Training of Supervisors

- (a) Only those academic staff with a postgraduate research degree in an appropriate subject area, or evidence of an established research record, should undertake the primary supervision of students and then only if they have appropriate experience or training and have completed the University's Orientation to Postgraduate Research Supervision workshop. Heads of School have responsibility for ensuring that only qualified staff members are appointed as thesis supervisors.
- (b) Heads of School have responsibility for ensuring newly appointed staff receive appropriate training which may include an initial appointment as a co-supervisor or as a secondary supervisor.
- (c) External supervisors may be invited to participate in an appropriate professional development programme as part of their appointment.

### 11.4 Supervisors' Responsibilities

The primary responsibility of supervisors is to assist candidates to complete the research within the agreed time frame (see s4 (f)). This includes taking reasonable steps, consistent with available resources, to:

- (a) provide a framework within which the academic work can take place;
- (b) provide academic guidance;
- (c) provide appropriate and timely feedback;
- (d) assess progress;
- (e) facilitate administrative compliance;
- (f) act as a guide to University facilities;
- (g) guide the candidate to identify other relevant expertise to progress the research;
- (h) encourage the candidate to participate in University intellectual life and develop professional contacts outside the University; and
- (i) identify potential examiners and recommend their appointment to the Head of School well in advance of the thesis being submitted for examination.

*Note: Refer to [Supervisors' Responsibilities](#) for additional information.*

### 11.5 Candidates' Responsibilities

Completing a Master's thesis programme requires progressive development of skills, competence and confidence. Candidates must take responsibility for independently pursuing their studies with the guidance of their supervisor in a manner which develops their own intellectual independence. This includes taking reasonable steps, consistent with available resources, to:

- (a) plan and actively pursue the research;
- (b) identify and deal with any research-related problems;
- (c) comply with administrative requirements;
- (d) meet ethical guidelines;
- (e) except as set out in the relevant portfolio outline (see s6), give at least one month's notice to their supervisor of their intention to submit;

*Note: The submission date for research portfolios may be set by the School.*

- (f) take responsibility for the final form of the thesis; and
- (g) participate in the intellectual life of the University.

*Note: Refer to [Candidates' Responsibilities](#) for additional information.*

## **12. Evaluating and Monitoring Progress**

- (a) Supervisors are responsible for evaluating and monitoring a candidate's academic progress. They should provide adequate and timely written feedback on all submitted work. If any doubt arises as to the ability of a candidate to complete the research, this must be raised and dealt with as soon as is practicable for the benefit of both the candidate and the University.
- (b) If a candidate is not making satisfactory academic progress, this should be raised with the candidate at the earliest opportunity and the candidate be given a chance to address the issue(s). Where appropriate, a formal process can be used to set goals within a specified timeframe to assist the candidate with addressing the issue(s). Should a candidate fail to meet the goals within the timeframe, the University may seek to terminate candidature under s7.7.a.ii.
- (c) Supervisors must ensure a record is kept of formal supervisory meetings and of any significant advice or transactions that are not dealt with in the academic progress report(s).
- (d) Except as provided for in (e) and (f) below, a Master's thesis academic progress report will be completed halfway through the registration to ensure that the candidate is making adequate progress, and that the supervisory relationship and any external party arrangements are working well. Any issues or concerns will be addressed by the Head of School (or nominee) and forwarded to the Associate Dean (PGR).

*Note: the progress report is not the appropriate mechanism for raising urgent issues, these should be raised as soon as they arise.*

- (e) On the recommendation of the Head of School, and the Associate Dean (PGR), the Dean FGR may approve an alternative arrangement to s12.d for candidates enrolled in a 90 point thesis or for candidates undertaking a research portfolio.
- (f) Alternative progress reporting arrangements for candidates undertaking a research portfolio must:
  - i. be detailed in the portfolio outline;
  - ii. provide at least an equivalent level of monitoring, evaluation and documentation of the candidate's progress; and
  - iii. include an opportunity for the candidate to provide comment and/or raise any concerns.
- (g) The Head of School has overall responsibility for compliance with the academic progress reporting process, but the writing of the report is the joint responsibility of the supervisor and the candidate. The candidate and supervisor will see and acknowledge each other's comments in the reports. Any identified problems and proposed methods of addressing them should be discussed with the candidate before the report is finalised.
- (h) The Master's thesis academic progress reports provide an opportunity for candidates to comment on the quality of their supervision. At any time, candidates can raise any issue in confidence with the Postgraduate Coordinator, Head of School, Associate Dean (PGR), or the Student Interest and Conflict Resolution team.

### 13. Examination

#### 13.1 Appointment of Examiners

- (a) A thesis or research portfolio is examined by at least two examiners who must be in a position to provide a fair and impartial assessment of the work and who will:
  - i. have expertise and standing in the field of the thesis being examined; and
  - ii. normally have had previous experience of Master's thesis supervision or examination; and
  - iii. have no conflict of interest or any other significant personal, professional or contractual relationship with the candidate; and
  - iv. not have been at any time the primary or co-supervisor of the thesis.
- (b) At least one examiner must be an external examiner, usually a member of the academic staff of another university or similar institution, either in New Zealand or overseas. For a research portfolio the external examiner may be selected on the basis of extensive experience in the relevant profession at a senior level.
- (c) The other examiner (the internal examiner) will normally be a member of the Victoria University of Wellington academic staff.
- (d) Prospective examiners should be approached informally by the supervisor or Head of School well in advance of the expected submission of the work. This is to confirm that they are willing and able to complete the examination in the expected timeframe. Candidates can be consulted on potential examiners; unless undertaking a research portfolio, they must not be told which examiners have been nominated or appointed.

*Note: in most disciplines, the examiner is expected to return their examination report within four weeks of receiving it.*

- (e) The Head of School or delegate, after appropriate consultation, shall recommend examiners to the Associate Dean (PGR) who will, if satisfied, endorse this recommendation. The Head of School is required to provide to the Associate Dean (PGR) a brief curriculum vitae for the external examiner.

*Note: The form for nomination of examiners captures information about the external examiner that meets the requirements of "a brief curriculum vitae".*

- (f) In situations where the most suitable examiner would be excluded by the conditions in (a) above, the Dean FGR may approve exceptions.

#### 13.2 Thesis submission

*Note: See s13.5 for provisions relating to the submission of a research portfolio.*

- (a) A candidate must be registered for at least one month immediately preceding submission.
- (b) A candidate must submit a notice of intention to submit at least one month prior to submitting. The thesis should be reviewed by the supervisor before submission for examination. This review period should not usually exceed two weeks.

*Note: The notice of intention to submit is done through the University's candidature management system, Panoho. The notice of intention is intended to allow the University to seek and appoint examiners prior to submission.*

- (c) The candidate shall submit a PDF version of the thesis along with such other information as required by the Faculty of Graduate Research.

*Note: Thesis submission is done through the University's candidature management system, Panoho, which also elicits the other information required by the Faculty of Graduate research.*

- (d) The University has an obligation to examiners to take reasonable steps to ensure that any thesis sent for examination is complete and otherwise suitable for examination. The Faculty of Graduate Research, on the recommendation of the Supervisor or the Associate Dean (PGR), may determine not to send out for an examination any thesis which fails to meet the conditions in (e) below. The Associate Dean (PGR) will notify the candidate if this is the case.

- (e) To be considered complete, a thesis must:
  - i. constitute an independent scholarly work inclusive of all scholarly apparatus usual in the discipline; and
  - ii. be presented in a form regarded as suitable for examination in the discipline concerned, including being expressed in appropriate and accurate language; and
  - iii. conform to all other formal requirements of the University for the presentation of a thesis, including word limits (see s4 (b)).

### 13.3 Thesis Examination Process

*Note: See s13.5 for provisions relating to the examination of a research portfolio.*

- (a) The Faculty of Graduate Research Office will ensure that an electronic copy of the thesis is sent to each examiner together with a required timeframe for the return of the examination reports.

*Note: in most disciplines, the examiner is expected to return their examination report within four weeks of receiving it.*

- (b) Each examiner must submit a written report to the Faculty of Graduate Research. The report must:
  - i. be submitted within the specified timeframe; and
  - ii. provide comment on the strengths and weaknesses of the thesis; and
  - iii. include the examiner's name and be suitable for release to the candidate and supervisor after the grade is finalized; and
  - iv. separately, give a recommended grade – the possible grades and the associated percentage ranges are set out in the Assessment Handbook.

*Note: The examination report is submitted through the University's candidature management system, Panoho, which captures both the report and the recommended grade and recommended outcome. The reports and any supporting documents will be released to the candidate, but the recommended grade and recommended outcome will not. If an examiner wishes to make confidential comments, these should be communicated to the Faculty of Graduate Research, outside Panoho, in a separate document.*

- (c) Except as provided for in 13.4 (c), consultation between examiners, or between an examiner and the candidate or the supervisor, is prohibited until the reports have been submitted to the Associate Dean (PGR).
- (d) The grade for the thesis is for the document as it is submitted for examination. A requirement for editorial changes (as defined in the appendix to the [Editorial Advice](#)

[Policy](#)) may be a condition of deposit of the thesis in the University Library but has no effect on the grade awarded.

*Note: examiners should refrain from making substantial requests for corrections to a thesis for which they have awarded a passing grade.*

- (e) Where the thesis does not meet the requisite standards, the examiners may recommend that the thesis be revised and resubmitted for a second examination (see s13.6).
- (f) The Faculty of Graduate Research will forward the examiners' reports to the Convener of the School Research Committee for a recommendation as to the outcome of the process.

#### 13.4 Determining the Final Grade for a Thesis

*Note: See s13.5 for provisions relating to a research portfolio.*

- (a) The School Research Committee (SRC) will review the examiners' reports and recommend an outcome of the examination to the Associate Dean (PGR).

*Note 1: To avoid unnecessary delays, the School Research Committee may set up an ad hoc committee of not fewer than three members to undertake their tasks in section 13.4.*

*Note 2: If they are members of the SRC, the supervisor and internal examiner are deemed to have a conflict of interest: they may be asked questions by the SRC but may not vote on the recommendation.*

- (b) Where the examiners are in agreement the SRC will accept their recommendation unless there are exceptional circumstances.
- (c) Where the examiners are not in agreement the SRC will discuss the grade and consult with the examiners inviting them to come to an agreement as to the final grade.

*Note 1: where it is not clear from an examiner's report why they gave the grade they did, the SRC has the discretion to ask examiners for further information regarding how they determined their grade.*

*Note 2: the SRC has the discretion to delegate one of their members to take an active part in the discussion between examiners to help to determine the final grade.*

- (d) If the examiners are unable to reach agreement the SRC should consult with the Associate Dean (PGR) to agree on a process for arriving at a decision which may involve one or more of the following:
  - i. requesting a report from the supervisor(s); and/or
  - ii. appointing a third examiner who will independently examine the thesis; and/or
  - iii. appointing a referee from outside the University who will be provided with a copy of the examiners' reports together with a report from the supervisor.

*Note 1: A supervisor's report should contain the supervisor's professional opinion of the thesis as submitted. The SRC has the option to ask the supervisor(s) to provide additional information in their report, such as their commentary on the examiners' reports (if the SRC wishes to release these to the supervisor) or their commentary on any challenges that the candidate faced (if the SRC believes that these should be taken into account).*

*Note 2: A referee's report is expected to provide commentary on the relative merits of the views expressed in the examiners' and supervisor's reports. A referee is not expected to examine the thesis.*

*Note 3: where one or more reports are requested, the SRC must consider those reports before making any recommendation to the Associate Dean (PGR).*

- (e) The SRC will make a recommendation to the Associate Dean (PGR) as to the final grade for the examination.

- (f) Where the final grade is not obviously explained by the original examiners' reports, the SRC must provide a written explanation suitable for distribution to the student of the process undertaken in order to arrive at the final outcome.

*Note: The written explanation, if one is needed, should be entered in the University's candidature management system, Panoho, which will release it to the student at the appropriate point in the process.*

- (g) Where examiners have recommended editorial changes to the thesis prior to deposit in the University Library, the SRC may make the completion of such changes a condition for the awarding of the degree, and shall arrange for the changes to be checked and approved by an appropriate person (normally the supervisor). Editorial changes will have no impact on the grade awarded (see s13.3.d).

*Note: the grade is for the thesis as examined; examiners should therefore refrain from making substantial requests for corrections to a thesis for which they have awarded a passing grade.*

- (h) On the basis of the SRC's recommendation the Associate Dean (PGR) determines the final grade for the thesis and the Faculty of Graduate Research will:
- i. communicate the result to the candidate, and send the candidate copies of the examiners' reports and/or any additional report as in (d) above; and
  - ii. send copies of the examiners' reports (if these have not already been distributed) and /or any additional report as in (d) above, and the result to the supervisor(s); and
  - iii. inform the examiners of the outcome of the examination.

*Note: these communications are normally done through Panoho.*

- (i) Candidates who wish to appeal the grade they have received should do so in writing to the Associate Dean (PGR), within 20 working days of being advised of the grade, detailing why they believe the grade to be unjust.

*Note 1: Candidates who wish to appeal should copy the Faculty of Graduate Research ([fgrexams@vuw.ac.nz](mailto:fgrexams@vuw.ac.nz)) in their appeal so that Faculty staff can support the Associate Dean.*

*Note 2: If the appeal has the potential to change the level of degree awarded (e.g., change from a merit to a distinction or from one class of honours to another) then the candidate is advised not to deposit their thesis in the Library until after the appeal has concluded to avoid any possibility that the degree might be awarded while the appeal is still in process.*

*Note 3: Following the precedent in the Assessment Handbook section 9.3.v, an appeal can lead only to confirmation of the current grade or an increase in grade: an appeal cannot lead to a grade being revised downward. Grades can only be revised downward because of a breach of Academic Integrity or to correct errors in data entry into the student record system(s).*

- (j) The Associate Dean will request the SRC to reconsider the examination reports and the recommendations from the examiners in the light of the issues raised by the candidate. If a written report from the supervisor(s) was not provided in (d) above, then the SRC must also request a written report from the supervisor(s).
- (k) The SRC makes a recommendation to the Associate Dean (PGR) on whether or not there should be any change to the grade. In order to inform their recommendation, the SRC may, with the agreement of the Associate Dean (PGR), ask the Faculty of Graduate Research to send the thesis and reports to a referee, who will provide an independent opinion to the SRC. The basis for the SRC recommendation should be set out in writing in a form suitable for sharing with the candidate.

- (l) The Associate Dean (PGR) makes the final decision on the appeal and informs the candidate, supervisor(s) and examiners.
- (m) A candidate who is dissatisfied with the manner in which the examination or any appeal under (i) above was conducted may make a further appeal, in writing, and within 10 working days of being advised of the outcome, to the Dean FGR. The Dean can consider only matters of procedure.

### 13.5 Research Portfolio Submission and Examination Process

- (a) The Faculty of Graduate Research (FGR) is responsible for overseeing the submission and examination of a research portfolio as detailed within the research portfolio outline.
- (b) As detailed in the research portfolio outline, FGR may delegate responsibility for management of aspects of assessment to the Head of School or their nominee.
- (c) The majority of the work must be assessed by at least two examiners, including at least one external examiner.

*Note: All examiners must be provided with a copy of the portfolio outline (see s6).*

- (d) Examiners may assess the work independently and provide separate reports and recommended grades, or the examiners may function as a panel to assess the work and provide a single report and an agreed recommended grade.
- (e) The School Research Committee (SRC) will review all examiners' reports and recommended grades as set out in s13.4 (b)–(g), and recommend an overall grade for the research portfolio to the Associate Dean (PGR).

- i. The possible grades and the associated percentage ranges are set out in the Assessment Handbook.
- ii. Where examiners have recommended editorial changes to the work prior to deposit in the University Library, the SRC may make the completion of such changes a condition for the awarding of the degree, and shall arrange for the changes to be checked and approved by an appropriate person, normally the supervisor.

*Note: the grade is for the portfolio as examined; examiners should therefore refrain from making substantial requests for corrections to a portfolio for which they have awarded a passing grade.*

- iii. Where the work does not meet the requisite standards, the examiners may recommend that aspects of it be revised and resubmitted for a second examination (see s13.6).
- (f) On the basis of the SRC's recommendation the Associate Dean (PGR) determines the final grade for the research portfolio. The Faculty of Graduate Research will:
  - i. communicate the result to the candidate, the examiners and the supervisor; and
  - ii. except where these have already been distributed, provide the candidate and the supervisor with copies of the examiners' reports and/or any additional reports considered or developed by SRC.
- (g) Appeal processes, which are only available after the determination of the final grade, are as for a thesis (see s13.4 (i) and (m)).



**13.6 Resubmission for second examination**

- (a) The candidate will be informed of the extent of the necessary corrections and revisions, and given a timeframe for resubmitting the work for examination. This will not normally exceed four months full-time (or equivalent).
- (b) Resubmission entails a further period of supervision and registration. Except with the permission of the Dean FGR, a candidate must be registered within two months of being notified of the examination decision and must be registered until they submit the work for second examination.
- (c) The work will be examined by the same examiners unless there are exceptional circumstances.
- (d) If a thesis is resubmitted for second examination the highest grade that may be awarded is a C minus.
- (e) Any component of a multi-part research portfolio may be resubmitted for second examination. The highest grade that may be awarded for that component is a C minus. The final overall grade will reflect the relative weighting of the components.
- (f) If all components of a multi-part research portfolio are resubmitted the highest grade that may be awarded for the portfolio is a C minus.
- (g) Examiners marking resubmitted work (whether of a single thesis or a component of a research portfolio) must be advised that the work has been resubmitted and they are not permitted to recommend a further resubmission.
- (h) No candidate may gain first or second class honours or distinction or merit (as appropriate for the degree for which the work has been submitted) for any degree for which the thesis or any part of the research portfolio has been resubmitted.

**14. Deposit of the Thesis or Research Portfolio in the Library**

- (a) When the decision has been made that the degree is to be awarded, a copy of the final work is lodged in the University Library.

*Note: s7.2.e requires that the work be lodged in the Library within three months of the candidate being informed of the examination outcome.*

- (b) It is the candidate's responsibility to ensure that they have deposited in the required copy in the Library.

*Note 1: The Faculty of Graduate Research will endeavour to remind the candidate in good time of this requirement.*

*Note 2: See s5.1.a and s5.6 for the approval process for a non-standard format.*

**15. Conversion from a Master's Thesis Degree to a PhD Degree**

*Note: A Research Portfolio cannot normally be converted to a PhD. Any such conversion must be approved by the Dean FGR – see (h) below.*

- (a) An application to convert the thesis must be made prior to the thesis being submitted for examination and normally within 9 months full-time (or equivalent) of initial enrolment.
- (b) Applications should be finalised within 11 months of registration for the Master's thesis;
- (c) Exceptions require the approval of the relevant Associate Dean (PGR).
- (d) The supervisor/s must:

- i. indicate 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 proficiency in English or in te reo Māori (as appropriate).
- (e) The supervisor/s and the candidate must agree in writing any additional work to be undertaken in order to achieve full registration and this document must be submitted with the application.
- (f) 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 proposed PhD research project are available.
- (g) If the SRC is unable to recommend acceptance of the application for conversion, the application cannot proceed. An SRC decision not to support an application is final.
- (h) Final approval of a conversion is by the Associate Dean (PGR), except that conversion from a research portfolio also requires approval by the Dean FGR.
- (i) The candidate is not required to apply online for admission to the University. Application information and approvals are recorded on the [School/Faculty PhD Approval Form – Upgrade from Master's](#) form. Applications may be considered outside of the three standard application rounds for doctoral study.
- (j) Candidates wishing to be considered for a Wellington Doctoral Scholarship must submit an application for consideration in a subsequent scholarship round.
- (k) The date of first enrolment for the Master's degree becomes the date of provisional registration for the PhD.
- (l) Candidates who convert from a Master's degree to a PhD degree are required to satisfy all requirements for full registration, including the submission of a full proposal for the PhD.

#### **16. Powers of the Dean FGR in respect of this Regulation**

- (a) Where the Dean FGR is convinced that any regulation 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) Where the examination process is compromised the Dean FGR has the right to declare an examination null and void and recommence the examination process.
- (c) To avoid doubt, the Dean FGR may exercise any power, decision or authority specified in this Regulation as being held by the Associate Dean (PGR).

#### **17. Academic Grievance**

Any concerns relating to academic disadvantage regarding a candidate's Master's thesis or research portfolio programme are dealt with under the [Academic Grievance Policy](#).

**18. Definitions**

In this Regulation, unless the context otherwise requires:

Associate Dean (PGR)	means 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.
Enrolled	refers to the 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	refers to external parties such as other universities, research institutions e.g. Crown Research Institutes, government entities e.g. Earthquake Commission, or private sector organisations,
External supervisor	means a person who is appointed to the role of supervisor but who is not a member of Victoria University of Wellington's academic staff.
Faculty of Graduate Research	means the body charged with general responsibility for and oversight of the University's postgraduate research degree programmes.
Full-time candidate	refers to candidates who are able to devote, on average, a minimum of 30 hours per week to the thesis throughout the period of enrolment for the thesis. This workload excludes statutory holiday periods.  <i>Note: Conditions for a Wellington scholarship may require more than this minimum.</i>
Half-time candidate	refers to candidates who cannot work on the thesis for the minimum amount of 30 hours per week are deemed to be half-time.
Home faculty	refers to the faculty responsible for the Master's degree programme in which the candidate is enrolled.
Honorary Research Associate (HRA)	refers to the appointment title given to an external supervisor.
Postgraduate Coordinator	means a person within the school to whom the relevant Head of School has delegated the authority for postgraduate matters.
Period of Registration	refers to the period for which candidates are under supervision. Registration excludes periods of suspension and the period following submission of the thesis for examination, unless the candidate is required to undergo a further period of supervision. Fees are charged for periods of registration.

Research Portfolio	refers to a particular type of thesis offered in some disciplines. A coherent body of research-based work comprising one or more projects involving independent scholarship, and/or creative activity conducted under supervision, organised around a central research theme or subject and having a value of 90 points or more. The provisions set out in this policy for a thesis apply equally to a research portfolio except where otherwise stated.
Research Portfolio Outline	means a procedural document issued to all students undertaking a research portfolio. The document must detail all aspects of the management and delivery of the programme that diverge from normal thesis processes and requirements, and all details that pertain to the examination of the research portfolio. The research portfolio outline must be approved by the Dean FGR and provided to all candidates prior to the commencement of their registration.
School Research Committee (SRC)	means 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.
Supervisor	refers to the person who is appointed to provide academic and administrative guidance to the candidate during their registration for the thesis.
Suspension	means an approved period of time during which a candidate pays no tuition fees and receives no academic supervision.
Termination	means action the University may take to end a candidate's enrolment.
Thesis	means the outcome of independent research, scholarship, and/or creative activity conducted under academic supervision and having a value of 90 points or more. For works of design, creation or performance, the work should include a written commentary.

### Related Documents and Information

#### 19. Related Documents

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

[Academic Grievance Policy](#)  
[Animal Ethics Policy](#)  
[Assessment Handbook](#)  
[Editorial Advice Policy](#)  
[Fees Policy](#)

[Generative Artificial Intelligence Policy](#)  
[Human Ethics Policy](#)  
[Intellectual Property Policy](#)  
[Management of External Research Consultancy and Related Contracts Policy](#)  
[Recognition of Authorship Guidance](#)  
[Student Academic Integrity Regulation](#)  
[Student Conduct Statute](#)  
[Withholding of Theses Procedure](#)  
  
[Degree of Doctor of Philosophy Statute \(in the University Calendar\)](#)  
[Doctoral Regulations](#)  
[Details of Candidates' Responsibilities](#)  
[Details of Supervisors' Responsibilities](#)  
[Granting Qualifications under Extraordinary Circumstances – Procedures](#)  
[Resource Agreement for Thesis Students \(RAfTS\)](#)

## 20. Document Management and Control

### *Essential Record*

Approver	Academic Board
Approval Date	TBC
Effective Date	TBC
Next Review Date	TBC
Policy Sponsor	Tumu Maruārangi – Deputy Vice Chancellor (Research)
Policy Owner	Dean, Faculty of Graduate Research
Policy Contact	Manager, Faculty of Graduate Research

### *Modification History*

Date	Approval Agency	Details
4 November 2025	Academic Board	Full review

## Appendix 1: Details of proposed updates

### Purpose [clarification]

- 1.a Make it clear in the first paragraph that the Regulation relate to both theses and portfolios.
- 1.a, 1.b, 2.a, 2.b Move from plural to singular form “this Regulation” rather than “these Regulations”

### Regulations/Statutes [clarification]

- 1.b, 3.a Remove reference to Master’s degree regulations and Master’s degree statutes, replacing them with reference to the entries for those degrees in the University Calendar.
- 1.b Replace Personal Courses of Study Regulations with General Programmes of Study Regulations.

### Length of a thesis [clarification]

- 4.b Insert the changes approved by FGR Board in May 2022. These are to clarify that this is a University-wide Regulation and that Schools may not unilaterally impose a lower limit.
- 4.b Added a note to make explicit that LAWS591 and LAWS592 have higher word limits, owing to the requirements of the New Zealand Law Style Guide which means that all references appear twice in law theses. This higher word limit was approved in March 2013.

### Writing in te reo Māori [clarification]

- 4.c Require candidates to provide notice that they intend to submit in te reo Māori. FGR Board proposes that three months notice is sufficient for the purposes of arranging examination.
- 4.c Add a note that explains how we examine theses/portfolios that are submitted in te reo Māori.

### Avoiding unnecessary delay in approving research proposals [consultation]

- 5.3 Added a note to allow a School Research Committee to appoint an ad hoc sub-committee to assess research proposals, to avoid delays owing to attempting to get the entire committee together.

### Submitting in a non-standard format [clarification]

- 5.1.a Clarify that, as part of its approval of a research proposal, the School Research Committee is responsible for resolving any challenges with examining and archiving non-standard material.
- 5.3.c Change to make it clear that any non-standard material needs to be discussed with the relevant people in the University *Library* rather than with the University *Librarian* herself.
- 6.b As for 5.3.c.

#### Approving new research portfolio courses [clarification]

- 6.j Add a new clause that makes it clear that the Dean FGR needs to be consulted prior to a new research portfolio course being put to the Academic Board for approval. This is to address the challenge that we have had one such course put to Academic Board without Dean FGR approval and then needing to be significantly amended when FGR was asked to provide input after Academic Board approval.

#### Reasons for deeming a candidate to have withdrawn [clarification]

There are currently odd circumstances where a candidate ends up in regulatory limbo. These situations are normally where a candidate has stopped responding to communication from the University but the University technically cannot terminate the candidate's enrolment. We propose adding two new clauses to allow the University, at its discretion, to close off these cases by deeming the candidate to have withdrawn. Both clauses exist in the Doctoral Regulations and therefore it is an anomaly that they do not also exist in the Master's Thesis Regulations.

- 7.2.d Add a new clause that if a candidate fails to pay their fees, then the University can, through the Dean FGR, deem that the candidate has withdrawn. This mirrors Doctoral Regulations 8.6.c.
- 7.2.e Add a clause that, if a candidate fails to deposit their thesis in the Library in a timely manner, then the University can, through the Dean FGR, deem that the candidate has withdrawn. This mirrors Doctoral Regulations 8.13.d.iv.
- 7.2.f Moved from 7.2.c the mechanism for appealing withdrawals so that it relates to all three of 7.2c, d, and e.
- 7.8 Add a note pointing the reader to 7.2.

#### Remove need to submit progress reports for variations to enrolment [Panoho]

- 7.3.b Change "on the appropriate form available from the FGR website" to "in Panoho". Delete the requirement to submit progress reports, as these will be available in Panoho.

#### Candidates expected to do no research while on suspension [clarification]

- 7.4.a Make explicit the understanding that, while on suspension, a candidate is expected to do no substantial work on their research or their thesis.

#### Approval for distance study [consultation]

- 9.b Clarified that it is the Associate Dean (PGR) who approves distance study.

#### Risk assessment for work away [clarification]

- 9.d Add a clause to require a candidate to complete a risk assessment prior to approval being given to work away.

#### Add explicit provisions for a formal process for addressing unsatisfactory progress [significant change]

- 12.b Add a new clause that explicitly requires supervisors to address unsatisfactory progress at the earliest opportunity and explicitly allows for a formal process (which will be mediated by Panoho) to set goals within a specified timeframe, failure of which may lead to termination of candidature. This is inspired by the provisions of Doctoral Regulations 8.14.f.

Change reporting to be 6-monthly rather than 3- and 8-monthly [significant change]

- 12.d Amend this clause to require a single report at the 6 month point, rather than two reports at 3 and 8 months. This will reduce administrative overhead without significantly affecting assessment of progress. Individual schools and programmes may choose to have additional reports if appropriate.
- 12.d Add a note to clarify that urgent issues need to be addressed immediately rather than waiting for a progress report.
- 12.f Delete note that points to the FGR website for templates for reports: they will be handled through Panoho.
- 12.h Add information pointing candidates and supervisors to the Student Interest and Conflict Resolution team.

Clarifications to the examinations process [clarification and Panoho]

- 13.1.b Make explicit that the external examiner may be in New Zealand or overseas. [clarification]
- 13.1.c Make it clear that internal examiner should be a member of VUW's *academic* staff. [clarification]
- 13.1.d Add a note that the normal expected time to return an examination report is 4 weeks. [This is both a clarification and also explicitly coded into Panoho]
- 13.1.e Add a note to prevent Heads of School (or delegates) from doing unnecessary extra work. [clarification]
- 13.2.b Make explicit that a candidate is expected to give notice of intention to submit in good time. We propose one month prior to submission. [Panoho]
- 13.2.b Add a note to explain why we require notice of intention to submit. [clarification]
- 13.2.c Remove the requirement to use "relevant forms", instead doing everything through Panoho. [Panoho]
- 13.2.c Add a note to clarify that everything is done through Panoho. [Panoho]
- 13.2.d Add extra text to allow the Supervisor to *recommend* that a thesis not be sent out to examination. This is because Panoho automatically sends the thesis to the examiners after the supervisor approves it — the Associate Dean does not look at theses before they are sent out — and so we need to allow the supervisor to make this recommendation directly to FGR in Panoho. [Panoho]
- 13.3.a Add a note that the normal expected time to return an examination report is 4 weeks. [This is both a clarification and also explicitly coded into Panoho]
- 13.3.b Change this so that the report is submitted to FGR rather than to the AD(PGR) to avoid examiners bypassing Panoho and emailing the AD(PGR) directly. [Panoho] Add a range of clarifications and notes to the sub-clauses to address issues that are raised regularly by examiners and schools. [clarification]
- 13.3.d Clarify that, because the grade for the thesis is for the document as it is submitted for examination, examiners should refrain from making substantial request for corrections to a thesis for which they have awarded a passing grade. Note that this is different to the situation for a doctoral thesis, where substantial corrections may



be requested. The different is owing to a Master's thesis having a graded pass while a doctoral thesis is an ungraded pass. [clarification]

- 13.3.f It is FGR that handles this administrative job, not the AD(PGR). [clarification]
- 13.4.a Add two notes to make explicit that (1) a School Research Committee can appoint an ad hoc subcommittee to handle the processes in section 13.4; and (2) where the supervisor or internal examiner is a member of SRC, they are deemed to have a conflict of interest when the SRC is making its recommendations in section 13.4. [consultation]
- 13.4.c Add two notes making explicit the discretion that a School Research Committee has when getting the examiners to agree on a recommended grade. [consultation]
- 13.4.d Add three notes to provide answers to questions that FGR gets asked regularly. [clarification]
- 13.4.f Add a note explaining how the SRC provides written commentary on a final outcome. [Panoho]
- 13.4.g Clarify that it is normally the supervisor who checks and approves changes. [clarification]
- 13.4.h Clarify that FGR will handle the administrative process, not the AD(PGR). [clarification]
- 13.4.i Add notes to clarify what needs to be done: candidates need to let FGR know if they have appealed to the AD(PGR), so that FGR knows to provide the AD with support. Also clarify that an appeal can change the award of the degree and aim to prevent the awkward situation where a degree is accidentally awarded while an appeal is in process. [clarification]
- 13.4.i Add note to clarify that a grade cannot be revised downward as a result of an appeal. [consultation]
- 13.4.k Make extensive changed to the wording of this clause to clarify exactly what an SRC can and cannot do at this stage in the appeal process. [clarification]

#### [Other changes to research portfolio examination process \[clarification\]](#)

- 13.5.e.ii Mirror changes made in 13.3.d and 13.4.g.
- 13.5.f Mirror changes made in 13.4.h
- 13.6.e, f, g, h Clarify that a research portfolio may have multiple parts rather than just two parts

#### [Deposit of the Thesis in the Library \[clarification\]](#)

- 14.a Add a note pointing to the "deemed to have withdrawn" clausd in 7.2.e. Remove reference to the Library Statute, which no longer exists.
- 14.b Change to be the candidate's responsibility to deposit the thesis in the Library. FGR cannot be responsible for this. Added a note saying that FGR will endeavour to remind the candidate in good time of their responsibility.

Give Dean FGR the power to act as if they were an AD(PGR) [clarification]

- 16.c Add a clause, mirroring Doctoral Regulation 17.d, that gives the Dean FGR the power to do anything that an AD(PGR) can do.

Update definitions [clarification]

- 19 Update definitions to match other policy documents.

Update references to related documents [clarification and Panoho]

- 19 Update web links. Remove references to documents that no longer exist.

Update sponsor and owner [clarification]

- 20 With the reorganisation of Te Hiwa, the Sponsor needs to change from Provost to DVCR. The owner needs to be the Dean, FGR.

## Responses to University consultation

The following comments were received from five submissions. The Dean would like to thank all five submitters for their careful reading of the proposal and for their thoughtful comments. The Dean's response to each comment is indented in **red text**.

### Feedback on Sections 7.7.a and 5

(from a member of the School of Education)

A point for clarification?

When sec 7.7(a)(i) is read against sec 5.1 (which requires the student to submit a research proposal within one month), the current regulations do not offer sufficient clarity if a student's failure to have their research proposal approved within three months is partly not the student's fault. Operationally, in certain circumstances, the time needed to mobilize SRC committee members and supervisors to undertake their tasks as per sec 5.3 (a), (b), (c) and sec 5.5(b) can eat into the two (further) months following a student's submission of their proposal by the 1-month mark. If a SRC is partly responsible for a delay, then this may pose a procedural risk for a potential subsequent appeal by the student. To reduce this risk, some clarity is needed to guide the SRC's operationalization of sec 7.7(a)(i) against the SRC tasks of sec 5.3, sec 5.4 and sec 5.5.

No School Research Committee should be taking as long as two months to complete the tasks in Sections 5.3–5.5. Working on the assumption that the challenge is getting the entire SRC together and following the precedent in Doctoral Regulation 10.6.d, I have added a note that allows a School Research Committee to set up a sub-committee to handle approval of research proposals.

With regard to possible risks in the implementation of section 7.7.a.i, I judge that this is ameliorated by the fact that, under section 7.7.a.i, the SRC is making a *recommendation* to the AD(PGR) and it remains with in the purview of the AD(PGR) to determine whether or not to accept that recommendation.

### Feedback on Sections 1.b and 13.4

(from a member of the School of Architecture)

Section 1(b)

Note that the Personal Courses of Study Regulations have been replaced with General Programmes of Study regulations.

**Thank you. Change made.**

Section 13.4

Candidates appealing a master's grade

The option to question a grade provides a check against poor grading, which is fundamental to the maintenance of academic honesty.

The proposed regulations should state if a grade appeal can result in a grade going down, going up or remaining the same, as this is not clear.

I believe that an appealed grade should not be able to go down. Where there is the possibility that an appealed grade could go down, there is a disincentive for the students to

appeal a grade, even when they feel that there has been poor grading. This disincentive could then serve to undermine academic honesty at the university.

My understanding is that this is the reasoning has contributed to the reasoning behind section 9.3 v) in the Assessment Handbook which states “Except for the correction of errors (see section 9.6), and any grade changes in response to breaches of Academic Integrity, no course grades may be revised downwards after they have been released to students.”

*I have added a note to 13.4.i to clarify that: Following the precedent in the Assessment Handbook section 9.3.v, an appeal can lead only to confirmation of the current grade or an increase in grade: an appeal cannot lead to a grade being revised downward. Grades can only be revised downward because of a breach of Academic Integrity or to correct errors in data entry into the student record system(s).*

#### Feedback on Sections 12.d and 12.b

(from a member of the School of Architecture)

Clause 12.d) Great to see this change come into effect as it will align all Master’s reporting across the University. For School of Architecture having 2 Masters categories - portfolio & thesis - this will streamline administration immensely! A 6 month report is well timed to catch issues and take meaningful steps to address them before submission. My only concern is we now lack a mechanism to catch supervision issues in their infancy before the thesis is significantly impacted - the proposal document/report is usually too early to capture this and the 6 month report may be too late resulting in a significant snowball.

*No bureaucratic process can catch all issues. Supervisors and candidates are encouraged to socialise any concerns with appropriate people in their School, FGR, or SICR to catch any such issues earlier rather than later.*

12.b) Great to have something in place for unsatisfactory progress as this has been a black hole in the past.

All other minor changes are great and have provided much needed clarification to regulations that have been generously interpreted for years by Schools like Architecture that are getting the portfolio to fit into a thesis regulation.

*Thank you for the feedback. No changes are needed to the proposed regulations.*

#### Feedback on Sections 4.a, 4.c, 4.d, 7.1.a.iii, 7.2.e, 7.4.a, 7.5.a, 7.6.a, 9.b, 11.d, 13.4.h, 13.6.b

(from a member of the School of Architecture)

##### 1. Regarding 4 (a). Course of study

Should there be complete consistency with the Personal Courses of Study Statute re: what constitutes masters research?

Personal Courses of Study Statute 18 (a): The thesis shall present the results obtained by the candidate in an investigation relating to some branch of the subject being presented or, as appropriate, a review of the literature relating to some special problem that may be combined with an investigation of some aspect of this problem

<https://www.wgtn.ac.nz/about/governance/university-publications/calendar/past/calendar2011section-c.pdf>

The Personal Courses of Study Statute has been rescinded, and its paragraph 18.a has been superseded by the wording in the Master's Thesis Regulation.

2. Regarding 4 (c). Course of study

This is useful improvement. Is there a requirement for the supervisor to have sufficient te reo fluency to review the work?

This is the usual assumption. However, there are other ways of handling this, including co-supervision between a fluent te reo speaker and a domain expert who is not fluent. I judge that it is not necessary to make an explicit ruling in the Regulation.

Where there is an oral examination is the expectation that this be in te reo Māori? That's the expectation we have.

This is the usual assumption, given that the examiners need to be fluent in te reo to be able to assess the thesis. However, it may be appropriate for some or all of the oral examination to be in English, so I do not regard it as helpful to make that assumption explicit in the Regulation.

3. Regarding 4 (d). Course of study

Should "a language other than English or Māori"

be "a language other than English or te reo Māori"

That is an interesting grammatical question. To be consistent, the sentence would need to read "a language other than the English language or te reo Māori", which seems unnecessarily cumbersome.

4. Regarding 7.1 (a) iii. Enrolment and registration

I wonder if half-time is too crude for some circumstances and for a candidate with significant disabilities another option might be better than having to rely on suspensions. I appreciate such cases will be rare but wonder if it is worth a note indicating that the Dean (FGR) has the discretion to vary the part-time fraction in exceptional circumstances?

The Dean FGR does not have the discretion to vary the part-time fraction under any circumstances. The Dean is constrained to allow only full-time or half-time enrolment. See Fees Policy 8.c.

5. Regarding 7.2 (e) Enrolment and registration

Given we've had a couple of instances re: this, would it be better to have stronger language (e.g. abandoned the degree)? Is the intention to allow a candidate to deposit their thesis after three months if they have forgotten or will they have to re-do the degree? A clearer statement about the consequences if there are any would be useful.

I judge that no change needs to be made. This new section was deliberately worded to give the Dean flexibility to deal with this on a case-by-case basis, considering individual candidate's situations. Under the principle of natural justice, the Dean would normally write to any affected candidate, clearly laying out the consequences of failing to deposit, prior to making any final decision.

6. Regarding 7.4 (a), 7.5 (a), 7.6 (a) Enrolment and registration

There is no ability for the AD(PGR) to delegate any of these to the postgraduate co-ordinator.

This is intentional. The AD(PGR) acts as an authority outside and independent of the School. The Dean understands that FGR Board has the right to authorise the AD(PGR) to delegate simple, well-defined, cases to postgraduate co-ordinators, there is therefore no need to change the Regulation.

7. Regarding 9 (b) Attendance at the University

It is not explicit that the AD(PGR) is the person who approves distance study, just that they can put conditions on any approval. Clarity would be helpful as the enrolment may be negotiated with the HoS.

Added clarification that it is the AD(PGR) who approves distance study.

8. Regarding 11.2 (d) Supervision and support of candidates

Typo - there is a formatting misalignment and text overrun.

Thank you. Fixed.

Given AI etc is it worth a note re: academic misconduct?

Links added to the Generative Artificial Intelligence Policy, the Student Academic Integrity Regulations, and the Student Conduct Statute.

9. Regarding 13.4 (h) i and ii Examination

Typo - Formatting error – text overrun – delete (h)ii and make (h)i line continuous.

Thank you. Fixed.

10. Regarding 13.6 (b) Examination

How does this work if the Candidate takes more than four months? 13.6(a) states "normally" four months FT, not that this is a requirement. Can they simply continue to pay fees until they are ready to submit?

No change needs to be made to the Regulation. In this situation, the Dean needs to make a ruling under section 16.a for any candidate who wishes to run on beyond the "normal" four months.

Feedback on Section 13.4

(from a member of the School of Linguistics and Applied Language Studies)

In my view, section 13.4 of the current MA regulations is not clear, is leading to very variable, and in some cases unfair, outcomes for students.

90- and 120-point thesis examination is in some ways the highest risk examination process in the University, in that students are being entirely examined by examiners who were not involved in their teaching/supervision. This is also the case for PhD, but there is no grade at that level. Further, in a one year project, there is more scope for examiners to have an unrealistic idea of what level of achievement can be expected in the timeframe and with training/supervision available, and therefore for unfairly low grades. Supervisors choose examiners with care and in good faith, however, it does seem to be the case that, particularly with external examiners, the grade given can seem out of line with the VUW grading scheme. This can happen, e.g. due to inexperience of the examiner, them working on similar topics but in different disciplines with different accepted theoretical frameworks, etc., or unrealistic expectations of the amount that can be achieved in a year.

Essentially, the current section 13.4 does not make it clear the extent to which the SRC is supposed to be proactive in trying to mitigate these kinds of factors after the examiner reports have been received. Even within our School, with different people running the process, some have seen their role as being basically neutral ‘umpires’ liaising between the examiners, while others have been much more active in guiding the examiners where they think they are not following the VUW grading scheme.

I have added two notes to 13.4.c to help clarify what is appropriate. These make it clear that the SRC has the discretion to:

1. Ask examiners for further information if it is not clear how they determined the grade.
2. Delegate one of their members to take an active part in the discussion between examiners to determine the final grade.

One issue is that decision making assigned to “the School Research Committee”. In our School, this is all research active staff (11 people), and this section implies that this group may need to meet to discuss 3-4 times per thesis, which is not practical given the timeframe decisions are expected. Therefore, in our School this is often delegated to the Research Director. I have recently been made aware that in other Schools this is a smaller subcommittee, and am planning to implement this in our School, but it would be helpful if this was made explicit.

I have added a note to 13.4.a to make this explicit, following the precedent in Doctoral Regulation 10.6.d.

It is also not clear at what points and to what extent the supervisor and internal examiner, who would usually be members of the SRC, should be involved. The supervisor may be regarded as having a conflict, but they are also likely to have the best understanding of the appropriateness of the examiners’ reports.

I have added a note to 13.4.a to make it explicit that the supervisor and internal examiner have a conflict of interest but that the SRC is allowed to ask them questions.

Further, the new Note 1 under section 13.4(d)(iii) says the SRC may ask the supervisor’s report to comment on challenges the candidate faced – but the SRC may not be aware such challenges existed if the supervisor is not involved in the discussions re 13.4(c) and (d), and a supervisor’s report is not a required part of the process – so such challenges may be taken into account for some students but not others.

It is impossible to make this consistent without the unnecessary imposition of requiring a supervisor statement for all 500 Master’s theses/portfolios that are submitted each year. On balance, I am not prepared to require that academic staff undertake that extra work.

Section 13.4(c) is very vaguely worded, and is being interpreted in very different ways that have led to very different outcomes. Should the SRC, or the Chair, be part of the conversation/email discussion when the two examiners discuss with each other? Or should they just be asked to consult separately? What guidance, if any, should the SRC give the examiners beyond asking them to try to come to an agreement?

As noted above, I have added to two notes to 13.4.c to make explicit the discretion that an SRC has in this part of the process.

Another point, which came up in discussion with a colleague recently involved in examining a Master's thesis here and for an Australian university, is that some of the variability in grade outcomes may come from the holistic basis on which grade decisions are made at VUW. At the Australian University, they were required to give marks against different aspect of the thesis, e.g. literature review, methodology, etc. explicitly. This forces the examiner to be transparent about why a low grade is being awarded, if it is, and may be useful in cases, e.g. where it appears to be primarily a reaction against the use of a different theoretical framework to that used in their research discipline.

As noted above, I have added a note to 13.4.c to make it clear than an SRC has discretion to ask an examiner to explain their basis for determining a grade. I am not willing to impose a prescriptive marking template across the University.



## Master's Thesis Regulation

### 1. Purpose

- (a) The purpose of ~~these~~this Regulations is to state the University's position regarding the enrolment, supervision and examination of candidates for Master's theses ~~courses and Master's portfolio courses~~, where the ~~thesis course~~ has a value of 90 points or more.
- (b) ~~These~~This Regulations should be read in conjunction with the ~~Personal Courses of Study Regulations~~General Programmes of Study Regulations and University Calendar for the relevant Master's degrees ~~Statutes~~.

### 2. Application of Regulations

- (a) This Regulation appliesy to staff members and students.
- ~~(a)~~(b) Compliance with ~~these~~this Regulations is overseen by the Faculty of Graduate Research.

### **Regulations Content**

### 3. Entry Requirements

- 3.1 The entry requirements are set out in the ~~regulations~~University Calendar for the relevant ~~Master's~~ degrees.
- 3.2 The Head of School approves the enrolment, having established that:
  - (a) the general area of study is appropriate, taking account of the general research strategy of the School, and can be supported by the School; and
  - (b) the School can provide an appropriate academic supervisor.

*Note: Where the School has approval to offer the option of a research portfolio, the Head of School determines which type of thesis the ~~st~~udent may enrol in.*

### 4. Course of study

- (a) A thesis or research portfolio is the outcome of independent research, scholarship or creative activity conducted under supervision.
- (b) The length of a thesis or research portfolio will be appropriate to the discipline. A 120-point thesis must not exceed 40,000 words. A 90-point thesis must not exceed 30,000 words. These limits include bibliography, footnotes or endnotes and essential appendices. A student may apply for a higher limit in extraordinary circumstances, which will require specific permission from the Dean of the Faculty of Graduate Research.

*Note 1: these limits are not targets; the length of a thesis should be appropriate to the discipline.*

*Note 2: the limits on length of a research portfolio are determined under s6 of this Regulation.*

~~The length of a 120-point thesis or research portfolio will be appropriate to the discipline and must not exceed 40,000 words, including bibliography, footnotes or endnotes and essential appendices, unless specific permission has been granted by the Dean of the Faculty of Graduate Research (Dean FGR). The length of a 90-point thesis must not exceed 30,000 words.~~  
*Note 3: LLM theses have different limits, LAWS 591 has a limit of 50,000 words; LAWS 592 has a limit of 35,000 words.*

- (c) These may be submitted and assessed in te reo Māori provided the candidate has sought and been granted prior approval from the Dean FGR at least three months prior to submission. These submitted in te reo Māori are not to be translated for the purposes of examination.

*Note: The Regulation does not cover the form of the examiners' reports or the chair's report in this situation. It is appropriate for the reports to be in te reo Māori or in English, as the examiners and chair individually and collectively think appropriate. However, it is unlikely that all members of a School Research Committee are fluent in te reo so it would be a kindness to that Committee if it could be provided with an English translation or English summary of the examiners' reports, should the original reports be in te reo Māori. An English summary would be appropriate if the decision is a straightforward one. A full translation would only be needed if there is contention about the outcome.*

- (b)(d) 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 within one month of initial registration; permission will only be given if the use of the language is an essential element of the research and examiners can be appointed who will examine in that language.

- (e)(e) For works of design, creation or performance, the candidate should include a written commentary on the work which is appropriately balanced with the creative component.

- (f) A candidate pursuing a course of study for a thesis or research portfolio is expected to complete the work and submit it for examination within twelve months of full-time registration (or equivalent), unless an extension has been approved (see s7.5).

- (d)(g) Where there are cogent and compelling reasons why a thesis or research portfolio should not be publicly available for a given limited period, and where these are known at any time before submission of the work for examination, the candidate should apply to the Dean FGR for permission to have access withheld at the outset of the research or as soon as the need for an embargo is apparent. The work may be withheld for a maximum of two years. (Refer to the [Withholding of Theses Procedure](#).)

## 5. Research proposal

- 5.1 Within one month of registration the candidate must submit a research proposal which details the aim of the thesis project, methods of study, ethical considerations and resource requirements.

- (a) If the thesis will be in a non-standard format or 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. If a thesis is to be submitted in other than a standard print format the research proposal should indicate the proposed format.

*Note: Guidelines setting out the standard formats for theses are available on the [Library website](#).*

- (b) If the candidate is enrolled in a research portfolio and the research portfolio outline provides for significant group work, the research proposal should detail the candidate's involvement.

- 5.2 The research proposal will not normally exceed five pages or 2,500 words. If a School routinely requires a longer proposal, this must be approved by the Faculty of Graduate Research Board.

- 5.3 The School Research Committee will scrutinise the research proposal and make a recommendation to the Head of School as to whether:

- (a) the designated supervisor is appropriately experienced in the field of research;
- (b) the scope of the proposed research is appropriate for the thesis; and

- (c) any proposed non-standard format is appropriate, and has been discussed with the University Librarian/Library.

*Note: To avoid unnecessary delays, the School Research Committee may set up an ad hoc committee of not fewer than three members to undertake their tasks in section 5.3.*

- 5.4 The Head of School is also required to ensure that adequate resources are available to support the research.
- 5.5 The Head of School (or nominee) will provide written feedback on the research proposal to the candidate advising one of the following outcomes:
- (a) approval of the proposal; or
  - (b) conditional approval with a timeframe for meeting the specified conditions for modifying the proposal; or
  - (c) proposal not approved.
- 5.6 If the research proposal is approved with a non-standard format, the Head of School will provide the candidate with a written authorisation that must be submitted to the University Library with the thesis.

#### 6. Research portfolio outline

- (a) All candidates enrolled in a research portfolio must be provided with a research portfolio outline prior to the commencement of their registration.

*Note: Research portfolio candidates are identified by the course code under which they are enrolled.*

- (b) The format of a research portfolio is specified by the Head of School, and communicated to candidates in the portfolio outline. The format must be appropriate to the discipline and to the points value involved. It may comprise one or more projects. Where non-text-based material is included, the Librarian should be consulted on arrangements for lodging a record of the work in the Library before the required format is finalised.
- (c) Up to 15% of the assessment within a research portfolio may be based on group work where students work collaboratively to explore and develop ideas and solutions to problems, but submit individual work. In exceptional circumstances, where justified by the nature of the discipline, the Dean FGR may approve up to 75% of the work being undertaken in a group context if satisfied that the level of dependency between the candidates' work will not jeopardise individual candidate's success. Such approval must be obtained prior to approval of the research portfolio outline.
- (d) Up to 15% of the assessment within a research portfolio may be group assessment where all members of the group contribute to a single piece of assessed work, and all receive the same assessment outcome.
- (e) Within a research portfolio, specified mandatory requirements may be associated with the evaluation of progress (see s12).
- Note: Failure to satisfy mandatory requirements may be grounds for termination of enrolment (s7.7).*
- (f) The portfolio outline must detail all aspects of the management and delivery of the programme that diverge from the normal thesis processes and requirements and must detail all procedures that pertain to the examination of the research portfolio.
- (g) The portfolio outline must be endorsed by the Head of School and the relevant Associate Dean, and approved by the Dean FGR. Copies must be lodged with the FGR.
- (h) Any changes to the portfolio outline after it has been distributed to enrolled candidates require consultation with candidates and approval by the Associate Dean. Any significant changes must also be approved by the Dean FGR. An updated version must be lodged with the FGR.

- (i) A copy of the portfolio outline must be made available to all examiners.
- (j) Any new research portfolio course must have a portfolio outline approved by the Dean FGR prior to proceeding to Academic Board for approval.

## 7. Enrolment and registration

### 7.1 Duration of enrolment

- (a) Except as permitted in section 7.5, the minimum and maximum periods from the time of first enrolment until submission of the thesis for examination shall be as follows:
  - i. The minimum period of registration is nine months full-time or 18 months half-time.
  - ii. The maximum period of registration is 12 months full-time or two years half-time.
  - iii. For candidates permitted to enrol half-time for part of their programme, the minimum and maximum periods of registration shall be calculated on a pro rata basis.
- (b) The calculation of the total period of registration will exclude any periods of suspension.

### 7.2 Conditions of enrolment

- (a) A candidate must be enrolled continuously in the thesis until:
  - i. the completed thesis is lodged in the University Library; or
  - ii. the candidate withdraws; or
  - iii. the University terminates the candidate's enrolment; or
  - iv. the candidate fails the examination.
- (b) Continued enrolment is conditional upon satisfactory progress being made as set out in s12.
- (c) If a candidate has been neither registered nor suspended for a period of three consecutive months, they are deemed to have withdrawn. ~~In exceptional circumstances such a withdrawal may be appealed in writing to the Dean FGR.~~
- (d) ~~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.~~
- (e) ~~If a candidate fails to deposit the thesis in the University Library within three months of being informed of their examination outcome, the Dean FGR may deem the candidate to have withdrawn from the degree.~~
- (e)(f) ~~A withdrawal under (c), (d), or (e) above may be appealed in writing to the Dean FGR. Applications must be made in writing within 20 working days and must show that extraordinary circumstances apply.~~

### 7.3 Variations to enrolment or registration

- (a) Variations may include: suspension of study; extension of time; change of status from full-time to half-time and half-time to full-time; termination of candidature; withdrawal from the programme.
- (b) An application for a variation of registration should be made ~~in Panoho on the appropriate form available from the FGR website~~ and accompanied by appropriate evidence as noted on the relevant form. Applications will require a statement from the supervisor and the approval of the Associate Dean (PGR) in the home Faculty. ~~Copies of Master's thesis academic progress reports may also be required.~~
- (c) Scholarship holders must inform the Scholarships Office of any changes in their registration or enrolment status.

*Note 1: Variations to registration may not be possible in some structured cohort-based*

programmes.

*Note 2: Visa conditions may exclude international students from the provisions in this section.*

*Note 3: Additional tuition fees and student levies will apply to extensions of registration.*

#### 7.4 Suspension of study

- (a) On application from a candidate, the Associate Dean (PGR) may grant a period of suspension measured in monthly increments up to a total of three months. During a suspension a candidate will pay no tuition fees, ~~and~~ will have no access to academic supervision, ~~and is expected to do no substantial work on their research or their thesis.~~
- (b) Suspensions beyond a total of three months must also be approved by the Dean FGR.
- (c) The total period of suspension shall not usually exceed twelve months.  
*Note: The visa conditions for international students do not permit a suspension of study.*
- (d) Retrospective suspensions are granted only in exceptional circumstances and must be approved by the Dean FGR. Applications should be made within two months of the event which gives rise to the claim for a retrospective suspension.
- (e) There is no pro-rata adjustment applied to the calculation of periods of suspension for candidates who are enrolled half-time.

#### 7.5 Extension beyond 12 months total registration

- (a) On application from a candidate, the Associate Dean (PGR) may grant an extension of time for completion of the thesis of up to three months full-time (or equivalent). The request must be well justified and be accompanied by a detailed plan for completion of the thesis within the time requested.
- (b) In exceptional circumstances, and with the approval of the Head of School and Associate Dean (PGR), an extension beyond three months full-time (or equivalent) may be granted by the Dean FGR, who may determine that should the thesis merit a pass it will be eligible only for an ungraded pass.

#### 7.6 Change of status from full-time to half-time and half-time to full-time

- (a) Applications must be approved by the Associate Dean (PGR) who may require supporting documentation and confirmation from the Head of School that resources remain available.
- (b) A change of status from full-time to half-time that occurs in tandem with an application for an extension without sufficient justification may be declined.

*Note 1: Scholarship holders who are contemplating a change to half-time status must consider the conditions of their scholarship.*

*Note 2: Visa conditions for international candidates may not permit half-time study.*

#### 7.7 Termination of enrolment

- (a) The Associate Dean (PGR) may, on the recommendation of the School Research Committee, terminate a candidate's enrolment in the following circumstances:
  - i. If the candidate has not had a research proposal approved by the School Research Committee within three months of registration for the thesis (see s5.3);
  - ii. If the candidate fails to make satisfactory progress during the programme, including failure to satisfy any mandatory requirements within a research portfolio (see s6(e) and s12); or
  - iii. If the candidate does not submit the thesis for examination within the specified timeframe.

- (b) A candidate who has been notified of termination on the grounds in (a) above may appeal against termination, or to pre-empt termination, to the Dean FGR. Applications must be made in writing within 20 working days and must show that extraordinary circumstances apply.
- (c) A candidate whose enrolment is terminated may apply for a fees reconsideration.

#### 7.8 Withdrawal from the programme

- (a) A candidate may withdraw from a Master's thesis before submitting the work for examination by informing the Faculty of Graduate Research in writing of the intention to withdraw.

*Note: Sections 7.2(c),(d),(e) detail situations in which a candidate may be deemed to have withdrawn.*

### 8. Research Memorandum and Assessment of Resources

- (a) Where the required resources for the approved research project exceed those specified in the [Resource Agreement for Thesis Students \(RAFTS\)](#) a specific memorandum should be signed by all parties.
- (b) The research memorandum is an agreement between the student, the supervisor and the Head of School about the resources to be provided by the University, including laboratory and experimental apparatus, fieldwork support, particular library resources, information technology services, and any other special arrangements.
- (c) The research memorandum commits the School to providing the agreed resources and shall form part of the candidate's record in the School.

### 9. Attendance at the University

- (a) The Master's 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) In some circumstances, however, [the Associate Dean \(PGR\) may give approval](#) ~~may be given~~ for candidates who do not reside locally to enrol for a Master's degree and undertake their programme of study as a distance candidate provided they meet any conditions stipulated by the Associate Dean (PGR).
- (c) 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. In all such situations a written agreement is required and must be approved by the Associate Dean (PGR). Arrangements for maintaining regular contact with, and reporting to, the supervisor during approved periods away from the University must be agreed and clearly documented.
- (d) [When a candidate plans to work away from the University \(e.g., on field work\), it is expected that a risk assessment will be carried out prior to approval being given to work away.](#)

### 10. External party involvement

Where an external party is involved in the candidature:

- (a) the relationship must be made the subject of an agreement between the University, the student and the external party. This agreement will address issues relevant to the relationship and having a bearing on the expectation and obligations of the parties concerned. It will also establish the terms and conditions under which it is intended that the project proceed and will normally be agreed before the project commences;

- (b) any agreement must comply with the [Management of External Research Consultancy and Related Contracts Policy](#) or any policy that supersedes that document, and the [Intellectual Property Policy](#);
- (c) the agreement should include provision for revisiting the agreed terms during the project;
- (d) the agreement and any revision of it should be monitored as part of the process for evaluation and monitoring progress set out in s12.

*Note: If supervisory arrangements involve an external party, refer to s11.2 (c) below.*

## 11. Supervision and support of candidates

### 11.1 Oversight of candidature

The Head of School (or nominee) has oversight of all Master's thesis candidates in the School, may be involved in the School Research Committee's consideration of research proposals and will review candidates' academic progress report(s).

### 11.2 Appointment of Supervisors

- (a) Each candidate will work under the guidance of at least one supervisor appointed on behalf of the University by the Head of School. At least one supervisor must be a professor or lecturer of the University in the sense of the [Victoria University of Wellington Act 1961](#), which should be understood as including senior lecturers, readers and associate professors. Emeritus professors are also eligible to be appointed.
- (b) Exceptionally, people holding appointments such as research fellows or research associates may act as supervisors provided that they have been approved by the Associate Dean (PGR) to supervise a specific thesis.
- (c) If it is appropriate for a scholar or senior practitioner from outside the University to be involved in the supervisory team they will be appointed, on the recommendation of the Head of School, as an Honorary Research Associate by the Dean FGR.
- (d) 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 conflicts of interest with regard to Master's thesis candidates must be made to the Associate Dean (PGR).
- (e) The Head of School should ensure that appropriate supervision arrangements are in place if the primary supervisor is absent from the University for any period longer than one month.

### 11.3 Qualifications and Training of Supervisors

- (a) Only those academic staff with a postgraduate research degree in an appropriate subject area, or evidence of an established research record, should undertake the primary supervision of students and then only if they have appropriate experience or training and have completed the University's Orientation to Postgraduate Research Supervision workshop. Heads of School have responsibility for ensuring that only qualified staff members are appointed as thesis supervisors.
- (b) Heads of School have responsibility for ensuring newly appointed staff receive appropriate training which may include an initial appointment as a co-supervisor or as a secondary supervisor.
- (c) External supervisors may be invited to participate in an appropriate professional development programme as part of their appointment.

### 11.4 Supervisors' Responsibilities

The primary responsibility of supervisors is to assist candidates to complete the research within the

agreed time frame (see s4 (f)). This includes taking reasonable steps, consistent with available resources, to:

- (a) provide a framework within which the academic work can take place;
- (b) provide academic guidance;
- (c) provide appropriate and timely feedback;
- (d) assess progress;
- (e) facilitate administrative compliance;
- (f) act as a guide to University facilities;
- (g) guide the candidate to identify other relevant expertise to progress the research;
- (h) encourage the candidate to participate in University intellectual life and develop professional contacts outside the University; and
- (i) identify potential examiners and recommend their appointment to the Head of School well in advance of the thesis being submitted for examination.

*Note: Refer to [Supervisors' Responsibilities](#) for additional information.*

#### 11.5 Candidates' Responsibilities

Completing a Master's thesis programme requires progressive development of skills, competence and confidence. Candidates must take responsibility for independently pursuing their studies with the guidance of their supervisor in a manner which develops their own intellectual independence. This includes taking reasonable steps, consistent with available resources, to:

- (a) plan and actively pursue the research;
- (b) identify and deal with any research-related problems;
- (c) comply with administrative requirements;
- (d)
- (e) meet ethical guidelines;
- (f) except as set out in the relevant portfolio outline (see s6), give at least one month's notice to
- (g) their supervisor of their intention to submit;

*Note: The submission date for research portfolios may be set by the School.*

- (h) take responsibility for the final form of the thesis; and
- (i) participate in the intellectual life of the University.

*Note: Refer to [Candidates' Responsibilities](#) for additional information.*

#### 12. Evaluating and Monitoring Progress

- (a) Supervisors are responsible for evaluating and monitoring a candidate's academic progress. They should provide adequate and timely written feedback on all submitted work. If any doubt arises as to the ability of a candidate to complete the research, this must be raised and dealt with as soon as is practicable for the benefit of both the candidate and the University.
- (b) If a candidate is not making satisfactory academic progress, this should be raised with the candidate at the earliest opportunity and the candidate be given a chance to address the issue(s). Where appropriate, a formal process can be used to set goals within a specified timeframe to assist the candidate with addressing the issue(s). Should a candidate fail to meet the goals within the timeframe, the University may seek to terminate candidature under s7.7.a.ii.



- (c) Supervisors must ensure a record is kept of formal supervisory meetings and of any significant advice or transactions that are not dealt with in the academic progress report(s).
- (d) Except as provided for in (ed) and (fe) below, a Master's thesis academic progress report will be completed ~~at the end of the third month of registration~~ halfway through the registration to ensure that the candidate is making adequate progress, and that the supervisory relationship and any external party arrangements are working well. Any issues or concerns will be addressed by the Head of School (or nominee) and ~~. At eight months a more substantial academic progress report will be completed, reviewed by the Head of School and forwarded to the Associate Dean (PGR).~~

*Note: the progress report is not the appropriate mechanism for raising urgent issues, these should be raised as soon as they arise.*

- (e) On the recommendation of the Head of School, and the Associate Dean (PGR), the Dean FGR may approve an alternative arrangement to ~~the three-month and eight-month reports~~ 12.d for candidates enrolled in a 90 point thesis or for candidates undertaking a research portfolio.
- (f) Alternative progress reporting arrangements for candidates undertaking a research portfolio must:
  - i. be detailed in the portfolio outline;
  - ii. provide at least an equivalent level of monitoring, evaluation and documentation of the
  - iii. candidate's progress; and
  - iv. include an opportunity for the candidate to provide comment and/or raise any concerns.

~~(g) Note: Templates for the three-month academic progress report and the eight-month report are available on the FGR website <https://www.wgtn.ac.nz/fgr/policies-and-resources/forms>~~

~~(h) The Head of School has overall responsibility for compliance with the academic progress reporting process, but the writing of the report is the joint responsibility of the supervisor and the candidate. The candidate and supervisor will see and acknowledge each other's comments in the reports. Any identified problems and proposed methods of addressing them should be discussed with the candidate before the report is finalised. A copy must be provided to the candidate and the original report held on their file.~~

~~(i)(g)~~

~~(i)(h) The Master's thesis academic progress reports provide an opportunity for candidates to comment on the quality of their supervision. At any time, c~~ Candidates can raise any issue in confidence with the Postgraduate Coordinator, Head of School, ~~or~~ Associate Dean (PGR), or the Student Interest and Conflict Resolution team at any time.

### 13. Examination

#### 13.1 Appointment of Examiners

- (a) A thesis or research portfolio is examined by at least two examiners who must be in a position to provide a fair and impartial assessment of the work and who will:
  - i. have expertise and standing in the field of the thesis being examined; and
  - ii. normally have had previous experience of Master's thesis supervision or examination;
  - iii. 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.

- (b) At least one examiner must be an external examiner, usually a member of the academic staff of another university or similar institution, either in New Zealand or overseas. For a research portfolio the external examiner may be selected on the basis of extensive experience in the relevant profession at a senior level.
- (c) The other examiner (the internal examiner) will normally be a member of the Victoria University of Wellington academic staff.
- (d) Prospective examiners should be approached informally by the supervisor or Head of School well in advance of the expected submission of the work. This is to confirm that they are willing and able to complete the examination in the expected timeframe. Candidates can be consulted on potential examiners; unless undertaking a research portfolio, they must not be told which examiners have been nominated or appointed.

*Note: in most disciplines, the examiner is expected to return their examination report within four weeks of receiving it.*

- (e) The Head of School or delegate, after appropriate consultation, shall recommend examiners to the Associate Dean (PGR) who will, if satisfied, endorse this recommendation. The Head of School is required to provide to the Associate Dean (PGR) a brief curriculum vitae for the external examiner.

*Note: The form for nomination of examiners captures information about the external examiner that meets the requirements of "a brief curriculum vitae".*

- (f) In situations where the most suitable examiner would be excluded by the conditions in (a) above, the Dean FGR may approve exceptions.

### 13.2 Thesis submission

*Note: See s13.5 for provisions relating to the submission of a research portfolio.*

- (a) A candidate must be registered for at least one month immediately preceding submission.
- (b) ~~A candidate must submit a notice of intention to submit at least one month prior to submitting. The thesis. When the candidate indicates the thesis is ready to be submitted it should be reviewed by the supervisor before application is made.~~ submission for examination. This review period should not usually exceed two weeks.

*Note: The notice of intention to submit is done through the University's candidature management system, Panoho. The notice of intention is intended to allow the University to seek and appoint examiners prior to submission.*

- (c) The candidate shall submit ~~copies~~ a PDF version of the thesis along with such other information as required by the Faculty of Graduate Research.

*Note: ~~together with the relevant forms as specified in the procedures to the Faculty of Graduate Research and in the TThesis~~ submission is done through the University's candidature management system, form in Panoho, which also elicits the other information required by the Faculty of Graduate research, to apply for examination.*

- (d) The University has an obligation to examiners to take reasonable steps to ensure that any thesis sent for examination is complete and otherwise suitable for examination. The Faculty of Graduate Research, on the recommendation of the Supervisor or the Associate Dean (PGR), may determine not to send out for an examination any thesis which fails to meet the conditions in (e) below. The Associate Dean (PGR) will notify the candidate if this is the case.

- (e) To be considered complete, a thesis must:

- i. constitute an independent scholarly work inclusive of all scholarly apparatus usual in the discipline; and

- ii. be presented in a form regarded as suitable for examination in the discipline concerned, including being expressed in appropriate and accurate language; and
- iii. conform to all other formal requirements of the University for the presentation of a thesis, including word limits (see s4 (b)).

### 13.3 Thesis Examination Process

*Note: See s13.5 for provisions relating to the examination of a research portfolio.*

- (a) The Faculty of Graduate Research Office will ensure that an electronic copy of the thesis is sent to each examiner together with a required timeframe for the return of the examination reports.

*Note: in most disciplines, the examiner is expected to return their examination report within four weeks of receiving it.*

- (b) Each examiner must submit a written report to the Associate Dean (PGR) Faculty of Graduate Research. The report must:

- i. be submitted within the specified timeframe; and
- ii. provide comment on the strengths and weaknesses of the thesis; and

iii. include the examiner's name and be suitable for release to the candidate and supervisor after the grade is finalized; and

~~iii. include separately, give a recommended grade -- the possible grades and the associated percentage ranges are set out in the Assessment Handbook; and~~

~~iv. include the examiner's name and be suitable for release to the candidate and supervisor after the grade is finalised.~~

*Note: The examination report is submitted through the University's candidature management system, Panoho, which captures both the report and the recommended grade and recommended outcome. The reports and any supporting documents will be released to the candidate, but the recommended grade and recommended outcome will not. If an examiner wishes to make confidential comments, these should be contained communicated to the Faculty of Graduate Research, outside Panoho, in a separate document.*

- (c) Except as provided for in 13.4 (c), consultation between examiners, or between an examiner and the candidate or the supervisor, is prohibited until the reports have been submitted to the Associate Dean (PGR).

- (d) The grade for the thesis is for the document as it is submitted for examination. A requirement for editorial changes (as defined in the appendix to the Editorial Advice Policy) may be a condition of deposit of the thesis in the University Library but has no effect on the grade awarded.

*Note: examiners should refrain from making substantial requests for corrections to a thesis for which they have awarded a passing grade.*

- (e) Where the thesis does not meet the requisite standards, the examiners may recommend that the thesis be revised and resubmitted for a second examination (see s13.6).

- (f) The Associate Dean (PGR) Faculty of Graduate Research will forward the examiners' reports to the Convener of the School Research Committee for a recommendation as to the outcome of the process.

### 13.4 Determining the Final Grade for a Thesis

*Note: See s13.5 for provisions relating to a research portfolio.*

- (a) The School Research Committee (SRC) will review the examiners' reports and recommend an outcome of the examination to the Associate Dean (PGR).

*Note 1: To avoid unnecessary delays, the School Research Committee may set up an ad hoc committee of not fewer than three members to undertake their tasks in section 13.45-3.*

*Note 2: If they are members of the SRC, the supervisor and internal examiner are deemed to have a conflict of interest: so they may be involved in discussions asked questions by the SRC but may not vote on the recommendation.*

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~~(a)~~(b) Where the examiners are in agreement the SRC will accept their recommendation unless there are exceptional circumstances.

(c) Where the examiners are not in agreement the SRC will discuss the grade and consult with the examiners inviting them to come to an agreement as to the final grade.

*Note 1: where it is not clear from an examiner's report why they gave the grade they did, having considered the examiners' reports, the SRC has the discretion to ask examiners for further information regarding how they determined their grade.*

*Note 2: the SRC has the discretion to delegate one of their members to take an active part in the discussion between examiners to help to determine the final grade.*

~~(b)~~(d) If the examiners are unable to reach agreement the SRC should consult with the Associate Dean (PGR) to agree on a process for arriving at a decision which may involve one or more of the following:

- i. requesting a report from the supervisor(s); and/or
- ii. appointing a third examiner who will independently examine the thesis; and/or
- iii. appointing a referee from outside the University who will be provided with a copy of the examiners' reports together with a report from the supervisor.

*Note 1: A supervisor's report should contain the supervisor's professional opinion of the thesis as submitted. The SRC has the option to ask the supervisor(s) to provide additional information in their report, such as their commentary on the examiners' reports (if the SRC wishes to release these to the supervisor) or their commentary on any challenges that the candidate faced (if the SRC believes that these should be taken into account).*

*Note 2: A referee's report is expected to provide commentary on the relative merits of the views expressed in the examiners' and supervisor's reports. A referee is not expected to examine the thesis.*

*Note 3: where one or more reports are requested, the SRC must consider those reports before making any recommendation to the Associate Dean (PGR).*

~~(e)~~(e) The SRC will make a recommendation to the Associate Dean (PGR) as to the final grade for the examination.

~~(d)~~(f) Where the final grade is not obviously explained by the original examiners' reports, the SRC must provide a written explanation suitable for distribution to the student of the process undertaken in order to arrive at the final outcome.

*Note: The written explanation, if one is needed, should be entered in the University's candidature management system, Panoho, which will release it to the student at the appropriate point in the process.*

(g) Where examiners have recommended editorial changes to the thesis prior to deposit in the University Library, the SRC may make the completion of such changes a condition for the awarding of the degree, and shall arrange for the changes to be checked and approved by an appropriate person (normally the supervisor). Editorial changes will have no impact on the grade awarded (see s13.3. ~~(d)~~).

*Note: the grade is for the thesis as examined; examiners should therefore refrain from making substantial requests for corrections to a thesis for which they have awarded a passing grade.*

~~(e)~~(h) On the basis of the SRC's recommendation the Associate Dean (PGR) determines the final grade for the thesis and will the Faculty of Graduate Research will:

- i. communicate the result to the candidate, and send the candidate copies of the examiners' reports and/or any additional report as in (d) above; and
- ii. send copies of the examiners' reports (if these have not already been distributed) and /or any additional report as in (d) above, and the result to the supervisor(s); and
- iii. inform the examiners of the outcome of the examination.

*Note: these communications are normally done through Panoho.*

- (g)(i) Candidates who wish to appeal the grade they have received should do so in writing to ~~the FGR Exams Team and~~ the Associate Dean (PGR), within 20 working days of being advised of the grade, detailing why they believe the grade to be unjust.

*Note 1: Candidates who wish to appeal should copy the Faculty of Graduate Research ([fgr-exams@vuw.ac.nz](mailto:fgr-exams@vuw.ac.nz)) in their appeal so that Faculty staff can support the Associate Dean.*

*Note 2: If the appeal has the potential to change the level of degree awarded (e.g., change from a merit to a distinction or from one class of honours to another) then the candidate is advised not to deposit their thesis in the Library until after the appeal has concluded to avoid any possibility that the degree might be awarded while the appeal is still in process.*

*Note 3: Following the precedent in the Assessment Handbook (section 9.3.v, an appeal can lead only to confirmation of the current grade or an increase in grade: an appeal cannot lead to a grade being revised downward. Following the precedent in the Assessment Handbook section 9.6, a grade can only be revised downward if Grades can only be revised downward as a result of because of a breach of Academic Integrity or to correct errors in data entry into the student record system(s).)*

- (g)(i) The Associate Dean will request the SRC to reconsider the examination reports, and the recommendations from the examiners in the light of the issues raised by the candidate. If a written report from the supervisor(s) was not provided in (d) above, then the SRC must also request a written report from the supervisor(s).

- (h)(k) The SRC makes a recommendation to the Associate Dean (PGR) on whether or not there should be any change to the grade. ~~Alternatively In order to inform their recommendation, the SRC may, with the agreement of the Associate Dean (PGR), ask the Faculty of Graduate Research to recommend that the thesis be sent out to a second referee, who will provide an independent opinion to the SRC.~~ The basis for the SRC recommendation should be set out in writing *in a form suitable for sharing with the candidate.*

- (g)(l) The Associate Dean (PGR) makes the final decision on the appeal and informs the candidate, supervisor(s) and examiners.

- (h)(m) A candidate who is dissatisfied with the manner in which the examination or any appeal under (i) above was conducted may make a further appeal, in writing, and within 10 working days of being advised of the outcome, to the Dean FGR. The Dean can consider only matters of procedure.

### 13.5 Research Portfolio Submission and Examination Process

- (a) The Faculty of Graduate Research (FGR) is responsible for overseeing the submission and examination of a research portfolio as detailed within the research portfolio outline.
- (b) As detailed in the research portfolio outline, FGR may delegate responsibility for management of aspects of assessment to the Head of School *or their nominee.*
- (c) The majority of the work must be assessed by at least two examiners, including at least one external examiner.

*Note: All examiners must be provided with a copy of the portfolio outline (see s6).*

- (d) Examiners may assess the work independently and provide separate reports and recommended grades, or the examiners may function as a panel to assess the work and provide a single report and an agreed recommended grade.
- (e) The School Research Committee (SRC) will review all examiners' reports and recommended grades as set out in s13.4 (b)–(g), and recommend an overall grade for the research portfolio to the Associate Dean (PGR).
  - i. The possible grades and the associated percentage ranges are set out in the Assessment Handbook.
  - ii. Where examiners have recommended editorial changes to the work prior to deposit in the University Library, the SRC may make the completion of such changes a condition for the awarding of the degree, and shall arrange for the changes to be checked and approved by an appropriate person, normally the supervisor.  
*Note: the grade is for the portfolio as examined; examiners should therefore refrain from making substantial requests for corrections to a portfolio for which they have awarded a passing grade.*
  - iii. Where the work does not meet the requisite standards, the examiners may recommend that aspects of it be revised and resubmitted for a second examination (see s13.6)
- (f) On the basis of the SRC's recommendation the Associate Dean (PGR) determines the final grade for the research portfolio. The ~~Associate Dean (or nominee)~~ Faculty of Graduate Research will:
  - i. communicate the result to the candidate, the examiners and the supervisor; and
  - ii. except where these have already been distributed, provide the candidate and the supervisor with copies of the examiners' reports and/or any additional reports considered or developed by SRC.
- (g) Appeal processes, which are only available after the determination of the final grade, are as for a thesis (see s13.4 (i) and (m)).

#### 13.6 Resubmission for second examination

- (a) The candidate will be informed of the extent of the necessary corrections and revisions, and given a timeframe for resubmitting the work for examination. This will not normally exceed four months full-time (or equivalent).
- (b) Resubmission entails a further period of supervision and registration. Except with the permission of the Dean FGR, a candidate must be registered within two months of being notified of the examination decision and must be registered until they submit the work for second examination.
- (c) The work will be examined by the same examiners unless there are exceptional circumstances.
- (d) If a thesis is resubmitted for second examination the highest grade that may be awarded is a C minus.
- (e) ~~Either~~ Any component of a ~~two~~ multi-part research portfolio may be resubmitted for second examination. The highest grade that may be awarded for that component is a C minus. The final overall grade will reflect the relative weighting of the components.
- (f) If ~~both~~ all components of a ~~two~~ multi-part research portfolio are resubmitted the highest grade that may be awarded for the ~~degree portfolio~~ is a C minus.
- (g) Examiners marking resubmitted work (whether of a single thesis or ~~either a~~ component of a research portfolio) must be advised that the work has been resubmitted and they are not permitted to recommend a further resubmission.

- (h) No candidate may gain first or second class honours or distinction or merit (as appropriate for the degree for which the work has been submitted) for any degree for which the thesis or any part of the research portfolio has been resubmitted.

#### 14. Deposit of the Thesis or Research Portfolio in the Library

- (a) When the decision has been made that the degree is to be awarded, a copy of the final work is lodged in the University Library, ~~in accordance with the Library Statute.~~

*Note: s7.2.e requires that the work be lodged in the Library within three months of the candidate being informed of the examination outcome.*

- (b) ~~It is the candidate's responsibility to ensure that they have deposited in the required copy in the Library.~~

*Note 1: The Faculty of Graduate Research will endeavour to remind the candidate in good time of this requirement. The Faculty of Graduate Research is responsible for ensuring that the candidate has deposited the required copy in the Library. A copy of the receipt for this must be forwarded to the Faculty of Graduate Research before the degree can be conferred.*

*Note 2: See s5.1.(a) and s5.6 for the approval process for a non-standard format.*

#### 15. Conversion from a Master's Thesis Degree to a PhD Degree

*Note: A Research Portfolio cannot normally be converted to a PhD. Any such conversion must be approved by the Dean FGR – see (g) below.*

- (a) An application to convert the thesis must be made prior to the thesis being submitted for examination and normally within 9 months full-time (or equivalent) of initial enrolment.
- (b) Applications should be finalised within 11 months of registration for the Master's thesis;
- (c) exceptions require the approval of the relevant Associate Dean (PGR).
- (d) The supervisor/s must:
  - i. indicate 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 proficiency in English or in te reo Māori (as appropriate).
- (e) The supervisor/s and the candidate must agree in writing any additional work to be undertaken in order to achieve full registration and this document must be submitted with the application.
- (f) 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 proposed PhD research project are available.
- (g) If the SRC is unable to recommend acceptance of the application for conversion, the application cannot proceed. An SRC decision not to support an application is final.
- (h) Final approval of a conversion is by the Associate Dean (PGR), except that conversion from a research portfolio also requires approval by the Dean FGR.

- (i) The candidate is not required to apply online for admission to the University. Application information and approvals are recorded on the [School/Faculty PhD Approval Form – Upgrade from Master's](#) form. Applications may be considered outside of the three standard application rounds for doctoral study.
- (j) Candidates wishing to be considered for a Wellington Doctoral Scholarship must submit an application for consideration in a subsequent scholarship round.
- (k) The date of first enrolment for the Master's degree becomes the date of provisional registration for the PhD.
- (l) Candidates who convert from a Master's degree to a PhD degree are required to satisfy all requirements for full registration, including the submission of a full proposal for the PhD.

#### 16. Powers of the Dean FGR in respect of this ~~policy~~ Regulation

- (a) Where the Dean FGR is convinced that any regulation ~~or procedure~~ 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) Where the examination process is compromised the Dean FGR has the right to declare an examination null and void and recommence the examination process.
- (c) ~~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).~~

#### 17. Academic Grievance

Any concerns relating to academic disadvantage regarding a candidate's Master's thesis or research portfolio programme are dealt with under the [Academic Grievance Policy](#).

#### 18. Definitions

In these Regulations, unless the context otherwise requires:

Associate Dean (PGR):	<del>means</del> <del>the</del> 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.
Enrolled:	<del>refers to</del> <del>the</del> 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:	<del>refers to</del> <del>e</del> External parties <del>include such as</del> other universities, research institutions e.g. Crown Research Institutes, government entities e.g. Earthquake Commission, or private sector organisations,
External supervisor:	<del>means a</del> A person who is appointed to the role of supervisor but who is not a member of Victoria University of Wellington's academic staff.
Faculty of Graduate Research:	<del>means</del> <del>the</del> body charged with general responsibility for and oversight of the University's postgraduate research degree programmes.
Full-time candidate:	<del>refers to</del> <del>Candidates</del> <del>candidates are deemed to be full-time when</del> <del>who</del> they are able to devote, on average, a



minimum of 30 hours per week to the thesis throughout the period of enrolment for the thesis. This workload excludes statutory holiday periods.

*Note: ~~Regulations-Conditions~~ for a Wellington scholarship may require more than this minimum.*

Half-time candidate:	<del>refers to Candidates-candidates</del> who cannot work on the thesis for the minimum amount of 30 hours per week are deemed to be half-time.
Home faculty:	<del>refers to The-the</del> faculty responsible for the Master's degree programme in which the candidate is enrolled.
Honorary Research Associate (HRA)	<del>refers to t</del> The appointment title given to an external supervisor.
Postgraduate Coordinator:	<del>means A-a</del> person within the school to whom the relevant Head of School has delegated the authority for postgraduate matters.
Period of Registration:	<del>refers to t</del> The period for which candidates are under supervision. Registration excludes periods of suspension and the period following submission of the thesis for examination, unless the candidate is required to undergo a further period of supervision. Fees are charged for periods of registration.
Research Portfolio:	<del>refers to A-a</del> particular type of thesis offered in some disciplines. A coherent body of research-based work comprising one or more projects involving independent scholarship, and/or creative activity conducted under supervision, organised around a central research theme or subject and having a value of 90 points or more. The provisions set out in this policy for a thesis apply equally to a research portfolio except where otherwise stated.
Research Portfolio Outline	<del>means A-a</del> procedural document issued to all students undertaking a research portfolio. The document must detail all aspects of the management and delivery of the programme that diverge from normal thesis processes and requirements, and all details that pertain to the examination of the research portfolio. The research portfolio outline must be approved by the Dean FGR and provided to all candidates prior to the commencement of their registration.
School Research Committee (SRC):	<del>means A-a</del> 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.
Supervisor:	<del>refers to The-the</del> person who is appointed to provide academic and administrative guidance to the candidate during their registration for the thesis.
Suspension:	<del>means An-an</del> approved period of time during which a candidate pays no tuition fees and receives no academic supervision.

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Termination:	<u>means Action-action</u> the University may take to end a candidate's enrolment.
Thesis:	<u>means The-the</u> outcome of independent research, scholarship, and/or creative activity conducted under academic supervision and having a value of 90 points or more. For works of design, creation or performance, the work should include a written commentary.
Postgraduate Coordinator:	A person within the school to whom the relevant Head of School has delegated the authority for postgraduate matters.
Period of Registration:	The period for which candidates are under supervision. Registration excludes periods of suspension and the period following submission of the thesis for examination, unless the candidate is required to undergo a further period of supervision. Fees are charged for periods of registration.
Research Portfolio:	A particular type of thesis offered in some disciplines. A coherent body of research-based work comprising one or more projects involving independent scholarship, and/or creative activity conducted under supervision, organised around a central research theme or subject and having a value of 90 points or more. The provisions set out in this policy for a thesis apply equally to a research portfolio except where otherwise stated.
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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.
Supervisor:	The person who is appointed to provide academic and administrative guidance to the candidate during their registration for the thesis.
Suspension:	An approved period of time during which a candidate pays no tuition fees and receives no academic supervision.
Termination:	Action the University may take to end a candidate's enrolment.
Thesis:	The outcome of independent research, scholarship, and/or creative activity conducted under academic supervision and having a value of 90 points or more. For works of design, creation or performance, the work should include a written commentary.

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#### Related Documents and Information

##### 19. Related Documents

[Academic Grievance Policy](#)  
[Animal Ethics Policy](#)  
[Assessment Handbook](#)

[Editorial Advice Policy](#)  
[Fees Policy](#)  
[Generative Artificial Intelligence Policy](#)  
[Human Ethics Policy](#)  
[Intellectual Property Policy](#)  
[Management of External Research Consultancy and Related Contracts Policy](#)  
[Recognition of Authorship Policy](#)  
[Student Academic Integrity Regulation](#)  
[Student Conduct Statute](#)  
[Withholding of Theses Procedure](#)

[Degree of Doctor of Philosophy Statute \(in the University Calendar\)](#)

[Doctoral Regulations](#)

[Details of Candidates' Responsibilities](#)

[Details of Supervisors' Responsibilities](#)

[Editorial Advice Policy](#)

[Fees Statute \(in the University Calendar\)](#)

[Granting Qualifications under Extraordinary Circumstances – Procedures](#)

[Human Ethics Policy](#)

[Intellectual Property Policy Library Statute](#)

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

[Academic Progress Report Templates](#)

[Personal Courses of Study Statute \(in the University Calendar\)](#)

[Recognition of Authorship Policy](#)

[Research Proposal Template](#)

[Resource Agreement for Thesis Students \(RAFTS\)](#)

[Withholding of Theses Procedure](#)

Previous version: [Master's Thesis Policy](#)

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## 23-20. Document Management and Control

<b>Approver</b>	<b>Academic Board</b>
Approval Date	18 February 2022XX XXX 2025
Effective Date	1 May 2022XX XXX 2025
Last Modified	18 February 2022XX XXX 2025
Review Date	1 May 2025XX XXX 2028
Sponsor	ProvostDeputy Vice Chancellor Research
Contact Person	Manager, Faculty of Graduate Research

### Essential Record

Approver	Academic Board
Approval Date	TBC
Effective Date	TBC
Next Review Date	TBC
Policy Sponsor	Tumu Maruārangi – Deputy Vice Chancellor (Research)
Policy Owner	Dean, Faculty of Graduate Research
Policy Contact	Manager, Faculty of Graduate Research

### Modification History

Date	Approval Agency	Details
TBC	Academic Board	Full review

Previous version: [Master's Thesis Policy](#)

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TO	Academic Board
FROM	Professor Averil Coxhead, Dean of the Faculty of Humanities and Social Sciences
AUTHORS	Xavier Marquez, Associate Dean (Academic Programmes), FHSS
DATE	30 September 2025
SUBJECT	Update to the Terms of Reference and Standing Orders for the Faculty Board of the Faculty of Humanities and Social Sciences

### Executive Summary

The Academic Board is asked to approve amendments to the Terms of Reference and Standing Orders for the Faculty Board of the Faculty of Humanities and Social Sciences as attached. These amendments seek to:

- Most consequentially, to reduce the required quorum from 25 to 20 of the members present.
- Update the persons responsible to the Vice Chancellor and eliminate references to the PVC (FHSS and FoE).
- Add the Academic Programmes Committee to the section on *Related Committees*
- Eliminate references to the Joint Research and Joint Faculty Committees.
- Add the Faculty Academic Programmes Adviser to the list of persons "in attendance".

### Justification for quorum change

At a meeting of the FHSS Faculty Board on 18 September 2025, the members present discussed the reduction of the required quorum from 25 to 20 members. A quorum of 25 has been recently difficult to meet, especially since Te Kawa a Māui is no longer part of FHSS. It was also noted that other faculties have smaller quorum requirements. Thus, for example, the [FADI Faculty Board has a quorum of 12 members](#), the [FEHP Faculty Board has a quorum of 20 members](#), the [Faculty of Law Faculty Board has a quorum of 12 members](#), the [WSBG Faculty Board has a quorum of 10 members](#), and [Academic Board has a quorum of 25 members](#). This change brings FHSS in line with other faculties.

#### **It is requested that the Academic Board:**

**Approve:** the recommended changes to the Faculty Board Terms of Reference and Standing Orders for the Faculty of Humanities and Social Sciences.

**TE HERENGA WAKA - VICTORIA UNIVERSITY OF WELLINGTON**

**FACULTY OF HUMANITIES AND SOCIAL SCIENCES  
TE WĀHANGA ARONUI**

**FACULTY BOARD  
TE TAUMATA-ARONUI**  
A committee of the Academic Board

**TERMS OF REFERENCE**

**Person**

**Responsible:** ~~Pre-Vice-Chancellor FHSS and FoE~~ Vice-Chancellor  
**Convener:** Dean

**Related  
University**

**Committees:** Toi huarewa  
Board of the Faculty of Graduate Research  
Academic Programmes Committee  
Research Committee  
Learning and Teaching Committee

**Purpose:** To advise the Academic Board, the Vice-Chancellor and the committees of the Academic Board on all aspects of the academic qualifications, academic programmes and research matters for which the Faculty has responsibility and on any other academic matters of concern to it or which may be referred to it.

**Scope:**

- (1) To consider and refer to Toi huarewa, Faculty of Graduate Research and Academic Programmes Committee proposals to initiate new programmes and courses and to delete or change existing programmes and courses referred to it by Schools.
- (2) To monitor, review and propose changes to the degrees and qualifications for which the Faculty is responsible.
- (3) To monitor the implementation of the University's academic statutes and policies relating to individual students enrolled in the academic programmes for which it has responsibility, and in particular matters relating to:
  - the curriculum, teaching and assessment of courses, and
  - the admission of students to programmes and courses.
- (4) To undertake the following research responsibilities:
  - the development of Faculty-specific research policy, including policy on postgraduate student research.

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Commented [CT1]: This is what Law and FADI have

- (5) To monitor and review the University Research Committee policies as they apply to the Faculty.
- (6) To monitor and review the academic support services of the University as they apply to the Faculty, including provision of accommodation and equipment to staff and postgraduate students in the Faculty.
- (7) To consider and report on any matters referred to it by the Vice-Chancellor, Academic Board or other committees of the Academic Board.
- (8) To meet at least three times per year and report to the Academic Board following each meeting.

**Committees of the Board:**

Te Pae Aronui (Faculty Academic Committee)  
 Te Maruako Aronui (Learning, Teaching and Equity Committee)  
 Faculty Postgraduate Committee  
~~Joint-Faculty~~ Research-Committee  
~~Joint-Faculty~~ Leave Committee

**Constitution:**

- (1) Dean (Convener)
- (2) Associate Deans
- (3) The Heads of Schools within which there are academic programmes for which the Faculty has responsibility
- (4) All other academic staff members (as defined in the Victoria University of Wellington Collective Agreement for Academic Staff) whose teaching and research contribute to the academic programmes for which the Faculty has responsibility
- (5) All Directors of research institutes and centres whose research contributes to the academic programmes for which the Faculty has responsibility and who are not members of the academic staff
- (6) A member of Toi huarewa
- (7) Up to eight students currently enrolled in an academic programme for which the Faculty is responsible, appointed by VUWSA, PGSA and Ngāi Taura (two of these students should be postgraduate students)
- (8) Manager, Student Success
- (9) University Librarian or nominee
- (10) Other members as determined by the Faculty

**In Attendance:**

- (11) Associate Director, Student Success or nominee
- (12) Director, Future Students or nominee
- (13) Director, Centre for Academic Development or nominee
- (14) Student Representation Coordinator, VUWSA or nominee
- (15) ~~Faculty Academic Programmes Adviser~~

**Executive Officer:**

- (15) Executive Assistant to the Dean

**Reference:**

Academic Board [24/02/2023]

Commented [CT2]: Does this make sense? I don't have a vote but I am expected to attend.

Commented [XM3R2]: Yes that's good.

Commented [CT4]: ???

Commented [XM5R4]: Maybe Robert Stratford would know?

Commented [CT6R4]: Carol might

**Comments:**

- (1) One member appointed under category 2 will be appointed as Deputy Convener by the Vice-Chancellor on the nomination of the Dean.
- (2) The Vice Chancellor, Pro Vice-Chancellor FHSS and FoE, the Deputy and (Research), the Deputy Vice Chancellors (Engagement) and (Māori), the Provost and the Centre for Academic Development receive papers and attend by invitation.
- (3) The quorum for the Faculty of Humanities and Social Sciences Board, as set out in the Board's Standing Orders, is 250. The right to speak

Commented [CT7]: Does this refer to the ADs?

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Commented [CT8]: Should these go to Logan as well?

Commented [JW9R8]: I think it should do - that would seem to be an omission

Commented [JW10R8]: Shouldn't it also go to Bryony?

Commented [11R8]: :) sounds like a good idea!

Commented [CT12R8]: LOL shall we just say 'Te Hiwa'?

Commented [CT13]: Do we want to revise this?

Commented [JW14R13]: It does seem to be touch and go sometimes: would 20 people be enough for a quorum, maybe? Not sure how this compares to other faculties. Also, there was confusion as to who should be counted in the quorum - whether it included staff who were not appointed/required - should this be outlined more definitively here?

Commented [CT15R13]: It is defined in the Standing Orders, we could copy across and add to this note?

Commented [JW16R13]: Yes I think so - maybe it could also be clarified who is a voting member in this document - so if the definition of voting members comes from the 'Constitution' as listed in this document - then it would be useful to refer to that here as well?

Commented [CT17R13]: Is this better?

Commented [JW18R13]: Did you mean that as a separate comment or part of comment 3? I think better as part of 3. Suggest just '...all members as listed...'

Commented [CT19R13]: like that?

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**VICTORIA UNIVERSITY OF WELLINGTON  
THE WHARE WĀNANGA O TE ŪPOKO O TE IKA A MĀUI**

**FACULTY OF HUMANITIES AND SOCIAL SCIENCES  
TE WĀHANGA ARONU**

**FACULTY BOARD  
TE TAUMATA ARONU**  
A committee of the Academic Board

**STANDING ORDERS**

**Meetings**

- 1 Ordinary Meetings of the Faculty Board shall be held at least three times each year.
- 2 A Special Meeting may be called at any time by the Dean, ~~the Pro Vice-Chancellor Faculty of Humanities and Social Sciences and Faculty of Education~~, or the Vice-Chancellor. The Dean shall call a Special Meeting at the request of any six members entitled to vote at Faculty Board Meetings.
- 3 At any Special Meeting of the Faculty Board, the business to be transacted shall be specified in a notice of meeting and the notice of meeting shall not provide for general business.

**Participation in Meetings**

- 4 The right to speak and vote at Faculty Board Meetings shall be enjoyed by all members of the Faculty Board (as listed in the Terms of Reference).
- 5 In order to ensure sufficient representation from all Schools within the Faculty and to meet the quorum required to approve proposals at each meeting, each School will appoint at least two Faculty Board representatives for a fixed term. The Head of School/Director will be one of the representatives. During their term, School representatives are expected to attend each meeting of the Faculty Board or find a proxy or replacement.
- 6 Any other person attending a meeting of the Faculty Board who is not a member may seek permission of the Convener to speak at the meeting but will have no right to move or second a motion or any amendment or to vote on any matter before the Board.
- 7 Additional non-members may be invited from time to time to attend and speak to specified matters.

**Commented [JW1]:** This defines the right to vote as all members 'as listed in the ToR - presumably that refers to the people listed under 'Constitution'?

**Commented [JW2R1]:** Is that what is meant? In which case the student reps and all other academic staff who teach within the faculty are voting members and form part of the quorum - if I read that correctly?

**Commented [CT3R1]:** Yes, my understanding is that all members listed in points 1-10.

**Commented [CT4R1]:** Not those attending, or the Dean's EA

**Commented [JW5R1]:** Thanks - I think if the final comment on the ToR included this info it would be useful



### Quorum

- 8 At every Meeting of the Faculty Board 25-20 members entitled to vote shall form a quorum and no question shall be decided at any Meeting unless a quorum is present. If any Meeting of the Faculty Board is inquorate, proposals shall be discussed by the members present and, subsequent to the Meeting, any motions arising from proposals should be sent by email to all members for electronic voting.

**Commented [XM6]:** Should this number be reduced, given that TKAM is no longer in the Faculty? We've recently had some difficulty meeting the 25 person quorum.

### Notice of Meeting

- 9 Notice of every Meeting of the Faculty Board, specifying the business to be transacted, shall be sent to all members of the Faculty Board via their VUW email not later than five days before the Meeting.

### Convener

- 10 The Dean shall preside at every Meeting of the Faculty Board at which they are present, and in the absence of the Dean, an Associate Dean nominated by the Dean shall preside. In the absence of both the Dean and the nominated Associate Dean, the Meeting shall elect its own Convener.

### Voting

- 11 Every question before the Faculty Board shall be decided by a simple majority of votes of those persons present and voting; but this Order shall be read subject to Orders 12, 47 and 48.
- 12 Should any matter arise on which normal voting procedure could result in large Programmes or Schools unduly outweighing small Programmes or Schools, producing a result that could be deemed to be contrary to the interests of the Faculty, any member may request that the matter be referred to Programmes and Schools for their views. If the Convener is satisfied that *a prima facie* case has been established for adopting this procedure, they shall rule that the matter be referred to Programmes and Schools accordingly. The Head of each School shall ensure that all Faculty members present in their School have an opportunity to express their views and shall report the view of the School to the Dean, who shall consider the balance of views in relation to the interests of Programmes and Schools and of the Faculty and shall submit a recommendation to the Faculty Board which may then resolve the question.
- 13 At every Meeting of the Faculty Board the Convener shall have a deliberative vote, and in the case of an equality of votes shall also have the casting vote.
- 14 Voting shall be by voices and the Convener shall declare the result of the voting. Unless a division is called for, the Convener's declaration of the result shall be final.
- 15 If a division is called for by any member, the Convener shall call for a show of hands.

- 16 If called for, a secret ballot shall be taken to determine any motion.
- 17 At the request of any person entitled to vote, his or her dissent or abstention on any motion or amendment shall be recorded in the Minutes.

#### **Business**

- 18 The order of business shall be determined by the Convener but the Faculty Board may at any time during the Meeting request that the order of business be varied.
- 19 Papers to be considered at the Meeting shall be distributed at least two working days before the Meeting, provided that, with the permission of the Meeting, papers may be tabled at the Meeting.
- 20 Unless objection is raised by at least three members entitled to vote and present at the meeting a member may introduce a subject for discussion or decision at any Ordinary Meeting of the Faculty Board without prior notice, so long as the subject is within the Board's scope (as specified in the Faculty Board Terms of Reference); but this Order shall be read subject to Orders 29 and 49.
- 21 No business shall be transacted at a Special Meeting of the Faculty Board other than that specified in the notice of meeting and matters reasonably related thereto.
- 22 The proposer/s of any business before the Faculty Board (or a nominee) must be present at the Meeting to speak to the proposal and answer questions from members. If this is not the case, the proposal shall be deferred or consideration at the following meeting of the Board.

#### **Motions and Amendments**

- 23 A matter may be brought before the Faculty Board as a subject for information, or for discussion, or as a proposal in the form of a motion. The Convener may request the mover of a motion to put it in writing.
- 24 When a motion has been moved and seconded and accepted by the Convener, the question may be debated; but this Order shall be read subject to Order 42.
- 25 Any motion not seconded shall not be debated, provided however that a motion moved by the Chair or on the recommendation of a Committee of the Faculty Board need not be seconded.
- 26 After a motion has been seconded and accepted by the Convener it may not be withdrawn without the unanimous consent of the Meeting.
- 27 Any motion that has been withdrawn may be made again during the same Meeting.

- 28 A motion that has been resolved by the Meeting may be rescinded or recommitted by a majority vote of the Meeting but otherwise no motion or amendment may be proposed which is the same in substance as any question that has been resolved during that Meeting.
- 29 A motion to rescind a resolution passed at an earlier Meeting of the Faculty Board may not be proposed unless notice of the intention to do so has been given in the notice of meeting.
- 30 When a motion has been seconded and accepted by the Convener an amendment may be received from any member other than the proposer or seconder of the motion, provided that the mover may, with the concurrence of the seconder, and with the consent of the Convener, modify the motion or accept an amendment without a vote being taken thereon.
- 31 No amendment shall be proposed which is a direct negation of the motion before the Meeting.
- 32 While any amendment is before the Meeting no further amendment shall be proposed.
- 33 If an amendment be carried the amendment (or the amended motion as appropriate) shall become the substantive motion and shall be stated by the Convener as such. A further amendment may then be received.
- 34 The mover of an original motion or of an amending motion shall have the right of reply before the motion or an amendment to it is put to the vote.

#### **Debate**

- 35 Any person desiring to speak shall address their remarks to the Convener.
- 36 The mover of any motion shall have the right of reply unless a formal motion of commitment is carried.
- 37 When two or more persons desire to speak, the Convener shall call upon the person who in the Convener's opinion first indicated a desire to speak.
- 38 The Convener, at his or her discretion, may at any stage of the Meeting impose a time limit on speakers, either generally or on the speakers to any motion then before the Meeting.
- 39 The Convener, at his or her discretion, may at any stage of the Meeting rule that no member shall thereafter speak more than once on a motion or amendment, except in accordance with Orders 36 and 40.

- 40 By permission of the Convener, a member who has already spoken may make an explanation on a material point on which the member claims to have been misunderstood or misrepresented, or where the member's conduct has been criticised. The member must state concisely the point at issue and must keep strictly to that point. A member may not interrupt other speakers in order to explain nor may additional arguments be introduced.

#### Points of Order

- 41 Any member at any time may address the Convener on a Point of Order, but must state at once that it is a Point of Order and must confine remarks to the Point of Order raised. A Point of Order shall be taken immediately. Before ruling any member out of order when a Point of Order has been raised the Convener shall give the member the opportunity to explain and may give others permission to speak briefly, but no new matter may be discussed. The Convener's ruling on a Point of Order is final and may not be discussed unless a formal motion of dissent is moved.

#### Formal Motions

- 42 Debate may be interrupted by a formal motion being proposed:

- (a) "That the motion now be put"
- (b) "That the Meeting proceed to the next business"
- (c) "That the debate be adjourned"
- (d) "That the question lie upon the table"
- (e) "That the speaker be no longer heard"

For formal motions (a)-(e):

- (i) The motion shall be seconded.
- (ii) The Convener shall have discretion whether to accept it or not.
- (iii) It shall not be moved or seconded by the mover or seconder of the motion before the meeting.
- (iv) Motions other than (d) may not be debated.
- (f) "That the Convener's ruling be disagreed with"
- (g) "That the Convener's discretion be disagreed with"

For formal motions (f)-(g):

- (i) The motion shall be seconded.
- (ii) The Convener shall, immediately the motion has been seconded, vacate the Chair in favour of an Acting Convener.
- (iii) The mover shall then speak to the motion, the Convener shall reply and the motion shall then be put.
- (iv) The Convener shall then resume the Chair and accept the ruling of the Meeting.

**Committees**

- 43 The Faculty Board may from time to time appoint committees to which powers, authorities and functions of the Faculty Board may be delegated, provided that any such delegation may be revoked by the Faculty Board at will.
- 44 Such committees may be either standing committees or special committees.
- 45 Each committee shall have at least one student member.

**Additional Power of Convener**

- 46 Any question of order or procedure not fully provided for in these Standing Orders shall be determined by the Convener by a ruling.

**Minutes**

- 47 At every Meeting of the Faculty Board accurate Minutes of the proceedings shall be kept. At the next Ordinary Meeting the Minutes of the previous Ordinary Meeting and of any Special Meeting will be included as an Agenda item, to be amended if necessary and confirmed by the Meeting as a true and accurate record of proceedings.

**Suspension of Standing Orders**

- 48 Standing Orders relating to Motions, Amendments and Debate may be suspended for the whole or part of any meeting of the Faculty Board provided there is concurrence of at least two thirds of those present and entitled to vote.

**Alteration of Standing Orders**

- 49 These Standing Orders may be altered by addition, amendment or deletion by motion at any Ordinary Meeting of the Faculty Board, provided that a notice of the intention to so move and the terms of the proposed alteration are included in the notice of the meeting and provided further that such motion shall have the concurrence of a two thirds majority of those persons present and entitled to vote.

MEMORANDUM

To	Academic Board
From	Robert Stratford, Manager, Quality and Policy Te Waikura/The Academic Office
Date	14 October 2025
Subject	Academic Programme Review Update – Film

**Executive Summary**

The attached document is the Academic Programme Review One-Year Update for the Film programme. This Academic Programme Review and initial Implementation Plans came to Academic Board in 2024.

The programme and Faculty staff are congratulated for their reflective, engaged approach to this work, especially the work done to continue to reflect on and participate in their implementation strategy.

**It is requested that the Academic Board:**

**Note:** The One-Year Update on the Implementation Plan formulated by the Film programme in response to their Academic Programme Review.

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## One Year Update Report on Academic Programme Review

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### Review of Film Programme

Date Review Report submitted to Academic Board:

One-year update report sign-off	Date:
Programme Director Tim Groves	30/6/2025
Head of School	23/9/2025
Dean	03/10/2025

### Overall comment from the programme (eg 1 paragraph)

The 2023 review of the Film Program strongly commended the Program, and the panel's recommendations were designed to enhance the Program further. Since then we have made good progress on most of these recommendations. The prospect of students from the Beijing Film Academy undertaking advanced courses at the Miramar is a particularly exciting development. We would like to participate in a taught Masters program as per Recommendation 1, but our MFA (CP) commitments constrain our capacity to provide extra courses. We view the possibility of a FHSS 180 point coursework MA as a good opportunity for a small program like Film. Unfortunately, we were unable to appoint a Māori member of staff when a new position was approved by Sarah Leggott and SLT in 2024. However, the appointee, Dr Fernanda Mino, will make welcome contributions in the areas of indigenous and South American cinema. Dr Mino will also teach a new 200 level introductory course on media production skills that is designed to attract both BA and BComm students.

### Progress made against Recommendations

No.	Recommendation – use the recommendation from the report and Implementation plan	Original response to the Panel's recommendation	Summary of progress 1. No progress 2. Limited progress 3. Well advanced 4. Completed/BAU 5. N/A	Brief comment on issues related to progressing this recommendation <i>eg. This recommendation has now been picked up by a new project related in the Faculty</i>
1.	<b>consider introducing a 180-point Masters degree</b>	Accepted. The programme accepts that it needs to consider options for studies beyond the BA major for Film students pursuing a critical pathway. The programme will consider two broad options. Firstly, it will engage in discussions with already existing 180-point Masters degree such as the MC <sub>2</sub> for instance. Secondly, it will pursue discussions with other programmes to create a new Masters degree. This might be connected to previous conversations in cognate creative disciplines or new ones. The programme will be abreast of larger Faculty and University discussions about named degrees at the undergraduate and postgraduate levels.	2.	Film is unable to offer a 180-point Masters degree in addition to the MFA (CP), but we are seeking to collaborate with other programmes. Some Film graduates enrol in the Master of Communication. Our Honours courses are electives for Masters of Communication students. Our Honours students have to enrol in one course from a cognate area, and students from cognate Honours courses such as Media, Art History, and Theatre. FHSS is currently developing a proposal for a generic 180 point coursework MA. This would be a good option for Film students.



No.	Recommendation – use the recommendation from the report and Implementation plan	Original response to the Panel's recommendation	Summary of progress 1. No progress 2. Limited progress 3. Well advanced 4. Completed/BAU 5. N/A	Brief comment on issues related to progressing this recommendation eg. <i>This recommendation has now been picked up by a new project related in the Faculty</i>
2.	explore options to sustainably grow the Master of Fine Arts (MFA) degree	Accepted. This recommendation has been pre-empted with the enrolment of 18 students in 2024. The programme is excited by the ongoing success of the MFA(CP) Film offering, it's success in attracting students, and the achievements of the graduating students in obtaining employment in the industry. In 2024 we raised the number of places in the MFA(CP) film from 15 max to 18. Maintaining 18 students in the cohort is our current aim. We are limited in our capacity to expand beyond this number due to building and room capacities at the Miramar Creative Centre. Another important barrier to further expansion is the challenges with finding high quality internships for the MFA cohort.	4.	In addition to the work already accomplished, the Film Program is working with Angela Joe, Associate Dean International, on establishing a partnership with the Beijing Film Academy to enrol a parallel cohort of students in the MFA.

No.	Recommendation – use the recommendation from the report and Implementation plan	Original response to the Panel's recommendation	Summary of progress 1. No progress 2. Limited progress 3. Well advanced 4. Completed/BAU 5. N/A	Brief comment on issues related to progressing this recommendation eg. <i>This recommendation has now been picked up by a new project related in the Faculty</i>
3.	consider whether the development of specific graduate profile for film students would contribute positively to the programme, including to the design and focus of curricula and syllabi	Accepted. The Film Programme already has an existing graduate profile for film students. However, this may not have been available to the Programme Reviewers. We will revisit and potentially update the graduate profile.	2.	We have deferred this until T2, 2025 because our program director, Dr Paul Wolfram, has been on RSL and Dr Fernanda Mino has only arrived recently. Our graduate profile still serves well and is current.
4.	explore strategies for developing a better grade spread in the A+/A/A- range in large undergraduate courses	Accepted. The number of grades in the A+/A/A- range in large undergraduate courses was particularly low between 2020-2022. During this period, the Covid-19 crisis had a negative impact on both students' attendance and engagement with course material, and this was particularly apparent in our large first-year courses. In 2023 both engagement and results in large undergraduate courses were better than previous years. This suggests that the grade spread in the A+/A/A- range might improve naturally; however, in the future, the course coordinators of our	3.	We have developed strategies in both FILM 101 and FILM 102 to improve the number of A range grades. FILM 101 uses scaffold assignments to provide feedback and support. This has been beneficial in improving grades at all levels, but especially for students in the B+ to A- range. The course now assigns extra credit for work related to guest lecturers. FILM 102 also employs extra credit options, and the course coordinator has engaged in additional moderation around A range assignments when marking assignments and also determining final grades.

No.	Recommendation – use the recommendation from the report and Implementation plan	Original response to the Panel’s recommendation	Summary of progress 1. No progress 2. Limited progress 3. Well advanced 4. Completed/BAU 5. N/A	Brief comment on issues related to progressing this recommendation eg. <i>This recommendation has now been picked up by a new project related in the Faculty</i>
		large undergraduate courses will explore new strategies to address this issue		
5.	seek advice and secure necessary resources and expertise to develop specific goals, targets, and strategies linked to the University’s Learner Success Plan	Accepted. The University’s Learner Success Plan emphasises personalised, enriching learning experiences that lead to timely academic success, while empowering students to achieve their life goals. As a programme, we will familiarise ourselves with this plan and consider what goals and targets we can work towards, and what options are available for resourcing these (both financial and in terms of expertise).	3.	Film programme staff are now familiar with the Learner Success Plan and all film staff are committed to the delivery of student success across all levels of teaching. Our shared goal of achieving equity across the student demographic will see staff continue to deliver a high level of focus and attention to Māori and Pasifika, such as those detailed in this programme review. While the film programme has consistently achieved completion rates averaging more than 15% higher than the University average, this work will continue to be reviewed annually until equity levels are consistent across all graduates.
6.	continue to draw on the advice and secure necessary resources and expertise needed to enhance the programme’s Māori focus and to further engage with the Mai I te Iho ki te Pae Strategic Outcomes Framework and continue to build capacity around the University’s	Accepted. The Film Programme is committed to Te Tiriti o Waitangi–Treaty of Waitangi and the Mai I te Iho ki te Pae Strategic Outcomes Framework. It will continue to work with Āwhina and the Office of the DVC Māori to enhance	3.	The Film Program’s commitment to Te Tiriti o Waitangi–Treaty of Waitangi is ongoing. As our program review recommended, the Film Program actively sought to recruit a Māori scholar when a new position was approved in 2024, but we were not successful. The Film Program continues to embed Māori content and perspectives in Film courses. Dr Jo Smith and Tainui Stephens have lectured in Dr Alfio Leotta’s courses, while Dr Missy Molloy examined Nova Paul’s te ao Māori oriented take on early cinema practice in FILM 401 in first semester. Our new staff member, Dr Fernanda Mino,

No.	Recommendation – use the recommendation from the report and Implementation plan	Original response to the Panel's recommendation	Summary of progress 1. No progress 2. Limited progress 3. Well advanced 4. Completed/BAU 5. N/A	Brief comment on issues related to progressing this recommendation eg. <i>This recommendation has now been picked up by a new project related in the Faculty</i>
	<p><b>Te Tiriti o Waitangi–Treaty of Waitangi commitments, including by:</b></p> <p>1. working with Āwhina and the Office of the DVC Māori to continue to develop the programme's responsiveness and effectiveness for Māori; and</p> <p>2. further embedding whanaungatanga into the programme.</p>	the experience of Māori. Current programme staff will continue to develop their capacity and expertise in Te Ao Māori and grow our whanaunatanga.		has expertise in indigenous cinema which will inform her courses, as well as guest lectures in FILM 301 and FILM 401. The Program continues to organize and promote extra-curricular activities involving Māori perspectives, while also encouraging Māori students to participate in these events. In 2025 we obtained support from Screen Wellington to take 50 FILM 101 students to the Māoriland Film Festival. This year's FILM 101 students also attended the Wellington Film Society's screen of <i>Patu!</i> We continue to adapt our ako strategies in line with Mai i te Iho ki te pae, aiming to imbed our teaching delivery with outcomes that benefit all students within our courses
7.	<b>Continue to draw on the expertise and resources provided by the Pasifika Student Success Team (PSST) and the Office of the Assistant Vice-Chancellor (Pasifika) with the aim of enhancing the successes of Pasifika students</b>	Accepted. Members of staff have been in discussion with the Assistant Vice Chancellor (Pasifika) and discussed ways to keep our Pasifika students coming through from first year courses into our 300 level and post-grad courses. We will set up an informal fono	2/3.	<p>The Film Program continues to work with Pasifika Student Success to enhance the learning experiences and outcomes of Pasifika students, especially at first year level. The informal fono with staff, students, and PSST has been delayed, but we now expect it to take place in November this year.</p> <p>NB: The recent appointment of Dr Emma Dunlop-Bennett as Assistant Vice-Chancellor—Pasifika on 1 September times well with the upcoming November fono (Averil Coxhead).</p>

No.	Recommendation – use the recommendation from the report and Implementation plan	Original response to the Panel's recommendation	Summary of progress 1. No progress 2. Limited progress 3. Well advanced 4. Completed/BAU 5. N/A	Brief comment on issues related to progressing this recommendation eg. <i>This recommendation has now been picked up by a new project related in the Faculty</i>
		with two of our staff members, with at least two of our Pasifika students and PSST by mid Tri2 to discuss ways to further enhance success for our students.		
8.	<b>Consider strategies for ensuring that opportunities for students who have taken less practical pathways through the programme are comparable in depth and impact to those available to students adopting creative/practical pathways</b>	Accepted. The programme is committed to providing internal and external engagement opportunities for non-production students. This will focus on involving students in the organisation and the hosting of programme activities and events with guest filmmakers and representatives of creative institutions, exploring FHSS Internship options for Film Students, and designing assessment tasks which replicate aspects of applied (non-production-related) tasks.	3.	Students in several Film non-production courses regularly engage in learning and extra-curricular activities that enrich their education and develop skills for the future. FILM 101 students attend a local film culture event in order to practice reviewing and curating skills. FILM 202 students visit Ngā Taonga Sound & Vision to engage in archival work. Students must interact with guest speakers in FILM 204. Students curate their own film festivals in FILM 205 and FILM 206. Wherever possible we involve students in Film Program events and activities with external speakers, including representatives from industry and film culture organizations. We would welcome the inclusion of an internship and work integrated learning as options in the proposed generic 180 point coursework MA.

## MEMORANDUM

To	Academic Board
From	Marc Wilson
Date	22 September 2025
Subject	Discussion Document: Enhanced good practice and impact for SLP teaching

**Executive Summary**

The following discussion document summarises consultation with a subset of Trimester 1 course coordinators, Deans, Faculty Operations Managers, and Heads of School, about the use and availability of Sub-lecturing pool (SLP) support for undergraduate teaching.

This document provides a background to discussion of good practice and impact, principles for the prioritisation and use, and effective and efficient administration, of SLP support.

**It is requested that the Academic Board:**

**Receive:** the discussion document for consideration.

### **“Enhanced good practice and impact for SLP teaching”**

**Background:** In early 2024, a set of five topics were identified for further discussion at Academic Board. “Enhanced good practice and impact for SLP teaching” was identified among these, following a vote by the Board on a suite of brief presentations of potential priority topics.

**“SLP” refers to our sub-lecturing pool; the availability and budgeting for non-lecture contact and marking (often, but not always, provided by our students), and other teaching delivery that is not covered by a member of academic staff.** “Non-lecture contact” takes a variety of forms, typically tutorials, laboratories, studios, and other contact with students in a course that is not provided by academic staff, but is a formal part of curricula.

In my brief presentation I reported my experience, and that of other academic staff, that support for teaching/marking provided through sub-lecturing pool had eroded over time in response to budgetary contraction (and increased costs associated with tutors, demonstrators, markers, etc), and that coordinators were finding it difficult to plan non-lecture contact activities from one year to the next because they could not be certain of budget allocated to SLP. Coordinators reported either not having enough support for marking, or having to change or reduce assessment to fit within budget. In that 3-minute presentation I used data I'd collected from first-year Psychology courses at all other Universities that showed 100-level VUW psychology non-lecture contact had dropped from a high of 20 hours of lab content per student to 6 hours in 2023 (half of the second-lowest amount offered by any other university in New Zealand). I argued this situation was undesirable for several reasons:

- Provision of non-lecture contact is based on budgetary availability, rather than pedagogical value,
- Planning non-lecture support for courses is difficult, cannot be finalised until budget is allocated, and adds administrative overhead to the time available to coordinating staff,
- It results in year-on-year differences in student experience, that may affect student retention,
- It compromises our ability to ‘compete’ with others because we offer a different experience that, regardless of quality of non-contact opportunities, may be seen and experienced as inferior,
- ‘Ongoing’ reduction in SLP reduces opportunities for supporting our own students to gain experience in teaching/marking, and to support themselves financially in a context where the cost of student living has become increasingly prohibitive.

I proposed a discussion about principles that could be adopted to inform year-on-year allocation of SLP, to allow coordinators to plan stable non-lecture curricula that could be rolled over from one year to the next, if that is desirable to them, and that stipulates a set of minimum benchmarks for provision of non-lecture contact/marking.

At the same time, as many of the people I spoke to acknowledged, it is important to recognize that:

- The nature and extent of non-lecture contact varies greatly across Schools (some ‘need’ less contact, it may be delivered by practitioners rather than our own students, may be subject to accreditation requirements, etc),
- SLP costs money at a time when VUW, and the broader tertiary sector, are not funded to the level necessary to support an optimal learning and teaching experience.

## What have I done?

In preparation for this discussion, I have surveyed, emailed, and discussed with, various people. I am grateful to the time that everyone has taken to provide input. Not one person told me they were too busy, or that this wasn't a useful discussion. At least one person asked me what crime I had committed to put me in the position of leading this discussion.

Specifically, I surveyed a sample of first-trimester course undergraduate coordinators to ask them about their experiences, their satisfaction, and their recommendations. The greater part of this document summarises their responses.

I contacted Deans and Faculty Operations Managers, via email, to ask about their experience with SLP, the strengths (and weaknesses) of the ways in which SLP works for them and their colleagues, and what they would like to contribute to this discussion. I also met with a group of Heads of School, for a half-hour discussion. One Dean was kind enough to summarise feedback from their Schools.

Notable points that came out of these interactions include:

- The importance of recognising that the uses of SLP vary widely across the University (and even within Faculties) which, alongside the desire for autonomy at the School level concerning the allocation of SLP, speaks against a rigid one-size-fits-all approach to SLP.
- That current 'real' value of SLP has reduced over time for a variety of reasons (including real cuts due to budgetary pressure, increases in tutor pay rates, etc) but also reflects history. That is to say, current SLP allocations heavily reflect past allocations, rather than systematic and deliberate assessment of current pedagogical need. Some programmes have, compared to those that do not, because they have always had SLP.
- It was suggested that there may be benefits to 'separating' out the different uses of SLP and budgeting them separately (rather than charging the variety of uses to a single cost code). For example, to distinguish tutorials/laboratories and marking that is carried out by advanced students from contributions of practitioners (often associated with accreditation requirements), and the occasional but critical use of SLP to shore up staff absence through illness (for example).
- The need to recognise that the context has, and is, changing. There has been some increase in provision of SLP in different areas, but changes to the budgetary process, and The Workload Allocation Model (not the 1980s pop band) will be important for understanding and informing SLP as it relates to staff workload.
- There is a diversity of approaches to the allocation of SLP support to different courses, in different Schools, and in different Faculties. These are not always seen by staff as transparent or systematic; some, but not all, Faculties have documented guidelines on allocation of SLP.
- Few people had a very good idea of how we compare to our competitor institutions in terms of provision of non-lecture contact.
- Administratively, recruiting, contracting, and managing tutors is "a big ongoing pain point".
- My question of whether we might consider differential allocation of SLP based on TEC cost categories was seen as potentially flawed and possibly dangerous. This question was sometimes met by looks that said "It's cute that you think this might be helpful..."

Next, I summarise the feedback from surveys of first-trimester course coordinators, illustrated with representative quotes.



## Survey of Course Coordinators

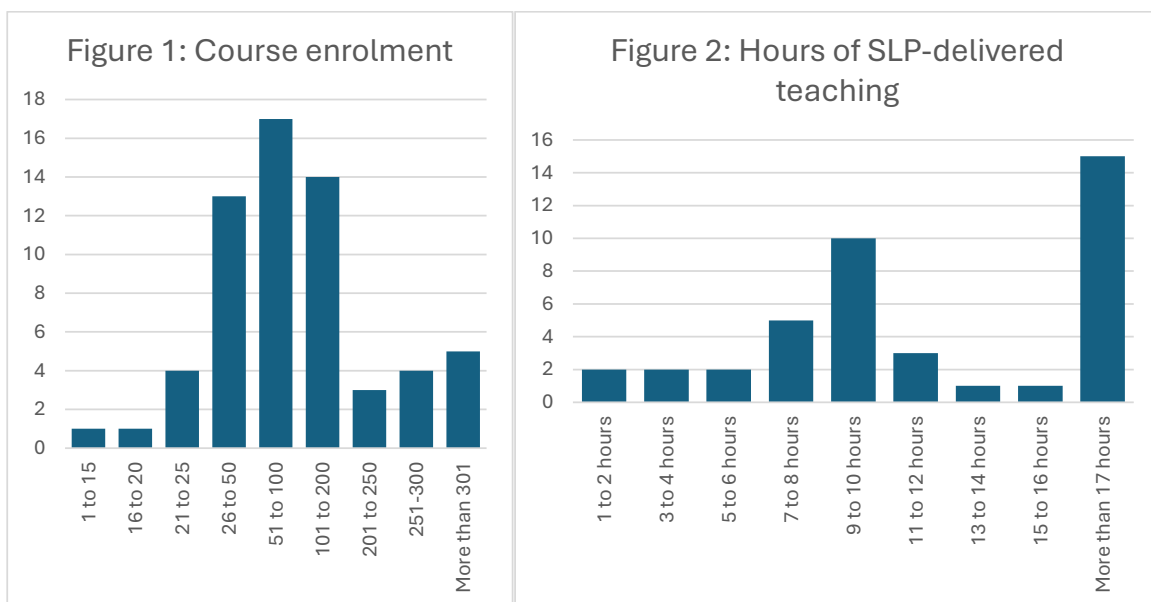
I emailed a semi-random set of 100 people identified as course coordinators for courses running in Trimester 1, 2025. 62 people replied; the majority of responses came from Science and Engineering (21, 33.9%), Humanities and Social Sciences (18, 29.0%), and Architecture and Design (12, 19.4%). 23 (37.1%) participants indicated they were responding in relation to their coordination of a 100-level course, 19 in relation to a 200-level course (30.6%), and 20 with reference to a 300-level course (32.3%). I asked participants to indicate the number of students enrolled in their course; the modal (and median) response was between 51 and 100 (Figure 1).

### TL:DR – notable findings

- Generally speaking, most coordinators were at least somewhat satisfied with the availability of SLP-supported non-lecture provision (tutorials, etc).
- Generally speaking, coordinators were almost evenly split in terms of satisfaction and dissatisfaction with the availability of SLP-supported marking provision.
- On average, coordinators reported they were responsible for half (50.53%) of the assessment in their courses, and coordinators of larger courses reported marking less assessment.
- The most important principle recommended or allocation of SLP support was prioritization of large, and first-year, courses.
- The administration of SLP is described as time-consuming and inefficient.

### Provision of non-lecture SLP-supported contact

48 (7.4%) reported that their course included scheduled tutorials, laboratories, or other formal non-lecture teaching delivered by sub-lecturing staff. These courses were not statistically different in size from those that responded in the negative ( $p = .83$ ), and were approximately equally distributed across Faculties ( $p = .52$ ).



Of the courses that used sub-lecturing teaching, the median number of hours was 10 hours, with a notable group of 15 (36.6%) courses reporting seventeen hours or more (Figure 2). Architecture and Design (6 out of 7, presumably studio classes), Science and Engineering (6 out of 12), and Humanities and Social Sciences (3 out of 14) reported 17 or more hours of SLP-supported non-lecture teaching. There was no significant relationship between course size and number of SLP-supported hours of teaching ( $p = .08$ ).

Importantly, most coordinators (87.6%) indicated they were slightly (16.7%), moderately (38.1%), or extremely (31.0%) satisfied with the level of non-lecture SLP-supported teaching available in their courses. (2.4% indicated ambivalence, and 11.9% indicated extreme, moderate or slight dissatisfaction).

I asked coordinators if they were aware of how their own courses compared to equivalent courses at other universities. 12.5% indicated fewer hours than equivalent courses, and the majority (87.5%) indicated “about the same” (none indicated they offered more than equivalent courses).

#### *Reported constraints on non-lecture SLP-supported contact hours*

I gave participants an open-ended question: “If you have fewer hours of tutorials/laboratories than you would like, what constrains you to the number of hours you offer?” It’s important to note that even coordinators who were moderately or slightly satisfied still responded to this question.

Participants mentioned lack of space for running non-lecture contact, the need to balance SLP-supported contact hours offered vs marking of assessments, difficulty recruiting tutors/demonstrators, lack of budget available. Responses included (note that I’ve redacted the type of non-lecture teaching):

“The amount of SLP hours allocated to the courses I coordinate has been decreasing year by year, trimester by trimester. This has forced me to reduce the number of [hours] offered, reduce the number of streams (and schedules) available to students and to hire fewer tutors that are assigned higher workloads. This has come to a point where I now start my courses warning students that the non-lecture support they will get is not ideal...”

“The number of tutors hours we have is often 'barely sufficient'”

“getting the budgets for tutors is getting "impossible" and finding the people to do it is equally impossible, meaning a lot of staff do the [hours] anyway ....”

“I am constrained though by budget, tutor availability, and workload (in terms of designing that many labs and training tutors to run them).”

“School SLP budget and marking assistance calculations - HoS tells us how much we can 'spend', and whatever we spend on [hours] delivery comes right out of the number of marking hours, which is also SLP: so it's a zero-sum calculation in terms of (my own personal) workload. Which is to say: more non-lecture learning opportunities always means more time input from me (and less research done, etc.)”

“Students have to attend 4 hours of non-lecture content most weeks of the trimester. there is no space in the schedule for anymore”

“Mainly workload and space. This stems mostly from being a large class compared to many other comparable universities.”

“space, there is no space to do it”

“Tutor support is not enough to run longer hours as well as support marking as well (and there is only one assessment they mark, so the course is not overwhelmed with assessment items!). We do \_also\_ have issues of capacity in our [space] as well, so more tutor hours wouldn't entirely solve the issue by itself, but it is a necessary component.”

“I do all the [hours] in my course and that is not going to change so any extra time on tutorials is less time on research etc”

Participants were next directed to rank five factors in terms of their importance in determining the amount of non-lecture contact offered: “Below are some of the factors that influence how many non-lecture contact that coordinators offer in a course. Please rank them from most to least influential in your decision-making about how many hours you offer.”

The most important factor influencing non-lecture provision was “The budget available to run tutorials/laboratories (not enough budget)” (ranked first by 57.9%), followed by “Availability of people to lead tutorials/laboratories (not enough people)” (ranked first by 15.8% and second by 52.6%), “Availability of rooms in which to run tutorials/laboratories (no space)” (ranked first by 5.3%, second by 23.7%, and third by 55.3%). “Curricular requirements (e.g., number of hours required to deliver curriculum)” was ranked most important by 21.1% but also as least important by 26.3%. A majority (55.3%) indicated that “Availability of alternative means of delivering non-lecture learning that don't require a person to lead discussion or demonstration (e.g., videos, structured notes, etc)” was least important.

### **Assessment and provision of SLP-supported marking**

On average, coordinators reported that they marked 50.53% of assessment themselves, 5.56% was marked by other academics, and the 43.92% by casual markers.

Participants were significantly less satisfied with the resources available to support marking, than they had previously reported concerning resourcing of non-lecture content provision ( $p < .05$ ). A minority (43.6%) were slightly (7.3%), moderately (23.6%), or extremely (12.7%) satisfied. A further 16.4% were ambivalent, while 40% were either extremely (9.1%), moderately (16.4%), or slightly (14.5%) dissatisfied.

As course size increased, coordinators reported marking a smaller percentage of assessment ( $p < .001$ ). While there was a tendency for coordinators of larger courses to report less satisfaction with availability of resources to support marking, this relationship was not statistically significant ( $p = .07$ ).

I asked coordinators whether “the level of resources available to you (e.g., people, budget) influence the nature and/or extent of assessment in your course?”; 30.9% said they did not have enough resources to assess learning consistent with pedagogical and curricular needs (69.1% said they did have enough resources).

I asked participants “Please elaborate - what would you like to do that you can't?” Many participants provided extensive elaboration that I summarise below, but have included more fully in Appendix 1.

Participants stated they would like to offer more opportunities for non-lecture contact, more frequent formative feedback and more creative assessment, and forms of assessment that are more pedagogically diverse but more expensive to mark. Some commented that, even were there more budgetary support, they have difficulty recruiting good tutors and markers. They noted that when there isn't enough support for marking, the weight falls on them as the coordinator, with the opportunity costs this entails.

### **Principles to inform SLP support**

The survey concluded with the questions: "What principles do you think should inform decisions about the nature and extent of non-lecturing learning and teaching support for our courses? If you had to make decisions about prioritizing which course to support, where would that be?" and "Last chance. Is there anything important about SLP that you'd like to highlight? What are the advantages to spending more than we currently do? If you think there should be greater resourcing for SLP, what should be traded off to make it happen?"

*What principles do you think should inform decisions about the nature and extent of non-lecturing learning and teaching support for our courses?*

Many participants indicated that, in principle, some courses should be prioritised. These included 100-level courses, large courses, courses with required content, and typically all three. At the same time, some participants argued non-lecture support is valuable at all levels.

Consideration of fair and manageable academic staff workload was also mentioned by a bloc of participants.

Several spoke to the value of having non-lecture context delivered by our own (higher-level) students, with some noting that this may not always be possible given the nature of expertise required.

A fuller presentation of participant recommendations is provided in Appendix 2.

*"Last chance. Is there anything important about SLP that you'd like to highlight?"*

"SLP is one of the best ways the University can spend its budget. It helps support our own students, it gets better "value for money" from academic time (professors marking is expensive!!), and it gives students a better environment where they get support from students who have often done the course before and know what it's like to be in their shoes. Decreasing SLP funding is a false economy. It should be resourced greater, at the expense of other budget lines such as marketing or even hiring new academics --- there is no point hiring more academic staff if we will all have to spend time marking/running tutorials that could be better run by student tutors --- we will all be less productive and more unhappy for it!"

Participants provided rich, detailed, responses to the "anything else?" question, many of which reinforced themes around recommended principles. Most notably, these reiterated the principle of supporting 100-level courses

"Students know that we are not offering the kind of support they need" - Many commented on the importance of non-lecture content led by advanced students as vital for the student experience, and facilitating retention. They recommended higher pay rates for non-permanent teachers to improve their standard of living but also to make academia attractive and give them marketable experience, and noted the value of a diverse non-lecturing staff to provide broader representation of student

identities (e.g., LGBTQIA+, disabilities). They suggested exploration of ‘studentships’ combining scholarships with teaching opportunities for postgraduates. They commented that SLP should support provision of teaching and learning that authentically prepares students for their careers post-study, and that some of these forms of provision are more expensive than lectures (and labs/tutorials).

“SLP helps lecturers survive, especially in small programmes.” One participant expressed exhaustion at what they saw as the constant need to justify maintenance of budgetary support even as needs have grown.

A (sizeable) minority of participants spoke to my question of re-prioritization of resources. Some apologised that they couldn’t identify obvious places to make savings, while some unapologetically recommended a reduction in the number, FTE, and cost of “layers of management”.

Instead, they spoke to the value of SLP in supporting student retention and, therefore, costing less than it brings in (“Good question. I think if it means more people pass the course, then it's worth the \$, but that is hard to quantify”). They spoke to the relative costs of a tutor (rather than an academic staff member) offering a single hour of tutorial. “SLP is in fact economically very sound: the university pays me much more for a 1-hour tutorial than they would pay a tutor”. Balancing teaching against research with the general feeling that permanent academic staff spend too much time on non-lecture teaching, and that research is compromised as a result. At the same time, there was some concern that if increasing financial support for non-lecture teaching meant less to support research, research should take priority.

Several participants commented on the administrative overhead associated with employing tutors/demonstrators/markers (e.g., a contract for each course, each trimester, etc), advocating for streamlining of these systems to reduce time. Others noted that we may be over-assessing students, and could therefore make better use of SLP-supported marking of fewer assessments.

### **Appendix 1: “Please elaborate - what would you like to do that you can’t?”**

“Tutor to student ratio is increasingly eroded, more students less tutor time.”

“I would like to have more tutors to provide better support to students (more help desks)”

“Offer one or two additional tutorial sessions for skills students need to develop for their assignments, and offer at least one additional tutorial stream so all students can actually attend tutorials (I've had situations when students have clashes with all of the streams offered).”

“I think there needs to be investment in non-internet-capable laptops for students to sit exams.”

“The school budgets a set number of minutes marking per student. If the time to mark is longer than this amount (45 min), then it falls to the course coordinator to make up the extra time.”

“While there are TAs to mark - they are pushed for time and I do a lot of crossmarking - going through the assessments and providing comments; marking late assignments because the markers have moved on; marking assignments because the tutors are told they can only stick to their hours - it all falls back on the coordinator”

“The course budget allows me to hire tutors only for providing superficial feedback during online tutorials and marking, not for other activities like in person tutorial discussions or other kinds of student support.”

“Spend more time writing comments to support learning in subsequent assignments.”

“Hold in person tests or have tests that are NOT multiple choice tests I.e., open ended questions that would require markers”

“It is getting very hard to offer essays - a part of my discipline as they are more resource intensive than quick quizzes that can now be done by AI . I would like more experiential assessment to avoid gen AI cheating which is now rife across the undergrad cohort”

“I'd like to be more creative with assessment and move beyond simply essays, but there is limited marking development available for tutors.”

“I would love to be able to provide more creative assessments but I cannot because of the size of my course and budget - it would take far too long to mark.”

“I would like to mark more written work in tests, such as longer short answer questions. I would also like to be able to try more engaging assessment where students have more agency, or generally opportunity for more formative work, since the use of tests is in part due to the efficiency they afford as well as consistency in marking. Assessments that are more formative or that give the student more agency require more marking training and more marking time to avoid losing consistency in marking.”

“I would like to have a portfolio assignment for example but it is too much marking”

“I would like to do more qualitative, ongoing, constant (weekly) feedback. I would like to be able to mark all the assessments without feeling burnout/overworked. I would like not to have to "streamline" assessments so much.”

“With only a very limited time, it is impossible to give students weekly feedback that helps their learning. I don't know anyone who can read a 2000 word essay in under 15 minutes and give it the attention and feedback it should get.”

“For 'best practice', I would want plenty of active learning opportunities, certainly once a week. Even if I flip the classroom (which never actually works in my experience - students are paying to listen to a sage on a stage, or at least for the privilege of not listening to a sage - they aren't really paying for the dubious privilege of having to teach themselves!)...even if I flip the classroom, I can't easily clone myself to deliver 4-5 tutorials a week for 12 weeks. That level of contact time is great for, say, Oxbridge or a liberal arts college, but we don't have the staffing for it (or the small classes) I should think.”

“Run regular in-person check-in assessments, the admin load is too high. Have more regular lower-weight assessments, the personal marking load is too high and students have to many large-weight assessments they must prioritise.”

“Providing formative feedback on open-ended lab write-ups that include statistical analyses and graphical presentation of data takes both substantial and expertise. Demonstrators often lack this expertise.”

“My programme and school are very constrained in terms of both academic staff (we lost staff in the cuts) and SLP funding. Assessments have to be set in a way that makes them practical to mark, give feedback, and return to students in an appropriate timeframe. Inevitably, we have ended up cutting assessments and giving less feedback, or relying on less pedagogically sound assessment techniques just because they are quick. We could do so much better/more in terms of effective assessment if we were properly staffed. Even if we have SLP, and we have tutors available (also a challenge), we have to pay them a pittance and assign them unrealistic "minutes to mark" each assignment in order to make it work. There is a longstanding discrepancy between what we and Massey pay our tutors, and anyone who works for both institutions almost always ends up leaving us for them because of how poor the pay is. Finally, we are using precious and very expensive academic staff time on tutoring and other non-lecturing activity, which could be used for something else. For the last couple of years, I have kept a list of the research opportunities that I have declined due to teaching workload. At present, it includes eighteen declined invitations. All of that is research productivity, networking, and opportunities to build relationships with international colleagues, funders, and students that simply has not happened.”

“In an ideal world, I would love to deliver this course in a workshop-style format that better integrates hands-on activities and collaborative learning, especially given the practical and applied nature of project management. However, I currently teach a course with approximately 300 students, and I'm required to divide them into groups of 25 for tutorials—resulting in 12 tutorial sessions. Due to limited availability, we only have three computer labs available, so I must run tutorials four times a week to accommodate everyone. Additionally, even during lectures, I face capacity issues. Around half of my students are seated in a different lecture theatre, watching and listening to me via video link, which significantly impacts engagement and interaction. I wish I had access to a flexible workshop-style space that could be used for both lectures and tutorials, allowing all students to be in the same space for a more cohesive learning experience.”

“I am unable to ask students to do close readings or other challenging work the answers to which close reading in the marking: work must be assessed quickly (and all too often superficially); there is too little time (viz. too little marking money) to support serious annotation.”

“Our first-year courses focus on fundamental skills and analytical reading and academic writing. Done properly, these skills require extensive one-on-one (or small group) support with staff working closely with students. Tutorials are an adequate space for developing some of these skills within the constraints we operate under, but are not ideal in terms of the contact they provide for students”

“Offer more contact time for the students in labs. Ideally I'd run six two-hour streams rather than five one-hour streams, and I'd turn up to 30-60 minutes of each stream but otherwise have tutors available and trained to run them for the remaining time.”



## Appendix 2: Recommended principles for allocation of support

I have roughly organised these recommendations thematically.

### *Which courses should be prioritised?*

“The principle is usually the larger the course the more support it gets. It is practical and I don't see how we could change that. I don't have any other alternative that doesn't sound flawed, so “the more money coming in from that course, the more support it gets””

“Financial reality has to be a primary factor, as does staff well-being. In the current environment, it's hard to argue against courses that bring in the biggest financial surpluses being highest priority for support.”

“I'd prioritise first year, large undergraduate courses. However, my 300-level course has in excess of 100 enrolments every year, and is also tackles many sensitive subjects, so tutorials are an important component of pastoral care. Tutors are the face of the university for many students and its so important to develop them. It's hard to find tutors who want to stay on due to the nature of contract to contract work. I have asked many, many times over the years (including when I was a tutor) to be able to offer a 9 month tutoring contract for continuity of employment... this helps them to remain in stable employment, and also helps to avoid having tutors 'fall over' and not complete marking etc which then often falls to the course coordinator in a mad rush.”

“Student numbers is a big factor, obviously. Then curriculum - some activities may be labour intensive but critical to training in the particular subject. For this second reason, there is not a one-size-fits-all approach to SLP allocation and needs local decision making.”

“100 level, get the teaching/learning approach understood by the students, what there role is in collaborative learning. Stop the me focus and leader goop and get with the we.”

“foundational courses take time. 100 level courses should have additional support for tutors and workshops so that tutors have the time to not only cover course content but the basics of how-to-university .... what is a reading, how do you read it, what is the library, how to get books out, who are my classmates, how do cohorts and community form? all this takes time.”

“In my subject, we have always tried to full tutorial support at 100-level. Increasingly this is not possible, as constraints on the SLP budget do not fully cover the cost of tutorial support and marking.”

“100-level for the reasons given below. We generally run fewer tutorials at advanced-level courses (5-6 per course) and have had some success looking at alternatives, but I think tutorials serve particular functions for first-year students that are important as they adapt to university.”

“Size of the course. As is it now, the hours of SLP should depend on the size of the course. First and second year courses should also have a little SLP boost over 3+year courses.”

“For students taking [XXXX] courses, the labs are a fundamental part of their learning. These and similar courses should take priority. SLP workshops/tutorials are useful, but poorly attended. My previous UK based institution did not run weekly SLP led workshops. Support needs to be fair across the university, but the nature of some courses require more support (budget) than others. Similarly across the year groups, 100-level students require more support than later years, and to increase retention and progression, the support needs to in place.”

“The lower the level, the more support. Tutorials are special and not replicable and really important to get people off their screens and spending time with other humans. I would prioritize support to pay other staff to facilitate real-time, active learning, ideally once a week.”

“100-level is where there is the most need to learn the fundamental aspects. An investment at this stage reaps benefits in later years.”

“As a 100 level course it's important to have students feel they are welcome and can make a contribution to staff and the marae. Student engagement outside of the classroom takes time with professional and academic staff. The stronger the connection with the student leads to better communication, clarity, support etc”

“This kind of support should be targeted toward first-year courses and/or identified cohorts where extensive individual contact and support are most beneficial for helping students develop fundamental skills and learning habits.”

“I would prioritise the academic learning at 100 level, since students need to be prepared well for their higher-level courses. Then, I would focus on more advanced courses, since they would contribute the most to students' experience and knowledge before graduating and working in their professions.”

“Class size, whether the course is optional to a degree or required, level (which takes into account complexity, as well as whether this course qualifies them into entering another programme), how much teaching workload are the CCs and lecturers expected to contribute (SLP should not be buying out time that the lecturers were supposed to spend teaching in the course per their contract). Depending on these factors each course might have a different reason for needing more support, but if I had to choose I would prioritise based on whether the course is required to the degree or has a milestone assessment that students need to be trained for.”

“Decisions about the nature and extent of non-lecture teaching support should be guided by the following principles: Equity of Learning Experience: All students should have access to the same quality of engagement regardless of class size or delivery mode (in-person, overflow room, or online). Pedagogical Fit: Support should align with the learning outcomes and pedagogical needs of the course. For example, practice-based or applied courses require more interactive and hands-on support such as workshops or labs. Student Engagement and Feedback: Where students demonstrate a need for more contact time, feedback opportunities, or direct guidance, resources should be scaled accordingly. Class Size and Complexity: Larger courses (especially 200+ students) or those involving complex coordination of assignments, software, or group work should be prioritized for enhanced support. Tutor Workload and Capability: The availability and training of tutors or demonstrators also play a key role. Well-supported tutors can bridge the gap between lectures and student understanding. If I had to prioritize which courses to support: Courses with high applied components (e.g., labs, simulations, software-based work) where students can't succeed without hands-on practice. Courses with evidence of student disengagement or poor performance trends, where added non-lecture support could directly improve outcomes.”

“I think it is particularly important to support larger courses, but all courses should receive support.”

“Providing all students with the support they need to learn and succeed should be the main principle. Recent cuts have affected students that need support the most. This is especially problematic in third

year and/or interdisciplinary courses, in which some students are further ahead than others in terms of knowledge and skills needed to do well.”

“Particular courses shouldn’t be prioritised, they all need more support. Those with more SLP funding offer more, better support and students manage. That should be our aim.”

“Is it necessary or desirable? Given that no 300 level course in the subject I teach is mandatory for a major I can see no basis for prioritizing. Having said that I do think one of the courses should be mandatory and its not the one I teach.”

#### *Staff workload*

“Fairness in consideration for workload of staff, providing support for students in FHSS to learn tools and software in taught class time.”

“I teach in [XXXX] and we have more contact hours (4 or 5 a week) than many other courses in [XXXX]”

“Workload for the lecturer (even if it means reducing non-lecture contact hours). Perhaps running larger tutorial groups to reduce the multiplication of streams? I think language courses require that tutorial space more, but since we have basically no tutorial support, it has been extremely hard for me to run those the way they should be.”

“I believe it is beneficial for lecturers/course coordinator to teach one tutorial session but any extra sessions are a waste of our time that we can be more useful doing such as research. Same as for marking.”

“Student to teaching support ratios”

#### *Things that would be desirable to offer (more)*

“I would love to provide each student with some kind of human contact they could discuss the course content with, on a weekly basis, in an environment of open discussion.”

“Experiential learning should be a high priority for our university - this includes labs and field courses. These are what differentiate us from online learning platforms, LLMs, etc. These also require greater resourcing and commitment from the university to deliver...”

“Courses where hands-on skills under the influence of a tutor are valuable (research methods). Courses where discussion cannot happen well in large courses.”

“More resources to help facilitate online learning and ingroup discussions would be helpful. As I don't have any tutors attached to my course, I am restricted in what assistance I can give outside of the lecture times.”

“What will maximise student engagement.”

#### *Disciplinary conventions*

“1. Disciplinary requirements/expectations 2. Integrity of assessment”

“Appropriateness of non-lecture learning as part of the discipline (i.e. is non-lecture learning the best/one of the best ways to achieve good learning outcomes)? In my discipline, I would say that non-lecture learning is essential. The new workload model should give some sense of how many students a principal pathway academic should be marking across a year. Once that threshold is reached, SLP

should automatically kick in. If we have to make compromises, I think first-year courses should be the priority - they're the spaces where people need to work in smaller groups with more intensive feedback, input, and relationship-building."

*Who should teach non-lecture hours?*

"Students learn well from students a few years ahead of them who have just been through the same learning experience. I think all courses should have senior UG and junior PG tutors."

"Tutorials are best conducted by post-graduates and in small (ten students max) groups, though in New Zealand there is always the shyness issue. Tutorials larger than that become too much like a class, even if the tutor breaks the group down into smaller groups."

"I think it is important for non-lecturing staff to be qualified and well supported and temporary because longer term positions should be tenured. Non-lecturing teaching should also be carried out by tenured lecturers where it isn't folded into the lectures as seminar-style teaching."

"If I could clone myself and didn't have other things to do, I'd probably do more tutorial teaching and less lecturing but that is not possible. The nature of the course makes it hard to get really qualified tutors. Most of our PhD students especially those from overseas aren't suitable because the course has a strong NZ component."

*Non-thematic responses*

"Budget increase", "Courses with a large international cohort."



## New programme cover sheet

<b>Proposal name</b>	Introduction of a new Master of Global Studies with nested PGDip and PGCert	
<b>Proposer</b>	Professor Sally Hill	
<b>Faculty</b>	Humanities and Social Sciences	
<b>Summary</b>	Introduction of a new Master of Global Studies with nested PGDip and PGCert; associated amendments to postgraduate qualifications	
<b>Proposal year</b>	2025	
<b>Start year</b>	2026	
<b>Reference</b>	MGS/1	
<b>CONSULTATION</b>	<b>Person consulted</b>	<b>Summary and reference</b>
Academic Office	Linda Roberts	Initial feedback on earlier draft incorporated, further feedback sought
Associate Dean	Xavier Marquez	Feedback incorporated
CAD	Irina Elgort	Feedback incorporated
Course Admin.	Teresa Schischka	Initial feedback on earlier draft incorporated, further feedback sought
Faculty Admin.	Noeleen Williamson	Feedback incorporated
Library	Justin Cargill	No issues identified
Marketing	Nigel Riley	Feedback on earlier draft incorporated
PAMI	Chris Clowes	No issues identified
Office of the Assistant Vice-Chancellor—Pasifika	Luamanuvao Dame Winnie Laban, Fabie Filo (Acting AVC Pasifika)	Luamanuvao Dame Winnie Laban supportive in early development of programme; Fabie Filo consulted via email post-Fa.
Toi huarewa	Meegan Hall	Feedback incorporated
School Admin.	Lisa Lowe	Feedback incorporated
Future Students	Cathy Powley	Feedback on earlier draft incorporated
Student Finance	Paige Jarman	Feedback received
Student Learning	Louise Falepau	No issues identified
Students	PGSA/Ngai Tauira VUWSA	Feedback incorporated Feedback incorporated
Vic. International	Sam Mackay	Feedback incorporated; supportive of the proposal

Work Integrated Learning – Careers and Employment	Alice Hodder	Feedback incorporated	
Other Faculties	Associate Deans (Academic) of all Faculties	Feedback incorporated	
Faculty of Science and Engineering Faculty Board	8.8.2025 for discussion of inclusion of GEOG 402 and implications for MDevStud	Feedback incorporated (AIML 430 added to electives; collaboration with FOSE colleagues noted)	
Faculty of Graduate Research	Dean of FGR Neil Dodgson; Deputy Manager FGR Rachel Hjert	Feedback received and incorporated during APC review period	
Possible employers/ Professional/ employer groups	See section A4 Acceptability and Consultation		
APPROVAL	Authority	Date	Recorded by
Concept proposal	Te Hiwa	04/03/2025	Heather Day
Head of School	Nicola Gilmour	10/02/2025	Catherine Townsend
Fac. Acad. Cttee.	Xavier Marquez	13/02/2025	Catherine Townsend
Faculty Board (FHSS)	Averil Coxhead	27/02/2025 31/07/2025	Catherine Townsend Catherine Townsend
Acad. Prog. Committee	Robyn Longhurst	02/09/2025	Heather Day
Te Hiwa*	Nic Smith	14/10/2025	Heather Day
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.*

GLBLp



## New programme

<b>Proposal name</b>	Introduction of Master of Global Studies
<b>Faculty</b>	Humanities and Social Sciences
<b>CUAP Category</b>	6.1.1 the introduction of a new academic qualification

## Section A

### A1 Purpose

- To introduce a new Master of Global Studies (MGS, 180 points) with a nested Postgraduate Diploma (PGDipGS, 120 pts) and Postgraduate Certificate (PGCertGS, 60 pts).
- To introduce a new course code (ICAT – Intercultural Communication and Applied Translation) and replace the following existing course codes:  
Delete FHSS 410 and replace with ICAT 402  
Delete FHSS 402 and replace with ICAT 404  
Delete LANG 401, 403, 501, 502, 503, 504 and replace with ICAT 401, 403, 501, 502, 503, 504
  - To make associated amendments to the schedules and/or regulations/requirements for the Master of Intercultural Communication and Applied Translation, Bachelor of Arts (Honours), Postgraduate Diploma in Arts, Master of Communication and Master of Development Studies.
- To introduce the following new courses:  
GLBL 401 Concepts and Challenges in Global Studies (15 points)  
GEOG 402 Transdisciplinary Thinking for Impact (15 points)  
GLBL 402 Directed Individual Study (15 pts)  
GLBL 403 Directed Individual Study (30 pts)  
GLBL 501 Capstone Global Studies in Practice Project (30 points)  
GLBL 502 Global Impact Internship (30 points)  
GLBL 503 Global Studies Research Project (30 points)  
GLBL 593 Global Studies Dissertation (60 pts)  
GLBL 595 Global Studies Thesis (90 pts)  
GLBL 506 Directed Individual Study (15 pts)  
GLBL 507 Directed Individual Study (30 pts)  
GLBL 508 Special Topic (30 pts)
- To change the prerequisites for multiple courses, as listed in A10

### A2 Justification

#### Executive summary justification statement for external audience

- The new qualifications build on the existing Bachelor of Global Studies (BGS) to offer a suite of transdisciplinary postgraduate qualifications that provide further postgraduate pathways for BGS graduates, as well as for other students with appropriate multidisciplinary and

intercultural backgrounds and interests. They will enable students to gain a comprehensive transdisciplinary understanding of key global issues through an intercultural lens and to analyse their manifestations across various regional and local contexts, including Aotearoa New Zealand.

- The qualifications emphasise **career development and work-integrated learning**, equipping graduates for ethical and effective leadership for impact in multidisciplinary and intercultural contexts, while also providing a robust research pathway for those pursuing doctoral study.
  - The qualifications offer a **flexible framework that allows students to tailor their studies to their interests and career aspirations across diverse fields** and industries, with opportunities to personalise their learning through core courses, elective offerings at 400- and 500-level, and options for research, internships, and capstone projects.
  - The qualifications are **benchmarked with existing Global Studies programmes nationally and internationally, and offer a distinctive range of options for students**, drawing on Te Herenga Waka—Victoria University of Wellington’s position as a capital city university with strong links to relevant institutions and organisations and extensive global, intercultural and interdisciplinary teaching and research expertise.
  - In particular, the programme’s distinctive focus on effective and ethical collaboration across disciplines and cultures prepares graduates to engage meaningfully across different contexts as **responsible global citizens**, equipping them for various careers that require global competence, collaboration and understanding, while fostering critical and creative thinking to develop innovative solutions to pressing global challenges.
2. The changes in course code respond to the introduction of the GBLB code at undergraduate level and the need to consolidate intercultural communication courses (a key pillar of Global Studies at both undergraduate and postgraduate level) under a single course code (ICAT) at postgraduate level for greater simplicity and clarity for students.
  3. The combination of new core and elective courses introduced allows for coverage of the required content for the proposed qualifications and takes advantage of shared expertise across Faculties.
  4. The change to prerequisites will allow MGS students to enrol in these courses.



### **Justification statement for internal audience**

Global Studies is an expanding field both internationally and at this university. With the first Bachelor of Global Studies (BGS) cohort completing this year, it is the ideal time to establish a dedicated pathway for postgraduate studies in the field (as envisaged in the original BGS planning). This pathway will enable students to further explore interconnected themes that emerge from the BGS minors (Area and Cultural Studies; Cultures and Identities; Environment and Sustainability; Ethical Leadership and Intercultural Communication; Global Health and Wellbeing; Globalisation, Movement and Change; Human Rights, Justice and Peace; World Affairs and Organisations), while deepening their skills in critical thinking, intercultural communication, problem-solving, collaboration, and ethical reflection and making the most of our capital city connections to enhance their career prospects and ability to create value for local and global communities. Strategy and Planning analysis indicates that undergraduate qualifications that have a clear postgraduate pathway grow market share, while those without one either do not grow market share or risk losing it.

The MGS, PGDipGS and PGCertGS will foster the critical and professional skills necessary for leading positive change and pursuing globally connected careers, aligning with Te Herenga Waka—Victoria University of Wellington’s mission of drawing on our whakapapa, knowledge and place to shape a better future together. The proposed qualifications respond to the University’s strategic priorities of connecting ideas across academic disciplines to address pressing challenges and opportunities, enhancing collaboration across faculties and with external partners to advance shared kaupapa, and encouraging scrutiny and evidence-based analysis of current challenges, conflicts and opportunities through respectful and informed discussion and debate.

The MGS is designed to complement existing taught postgraduate programmes at Victoria rather than compete with them. These programmes focus on areas such as development studies, environmental sustainability, global business and trade, health, international relations, linguistics, migration studies, Indigenous studies, Pacific studies, public policy, social and cultural studies, strategic studies, translation studies and more. In contrast the MGS offers a broad, transdisciplinary, intercultural and globally-focused framework that incorporates a variety of approaches and global themes through electives and opportunities for co-delivery and collaborative research from across these disciplines, as well as with other transdisciplinary programmes with a focus on interscalar issues, such as Development Studies. It aims to equip the growing number of students seeking a transdisciplinary skillset—rather than a single-subject specialisation—with a broad-based, integrative understanding of cultural, social, political and economic global dynamics, emphasising intercultural communication, global competence, diplomacy and ethical global leadership. Victoria’s extensive expertise in numerous relevant fields is significant advantage, allowing MGS students to choose from a wide range of electives tailored to their interests. The variety of electives, along with opportunities for co-design and delivery of core courses and research supervisions, will foster growth and EFTS-sharing possibilities for several programmes with currently lower numbers, as well as in other areas with capacity for expansion. This will enable effective and innovative collaboration across schools and faculties to enhance our curriculum and maximise students’ access to relevant transdisciplinary expertise.

Strategy and Planning analysis indicates demand for postgraduate qualifications in this area and current BGS students have expressed interest in the proposed suite of qualifications. Undergraduate EFTS in Global Studies continue to grow both here and across the country. Global Studies is now offered at undergraduate level at four New Zealand universities, but Auckland is currently the only one offering a Master of Global Studies. In 2024, Auckland had 58 students

enrolled in their Master of Global Studies. Analysis also shows the BGS has a high retention rate, which also augurs well for enrolments in the MGS.

Our Global Studies programme's emphasis on the two pillars of interdisciplinary and intercultural collaboration to build global competence, and its focus on ethical leadership in areas such as diplomacy, government and NGOs, make the MGS, PGDipGS and PGCertGS here distinctive and attractive. Victoria's iho and capital city location are already enabling close partnerships and WIL opportunities with Wellington-based organisations in the BGS, providing our students with unique opportunities to engage with organisations and institutions with local relevance and a global focus. Building on these established relationships, the proposed qualifications will be distinctive and attractive in their inclusion of WIL opportunities for all MGS students through the required capstone course and optional internships. The proposed qualifications will allow us to retain our own BGS cohort and attract students from elsewhere to make the most of Victoria's unique advantages in this area, building on the work done in the BGS to bring together Global Studies expertise across the University.

### **A3 Qualification**

The proposal for the MGS meets the CUAP definition of a master's degree in that it builds on a three-year bachelor's degree attained at a sufficient level (a B average grade in 60 points at 300-level in the relevant coursework) and requires 180 points of study, consisting of 140 points at Level 8 (400-level) or Level 9 (500-level) and at least 40 points at Level 9 (500-level). The proposed PGDipGS consists of 120 points at Level 8 and the proposed PGCertGS consists of 60 points at Level 8.

### **A4 Acceptability of the programme and consultation**

Global Studies is a growing field with a variety of new degrees and programmes in Aotearoa New Zealand and overseas. The proposed degree responds to this growing demand and complements existing Global and International Studies programmes. The Faculty of Humanities and Social Sciences has prepared this proposal in consultation with other Faculties and units across the University. The degree offers a distinctive structure and a deep connection to THW—VUW's tūrangawaewae and globally-connected capital city location.

Stakeholders and contacts in government agencies and departments, the Wellington diplomatic community, Wellington City Council and local, national and international organisations and NGOs have been asked to provide feedback on the proposed programme. Feedback from potential employers in the public and private sectors indicates that this degree meets many of their needs. Current students have also indicated support for the proposal, as has VUWSA.

### **Transitional arrangements**

Students currently enrolled in a relevant postgraduate programme who wish to transfer to the Master of Global Studies will be permitted to count towards the degree any courses already taken that meet the requirements of the Master of Global Studies. Students will be advised on a case-by-case basis by the Titoko Student Success team.

### **A5 Te Tiriti o Waitangi**

We acknowledge and embrace the principles and intrinsic values of Te Tiriti o Waitangi throughout these qualifications, which are grounded in the University's iho and distinctiveness and defined by our tūrangawaewae. Awareness of the importance of Indigenous perspectives on global challenges

is woven through the core of the qualifications and evident in a range of elective courses. The proposed core courses will actively seek to progress the strategic outcomes we are called to achieve by the University's Mai i te Iho ki te Pae Māori Strategic Outcomes Framework, particularly by engaging with mātauranga Māori and providing Māori and Indigenous case studies, examples and perspectives where possible, as well as opportunities for comparative work that engages with Māori knowledge and worldviews, connecting these to Indigenous perspectives on global issues.

GLBL 401 and GEOG 402 both emphasise plural knowledge systems and the importance of mātauranga Māori and other interdisciplinary Indigenous perspectives within global contexts. All students must also take ICAT 403 to develop advanced critical intercultural skills essential for graduates working in or from Aotearoa, as well as in globally focussed careers in multicultural contexts. This intercultural focus requires students to engage in sophisticated self-reflection on their own cultural positioning while developing deep understanding of diverse worldviews. This also provides an opportunity for staff to work consciously and actively to create a classroom environment where Māori students can "feel comfortable and confident in their identity and achievements at the University" (Mai i te Iho ki te Pae, p. 10), while all students develop the cultural competencies necessary for their future professional practice. The value placed on intercultural communication and diverse interdisciplinary perspectives also provides structured opportunities to engage students in actively challenging monocultural approaches in both local and global contexts. Many of the courses included in the degree offer opportunities for students to engage with Māori scholarship that connects Aotearoa with Asia, the Pacific and broader international networks, recognising and promoting Indigenous intellectual traditions within global academic discourse (Mai i te Iho ki te Pae, p. 10), as well as the option to select courses in Māori Studies.

The proposed qualifications' requirement for applied, collaborative research with external partners in GLBL 501 also offers opportunities for Māori students to connect with Māori organisations and communities engaged in global issues or locally-grounded work with global resonance. This helps towards the outcome of "[s]upporting, recognising, and/or providing opportunities to connect Māori students to Māori communities as part of their civic engagement [to promote] whanaungatanga while also enhancing their learning outcomes" (Mai i te Iho ki te Pae, p. 6). Ongoing consultation is envisaged to ensure these connections are meaningful, reciprocal and aligned with Māori aspirations while contributing to students' advanced research and professional development. The other research courses will also offer opportunities for interdisciplinary research that engages with te ao Māori and mātauranga Māori.

## **A6 Goals of the Programme**

The qualifications will equip graduates with the transdisciplinary knowledge, communication and critical thinking skills necessary to make a significant contribution to addressing complex global challenges as informed, interculturally competent global citizens. Students who complete the MGS and PGDipGS will be equipped to carry out advanced research on a range of contemporary global issues, with a focus on the practical applications of that research. The qualifications offer students the flexibility to create a personalised academic path, or a more applied path, allowing them to focus on their individual interests within a structured framework and equipping them to succeed in a variety of different fields.

## **A7 Outcome statements**

### **Graduate profile (qualification)**

Graduates will have the transdisciplinary knowledge and critical thinking skills to analyse global issues. They will demonstrate intercultural and global competence, ethical leadership, and problem-solving abilities to create and communicate innovative solutions for global challenges. Their communication and collaboration skills will prepare them for advocacy and leadership in diverse, multidisciplinary and multicultural contexts, informed by awareness of diverse knowledge systems, including Māori and other Indigenous perspectives. They will be equipped for work in a range of sectors, including private sector entities with a global focus, the diplomatic service, government, international organisations, global policy think tanks, NGOs, and academia, enabling them to make meaningful contributions to global society. MGS graduates who complete the degree with a thesis or dissertation and meet the required academic standing of at least a B+ average will also be well-equipped to apply for doctoral programmes.

### **Content**

Two 15-point and one 30-point compulsory core courses emphasising the transdisciplinary and intercultural competencies essential to Global Studies. These are augmented by a range of electives tailored to students' interests and aspirations. For MGS students, these are complemented by a further compulsory work-integrated learning capstone research project emphasising practical, hands-on experience and either an additional internship/placement, further electives (including an option for a 30pt research paper), or a 60pt dissertation or 90pt thesis.

### **Entry requirements**

A Bachelor of Global Studies with an average grade of at least B in 60 points at 300-level, or a bachelor's degree with at least a B average in 60 points of relevant 300-level courses.

### **Assessment**

Assessment consists of written assignments, oral seminar presentations, online and digital projects and reflections, internships, project reports, and research papers or dissertations.

**A8 Graduate profile****Scholarly attributes developed through the formal curriculum**

Scholarly attribute for the qualification / subject	Discipline knowledge	Critical & Creative Thinking	Communication	Intellectual autonomy	Intellectual integrity
<b>PGCertGS, PGDipGS, MGS</b>					
Have an advanced understanding of transdisciplinary approaches to pressing global issues, including theoretical aspects of Global Studies	✓				
Be able to critically engage with ethical dilemmas and apply ethical frameworks to decision-making		✓			✓
Have a nuanced understanding of the interconnectedness of global systems and the impact of local actions on global outcomes, including an awareness of te ao Māori and other Indigenous perspectives	✓				✓
Be able to debate current global challenges, conflicts and opportunities in a constructive, sophisticated, informed and respectful manner	✓	✓	✓	✓	✓
Employ written and oral communication skills to convey complex ideas and research findings effectively to diverse audiences, including policymakers, academics and community stakeholders			✓		
Engage in thoughtful, ethical reflection on addressing global challenges, including considerations of equity, justice, and sustainability		✓		✓	✓
<b>PGDipGS and MGS</b>					
Be able to work effectively in different professional and cultural contexts, in both team and leadership roles, demonstrating the practical and professional skills necessary to address global issues			✓	✓	✓
Demonstrate enhanced critical thinking skills to analyse and evaluate various theoretical frameworks and their applications to real-world global challenges	✓	✓			

<b>MGS</b>					
Be able to plan, organise, and engage in original and independent research through new and creative investigations of key issues in Global Studies (MGS)	✓	✓		✓	✓
Maintain and promote intellectual integrity and ethical practices during the production of Global Studies research, including demonstrating awareness of obligations under Te Tiriti o Waitangi and of diverse cultural perspectives			✓		✓
Employ problem-solving skills in innovative and practical ways to propose and advocate for new solutions that meet the needs of stakeholders such as international and governmental institutions, non-governmental organisations, and private sector entities (MGS)	✓	✓			

**Personal qualities**

Personal quality for the qualification / subject	International perspective	Engagement	Independence & collaboration	Goal-setting
Intercultural competence and a deep awareness of cultural diversity and the ability to engage respectfully and effectively with different cultures, including an awareness of Māori and other Indigenous perspectives and knowledge systems	✓	✓		
A strong sense of global citizenship and an awareness of the global dimensions of issues and professional practices	✓	✓		
The confidence to respond positively and flexibly to change and to challenge			✓	✓
An ability to apply transdisciplinary methodologies and practices to solve problems in a way that recognises and addresses the relationship between local and global challenges	✓			
A capacity to initiate and put into effect constructive change in local and global communities, including workplaces and professional communities	✓	✓		✓
A willingness to accept social and civic obligations, and an ability to make informed and responsible contributions to public debate that reflect the interconnections between local and global perspectives	✓	✓		
A capacity to work within a team, including sharing ideas and information, taking responsibility, understanding difference, showing respect for the strengths and contributions of others and negotiating solutions to differences of view		✓	✓	✓
An ability to reflect on, appreciate and demonstrate effective and ethical leadership, demonstrating professional integrity and a commitment to ethical behaviour		✓	✓	✓
A commitment to reflection and self-reflection, including understanding of their own strengths and weaknesses, a recognition of the strategies for personal development that have been successful for them, and a willingness to take responsibility for their continuing personal and professional development			✓	✓

**A9 Programme overview**

The Master of Global Studies is a transdisciplinary, three-trimester 180-pt degree designed to provide both structured learning and flexibility for students to tailor their studies to their specific interests and career goals. Students may take the degree over three consecutive trimesters (i.e. in a single 12-month period) or in T1 and 2 of one year and T1 of the following year. The PGDipGS (GLBL 401, GEOG 402 + 90 elective points) and PGCertGS (GLBL 401, GEOG 402 + 30 elective points) are nested within the MGS, providing flexible entry and exit points for the programme.

The Master of Global Studies consists of:

**Core and career development courses – 90 points**

- GLBL 401 Concepts and Challenges in Global Studies (new, 15 points) T1
- GEOG 402 Transdisciplinary Thinking for Impact (new, 15 points) T1
- ICAT 403 Intercultural Communication in Professional Practice (30 points) T2
- GLBL 501 Capstone Global Studies in Practice Project (new, 30 points) T3 or T1 of following year

**Work integrated learning/research options/electives (90 pts; must include at least 10 points at 500-level)**

- GLBL 502 Global Impact Internship (new, 30 points) T3 or T1 of following year
- GLBL 503 Global Studies Research Project (new, 30 pts) T2, T3 or T1 of following year *or* (with permission of the MGS Director)
- GLBL 593 Global Studies Dissertation (new, 60 pts) T2 and T3/T3 *or* (with permission of the MGS Director)
- GLBL 595 Global Studies Thesis (new 90 pts) G (Full year)
- ICAT 502 Intercultural Communication/Applied Translation Placement (30 pts) T3
- ICAT 503 MICAT project (30 pts) T3
- GLBL 402, 403, 596, 507 Directed Individual Study Courses (T1, T2, T3)
- Courses from the list of electives in the table on the following page, or (with permission of the MGS Director and the relevant Programme Director) from any relevant postgraduate course at the university. Students will work with the MGS director to shape a personalised course of study, building on their interests and strengths.

**MGS pathways** (required core courses in bold)

Tri	Internship or 30 pt research project pathway	Dissertation pathway**		Thesis pathway**	
1	<b>GLBL 401 (15 pts)</b> <b>GEOG 402 (15 pts)</b> Interdisciplinary electives (30 pts)	<b>GLBL 401 (15 pts)</b> <b>GEOG 402 (15 pts)</b> Interdisciplinary electives (30 pts)		<b>GLBL 401 (15 pts)</b> <b>GEOG 402 (15 pts)</b>	GLBL 595 Thesis
2	<b>ICAT 403 (30 pts)</b> Interdisciplinary electives (30 pts)	<b>ICAT 403 (30 pts)</b>	GLBL 593 Dissertation	<b>ICAT 403 (30 pts)</b>	
3*	<b>GLBL 501 Capstone (30 pts)</b> GLBL 502 internship or 503 research project (30 pts)	<b>GLBL 501 Capstone (30 pts)</b>		<b>GLBL 501 Capstone (30 pts)</b>	

\*Students may also opt to extend their programme into T1 of the following year or start the programme in T3.

\*\*Requires permission of programme director



New or existing	Usual or intended trimester	Course code, number and title	Point value	TEC Funding category	SAC Course classification
New	T1	GLBL 401 Concepts and Challenges in Global Studies	15	A3	03
New	T1	GEOG 402 Transdisciplinary Thinking for Impact	15	V3	18
New	T3	GLBL 402 Directed Individual Study	15	A3	18
New	T3	GLBL 403 Directed Individual Study	30	A3	18
Existing (Recoded)	T1	ICAT 401 Advanced Language Study for Translating and Interpreting	30	A3	03
Existing (Recoded)	T1	ICAT 501 Language Learning for Intercultural Competence in the Workplace	30	A3	03
New	T3 or T1	GLBL 502 Global Impact Internship	30	A3	03
New	T3 or T1	GLBL 503 Global Studies Research Project	30	A3	03
New	T2 and T3, or T3	GLBL 593 Global Studies Dissertation	60	A3	03
New	G	GLBL 595 Global Studies Thesis	90	A3	03
Existing (Recoded)	T3	ICAT 502 Intercultural Communication/Applied Translation Placement	30	A3	03
Existing (Recoded)	T3	ICAT 503 MICAT project	30	A3	03
<b>Electives</b>					
Existing	T2	<a href="#">AIML 430 Applications and Implications of Artificial Intelligence</a>	15	B3	06
Existing	T2	<a href="#">ANTH 401</a> Culture and Ethnography	30	A3	03
Existing	T2	<a href="#">CCSP 403</a> International Climate Change Policy	15	A3	03
Existing	T1	<a href="#">CCSP402</a> Climate Change Impacts and Adaptation	15	H3	01
Existing	T3	<a href="#">COMS 401</a> Communication for Social Change	30	A3	03
Existing	T1	<a href="#">CRIM 401</a> Organised Crime	30	A3	03
Existing	T2	<a href="#">CRIM 423</a> Liberties, Rights and Justice	30	A3	03
Existing	T2	DEVE 516 Development Research Approaches for Just and Regenerative Futures	30	V3	18
Existing	T3	<a href="#">DEVE 517 Community Engagement and Social Action</a>	30	V3	18
Existing	T2	EDUC 438 Education for the Indigenous Peoples of the Pacific	30	A3	03
Existing		<a href="#">EDUC 439</a> Critical Pedagogies of Place	30	A3	03
Existing	T1	<a href="#">EDUC 440</a> Research as Praxis: Indigenous Perspectives	30	A3	03
Existing	T2	<a href="#">EDUC 525</a> Education for Pacific People	30		
Existing		EDUC 539 Critical Pedagogies of Place			

New or existing	Usual or intended trimester	Course code, number and title	Point value	TEC Funding category	SAC Course classification
Existing	T3	<a href="#">ENVI 525</a> Māori Environmental and Resource Management	15	H3	01
Existing	T1	<a href="#">ENVI 526</a> Political Ecology of Conservation	15	H3	01
Existing	T2	<a href="#">ENVI 528</a> Climate Justice Now	15	V3	18
Existing (recoded)	T2	<a href="#">FHSS 402</a> <a href="#">ICAT 404</a> Translating in Aotearoa New Zealand: Theory and Practice	30	A3	03
Existing (recoded)	T1	<a href="#">FHSS 410</a> <a href="#">ICAT 402</a> Global Cultures in Context	30	A3	03
Existing	T3	<a href="#">GBUS 511</a> Global Business Environment	15		
Existing	T3	<a href="#">GBUS 513</a> Strategic Marketing	15		
Existing	T2	<a href="#">GBUS 541</a> Global Strategy	15		
Existing	T2	<a href="#">GBUS 542</a> Managing Across Cultures	30	J3	04
Existing	T1	<a href="#">GEOG 411</a> Special Topic: Geographies of Globalisation and Migration	15	V3	18
Existing	T2	<a href="#">GEOG 417</a> Healthy Cities	15	V3	18
Existing	T1	<a href="#">GEOG 418</a> Refugee Spaces: Emotional Geographies of Forced Migration	15	V3	18
Existing	T1	<a href="#">GEOG 511</a> Socio-Spatial thinking for Human Geography	30	V3	18
Existing	T1+2	<a href="#">HIST 423</a> A Topic in Historiography and Historical Method 2	30	A3	03
Existing	T1+2	HIST 430 Maori Literature in History/Ngā Kōrero o Neherā	30	A3	03
Existing	T1+2	HIST 431 Class in History	30	A3	03
Existing	T1+2	HIST 448 National Awakening in Eastern Europe	30	A3	03
Existing	T2	<a href="#">HLTH 524</a> Health Leadership and Management	30		
Existing	T3	<a href="#">HLTH 525</a> Diversity in Health Care	30		
Existing	T1	<a href="#">HLTH 528</a> Evaluation for Health	30		
Existing	T3	<a href="#">HLTH 541</a> Advanced Health Leadership and Management	15		
Existing	T1	<a href="#">HLWB 501</a> Health Policy and Planning	30	J3	04
Existing	T1	<a href="#">HLWB 520</a> Pae Ora - Māori Health and Wellbeing	15	A3	03
Existing	T2	<a href="#">HLWB 521</a> Pacific Community Health and Wellbeing	15	A3	03
Existing	T1	<a href="#">HLWB 525</a> Health Promotion Theory and Practice	15	A3	03
Existing	T1	<a href="#">HPSY 501</a> Health Psychology: Health and Wellbeing in Context	15	V3	18

New or existing	Usual or intended trimester	Course code, number and title	Point value	TEC Funding category	SAC Course classification
Existing	T2	<a href="#">HPSY 502</a> Health Psychology: Illness, Disease and Support	15	V3	18
Existing	T2	<a href="#">INTP 446</a> War and its Aftermath	30	A3	03
Existing	T2	<a href="#">INTP 448</a> Identity and World Politics	30	A3	03
Existing	T1	<a href="#">ITRA 501</a> Multidisciplinary Approaches to International Trade	30	J3	04
Existing	T1	<a href="#">LALS 542</a> Interaction and Identity in Language Learning	15	A3	03
Existing (recoded)	T1	<a href="#">LANG 401</a> <a href="#">ICAT 401</a> Advanced Language Study for Translating and Interpreting	30	A3	03
Existing (recoded)	T1	<a href="#">LANG 501</a> <a href="#">ICAT 501</a> Language Learning for Intercultural Competence in the Workplace	30		
Existing	T1	<a href="#">MAOR 408</a> Tā Te Māori Rangahau/Methodology of Māori Research	30	W3	42
Existing	T2	<a href="#">MAOR 411</a> Te Ao Hurihuri/Issues in contemporary Māori Society	30	W3	42
Existing	Block	<a href="#">MAOR 501</a> Aro Taketake/Indigenous Theories	30	W3	42
Existing	T2	<a href="#">MDIA 409</a> Communication, Media and the Cultures of the City	30	A3	03
Existing	T1	<a href="#">PASI 401</a> Theory and Methods in Pacific Studies	30	A3	03
Existing	T1	<a href="#">PHIL 449</a> Political Philosophy / Te Aho Whakaaro o te Ariā Tōrangapū	30	A3	03
Existing	T2	<a href="#">PHPE 401</a> Philosophy, Politics and Economics	30	A3	03
Existing		<a href="#">PLAN 451</a> Planning Theory, Culture and Critique / Ariā Whakamahere, Ahurea me te Arohaehae	15	C3	02
Existing		<a href="#">PLAN 455</a> Planning Practice / Te Mahi Kaupapa Here	15	C3	02
Existing	T2	<a href="#">POLS 416</a> Borders, Migrants and States / Ngā Rohenga, Ngā Tangata heke me ngā Whenua	30	A3	03
Existing	T2	<a href="#">POLS 488</a> Approaches to Migration Studies	30	A3	03
Existing	T2	<a href="#">RELI 401</a> Belief, Behaviour, Belonging	30	A3	03
Existing	T1	<a href="#">SACS 402</a> Social and Cultural Theory	30	A3	03
Existing	T1	<a href="#">SACS 403</a> Social and Cultural Research Methods	30	A3	03
Existing	T1	<a href="#">SCIS 414</a> Science and the Arts	30	A3	03
Existing	T2	<a href="#">SOSC 419</a> Life Chances – Sociological Approaches to Inequality	30	A3	03
Existing	T3	<a href="#">STRA 515</a> New Zealand Foreign and Security Policy	30	A3	03
Existing	T2	<a href="#">STRA 538</a> Strategic Asia	30	A3	03

## **A10 Proposed regulations**

Immediately after the Bachelor of Global Studies (on p. 367 of the 2025 Calendar), **add** the following:

### **Master of Global Studies**

**MGS (180 points)**

### **Postgraduate Diploma in Global Studies**

**PGDipGS (120 points)**

### **Postgraduate Certificate in Global Studies**

**PGCertGS (60 points)**

These regulations are to be read in conjunction with the Personal Courses of Study Regulations.

## **Entry Requirements**

(a) Before enrolment, a candidate for the MGS degree shall have:

- i) completed a Bachelor's degree in a relevant subject, with a B grade average or better in at least 60 points of relevant courses at 300 level\*; and
- ii) been accepted by the MGS Programme Director as capable of completing the proposed course of study.

\* Note: relevant subjects may include but are not limited to Anthropology, Asian Studies, Communication, Development Studies, Economics, Environmental Science, Environmental Studies, Environmental Humanities, Gender Studies, Geography, Global Studies, History, Indigenous Studies, Intercultural Communication, International Relations, Law, Languages and Cultures, Linguistics, Pacific Studies, Philosophy, Political Science, Psychology, Public Policy, Religious Studies, Sociology.

(b) Requirement (a)(i) may be waived by the Associate Dean (Students) in the 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.

## **General Requirements**

- 2. The personal course of study for the MGS degree shall consist of 180 points in a coherent programme of study approved by the Programme Director.
- 3. (a) Except as provided in section 5, the course of study for the MGS degree shall consist of the following courses from the Schedule to the MGS Regulations.
  - (i) GLBL 401, GEOG 402, ICAT 403
  - (ii) GLBL 501
  - (iii) Either GLBL 593, or: one course from (GLBL 502, 503, ICAT 502, 503) and a further 30 pts from the MGS Schedule
  - (iv) 30 further pts from the MGS Schedule
- (b) With the approval of the Programme Director, courses listed in 3(a) (iii) and (iv) may be replaced by GLBL 595.

4. (a) A candidate for the MGS shall normally be enrolled for at least three trimesters, and complete the degree within three years of first enrolling. The Associate Dean may extend the maximum period in special cases.
- (b) A candidate who passes GLBL 401, GEOG 402, ICAT 403 and 60 further points of the MGS, and does not proceed to complete the degree may be awarded a Postgraduate Diploma in Global Studies (PGDipGS).
- (c) A candidate who completes GLBL 401, GEOG 402 and 30 further points of the requirements of the MGS, and does not proceed to complete the degree may be awarded a Postgraduate Certificate in Global Studies (PGCertGS).

### Substitution of Courses

5. (a) A candidate may, with the permission of the MGS Programme Director, replace up to 30 points of courses specified in section 3(a) with substitute courses chosen from courses offered at the same level or higher. (See Part 2 of the Personal Courses of Study Regulations for the general provisions concerning the substitution of courses.)
- (b) Where such substitutions are from courses offered at another university, approval from the Associate Dean must also be given.

### Award of Distinction or Merit

6. The MGS may be awarded with Distinction or Merit as described in the *Assessment Handbook*.

### Schedule to the MGS Regulations

Course	Title	Pts	Prerequisites (P), Restrictions (X)
AIML 430	Applications and Implications of Artificial Intelligence	15	P 60 300-level pts
ANTH 401	Culture and Ethnography	30	X ANTH 406 in 2018–2020
CCSP 402	Climate Change Impacts and Adaptation	15	
CCSP 403	International Climate Change Policy	15	
CRIM 401	Organised Crime	30	X CRIM 421 in 2016–2018
CRIM 423	Liberties, Rights and Justice	30	
DEVE 516	Development Research Approaches for Just and Regenerative Futures	30	X DEVE 514, ENVI 521, GEOG 512, 580
DEVE 517	Community Engagement and Social Action	30	P enrolment in the MDevStud <b>or</b> MGS or MIntTr or permission of head of school; X the pair (DEVE 512, DEVE 513)
EDUC 438	Education for the Indigenous Peoples of the Pacific	30	X EDUC 425, <a href="#">EDUC 525</a> , KURA 404, 504
EDUC 439	Critical Pedagogies of Place	30	X EDUC 539, KURA 403, 503
EDUC 440	Research as Praxis: Indigenous Perspectives	30	X EDUC 540, KURA 401, 501
EDUC 525	Education for Pacific People	30	X EDUC 438
EDUC 539	Critical Pedagogies of Place		X EDUC 439, KURA 403, 503
ENVI 525	ENVI 525 Māori Environmental and Resource Management	15	
ENVI 526	Political Ecology of Conservation	15	
ENVI 528	Climate Justice Now	15	

Course	Title	Pts	Prerequisites (P), Restrictions (X)
GBUS 542	Managing Across Cultures	15	
<b>GEOG 402</b>	<b>Transdisciplinary Thinking for Impact</b>	<b>15</b>	<b>X DEVE 515, GEOG 511</b>
GEOG 417	Healthy Cities	15	X GEOG 411 in 2022–2023
GEOG 418	Refugee Spaces: Emotional Geographies of Forced Migration	15	X GEOG 411 in 2020–2021; GEOG 416
GEOG 511	Socio-Spatial thinking for Human Geography	30	X DEVE 515, <b>GEOG 402</b>
<b>GLBL 401</b>	<b>Concepts and Challenges in Global Studies</b>	<b>15</b>	
<b>GLBL 402</b>	<b>Directed Individual Study</b>	<b>15</b>	
<b>GLBL 403</b>	<b>Directed Individual Study</b>	<b>30</b>	
<b>GLBL 501</b>	<b>Capstone Global Studies in Practice Project</b>	<b>30</b>	<b>P GBL 401, GEOG 402, permission of programme director; C ICAT 403</b>
<b>GLBL 502</b>	<b>Global Impact Internship</b>	<b>30</b>	<b>P Minimum B+ average across all MGS courses; Permission of programme director</b>
<b>GLBL 503</b>	<b>Global Studies Research Project</b>	<b>30</b>	<b>P Permission of programme director</b>
<b>GLBL 506</b>	<b>Directed Individual Study</b>	<b>15</b>	<b>P Permission of programme director</b>
<b>GLBL 507</b>	<b>Directed Individual Study</b>	<b>30</b>	<b>P Permission of programme director</b>
<b>GLBL 508</b>	<b>Special Topic</b>	<b>30</b>	<b>P Permission of programme director</b>
<b>GLBL 593</b>	<b>Global Studies Dissertation</b>	<b>60</b>	<b>P Minimum B+ average across all MGS courses; Permission of programme director</b>
<b>GLBL 595</b>	<b>Global Studies Thesis</b>	<b>90</b>	<b>P Minimum B+ average across all MGS courses; Permission of programme director</b>
HIST 423	A Topic in Historiography and Historical Method 2	30	
HIST 430	Māori Literature in History/Ngā Kōrero o Neherā	30	
HIST 431	Class in History	30	X HIST 428 in 2013–2020
HIST 448	National Awakening in Eastern Europe	30	
HLTH 524	Health Leadership and Management	30	
HLTH 525	Diversity in Health Care	30	
HLTH 528	Evaluation for Health	30	
HLTH 541	Advanced Health Leadership and Management	15	P <a href="#">HLTH 524</a> or approved substitute
HLWB 501	Health Policy and Planning	30	
HLWB 520	Pae Ora - Māori Health and Wellbeing	15	
HLWB 521	Pacific Community Health and Wellbeing	15	
HLWB 525	Health Promotion Theory and Practice	15	X HLWB 505
HPSY 501	Health Psychology: Health and Wellbeing in Context	15	

Course	Title	Pts	Prerequisites (P), Restrictions (X)
HPSY 502	Health Psychology: Illness, Disease and Support	15	
ICAT 401	Advanced Language Study for Translating and Interpreting	30	X LANG 401
ICAT 402	Global Cultures in Context	30	X FHSS 410
ICAT 403	Intercultural Communication in Professional Practice	30	X LANG 403
ICAT 404	Translating in Aotearoa New Zealand: Theory and Practice	30	P permission of the MICAT programme director; X FHSS 402
ICAT 501	ICAT 501 Language Learning for Intercultural Competence in the Workplace	30	
ICAT 502	Intercultural Communication/Applied Translation Placement	30	P permission of the MICAT programme director; X LANG 502
ICAT503	MICAT Project	30	P permission of the MICAT programme director; X LANG 503
INTP 430	The Politics of International Migration Management	30	X POLS 430
INTP 441	International Political Economy / Ngā Tōrangapū Ōhanga ā-Ao	30	X POLS 441
INTP 446	War and its Aftermath	30	X INTP 427 (2015–2018, 2020)
INTP448	Identity and World Politics	30	
ITRA 501	Multidisciplinary Approaches to International Trade	30	
LALS 542	Interaction and Identity in Language Learning	15	
MAOR 408	Tā Te Māori Rangahau/Methodology of Māori Research	30	
MAOR 411	Te Ao Hurihuri/Issues in contemporary Māori Society	30	X MAOR 511
MAOR 501	Aro Taketake/Indigenous Theories	30	P permission of the programme director
MDIA 409	Communication, Media and the Cultures of the City	30	
PASI 401	Theory and Methods in Pacific Studies	30	
PHIL 449	Political Philosophy / Te Aho Whakaaro o te Ariā Tōrangapū	30	
PHPE 401	Philosophy, Politics and Economics	30	P permission of the PPE Programme Director
PLAN 451	Planning Theory, Culture and Critique / Ariā Whakamahere, Ahurea me te Arohaehae	15	
PLAN 455	Planning Practice / Te Mahi Kaupapa Here	15	
POLS 416	Borders, Migrants and States / Ngā Rohenga, Ngā Tangata heke me ngā Whenua	30	
POLS 488	Approaches to Migration Studies	30	
RELI 401	Belief, Behaviour, Belonging	30	
SACS 402	Social and Cultural Theory	30	
SACS 403	Social and Cultural Research Methods	30	
SCIS 414	Science and the Arts	30	P permission of programme director

Course	Title	Pts	Prerequisites (P), Restrictions (X)
SOSC 419	Life Chances – Sociological Approaches to Inequality	30	
STRA 515	New Zealand Foreign and Security Policy	30	X STRA 534 (2015–2020)
STRA 538	Strategic Asia: War, Peace, and World Order	30	<del>X STRA 535 in 2015–2017</del>

### Other associated amendments

Amend the General Requirements and the Schedule for the Master of Intercultural Communication and Applied Translation (MICAT) (pages 395 and 396 of the 2025 VUW Calendar):

### General requirements

2. (a) Except as provided in section 5, the course of study for the MICAT degree shall consist of the following courses from the schedule to the MICAT Regulations:

Part 1: ~~FHSS~~ ICAT 402, 403, 404, 410, ~~LANG 403~~, (ICAT ~~LANG~~ 401 or 501)

Part 2: ICAT ~~LANG~~ 503, (502 or 504).

(b) Part 1 should normally be completed before a candidate proceeds to Part 2.

### Schedule to the MICAT Regulations

Course	Title	Pts	Prerequisites (P), Restrictions (X)
<del>FHSS 402</del>	<del>Translating in Aotearoa New Zealand: Theory and Practice</del>	<del>30</del>	
<del>FHSS 410</del>	<del>Global Cultures in Context</del>	<del>30</del>	
ICAT 401	Advanced Language Study for Translating and Interpreting	30	X LANG 401
ICAT 402	Global Cultures in Context	30	X FHSS 410
ICAT 403	Intercultural Communication and Professional Practice	30	X LANG 403
ICAT 404	Translating in Aotearoa New Zealand: Theory and Practice	30	P permission of the MICAT programme director; X FHSS 402
ICAT 501	Language Learning for Intercultural Competence in the Workplace	30	X LANG 501
ICAT 502	Intercultural Communication and Applied Translation Placement	30	P permission of the MICAT programme director; X LANG 502
ICAT 503	MICAT Project	30	P permission of the MICAT programme director; X LANG 503
ICAT 504	Interpreting in Aotearoa New Zealand: Theory and Practice	30	P permission of the MICAT programme director; X LANG 504
<del>LANG 401</del>	<del>Advanced Language Study for Translating and Interpreting</del>	<del>30</del>	



Course	Title	Pts	Prerequisites (P), Restrictions (X)
<del>LANG 403</del>	<del>Intercultural Communication and Professional Practice</del>	<del>30</del>	
<del>LANG 501</del>	<del>Language Learning for Intercultural Competence in the Workplace</del>	<del>30</del>	
<del>LANG 502</del>	<del>Intercultural Communication and Applied Translation Placement</del>	<del>30</del>	<del>P-permission of the MICAT-programme director</del>
<del>LANG 503</del>	<del>MICAT Project</del>	<del>30</del>	<del>P-permission of the MICAT-programme director</del>
<del>LANG 504</del>	<del>Interpreting in Aotearoa New Zealand: Theory and Practice</del>	<del>30</del>	<del>P-permission of the MICAT-programme director</del>

Amend the Subject Requirements for the BA(Hons) regulations for CHIN, FREN, GERM, GREE, ITAL, JAPA, LATI, SPAN on pages 336 and 337 of the 2025 VUW Calendar:

#### **Chinese (CHIN)**

FHSS 401 ~~or ICAT 401~~, CHIN 489 and 60 points from CHIN 402–488, ~~ICAT 402, 403, 404 FHSS 402, 410, LANG 403–499~~

#### **French (FREN)**

FHSS 401 ~~or ICAT 401~~, FREN 489 and 60 points from FREN 402–488, ~~ICAT 402, 403, 404 FHSS 402, 410, LANG 403–499~~

#### **German (GERM)**

FHSS 401 ~~or ICAT 401~~, GERM 489 and 60 points from GERM 402–488, ~~ICAT 402, 403, 404 FHSS 402, 410, LANG 403–499~~

~~ICAT 401~~ ~~or FHSS 401~~, GERM 489 and 60 points from GERM 402–488, ~~ICAT 402, 403, 404 FHSS 402, 410, LANG 403–499~~

#### **Greek (GREE)**

GREE 489 and 90 points from GREE 402–488, FHSS 401, ~~ICAT 404 402~~

#### **Italian (ITAL)**

FHSS 401 ~~or ICAT 401~~, ITAL 489 and 60 points from ITAL 402–488, ~~ICAT 402, 403, 404 FHSS 402, 410, LANG 403–499~~

FHSS 401, ITAL 489 and 60 points from ITAL 402–488, ~~ICAT 402, 403, 404 FHSS 402, 410, LANG 403–499~~

#### **Japanese (JAPA)**

FHSS 401 ~~or ICAT 401~~, JAPA 489 and 60 points from JAPA 402–488, ~~ICAT 402, 403, 404 FHSS 402, 410, LANG 403–499~~

#### **Latin (LATI)**

LATI 489 and 90 points from FHSS 401, ~~ICAT 404 402~~, LATI 402–488

#### **Spanish (SPAN)**

FHSS 401 ~~or ICAT 401~~, SPAN 489 and 60 points from ~~ICAT 402, 403, 404, FHSS 402, 410, LANG 403–499~~ SPAN 402–488

Amend the Schedule to the BA(Hons) (page 340 of the 2025 VUW Calendar):

**Schedule to the BA(Hons) Regulations**

Course	Title	Pts	Prerequisites (P), Restrictions (X), Double-labelling (D)
<del>FHSS 402</del>	<del>Translating in Aotearoa New Zealand: Theory and Practice</del>	<del>30</del>	
<del>FHSS 410</del>	<del>Global Cultures in Context</del>	<del>30</del>	
ICAT 402	Global Cultures in Context	30	X FHSS 410
ICAT 404	Translating in Aotearoa New Zealand: Theory and Practice	30	P permission of the MICAT programme director; X FHSS 402

Amend the Subject Requirements for CHIN, FREN, GERM, GREE, ITAL, JAPA, LATI, SPAN in the Postgraduate Diploma in Arts (pages 349-351 of the 2025 VUW Calendar):

**Chinese (CHIN)**

FHSS 401 **or** ICAT 401, 90 points from CHIN 402–488, ~~ICAT 402, 403 FHSS 410, LANG 403–488~~

**French (FREN)**

FHSS 401 **or** ICAT 401, 90 points from FREN 402–488, ~~ICAT 402, 403 FHSS 410, LANG 403–488~~

**German (GERM)**

FHSS 401 **or** ICAT 401, 90 points from GERM 402–488, ~~ICAT 402, 403 FHSS 410, LANG 403–488~~

**Greek (GREE)**

120 points from GREE 402–488, FHSS 401 **or** ICAT 401, ~~ICAT 404 402~~

**Italian (ITAL)**

FHSS 401 **or** ICAT 401, 90 points from ITAL 402–488, ~~ICAT 402, 403 FHSS 410, LANG 403–488~~

**Japanese (JAPA)**

FHSS 401 **or** ICAT 401, 90 points from JAPA 402–488, ~~ICAT 402, 403 FHSS 410, LANG 403–488~~

**Latin (LATI)**

120 points from LATI 402–488, FHSS 401 **or** ICAT 401, ~~ICAT 404 402~~

**Spanish (SPAN)**

FHSS 401 **or** ICAT 401, 90 points from ~~ICAT 402, 403, FHSS 410, LANG 403–488~~ SPAN 402–488

Amend the Schedule to the Master of Communication (page 362 of the 2025 VUW Calendar):

Course	Title	Pts	Prerequisites (P), Corequisites (C), Restrictions (X)
<del>FHSS 402</del>	<del>Translating in Aotearoa New Zealand: Theory and Practice</del>	<del>30</del>	<del>P permission of programme director</del>
<del>FHSS 410</del>	<del>Global Cultures in Context</del>	<del>30</del>	
ICAT 402	Global Cultures in Context	30	X FHSS 410
ICAT 404	Translating in Aotearoa New Zealand: Theory and Practice	30	P permission of the MICAT programme director; X FHSS 402

Amend the Schedule to the Master of Development Studies (page 468 of the 2025 VUW Calendar):

Course	Title	Pts	Prerequisites (P), Corequisites (C), Restrictions (X)
<del>FHSS 410</del>	<del>Global Cultures in Context</del>	<del>30</del>	
ICAT 402	Global Cultures in Context	30	X FHSS 410

## A11 Proposed teaching/delivery methods

### Organisation of teaching

GLBL 401, GEOG 402, ICAT 403, GBL 501, 502, 508 electives (lectures/seminars)  
 GBL 501 Capstone Global Studies in Practice Project Group project (under supervision)  
 GBL 502 Global Careers Internship (Internship/Placement + seminar/workshops)  
 GBL 503 Global Studies Research Project (Research project under supervision)  
 GBL 593 Global Studies Dissertation (Research Dissertation under supervision)  
 GBL 595 Global Studies Thesis (Research Thesis under supervision)  
 GBL 506 Directed Individual Study (Individual study under supervision)  
 GBL 507 Directed Individual Study (Individual study under supervision)

### Mode of teaching

Most courses are taught face-to-face; some electives may involve online teaching. Placements and internships will also include additional seminar content. Projects will involve regular supervision.

### Formative feedback

Most courses within the programme involve assessment items specifically designed to give students formative feedback on their performance throughout the course. Feedback on many assessment items is specifically designed to assist students with future assessment tasks. In cases where it is not, students will be given the opportunity for formative feedback on draft work from their supervisors and lecturers (and will be encouraged to seek such feedback).

### Interaction

Most courses within the programme will be seminar-style courses. As such there will be opportunities every class for close interaction with academic staff and other students. The projects will give students the opportunity to work with an academic staff member and with peers and stakeholders as they develop their project. The placement and internship will also give students the opportunity to interact closely with stakeholders in relevant fields.

### Independent study

The project courses, internship/placement, directed individual study courses and research dissertation are all designed to encourage and support significant independent work and reflection (under supervision).

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

## **A12 Prescriptions for courses**

### **New Courses**

#### **GLBL 401 Concepts and Challenges in Global Studies (15 points)**

This course explores key conceptual and ethical questions in Global Studies, providing you with an integrative transdisciplinary and intercultural framework for understanding and researching global complexity. It examines how cultural, political, economic, and ecological systems intersect amid forces of globalisation, deglobalisation, and shifting power relations. Emphasising plural knowledge systems, including mātauranga Māori and Indigenous perspectives, and global competence, the course develops critical, reflexive thinking, ethical reasoning and collaborative analysis. You will apply theoretical tools to real-world case studies, collaborate with peers, and design a plan for a research project or dissertation, building core skills for advanced transdisciplinary research.

#### **GEOG 402 Transdisciplinary Thinking for Impact (15 pts)**

This course introduces you to the foundational social theory that informs efforts towards transformative change. It will explore how some of the most prominent thinkers across a range of disciplines have sought to understand and address pressing global challenges such as inequality, environmental crises, climate disruption and geopolitical change. You will encounter different ways of thinking about and acting upon the world, drawing on a range of political, economic, environmental and cultural theories, including mātauranga Māori perspectives. Emphasising collaboration, reflexivity, and experimentation, the course will equip you with conceptual tools for the work of transformative change across disciplinary boundaries.

#### **GLBL 402/403 Directed Individual Study courses (15pts and 30pts)**

In this course you will undertake an approved, supervised programme of research and study on a selected theme/topic in Global Studies.

#### **GLBL 501 Capstone Global Studies in Practice Project (30 points)**

In this course you will engage in collaborative group research projects that tackle a significant global issue. Partnering with a relevant stakeholder organisation, your group will identify a relevant challenge, conduct in-depth research, and develop actionable solutions tailored to the needs of the organisation. Emphasising teamwork, critical analysis, and practical application, the course fosters skills in project management, effective communication, ethical stakeholder engagement and in-depth applied research. Through mentorship and constructive feedback, students will refine and research their proposals and present their findings, demonstrating their ability to translate theoretical concepts into real-world applications. This capstone experience is designed to foster applied research skills and prepare students for careers in a wide range of organisations focused on global issues and international collaboration.

#### **GLBL 502 Global Careers Internship (30 points)**

Students will complete an approved and supervised work-based project with a focus on a global issue or issues while on a placement in a public sector agency, non-governmental organisation or private sector establishment. Please note that this is a pass/fail course. Students who pass the course will receive a P grade.

### **GLBL 503 Global Studies Research Project (30 points)**

This course enables students to pursue an individual research project in relation to a Global Studies topic. Students will be given guidance and support from a supervisor and will write up their research in the form of a research paper.

### **GLBL 506/507 Directed Individual Study courses (15pts and 30pts)**

Students will undertake an approved, supervised programme of research and study on a selected theme/topic in Global Studies.

### **GLBL 508 Special Topic (30 points)**

Topics in the area of Global Studies.

### **GLBL 593 Global Studies Dissertation (60 points)**

This course enables students to pursue an individual research project in relation to a Global Studies topic. Students will be given guidance and support from a supervisor and will write up their research in the form of a dissertation.

### **GLBL 595 Global Studies Thesis (90 points)**

This course enables students to pursue an in-depth individual research project in relation to a Global Studies topic. Students will be given guidance and support from a supervisor and will write up their research in the form of a thesis.

### **Existing courses**

See list with links to prescriptions under A9.

### **A13 Assessment and moderation procedures**

Assessment procedures for all courses are specified in detail in section B and section 6.3 of Victoria's Assessment Handbook ([www.victoria.ac.nz/documents/policy/staff-policy/assessment-handbook.pdf](http://www.victoria.ac.nz/documents/policy/staff-policy/assessment-handbook.pdf)).

Each year there will be external moderation of the programme as a whole. External moderators, approved by the MGS Programme Director, will give direct input on the appropriateness of the programme content, structure, and assessment. They will also give a high-level evaluation of the proposed grades for all students in the programme.

Before an overall award for the degree is granted for any student, the moderation process stated above will have taken place. Responsibility for initiating and overseeing the process falls on the MGS Programme Director, and will usually involve course coordinators, programme directors, and examiners involved in the courses (including external examiners).

### **A14 Resources**

The MGS programme will be able to be offered within existing resources initially, with further staffing to be made available in response to growth. Three of the core courses are already offered within current programmes, and all electives are already available. The new project, internship and research courses will be supervised by existing staff. A programme director will be appointed from within the School of Languages and Cultures (SLC). These initial resource implications can be sustained within the relevant Schools with careful management of staff workloads and ongoing

consultation and communication among the Schools, with additional resources being provided in response to growth.

These new qualifications will entail additional workload and resourcing for the Titoko Student Success team.

A Business Case has been approved by Te Hiwa that confirms that the University will have the capability and capacity to support sustained delivery of this programme.

**A15 Plans for monitoring programme**

This programme will be part of the regular Te Herenga Waka—Victoria University of Wellington monitoring processes. Students undertaking these qualifications will be requested to provide feedback as part of the regular, formal process administered by the university's Centre for Academic Development. In addition, the Programme Director will be responsible for collecting information in respect of student numbers, pass rates, retention and student satisfaction, for preparing an annual self-review report and for compiling the Graduating Year Review document. The Programme will also be covered in the usual academic programme reviews.

**A16 Review of the programme**

The programme will be subject to a GYR by 2028 and will be part of the regular cycle of academic programme reviews conducted by the Academic Office.

**A17 Statement regarding Section B**

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

**A18 EFTS value**

The MGS is 1.5 EFTS, the PGDipGS 1.0 EFTS and the PGCertGS 0.5 EFTS.

**A19 Statement regarding funding**

These qualifications meet the CUAP criteria to be fully funded at the postgraduate level.

**A20 Information about the agreement**

N/A

## **Section B**

**B1 Learning objectives and assessment for each new course**

Please refer to the Course Descriptions (Appendix 1).

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

Please refer to the Course Descriptions (Appendix 1).

**B3 Availability of teaching and support staff**

**Academic staff**

The Programme will require no additional academic staff initially, with further staffing to be made available in response to growth. The new T1 courses will be team-taught by existing Languages

and Cultures and Development Studies/Geography staff and other staff with expertise in Global Studies and project, dissertation and thesis courses will be supervised by existing staff. The other courses offered as part of this programme are all existing courses with teaching staff, IT and library resources and other facilities already in place.

### **Teaching support staff**

No additional teaching support staff are required.

### **Administration support**

School, Faculty and Titoko staff have been asked to provide feedback. Administrative responsibilities for the qualifications will sit with the School of Languages and Cultures and the Faculty of Humanities and Social Sciences.

### **Website, marketing and publications**

The FHSS Communications and Marketing Manager has been asked to provide feedback on this proposal. We anticipate that likely ways in which the qualification will be marketed include:

The FHSS Communications and Marketing Manager has been consulted and given feedback on this proposal. The following are some of the ways this new qualification will be marketed.

- New qualification webpage to be developed
- Paid search (Google ads) to start driving web traffic
- An ad campaign to be developed and media space bought;
- The new qualification will be included in print publications as appropriate, e.g. Postgraduate Guide to Study, Faculty Handbooks, a new flyer/brochure designed for both international and domestic promotion, other Victoria International marketing publications;
- Consideration will be given to a promotional video to be embedded in the new qualification webpage and used in any digital advertising activity (note this is dependent on budget);
- Promotion through the standard channels such as the website (e.g. as a news item in addition to the qualification page), Facebook, Student Recruitment's Postgraduate Liaison, Student Recruitment events (e.g. Open Day, annual Postgraduate Information Evening), through the Future Students and Titoko teams advising students, and through the Faculty Postgraduate Recruitment Evening; and
- Promotion of the MGS through all social media channels, including a social media campaign;
- Direct in-person and online communication and information sessions for current BGS student cohorts.

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

### **Facilities**

There will be sufficient teaching space for the programme. Study space will be made available for students to use while they complete internships or other courses that are part of the degree.

### **IT implications**

The introduction of the new programme is not likely to impact significantly on the University's IT system.

### **Equipment**

No new equipment will be required

**B5      Availability of library resources**

The Global Studies subject librarian has been asked for feedback, but we anticipate that existing resources and library ordering processes will sustain student and staff needs.

**B6      Timetabling arrangements**

Additional teaching spaces will need to be timetabled

**B7      Memorandum of understanding**

N/A



## Course Description: GLBL 401 (2027, T1)

<b>Course title:</b>		Concepts and Challenges in Global Studies			
<b>Short title:</b>		Concepts and Challenges in GS	<b>Point value:</b>	15	
<b>Course coordinator:</b>		TBC	<b>NZQCF level:</b>	8	
<b>Qualification schedule:</b>		MGS			
<b>Prerequisites, corequisites, restrictions:</b>					
<b>Prescription:</b>	This course explores key conceptual and ethical questions in Global Studies, providing you with an integrative transdisciplinary and intercultural framework for understanding and researching global complexity. It examines how cultural, political, economic, and ecological systems intersect amid forces of globalisation, deglobalisation, and shifting power relations. Emphasising plural knowledge systems, including mātauranga Māori and Indigenous perspectives, and global competence, the course develops critical, reflexive thinking, ethical reasoning and collaborative analysis. You will apply theoretical tools to real-world case studies, collaborate with peers, and design a plan for a research project or dissertation, building core skills for advanced transdisciplinary research.				
<b>Student workload hours:</b>		150		<b>Contact Hours</b>	
<b>Teaching/learning summary</b>					
This course will be delivered through a weekly 1.5-hour seminar which will include lecture components, student discussion and group tasks.				<b>Seminars:</b>	18
				<b>TOTAL:</b>	18
<b>Course learning objectives (CLOs)</b>			Students who pass this course should be able to:		
1	Critically evaluate and synthesise foundational concepts and theories relevant to Global Studies from multiple disciplines and cultural traditions.				
2	Apply transdisciplinary thinking to analyse contemporary real-world global challenges, with attention to cultural, political, economic, ecological and other dimensions.				
3	Communicate evidence-based arguments and counterarguments about complex global challenges in written and oral form, demonstrating intercultural awareness and ethical reasoning.				
4	Develop a clear, logical plan for a research project or dissertation.				
5	Work collaboratively with peers to coordinate tasks and projects, demonstrating openness to diverse perspectives and approaches.				
<b>Assessment items and workload per item</b>					
1	Real-world case study analysis: One short case study draft (750-1000 words) followed by a revised final analysis (1000-1200 words)			40	1, 2,
2	Group video presentation: recorded group video presentation (6-8 minutes, 20 %) and brief individual reflection on collaboration and workload (300-500 words, 5%) <i>(note 20% group work has been approved by FHSS Faculty Board)</i>			25	2, 3, 5

<b>3</b>	Research project proposal: Project brief/dissertation plan and annotated bibliography (1500 words)	35	2, 3, 4
<b>Mandatory Course Requirements:</b>		N/A	

## Course Description: GEOG 402 (2027, T1)

<b>Course title:</b>	Transdisciplinary Thinking for Impact		
<b>Short title:</b>	Transdisciplinary Thinking	<b>Point value:</b>	15
<b>Course coordinator:</b>	Katharine McKinnon	<b>NZQCF level:</b>	8
<b>Qualification schedule:</b>	MDevStud, MGS		
<b>Prerequisites, corequisites, restrictions:</b>	X DEVE 515, GEOG 511		
<b>Prescription:</b>	This course introduces you to the foundational social theory that informs efforts towards transformative change. It will explore how some of the most prominent thinkers across a range of disciplines have sought to understand and address pressing global challenges such as inequality, environmental crises, climate disruption and geopolitical change. You will encounter different ways of thinking about and acting upon the world, drawing on a range of political, economic, environmental and cultural theories, including mātauranga Māori perspectives. Emphasising collaboration, reflexivity, and experimentation, the course will equip you with conceptual tools for the work of transformative change across disciplinary boundaries.		
<b>Student workload hours:</b>	150	<b>Contact Hours</b>	
<b>Teaching/learning summary</b>			
This course will be delivered through a weekly 1.5-hour seminar which will include lecture components, student discussion and group tasks.		<b>Seminars:</b>	18
		<b>TOTAL:</b>	18
<b>Course learning objectives (CLOs)</b>	Students who pass this course should be able to:		
<b>1</b>	Explain key transdisciplinary concepts and theoretical frameworks.		
<b>2</b>	Critically analyse how specific social theories have shaped different approaches to understanding and acting upon global challenges.		
<b>3</b>	Communicate complex ideas effectively in individual and collaborative formats, using appropriate research, analysis, and reflective practices.		
<b>Assessment items and workload per item</b>			
<b>1</b>	Reflective journal (200-250 words per week)	25	1, 2
<b>2</b>	Group presentation (8-10 minutes, 15% group work, 10% individual contribution)	25	3
<b>3</b>	Response to presentation (1,500 words)	20	2, 3
<b>4</b>	Critical reflective essay (2,500-3,000 words)	30	1, 2, 3
<b>Mandatory Course Requirements:</b>	N/A		

## Course Description: GLBL 501 (2026, T3 or 2027, T1 or T2)

<b>Course title:</b>	Capstone Global Studies in Practice Project		
<b>Short title:</b>	Capstone Global Studies Project	<b>Point value:</b>	30
<b>Course coordinator:</b>	TBC	<b>NZQCF level:</b>	9
<b>Qualification schedule:</b>	MGS		
<b>Prerequisites, corequisites, restrictions:</b>	P GLBL 401, GEOG 402, permission of programme director; C ICAT 403		
<b>Prescription:</b>	In this course, you will engage in collaborative group research projects that address significant global issues. Partnering with a relevant stakeholder organisation, you will identify a challenge, conduct in-depth research, and develop actionable solutions tailored to the organisation's needs. Emphasising teamwork, critical analysis, and practical application, the course fosters your skills in project management, effective communication, ethical stakeholder engagement, and in-depth applied research. Through mentorship and feedback, you'll refine your proposals and present findings, demonstrating your ability to apply theoretical concepts in real-world contexts. This capstone experience prepares you for careers in organisations focused on global issues and international collaboration.		
<b>Student workload hours:</b>	300	<b>Contact Hours</b>	
<b>Teaching/learning summary</b>		<b>Lectures:</b>	(e.g. 36 hrs)
Student will work independently in their groups to complete the project, with regular supervisory meetings with their academic lead every three weeks and with their stakeholders at the beginning and end of the project. Progress and final reports will be presented at joint seminars at the mid and end points of the course.		<b>Supervision:</b>	4
		<b>Seminars:</b>	12
		<b>TOTAL:</b>	16
<b>Course learning objectives (CLOs)</b>	Students who pass this course should be able to:		
<b>1</b>	Work with stakeholders to develop a clear, well-articulated project brief		
<b>2</b>	Conduct research on a pressing contemporary issue with global resonance		
<b>3</b>	Apply analysis of global issues pertinent to a local context and/or organisation		
<b>4</b>	Work effectively with team members and stakeholders to execute a project		
<b>5</b>	Present and defend findings and respond to feedback		
<b>6</b>	Reflect on the project experience		
<b>Assessment items and workload per item</b>		<b>%</b>	<b>CLO(s)</b>
<b>1</b>	Initial project brief and presentation (1500 words, 10-minute presentation) (15% group, 15% individual)	30	1, 2, 4
<b>2</b>	Report to stakeholder (individual, based on group work above 15%) and group poster/infographic or slideshow presentation/defence to stakeholder (5%)	20	4, 5

<b>3</b>	Application of findings to local context (report/white paper/briefing; 3,000 words)	40	3, 5
<b>5</b>	Critical career development and project analysis reflection paper (1000 words)	10	6
<b>Mandatory Course Requirements:</b>		N/A	

**Course Description: GLBL 502 (2026, T3 or 2027, T1 or T2)**

<b>Course title:</b>	Global Impact Internship		
<b>Short title:</b>	Global Impact Internship	<b>Point value:</b>	30
<b>Course coordinator:</b>	TBC	<b>NZQCF level:</b>	9
<b>Qualification schedule:</b>	MGS		
<b>Prerequisites, corequisites, restrictions:</b>		P Minimum B+ average across all MGS courses; Permission of programme director	
<b>Prescription:</b>	Students will complete an approved and supervised work-based project with a focus on a global issue or issues while on a placement in a public sector agency, non-governmental organisation or private sector establishment. Please note that this is a pass/fail course. Students who pass the course will receive a P grade.		
<b>Student workload hrs:</b>	300 hours	<b>Contact Hours</b>	
<b>Teaching/learning summary</b>			
You will participate in approximately 160-180 hours work on with an organisation, government department or NGO relevant to Global Studies. In addition to the internship hours, you will need to attend six hours of seminar/workshop preparation for placement within a professional organisation designed to prepare you to work effectively for your external host organisation. These will give you an understanding of the protocols and professional expectations of the internship host. This will include a CV/Interview workshop prior to the start of the internship, delivery of presentations in seminars at the mid-stage of your internship, and a career development reflection workshop at the end of the internship.		<b>Seminar /workshop:</b>	6
		<b>Internship placement:</b>	160-180
		<b>TOTAL:</b>	166-186
<b>Course learning objectives (CLOs)</b>		Students who pass this course should be able to:	
<b>1</b>	Apply their programme-specific skills and understanding of the connections between the local and the global to the workplace/community.		
<b>2</b>	Complete a workplace project (e.g. comparative best practice analysis, programme evaluation, research report, strategic planning document or stakeholder engagement initiative)		
<b>3</b>	Analyse, summarise and reflect on their internship experience, the personal and interpersonal skills required to successfully complete it, and its relevance for their career aspirations.		
<b>Assessment items and workload per item</b>		<b>%</b>	<b>CLO(s)</b>
<b>1</b>	Negotiated work/learning plan and progress reviews (approx. 1000 words) a) Plan (20%) b) Early progress review (5%) c) End of internship performance review (5%)	30	1, 2

<b>2</b>	Internship report outline and draft (1000 words)	20	1, 2, 3
<b>3</b>	Internship report (up to 4000 words)	40	1, 2, 3
<b>4</b>	Reflective seminar delivery in class (10-15 minutes)	10	1, 2, 3
<b>Mandatory Course Requirements:</b>		In addition to achieving an overall pass mark of 50%, students must: 1. attend a CV/Interview workshop offered by Careers and Employment prior to starting your internships (or make alternative arrangements with the Course Coordinator) 2. attend at least one progress report meeting with your University supervisor	

## Course Description: GLBL 503 (2026, T2, T3 or 2027, T1)

<b>Course title:</b>	Global Studies Research Project		
<b>Short title:</b>	Global Studies Research Project	<b>Point value:</b>	30
<b>Course coordinator:</b>	TBC	<b>NZQCF level:</b>	9
<b>Qualification schedule:</b>	MGS		
<b>Prerequisites, corequisites, restrictions:</b>	P Permission of programme director		
<b>Prescription:</b>	This course enables students to pursue an individual research project in relation to a Global Studies topic. Students will be given guidance and support from a supervisor and will write up their research in the form of a research paper.		
<b>Student workload hours:</b>	300 hours	<b>Contact Hours</b>	
<b>Teaching/learning summary</b>		<b>Conference session:</b>	8
Students will be supervised to complete their individual research project. They will be guided through regular meetings with their allocated supervisor.		<b>Meetings with supervisor:</b>	12
		<b>TOTAL:</b>	20
<b>Course learning objectives (CLOs)</b>	Students who pass this course should be able to:		
<b>1</b>	Develop a written plan for original research within Global Studies		
<b>2</b>	Carry out in-depth research on a specific Global Studies topic		
<b>3</b>	Critically analyse Global Studies and wider literature		
<b>Assessment items and workload per item</b>		<b>%</b>	<b>CLO(s)</b>
<b>1</b>	Research proposal (2,000 words)	10	1, 3
<b>2</b>	15-minute conference-style presentation on proposed research	10	1, 3
<b>3</b>	Research paper (8,000 words)	80	1, 2, 3
<b>Mandatory Course Requirements:</b>	N/A		



## Course Description: GLBL 593 (2026, T2 and T3, or T3)

<b>Course title:</b>	Global Studies Dissertation		
<b>Short title:</b>	Global Studies Dissertation	<b>Point value:</b>	60
<b>Course coordinator:</b>	TBC	<b>NZQCF level:</b>	9
<b>Qualification schedule:</b>	MGS		
<b>Prerequisites, corequisites, restrictions:</b>	P Minimum B+ average across all MGS courses; Permission of programme director		
<b>Prescription:</b>	This course enables students to pursue an individual research project in relation to a Global Studies topic. Students will be given guidance and support from a supervisor and will write up their research in the form of a dissertation.		
<b>Student workload hours:</b>	600 hours	<b>Contact Hours</b>	
<b>Teaching/learning summary</b>		<b>Conference session:</b>	8
Students will be supervised to complete their individual research project. They will be guided through regular meetings with their allocated supervisor.		<b>Meetings with supervisor:</b>	12
		<b>TOTAL:</b>	20
<b>Course learning objectives (CLOs)</b>	Students who pass this course should be able to:		
<b>1</b>	Develop a written plan for original research within Global Studies		
<b>2</b>	Carry out in-depth research on a specific Global Studies topic		
<b>3</b>	Critically analyse Global Studies and wider literature		
<b>Assessment items and workload per item</b>		<b>%</b>	<b>CLO(s)</b>
<b>1</b>	Research proposal (2,000 words)	10	1, 3
<b>2</b>	15-minute conference-style presentation on proposed research	10	1, 3
<b>3</b>	Dissertation (18,000 words)	80	1, 2, 3
<b>Mandatory Course Requirements:</b>		N/A	

## Course Description: GLBL 595 (2027, G)

<b>Course title:</b>	Global Studies Thesis		
<b>Short title:</b>	Global Studies Thesis	<b>Point value:</b>	90
<b>Course coordinator:</b>	TBC	<b>NZQCF level:</b>	9
<b>Qualification schedule:</b>	MGS		
<b>Prerequisites, corequisites, restrictions:</b>	P Minimum B+ average across all MGS courses; Permission of programme director		
<b>Prescription:</b>	This course enables students to pursue an in-depth individual research project in relation to a Global Studies topic. Students will be given guidance and support from a supervisor and will write up their research in the form of a thesis.		
<b>Student workload hours:</b>	900 hours	<b>Contact Hours</b>	
<b>Teaching/learning summary</b>		<b>Conference session:</b>	8
Students will be supervised to complete their individual research project. They will be guided through regular meetings with their allocated supervisor.		<b>Meetings with supervisor:</b>	12
		<b>TOTAL:</b>	20
<b>Course learning objectives (CLOs)</b>	Students who pass this course should be able to:		
<b>1</b>	Develop a written plan for original research within Global Studies		
<b>2</b>	Carry out in-depth research on a specific Global Studies topic		
<b>3</b>	Critically analyse Global Studies and wider literature		
<b>Assessment items and workload per item</b>		<b>%</b>	<b>CLO(s)</b>
<b>1</b>	Research proposal (2,000 words)	10	1, 3
<b>2</b>	15-minute conference-style presentation on proposed research	10	1, 3
<b>3</b>	Thesis (28,000 words)	80	1, 2, 3
<b>Mandatory Course Requirements:</b>	N/A		



## Appendix: Consultation

Proposal name	Introduction of a new Master of Global Studies with nested PGDip and PGCert	
Consultation	Response to feedback	
Professor Eve Darian-Smith, Distinguished Professor and Chair, Global and International Studies, University of California at Irvine	Supportive of the proposal, which she describes as a “very exciting initiative.” She has kindly offered ongoing consultation as we build the core courses over the coming months.	
Professor Yasuko Hassall-Kobayashi, Global Studies, School of Liberal Arts and Science, Musashi University, Tokyo	Professor Hassall-Kobayashi describes the proposal as offering “a rigorous, flexible, and distinctive programme with the potential to become a national and international leader in Global Studies education. It successfully combines academic depth, applied learning opportunities, and regional distinctiveness, particularly through its integration of Indigenous knowledge.”	
Dr Giulia Sajeve, Global Studies, University of Palermo	Supportive of the proposal. See letter.	
Joanna Heslop, Principal Advisor, Information Management Division, Ministry of Foreign Affairs and Trade	Supportive of the proposal; detailed feedback to come.	
Stephen Jacobi, New Zealand International Business Forum; Australia NZ Leadership Forum; Jacobi Consulting	Supportive of the proposal and the multi-disciplinary approach and emphasis on practical, real-world learning that employers look for.	
Suzanna Jessep, CEO, Asia New Zealand Foundation	Supportive of the proposal; detailed feedback to come.	
Dr Julian Lee, Associate Dean, Global and Language Studies, RMIT	Supportive of the proposal; detailed feedback to come.	
Emma Lutyens, Pathways to Employment Director, Red Cross New Zealand	Supportive of the proposal, which she describes as excellent.	
Dr Hamish McDougall, Executive Director, New Zealand Institute of International Affairs	Supportive of the proposal: “From the New Zealand Institute of International Affairs’ perspective this looks like an excellent initiative. It is great for students to be exposed to global issues in an interdisciplinary way that move beyond what they would get in say an international relations or other major. These issues do not just involve national states but intersect with social, economic and environmental aspects in important transnational and globalised ways – which is worthy of Masters level study.” See also letter.	
Dr Sankar Ramasamy, Chair, Karunai Illam Trust	Supportive of the proposal; detailed feedback to come.	
Sam Stubbs, CEO, Simplicity	Supportive of the proposal; detailed feedback to come.	
Amber Walters, Inter-Parliamentary Relations Lead, New Zealand Parliament	Feedback sought	
Dr Joshua Rickard, Global Studies, Prefectural University of Kumamoto	Supportive of the proposal, which he describes as “innovative and rigorous”; see letter.	
Anne Rouault, Science and Higher Education Attaché, Embassy of France	Feedback sought	
Carla Rey Vasquez, Director Scholarships, Education New Zealand	Supportive of the proposal; feedback on clarifying global competence aspects incorporated.	

## MEMORANDUM

To	Academic Board
From	Robyn Longhurst
Date	23 September 2025
Subject	Curriculum Mapping Project

**Executive Summary**

A key priority identified by Te Hiwa for 2025 was to begin a review of our University's curriculum. As part of this, seven areas that appear to be overly complex were identified as the scope of the project.

Further to an exercise undertaken by the Academic Office to understand these areas, a discussion document was created and shared with staff.

The purposes of the document are to:

1. Provide a high-level summary of existing information held at the University, which speaks to areas of the curriculum that might be causing unnecessary complexity for staff and students
2. Identify a series of questions arising from these findings for further testing and validation with the University community; and
3. encourage discussion and invite feedback to reshape the discussion document into a final paper that will be used to help set the terms of reference for work to be undertaken under a broader curriculum transformation programme of work from late-2025.

This will be an item on the agendas of several University committees. A staff forum will also be held before the close of submissions, where questions about the document can be raised.

A summary of feedback received will be collated and added as a section to the document. The revised document, including ideas and feedback received, will be drawn upon for the terms of reference for projects that sit within the curriculum transformation programme of work, to commence early in 2026.

Colleagues are encouraged to review the discussion document and to email any feedback, questions, or other comments to [curriculum-mapping@vuw.ac.nz](mailto:curriculum-mapping@vuw.ac.nz) by 5pm on Friday 17 October 2025.

At this stage the Curriculum Mapping Project will end, and next phases of the curriculum transformation programme will explore the key issues identified and possible solutions and opportunities in detail.

**It is requested that the Academic Board:**

**Receive** the Curriculum Mapping Project documents for discussion.

# Te Herenga Waka— Victoria University of Wellington

## Curriculum Mapping Project Discussion Document

Project Sponsor: Professor Robyn Longhurst, Deputy Vice-Chancellor, Academic  
Project Lead: Linda Roberts, Curriculum Quality Manager

September 2025

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## Introduction

Universities, perhaps now more than ever, are coming under pressure to deliver educational outcomes that respond to student and community needs, while preparing graduates for a rapidly changing and challenging world.

A highly complex curriculum can act as a barrier for a university that seeks to communicate what it already offers and respond to emerging needs. The **Curriculum Mapping Project** at Te Herenga Waka—Victoria University of Wellington (VUW) was initiated in April 2024 to grow our understanding of which aspects of our current curriculum design are proving unnecessarily complex for students and staff.

### What do we mean by ‘curriculum’?

For the purposes of this discussion document, ‘curriculum’ refers to our programmes of study which, when completed, earn students a qualification. In this context, curriculum includes course content, learning activities, assessment tasks, and delivery modes. It also includes the structures and regulations (‘curriculum framework’) that define programmes or units of study, shape how students select and enrol in qualifications and courses, and how academics teach and assess learning.

This important piece of work is founded on three principles:

1. that the University’s curriculum should provide an education that prepares graduates for their working lives (including the responsible use of Artificial Intelligence (AI) where relevant), to participate fully in their communities, and for lifelong learning.
2. that the University’s curriculum should provide students with options and pathways within, and across, different programmes and faculties as their study plans and careers progress.
3. that the University’s curriculum, in relation to its structures and regulations, should be coherent, equitable, and easy to navigate for students, staff and other stakeholders.

## Purpose

The purpose of this discussion document is to:

1. provide a high-level summary of existing information held at the University which speaks to areas of the curriculum that might be causing unnecessary complexity.
2. identify a series of questions arising from these findings for further testing and validation with the University community.
3. encourage discussion and invite feedback to reshape the discussion document into a final paper that will be used to help set the terms of reference for work to be undertaken under a broader curriculum transformation programme of work from early-2026.

Colleagues are encouraged to review the discussion document and to email any feedback, questions, or other comments to [curriculum-mapping@vuw.ac.nz](mailto:curriculum-mapping@vuw.ac.nz) by 5pm on Friday 17 October 2025.



## Background

The need for a more streamlined curriculum has been a recurring topic of conversation at VUW over many years. This project was spurred by evidence, both anecdotal and contained within University records, which supports a view that our programme structures and pathways have become unnecessarily complex, are sometimes lacking in coherence, and can be difficult to navigate for staff and students (current and prospective).

Complexity can cause stress and limit students' ability to plan their degrees independently. Some of the complexity may have arisen with the best of intentions—offering a greater variety of pathways and qualifications to attract future students, for instance. However, one of the resulting side effects is the significant staff time that course advice takes. Currently, staff across the University undertake a wide range of tasks associated with administering a student's programme of study, including:

- Confirming programme entry requirements
- Considering and approving credit transfer
- Processing course add/drop requests
- Facilitating waivers and approvals
- Providing academic advice to current & new students
- Generating degree audits
- Setting up curriculum rules in systems. e.g. DegreeWorks
- Making changes to MyDegree to reflect students' context.

These tasks would continue in some form regardless of curriculum complexity. However, it is posited that at VUW, due to curriculum complexity, such tasks are more time-consuming, less able to be undertaken by students independently, and have reduced potential for workload reduction through process improvement and automation. Decisions and outcomes might also be less transparent and/or equitable, based on staff's in-depth knowledge of the curriculum and judgment needed to navigate the structures. While, curriculum complexity varies across the University, an analysis of keywords in the student portal estimates that on average, 16% of students need some form of associate dean approval for regulation amendment or waiver (with 5% of these requiring significant intervention).

In more recent years, the technological demands of maintaining and monitoring complex regulations across a growing number of programmes of study combinations has proven cumbersome and expensive. Across the university, the complexity of the curriculum may be contributing to a greater level of work for deans, associate deans, heads of schools, and various committees and boards. This could be through the need for extensive regulation amendments, approvals and deletions. Numbers of amendments vary from year to year. But in addition to those that can be approved at the faculty level, an average of 250 approvals is considered each year by the Academic Programmes Committee, Academic Board, or the Committee on University Academic Programmes (CUAP) in the case of new subjects/qualifications and substantive changes to existing programmes. The shared workload associated with this level of change, including communicating the impact on the curriculum to current and prospective students, is significant.

In 2025, Te Hiwa is committed to undertaking a programme of work to initiate a curriculum transformation. This is not the first time that projects of this nature have been attempted. Over the years, the University has periodically initiated but not completed several wide-ranging and whole-of-institution reviews intended to streamline the curriculum. Aiming to learn from previous attempts, this will be a multi-year, but not all-encompassing, programme. The view is that if the scope is set too wide, there is a risk that this programme of work may also not be successful.

Considering curriculum design principles, the graduate attributes, and degree architecture is a complex task. Attempting to consider both the undergraduate and graduate curriculum simultaneously would complicate achieving productive change. Therefore, the proposal is that we focus first on the undergraduate curriculum. A subsequent project could focus on postgraduate qualifications, incorporating what we have learnt into the broader programme of curriculum transformation. This will increase our likelihood of success in both spaces. The Curriculum Mapping Project, including this discussion paper, represents the first step towards that curriculum transformation.

The He Kokonga Whare e Kitea programme of work aimed at accelerating student success currently underway at the University also potentially represents a step towards curriculum transformation.

### Academic Audit

Alongside the discussions in this document, the 2022 Cycle 6 Academic Audit of Te Herenga Waka—Victoria University of Wellington made two recommendations relating to the curriculum:

Recommendation 5: “focus on embedding support for transitions in curricula so that students do not need to seek additional support”.

Recommendation 8: “the University consider embedding learning support and academic skills development in the curriculum”.

The Audit also affirmed the University’s intention to “review its [graduate profile](#) as part of the planned Curriculum Framework project.” While this discussion document does not completely address these recommendations, they are important considerations for this and ongoing curriculum design work.

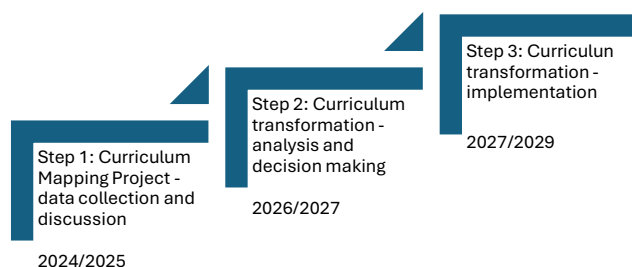
## The Curriculum Mapping Project

In 2024, VUW embarked on revising its organisation strategy. This seemed an opportune time to begin thinking about both the structure and content of our curriculum in support of the strategy.

Initially, this project was expected to examine the alignment between expected Course Learning Objectives (CLOs) and the Graduate Attributes (GAs) or Graduate Profile, i.e. focus largely on content. After discussion, it became clear that there was more value in initially examining in more depth the *structures* of our curriculum offerings to understand how they support clear pathways for students enrolling and studying at VUW. In this way the project became less about mapping and more about making the ‘contours’ of our programmes visible (to continue the mapping metaphor). The Curriculum Mapping Project was, therefore, designed as a specific piece of analysis that could be undertaken within 12-18 months and would set the foundation for a more in-depth and longer (three to five year) curriculum transformation programme of work. *Refer Figure 1.*

The exact duration of this curriculum transformation programme will be determined by the extent of approved change, with significant transformation likely to take several years to be implemented and embedded.

Figure 1: Indicative curriculum transformation programme timeline, 2024-2029<sup>1</sup>



### Scope

This Curriculum Mapping Project has focussed on understanding seven key areas of the current curriculum design and exploring how they could potentially impact student experience and staff workload. The areas identified for investigation were:

1. the different **points values** attached to different courses, especially 15-point versus 20-point courses.

<sup>1</sup> The name, exact timing and nature of project work to be undertaken within what is provisionally titled a curriculum transformation programme is to be determined, including through feedback and advice provided in response to this document.

2. the use of different **delivery modes** i.e. how we deliver courses, and how we describe modes such as blended, work-integrated learning or block to students.
3. the constitution of **majors, minors, and specialisations** in different subject areas and qualifications.
4. the identification of courses that specifically link with the University strategy in that they include content on **Mātauranga Māori** and/or **sustainability**.
5. the use of different **assessment types**, including end-of-trimester formal exams, across subjects.
6. the structure, implementation, and interpretation of **requisites** (prerequisites, corequisites, and restrictions) across the University.
7. the use of **pass/fail** instead of awarding a course grade on the A+ to E scale.

This discussion document does not provide nor seek answers to resolve all issues in all areas at this time. The aim is to outline some existing pain-points, seek clarity about the nature and extent of the challenge, and to gather feedback on possible solutions.

### Out of scope

This discussion paper does not address:

- postgraduate courses and programmes<sup>2</sup>
- courses and qualifications that do not bear credit and/or micro-credentials
- the number of students enrolled in courses and/or programmes of study
- redesign of content in courses (the only content addressed in this discussion document is Mātauranga Māori and sustainability – *redesign* for now is not a focus)
- professional body requirements embedded in the curriculum
- academic year dates, including trimester structure.

Some of these matters may be addressed in the subsequent curriculum transformation programme of work but they are not in scope for this initial project. In addition, and to be clear, the Curriculum Mapping Project will not trigger a rapid introduction of changes to the undergraduate curriculum, a new curriculum framework, and/or new graduate attributes. This discussion paper and the responses to it will provide us with important information to inform future curriculum work. It will act as a repository of evidence to inform discussions and decision making. Given that the AQA audit findings supporting work on a curriculum framework, it is especially important that we commit fully and urgently to a curriculum transformation.

### Methodology

In the first instance, the Curriculum Mapping Project has been run largely out of the University's Academic Office. Through conversations with stakeholders and examining curriculum-related datasets, the Project has identified seven key areas of curriculum design that appear to be overly complex in a way that causes issues for some students and/or staff. To identify and understand these issues, data were extracted from the following sources:

- Mata, the University's Curriculum Management System<sup>3</sup>
- Nuku, the University's Learning Management Platform
- Banner, the University's Student Management System (SMS)
- University Calendar
- Academic Office staff and archives
- Academic and professional staff in schools, faculties, and Titoko.

<sup>2</sup> Graduate certificates and diplomas are in scope, as these are predominately made up of undergraduate level courses.

<sup>3</sup> Mata has been recently implemented providing, for the first time, the University with a single digital source of 'curriculum information truth' accessible through cloud-based systems. In time, full implementation will provide greater understanding about our courses and programmes across schools and faculties.

Updates on the Project were included in *Oko* on 25 September, 13 and 20 November 2024, and February 2025. In each article staff were invited to contact Professor Robyn Longhurst, Deputy Vice-Chancellor, Academic, and/or Linda Roberts, Curriculum Quality Manager with any comments or questions. Comments that were received have been incorporated into this discussion document.

### *Note on faculty structure*

The University's curriculum is in constant transition, including through the addition and removal of courses and programmes, changes in University policy and regulations, technological changes, movements in staffing – and in response to external events (such as government policy, professional body requirements, and pandemics). Occasionally, structural change also occurs. This poses challenges in providing a definitive mapping of the curriculum and its various challenges at any point in time. For example, some of the information collected for the project was structured by way of our old faculty structure (pre-2025) rather than our new faculty structure (2025 onwards). This is because much of the data were collected during the transition to the new structure and our systems contain information under the old faculties rather than the newly merged faculties. This means that while some figures are provided for context, the focus is on high-level issue identification with examples rather than a detailed view of the University's curriculum in 2025.

## Curriculum challenges

Following analysis, the Curriculum Mapping Project has focused on seven key issues. Below are summaries of the key challenge posed by each of these. The challenge is then briefly unpacked, and several questions are posed. The findings in each section have deliberately been kept brief as the aim here is not to resolve or answer the challenges being posed but, rather, to provide some context. The questions posed are designed to provoke conversation and invite validation, alternative experiences and suggestions, guiding curriculum design work.

### 1. Point values

**The challenge:** VUW currently offers courses with a range of credit values, expressed as points. The points values of undergraduate courses are not standardised across the University. This leads to some students facing difficulties in completing the correct number of points for their programme and, at times, can result in students completing more than the required number of points for their programme of study. This places a time and financial cost on students. It can also discourage students from enrolling in relevant courses (with differing points values) offered outside their programme or home faculty. Where students fall just short of the required point value for a qualification (e.g. 355 points for a 360-point qualification), they are exempted those points. This represents a small loss in fees and funding to the University. A variation in points values can also create uneven workloads across trimesters for students, and can be a barrier to credit transfer, both into VUW and from VUW to other New Zealand institutions.

The standardisation of points values has been a frequent topic of conversation at VUW. At this time, no decision has been made about a points value that could, or should, be the standard across undergraduate courses.<sup>4</sup>

#### *Unpacking the challenge*

VUW courses have a range of point values, from 0 up to 360 points in the case of a doctoral thesis. As shown in Table 1, for courses at NZQCF Levels 5–7 (bachelor's degree courses) the range is currently narrower, from 10-30 points, with 93% of courses having either 15 or 20 points (49% and 44% of all undergraduate courses, respectively).

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<sup>4</sup> Funding is tied to EFTS, and fees to points, so these would change on a pro-rata basis for any course that has a change in points values. However, a standard annual full-time consumption of 1.0 EFTS / 120 points would not be affected.

**Table 1 VUW courses by points value, NZQCF Levels 5–7 (2024 active courses)<sup>5</sup>**

Point value	Number of courses	% undergraduate courses
10	22	2.1%
15	521	48.8%
20	471	44.1%
25	2	0.2%
30	51	4.8%

The use of 20-point courses is mainly (but not entirely) concentrated in the Faculty of Humanities and Social Sciences, the School of Education, Te Kawa a Māui, and some parts of the Faculty of Science and Engineering. While undergraduate points values *generally* tend to be consistently used (either 15 or 20 points) within a school or programme, this is not always the case. Besides this variation, due to enrolment in conjoint degrees and outside majors, currently many undergraduate students take at least one course with a differing point value (i.e. they enrol in a mixture of 15- and 20-point courses across their degree). Looking at undergraduate qualification completions in 2024, approximately 12% included five more points than needed; another 9% had completed 10 additional points. Six percent of completions required had five points *fewer* than their qualification regulations required, necessitating a waiver.

In some instances, there may be external drivers for specific points values. For example, the requirements of a professional body assessing practicums and projects may necessitate a particular points value. However, most of the decisions are discipline- and programme-related. They are sometimes due to historical decisions but otherwise grounded in strong views about the better “size” of a course for effective teaching and learning.

Points values affect the number of courses taken, how workload is spread, and the number of assessments students undertake in each trimester and across their undergraduate degrees. For example, 15-point courses mean that a student will generally take 24 courses to complete a 360-point degree, while a student would generally complete 18 courses at 20-points. It is possible that the smaller point value (and greater number of courses) allows students the opportunity to take a wider range of courses and have more control over their per-trimester workload. However, 20-point courses may allow students to focus on course content to a greater depth. They could potentially have fewer assessments overall, but a higher workload associated with each assessment.

Acknowledging these reasons for variation, applying a more consistent approach to the points value of most courses might allow students to more easily select courses and plan their workload. It will help ensure they don’t enrol in more points than necessary to complete their programme of study. It is also important to note that without increased standardisation of points, it would be difficult to make other components of the curriculum (e.g. the size of a major) more consistent, if desired.

The points value of courses also impacts students’ ability to transfer between different programmes and tertiary education institutions. Over the last two years, the eight New Zealand universities have worked to improve policies and practices to make it easier for students to transfer between universities. This work has suggested that one barrier to greater transferability is variation in point or credit values, and that a more consistent weighting would improve the ability for students to move between universities. It was also noted that the polytechnic sector has moved towards 15-credit courses in recent years and greater consistency with this might facilitate movement between the vocational and university sectors.

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<sup>5</sup> New Zealand Qualifications and Credentials Framework Levels 5 – 7 corresponds with 100-, 200-, and 300-levels courses. Data in this table has been extracted by NZQCF level for comparative purposes, as the coding of undergraduate courses differs in practice across the sector, including the treatment of the BE(Hons). Refer Table 2 for sector comparison.

Table 2 shows the distribution of point or credit values across the New Zealand university sector for NZQCF level 5–7 courses. This table highlights the predominance of 15-point courses across the sector. It shows that 20-point courses are mainly concentrated at VUW. The University of Otago is another outlier with their usage of 18-credit courses. The final column shows the sector distribution for the remaining six universities, excluding both VUW and Otago. Eighty-eight percent of undergraduate courses at these six universities are weighted at 15 points, with another seven percent at 30 points (i.e. a multiple of 15).

**Table 2 Point/credit values of New Zealand universities' NZQCF Levels 5-7 courses (2024)**

UG course points/credit value	VUW	NZ universities exc. VUW	NZ universities exc. VUW & Otago
0-14 pts	2.1%	3.0%	2.5%
15 pts	48.8%	76.5%	88.1%
16-19 pts	0.0%	11.1%	0.1%
20 pts	44.1%	0.1%	0.0%
21-29 pts	0.2%	0.3%	0.1%
30 pts	4.8%	6.1%	7.0%
31+ pts	0.0%	2.9%	2.3%
Total	100%	100.0%	100.0%

#### *History of points value discussions at VUW*

The most substantive discussions about points values took place in 2008, after which some parts of the University began migrating from 18 (or other points values) to either 15- or 20-point courses at undergraduate level. This took several years to implement. For example, the commerce courses changes from 18, 22 and 24 points to 15 points were phased in between 2009 and 2011, starting at 100 level. Since then, there have been some further attempts to increase consistency *within* different programmes and schools, and we have also seen the emergence of less common variances such as 10 and 35 points.

Over the past 20 years or so, there have been regular discussions about moving the entire VUW curriculum toward a more consistent approach to points value. In April 2007, a review of the points system was presented to Academic Board recommending the adoption of a policy on points. A further resolution was brought forward in July 2007 for standardisation at 100-level to 15 points. The motion was discussed and changes proposed but it was not passed. At this time, the Academic Committee supported, in principle, a move toward consistent points values but thought that the Academic Board ought to take ownership of progressing the issue. Discussions continued.

Fourteen years later, at an Academic Board meeting on 21 September 2021, the issue was formally discussed again. The minutes of that meeting state: “The standardisation of points value for all courses for any bachelor’s degree was discussed ... There was broad support for standardised credit/point values for all courses. The discussion was mostly about what the points value should be for undergraduate courses.”

Two years later, on 26 September 2023, another paper was taken to Academic Board, the purpose being to seek in-principle endorsement for standardised points value for all courses on the schedule for any bachelor’s degree at VUW. The minutes read:

“There was a lengthy discussion with arguments for and against the overall proposal, as well as more specifically a wide range of views on whether to move to 15 or 20 points per course. The impact on workload for both staff and students was a concern and a strong desire for some type of clarity either way was expressed to remove the uncertainty when planning course content and assessment.”

In an informal poll during this meeting, there was no clear majority amongst the Board on the question of whether courses should be standardised to 15 points or 20 points. There was a small number of members who were in favour of the status quo, or a simple directive providing clarity about points values to remove uncertainty when planning course content and assessment. It was agreed to not support the motion at this time

and that more work was needed. The issue is now being addressed as part of the curriculum transformation programme, the terms of reference of constituent projects being guided in part by feedback to this discussion document. It is acknowledged standardising points values would not be simple nor quick, with impact on many university systems, policies, and processes over several years. Understanding the level of support, as well as identifying specific concerns, would be helpful at this time.

#### DISCUSSION QUESTIONS

1. Would you support standardised points values for undergraduate courses on the schedule for all bachelor's degree at VUW?
2. If we were to seek more consistency in the points values of undergraduate courses, what value would you like to see used as the base? (e.g. 15 or 20 points, and multiples thereof, or another value)
3. Are there other considerations about points value that we need to know about as part of any future curriculum redesign?

## 2. Delivery modes

**The challenge:** VUW currently has four agreed modes of delivery: blended, online, work-integrated learning, and block. In practice, it has become apparent that there are different interpretations of these delivery modes at the course level. The challenge is determining both, how we ensure collective understanding of what is expected when designing a course for a particular delivery mode and how we communicate that information about the mode to students so that they understand how they can expect a course to be delivered.

### *Unpacking the challenge*

In this discussion document, the term 'delivery modes' refers to the strategies and processes used to deliver or teach courses and, more broadly, the entire curriculum. These include:

- where students and staff are situated during learning
- how and when learning materials and activities are accessed and experienced
- how, when and where assessment occurs (see pages 14-16 on assessment).

Over the past decade or so, social and pedagogical changes have led to significant changes in modes of delivery of teaching and learning (how, where and when teaching and learning occurs). This has included an increase in courses offered flexibly in time and place, greater use of technology, and attempts to increase the connection of students with practice-based work contexts. Delivery modes can, therefore, be seen as a key mechanism through which students can achieve their learning objectives.

The need to be able to deliver in different modes was highlighted during the COVID-19 pandemic when many across the world discovered that how we enable learning is vitally important. COVID-19 required educators, including at our own University, to prepare all classes to be available fully online, enabling students to study from home. In many cases, this represented a fundamental shift in our approach to learning and teaching.

Flexibility in delivery mode needs to be coupled with clear understanding and expectations. Post-COVID we have seen faculties at VUW commit to offering most of their courses in dual mode (in this instance, online and face to-face) with the underlying directive that students who had enrolled in our programmes offered fully online, could complete their programmes of study in this same mode. It has now been several years since we agreed this with students, and it is timely now to review this expectation.

In August 2023, the following four options and definitions were agreed for use in 2024:

- Blended: This course is delivered using a mix of face-to-face classes and online resources. Assessment may be a mix of online and/or face-to-face.
- Fully online: no requirement to attend campus for learning activities or assessment.

- Work-integrated learning: This course is based on placement in an employment setting e.g. clinical, government agency, with an employer.
- Block Course: The course will be offered in compressed weeks.

This was refined in July 2024 (for 2025) to:

- Blended: Delivery and assessment using a mix of face-to-face classes and online resources. Students must attend the University at some point in their studies, even if it is just for the end of year exam/test. This option includes fully face-to-face.
- Online: Fully taught online, students do not have to physically attend the University at any time including for the end of year exam/test or any other assessment.
- Work-integrated learning: The entire course is based on placement in an employment setting e.g. clinical, government agency, with an employer.
- Block: Compressed teaching offered in a significantly reduced period not defined by the three main trimesters.

Despite this guidance, there is still variability in how these four modes are applied and how students understand what can be expected from each mode. Different faculties have differing interpretations of how aspects of the course might function in different modes. An example of this might be a course that is identified as fully online but requires an in-person examination. Processes used to earmark online delivery, via campus code and/or by separate CRNs for online versions of courses, also differs across the institution. Being more consistent and explicit about the delivery modes for both courses and entire programmes of study would help domestic and international students to understand the expectations of engagement and attendance in different modes before enrolling.

It is not suggested that we need to capture all the rich and shifting ways in which we use technology (i.e. blended delivery) to enhance learning in most of our courses. However, clearly identifying the specific requirements of individual courses and programmes helps students enrol in programmes that best suit their needs. For example, a student located away from Wellington who wants to enrol for a fully online qualification should be able to easily find our offerings of this type. For some international students, it might be important to know the opposite. For example, students from China who require a component of face-to-face learning due to Chinese government regulations would benefit from easily being able to determine which courses and entire programmes are taught in this way.

It might also be important that we think about how decisions about delivery mode made at the individual course or programme level come together to paint a picture of the University's curriculum as a whole. VUW often prides itself on being a primarily face-to-face university. But what does face-to-face learning mean in practice in 2025 and in the future? For example, this year the University has set an objective to grow work-integrated learning. Knowing and understanding more about this mode and how it sits within, or alongside, face-to-face campus-based instruction would be invaluable as students seek to build more and better-quality work experience into their studies. Any consideration of curriculum needs to also consider carefully how that curriculum is delivered.

#### DISCUSSION QUESTIONS

4. Is more clarity needed for staff to apply different modes of delivery? If so, what guidance would be most helpful?
5. Is more clarity needed for students about what they can expect from a certain mode of delivery? If so, which aspects could or should be clearer?
6. Are there other considerations about delivery mode we need to be aware of as part of future curriculum redesign?



### 3. Majors, minors, and specialisations

**The challenge:** VUW currently offers many majors, minors and specialisations at undergraduate level, and these increasingly contribute towards multiple qualifications. This is both a positive aspect of our curriculum, and a challenge for the University. On one hand, these offer flexibility and a wide range of possibilities for students. However, despite there being definitions available for ‘majors’ and ‘minors’, both nationally (though CUAP guidance) and at VUW (through General Programme of Study Regulations), these terms are neither well understood nor consistently applied in our curriculum. This can mean programme planning is complex and confusing. In relation to ‘specialisations’, the meaning and use is also not consistent across the university sector, creating further challenges with communicating their purpose. If we are seeking to streamline our curriculum, we may need to be more consistent in our use of these terms, in addition to being clear about their function within our range of offerings.

#### *Unpacking the challenge*

In 2025, VUW undergraduate students are enrolled in a total of 166 ‘fields of study’ (i.e. majors, minors, and specialisations) across 19 bachelor’s degrees. An additional two undergraduate degrees, five majors, 16 minors, and three specialisations have been approved by CUAP for introduction from 2026. There are a further 28 majors, minors and specialisations which are active in our curriculum, but received no enrolments this year.<sup>6</sup> At the same time, this year there has been some moves to decrease the offering of specialisations at undergraduate level in some areas, notably in music and engineering. *Refer further discussion on page 12.*

There is considerable variability in how these fields of study are deployed across our degrees, sometimes reflecting professional body requirements and restrictions. The Bachelor of Laws, Bachelor of Education (Teaching) Early Childhood, and Bachelor of Midwifery, for example, have no defined majors in their regulations (although the LLB and BEd(Tchg)EC are treated as each having a major within our systems). The Bachelor of Arts, by contrast, has 47 fields of study with active enrolments in 2025; 38 of these can be taken as either a major or a minor, five as a minor only, two as a specialisation only, one as either a major, minor or specialisation, and one as only a major.

Across our current 19 bachelor’s degrees, 13 include minors, and seven include specialisations (noting that this is subject to change). In 2025, undergraduate students enrolled in 121 inside majors (i.e. a major specified by the regulation of their home qualification) with 50% of the enrolments being made in just 16 majors. Students may also enrol in majors and minor outside of their primary qualification. In total, 67% of 2024 undergraduate level qualification completions included one major, and 33% included two or more majors. Allowing for the fact that not all qualification regulations provide for more than one major, among completions from a qualification in which multiple majors may be taken, 54% included one major, 45% had two, and one percent, three majors. Among those qualifications that allow for minors, in 2024, 39% of completions included at least one minor. Approximately 100 students completed with two minors.

#### **Majors**

Majors are defined in the General Programmes of Study Regulations ([GPSR](#)) as:

- a. A major is a substantial component of a degree consisting of courses in a recognised disciplinary area.
- b. A major in a bachelor’s degree consists of courses worth at least 120 points including at least 40 points at 300-level or above. For a general undergraduate degree (that is, the BA, BCom, BSc), a major shall not require more than 140 points at 200-level or above.

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<sup>6</sup> August 2025.

A major is intended to demonstrate that a student has a substantial and coherent body of knowledge in a particular domain and has satisfactory knowledge to progress to postgraduate study where relevant. Majors are listed on a student's degree certificate as well as on their transcript.

While a large number of majors offers choice for students, it also means the University needs to be able to deliver enough courses at each level, within each year, to meet the progression requirements of students enrolled in these majors. This can lead to complex administrative arrangements, as well as academic resourcing challenges. Over the past decade we have added majors at approximately twice the rate we have deleted them, in part reflecting the addition of seven new undergraduate degrees since 2018.

### ***Application of major regulations***

Although there are both CUAP definitions and VUW guidelines for majors, these provide for variation in the number of points specified, both in total and at each level of the qualification. In addition, with course offerings changing year to year, the points values of courses that are available to be taken may shift between 15- and 20-point courses. We also sometimes require students to complete pre-requisites not specified in regulations (i.e. 'hidden prerequisites'). All these aspects can alter the size of a major for an individual and be problematic for students attempting to plan their programmes. For illustrative purposes, Table 3, shows the point composition of seven selected majors, drawing on the points values of courses in identified ranges in 2025. The total size of a major in this sample ranges from 105 to 200 points, with variations *within* majors of up to 10 points depending on the courses selected. The number of points that must be taken at 300-level ranges from 40 to 60 points.

**Table 3: Examples of size and composition variations in undergraduate majors, 2025**

Degree/Major	Total points	Minimum 300-level points	Minimum 200-level+ points
BCom Commercial Law	105	45	90
BA Art History	135-140	40	100
BSc Stats	150	60	120
BA Chinese	160	40	100
BSc Biology	170-180	55-60	110-120
BCom Accounting	195	45	135-150
BSc Artificial Intelligence	195-210	60	120-135

*Note: Variations in points required for above defined majors reflects options available to students in course selection.*

### ***Minors***

A minor enables a student to explore and gain recognition for a separate area of study without having to meet the full requirements of a major. A minor is a component of a bachelor's degree, specified as 60 points at 200- and 300- level in a subject area, with at least 15 points at 300-level.

Minors are listed on a student's transcript but not on their degree certificate. As with majors, the University has at times discontinued minors but has mainly continued to add to them. Between 2018 and 2025, we added 43 minors (plus 16 more to be introduced in 2026 via new bachelor's degree programmes). During the same period, we deleted only three.

There is much variation in the number of students enrolled in different minors. In 2025, undergraduate students were enrolled in 125 inside minors (i.e. a major specified by the regulation of their home qualification); 50% of the enrolments were in just 21 of these minors. Because minors are pulling from the same set of courses as specified for majors, their impact on academic resourcing is less than that of majors. In fact, they can make majors more viable through the addition of non-major students to marginal courses. For this reason, they might sometimes be viewed as no or low cost in terms of offering. However, information about minors, including their purpose and regulations, does need to be communicated clearly to students, and minors do still place demand on our systems and people.

In addition, we have some minors without majors. These generally require separate marketing. In 2025, students were enrolled in 21 minors that had no accompanying major. There are a further six of these active in our curriculum, but with no enrolments this year.

### ***Specialisations***

A specialisation is an optional area of focus *within* a major. It requires at least 45 points of directly relevant courses at 200-level or above, including at least one course above 200-level. The courses specified for a specialisation are usually from courses within the associated major, but in all cases, at least 50% of the specified points must be from such courses. Specialisations appear on a student's academic transcript but do not appear on their degree certificates. At undergraduate level, students might graduate *with* a specialisation, rather than declaring this in advance. As such, reporting on these is limited and inconsistent.

In 2025, VUW undergraduate students are enrolled in 19 specialisations, across all faculties excluding Law. However, the majority of the University's specialisations have fewer than 30 enrolments, and many attract no enrolments at all. The undergraduate engineering specialisations have traditionally been amongst the largest, but the seven specialisations in the BE(Hons) have been closed to new students from 2025 at the recommendation of the most recent Engineering NZ reaccreditation panel. VUW's BE(Hons) is one of the few to include specialisations and the School of Engineering and Computer Science has also struggled to offer the NAWP specialisation over the past few years due to an inability to staff the relevant 300- and 400- level courses. The closure of the specialisations—pending a later formal removal in five years' time—reflects current staffing capabilities but also allows some additional flexibility on the school's part to switch in and out of courses to provide students with more choice.

With the removal of the engineering specialisations, the most populous specialisations are likely to be Māori Design and Environments, and Film Production, followed by Film Scoring. Combined, these three specialisations have attracted over 230 students in 2025. As previously noted, there are three new specialisations being added because of a new undergraduate degree (Bachelor of Politics). Despite limited or no enrolments in several specialisations over the years, few have been discontinued.

### ***Application of specialisation regulations***

Within the guidance "of at least 45 points", there is much variation in the number of points in specialisations across the University. Some are awarded at this minimum size, and other specialisations are requiring up to 75 points. This suggests considerable difference in the level and depth of exposure by students to subject areas, while all being called a "specialisation" upon graduation.

Across the university sector, specialisations are offered in some institutions but there appears to be little consistency. CUAP itself has no definition or approval process for a specialisation (which does not meet the threshold of an 'endorsement' and would be named on the graduation certificate).

## **DISCUSSION QUESTIONS**

7. How should we determine what is an appropriate number of majors, minors and specialisations?
8. Do we need a more consistent approach to regulations for majors, minors and specialisations?
9. What impact is there if majors, minors, and specialisations differ in size (i.e. number of points) across programmes, levels, and faculties?
10. What is your understanding of a specialisation?
11. In what ways do you think specialisations offer value?
12. Should VUW continue offering specialisations in the future?
13. Are there other considerations about majors, minors, and specialisations we need to consider as part of future curriculum redesign?

## 4. Mātauranga Māori and sustainability

**The challenge:** Key aspects of Mahere Rautaki | the VUW Strategy (2024) include prioritising:

- our commitment to Te Tiriti o Waitangi and our connection to place to give meaning and influence to the marae at our heart, and support our global distinctiveness, and
- ecological thinking that contributes to a sustainable, resilient, and better world.<sup>7</sup>

As part of this project, we sought to understand how the current portfolio of courses substantially aligns with Mātauranga Māori and sustainability priorities. While some information is known, it is inconsistently defined and captured. We do not have a consistent way to identify to what extent our courses reflect these priorities, and how or if these are reflected in our Graduate Profile. Having a clearer idea of offerings may also reduce the potential for duplication and help identify courses that might be suitable for cross-faculty enrolment.

### *Unpacking the challenge*

In order to attempt to understand how many courses across the university might currently contain substantial content relating to Mātauranga Māori and sustainability, we undertook a manual search of courses which included using Mata to search course learning objectives for key words and course content.

For Mātauranga Māori, this list is being peer reviewed by staff from Iho and the Academic Office to ensure the courses contained sufficient learning content.<sup>8</sup> As currently described, an estimated 48 undergraduate courses contain substantial Mātauranga Māori content. The greatest number of these are in Te Kawa ā Maui (31), with the remainder scattered through the other faculties. This is approximately 2% of all undergraduate courses, with more than half of these confined to students who enrol in courses offered by Te Kawa ā Maui. This might be an underestimation, as a key word search of course outlines suggests that some other courses include Te Ao Māori concepts and content which might be relevant, however these are not currently framed as Mātauranga Māori, and it is unlikely that the students enrolled in these courses perceive them as such.

With respect to sustainability, information was also drawn from the Sustainability Office, who regularly use Course Finder to identify potential sustainability-related course offerings. They estimate there are 150 'sustainability' courses offered by the University, approximately 8% of all undergraduate courses. The majority of these (63%) are in the Faculty of Science and Engineering, followed by the Wellington School of Business and Government and the Faculty of Humanities and Social Sciences. The recent introduction of the Bachelor of Environment and Society will have some impact on the number and distribution of sustainability-related undergraduate courses offered.

As we move further into the curriculum transformation, the "Evaluation Plan – Curriculum Mapping – Sustainability and Mātauranga Māori – 2025" project will provide us with more information on the extent to which courses have extensive, significant or moderate course learning objectives for Mātauranga Māori and/or sustainability, as well as case studies to support course and lecturer development. This important piece of work is being enabled by our new curriculum management system – Mata.

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<sup>7</sup> Te Herenga Waka–Victoria University of Wellington Strategic Plan 2024.

<sup>8</sup> This work is part of a larger, ongoing project Evaluation Plan – Curriculum mapping – Sustainability and Mātauranga Māori – 2025 which is led by Associate Professor Meegan Hall (Toi Mātauranga Māori- Assistant Vice-Chancellor) and Dr Rob Stratford (Manager, Quality and Policy Academic Office). This project aims to develop a clear curriculum mapping approach using Mata – the new Curriculum Management System.

## DISCUSSION QUESTIONS

14. Should we identify courses that contain substantial content relating to Mātauranga Māori with a view to better understanding our offerings?
15. Should we more identify courses that contain substantial content relating to sustainability with a view to better understanding our offerings?
16. Are there other considerations regarding the identification of courses with substantial Mātauranga Māori content we need to consider as part of future curriculum redesign?
17. Are there other considerations regarding the identification of courses with substantial sustainability content we need to consider as part of future curriculum redesign?

## 5. Assessment types

**The challenge:** Courses at VUW make use of a wide range of assessment types. This is to be commended. However, we do not have a clear picture of the number and weight of assessment across the University, nor a consistent way to describe to students the different types of assessment that occur. This means students do not always understand course assessment expectations before enrolling. It can also result in unexpectedly different assessment loads for different courses. For example, anecdotally, students are often unaware of if or how an assessment load might vary between 15- and 20-point courses.

The focus of this area of investigation has not been to consider the suitability and application of different types of assessments, but rather whether clearer definitions and better information about the use of assessment modes would assist students in their course selection choices. This might be especially important as modes of assessment will likely evolve rapidly over the next couple of years. In addition to its emerging effect on other aspects of our curriculum, it is evident that AI is already, and will continue, to have a profound impact on assessment. We will need to adapt to ensure that we are still assessing a student's ability to comprehend, think critically and creatively, and to problem-solve, and that they are receiving timely and targeted feedback that has impact on the course assessment outcomes.

This is a conversation that has begun but will deepen as we embark on curriculum transformation.

### *Unpacking the challenge*

Data on assessment types and numbers by course and CRN have been sourced from Mata and Banner, including count (how many assessment items are connected to each course), description (free text description of assessment item), percentage (percentage of course weighting), date (dates of trimester when assessment item occurs), CLOs (item alignment with Course Learning Objectives), group work (free text description about whether the course contains group work) and peer assess (free text description about whether the course contains peer assessed work).

In 2025, the median number of assessments per course is three. At the upper end, approximately five percent of courses have seven or more listed assessments. However, a quantitative count doesn't capture the variation that currently exists within assessment practices. Some terms are used interchangeably (like test, quiz, and exam) in some parts of the University, and other generic terms like "written assignment" are used for a variety of assessments including essay, journal reflection, short response writing, creative writing etc. Sometimes assessments are recorded as one item but might include several linked pieces of assessment work.

As a result, the summary data in Table 4 and Figure 2 are indicative rather than definitive but they do reinforce the current challenge with terminology and of providing a clear picture to students.

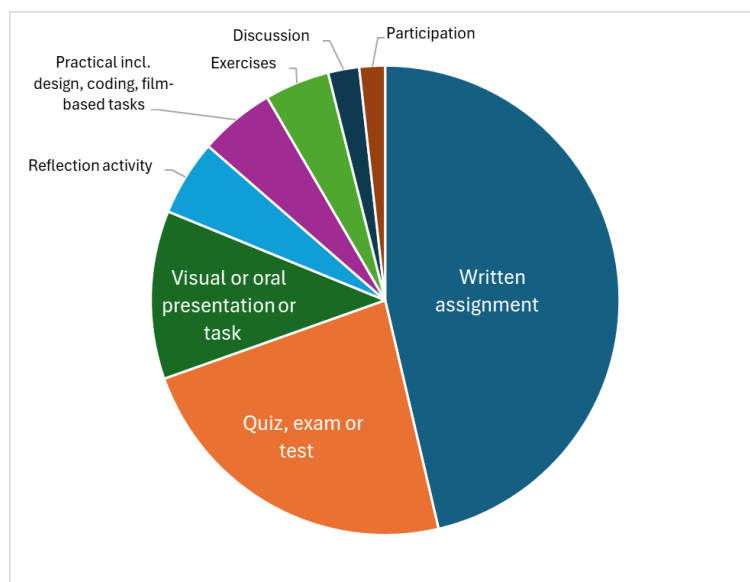
**Table 4 Number of assessments per undergraduate course by course level (2025)**

Number of assessments	Number of courses (100-300 level)	% of all courses (100-300 level)	100-level courses	200-level courses	300-level courses
1	30	3.1%	1.5%	0.6%	5.2%
2	71	7.3%	4.1%	7.5%	7.9%
3	372	38.3%	25.5%	40.2%	41.4%
4	278	28.6%	30.1%	33.0%	24.3%
5	113	11.6%	15.8%	8.4%	11.7%
6	60	6.2%	13.3%	5.4%	6.4%
7 or more	48	4.9%	9.7%	4.8%	3.1%

These data also tell us is that, in the age of AI, we are currently still relying heavily on the submission of written assignments. We need to ensure assessment is stimulating learning and testing understanding, not just focusing on outputs. We need to increase the use of oral assessments, guide interviews, solving problems in class, innovative quizzes etc to assess learning to respond to the impact of AI as well as the changing expectations of graduate capabilities.

Two areas where clearer information might be especially helpful to students before enrolment are ‘group work’ and ‘peer-assessed work’. In both instances, often little information is provided, limited to “to be advised” or “coursework may entail peer assessment”. Providing clearer information may assist students in course selection and preparation, including balancing expectations and workload.

**Figure 2 Types of assessments used in undergraduate courses (2025)**

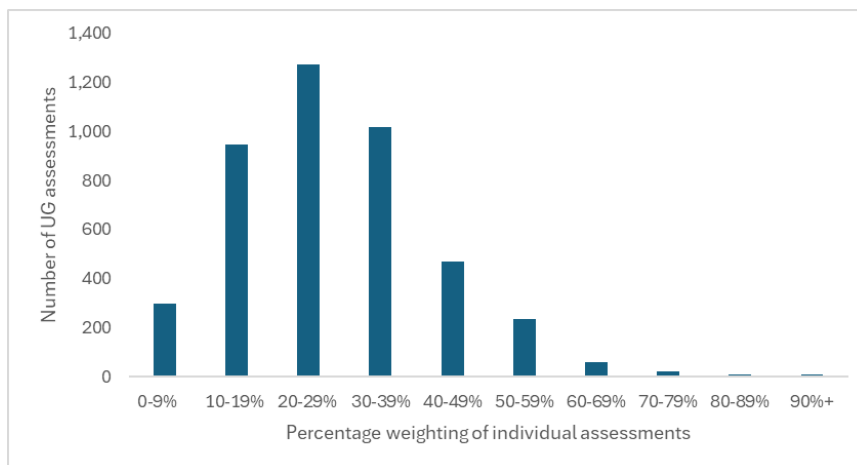


*Note: Excludes assessments not readily able to be classified on the basis of free or limited text information provided.*

Finally, the information available also shows the range of weightings applied to assessments. To some extent this will reflect the type of assessment selected, and there is more likely to be a common approach taken *within* a programme or school. However, it might be useful for students to have a general idea of the usual weighting that might accompany types of assessment, again to help with workload planning.

As Figure 3 shows, there are a wide range of weightings used at undergraduate level. Consistent with courses tending to have 3-4 assessment items, the percentage weighting most commonly assigned is currently in the 20-29% range.

**Figure 3 Undergraduate assessments by attached percentage weighting (2025)**



*Note: Excludes approximately 40 assessments with blank/TBC weightings at the time of data extraction.*

If there is a view that more consistency in terminology and/or weighting would reduce complexity, the next phase of curriculum transformation work would consider which definitions, and what level of guidance, would be helpful and how that might be captured within VUW's systems.

#### DISCUSSION QUESTIONS

18. Would you see benefit in greater guidance to improve consistency and transparency about the types of assessments offered in different courses?
19. How should we understand and describe the volume of assessment for courses?
20. How can we know if we are under- or over-assessing student learning?
21. How will and should AI impact how we think about types of assessment?
22. Are there other considerations about assessment types we need to consider as part of our curriculum transformation programme of work?

## 6. Requisites

**The challenge:** Requisites are courses or other requirements that students must have completed (or not completed) before they enrol in a particular course. Requisite syntax has been developed to ensure these rules are clear to a relatively small number of highly skilled staff, but they are less easily understood by the wider community of staff and students. They are not meant to be readable in the sense that they might suit a public-facing website. There is also the possibility that we are overly prescriptive and complex in our requisites more generally.

### *Unpacking the challenge*

Currently the University defines the different requisites as follows:<sup>9</sup>

<sup>9</sup> <https://www.wgtn.ac.nz/site-info/glossary>

(P) a prerequisite is any course that must have already been passed, or any other condition that is required, before enrolment in a particular course can be approved without special permission.

(C) a corequisite is an additional course that must be studied at the same time (if not already passed) in order for enrolment in a particular course to be approved.

(X) a restriction refers to a course that is restricted against another course with similar content. If a student has passed one course, they cannot also gain credit for a course that is restricted against it. Courses that are 'co-taught' are treated as restrictions.

The [Academic Approvals Handbook](#) provides information on requisite formatting which guides users towards the use of commas, semicolons, and brackets to define 'and', 'or' and subsets of information. and brackets to define 'and', 'or' and subsets of information.

Even with guidance, some requisites are very complex. For example:

P ENGR 110 or RESE 111 (or ENGR 111); ENGR 121 (or MATH 141 and 151); ENGR 141 ((or PHYS 114 or 101) and (CHEM 114 or 122)).

This translates to the following for students who want to enrol in RESE 212:

ENGR 110 or RESE 111 (or ENGR 111- an older course that a student may already have taken) AND ENGR 121, or if you prefer, both MATH 141 and 151, AND ENGR 141 or, if you prefer, EITHER PHYS 114 or PHYS 101, AND CHEM 114 or CHEM 122.

Or for AIML 427, students must take note of the following (keeping in mind that they need to find out from a different source what constitutes an 'approved background in Statistics'):

P one of (AIML 231, 232, 320, 331,335, 420, 421, COMP 307, 309, DATA 301, 303, 305, STAT 393, 394); one of (ENGR 123, MATH 177, QUAN 102, STAT 193) or approved background in statistics; X COMP 424.

The aim of providing these examples is not to cast a shadow over the courses or programmes concerned (there are many others with similar complexity) but to illustrate that the use of punctuation in requisites is complex and, at times, ambiguous for those trying to interpret these for course planning purposes. For students, this means it is not always clear what courses they are required to take (or not take) to satisfy programme requirements. It can also be time-consuming for Titoko and academic staff who work with students on course planning. At times, the requisite descriptions can lead to course planning errors which can impact students' programme completion and lead to additional time and expense.

More broadly, some of our requisites are extensive, increasing the risk of errors and the work associated with approvals and amendments to these. However, it is acknowledged that some requisites are very important to ensuring students are appropriately prepared for their courses for the best chance of success as they progress through their studies.

#### DISCUSSION QUESTIONS

23. Is the current practice of using punctuation sufficient or should we move to more explicit use of words such as 'and' in course requisites?
24. Are our requisites currently too complex?
25. Are there other considerations about requisites we need to consider as part of future curriculum redesign?
26. Are we overly prescriptive or have we generally got the balance right?



## 7. Pass/Fail grading

**The challenge:** Going into the Curriculum Mapping Project we were aware of a concern about courses for which students do not receive a letter grade. Instead, they receive a pass or fail grade for the course in its entirety. This is seen as problematic because a pass/fail they can affect grade point average calculations. There is also a perception that this grading practice reduces student engagement by not providing students with the opportunity to strive for excellence, which may involve disengagement from the course the moment a passing threshold has been met. It is acknowledged that some courses have specific *assessments* that are just a pass or fail grade, but this concern relates to entire undergraduate courses with pass/fail grading and no accompanying percentage or letter grade. Investigation has identified that there are currently only four undergraduate courses with pass / fail grading alone.

The low number of courses using this grading scheme suggests that while this may have been an issue in the past, it not a particularly common occurrence or significant concern now. However, it is worth considering whether the University should support pass/fail grade only courses at all. This is especially relevant now as VUW moves to offering more work-integrated learning courses, some of which could potentially carry a pass/fail grade. It could be argued that students may feel less pressure when they know their performance will not be quantified by a number and grade. If pass/fail grading surfaces as an important issue in feedback to this discussion document, it could be included as part of the curriculum transformation programme. If not, attention will be paid to more pressing issues.

### DISCUSSION QUESTIONS

27. What is the impact of pass/fail courses and assessments on student learning?
28. Do pass/fail courses and assessments make it more difficult for students to identify specific areas of weakness or where improvement is required?
29. If we were to have more pass/fail courses how would or should this affect students' GPA?
30. Are there other considerations about pass/fail courses – or other grading systems – we need to consider as part of future curriculum redesign?

## Conclusion

The undergraduate curriculum of Te Herenga Waka—Victoria University of Wellington has developed over time to offer students choice and exposure to a wide variety of subjects of interest, and to provide staff with a level of flexibility to develop and deliver courses as appropriate to their discipline and norms. Universities are under increased pressure to ensure that they are meeting the current and future needs of students, employers and the community. As they also need to respond to rapid increase in online delivery expectations and the arrival of artificial intelligence, it is timely to take a closer and more strategic look at the ways in which our curriculum operates.

The objective of any widespread curriculum change should not be consistency for consistency's sake. Rather, we are seeking agreement that there might be some aspects of the curriculum that would benefit from a more common understanding of their meaning and usage. This could result in reduced administrative burden on University staff and systems, and increased transparency for students as they plan and undertake their studies. While the impact of matters presented here will affect individuals, programmes, schools and faculties to differing extents, the University community has a wealth of experience and expertise in these matters. Feedback around problem definition, possible solutions, and other opportunities is welcomed as the University determines the need for and likely shape of curriculum transformation.

While we can learn a great deal from the experiences of other universities who have undertaken similar exercises, the curriculum of this University needs to ‘speak to us’—to our strategy, our story, and our place in the capital city of Aotearoa. This is an exciting opportunity, and we thank those who feed into the Project as it will provide us with an excellent starting point for this bigger transformation.

## Next steps

**Feedback on the matters raised in this discussion paper should be emailed to [curriculum-mapping@vuw.ac.nz](mailto:curriculum-mapping@vuw.ac.nz) by 5pm on 17 October 2025.**

This discussion document is being circulated widely. It is available on the Staff Intranet and is an item on the agendas of several University committees. A staff forum will also be held where questions raised can be discussed before the close of submissions.

A summary of feedback received will be collated and added as a section to the document. The revised document, including ideas and feedback received will be drawn upon for the terms of reference for projects that sit within the curriculum transformation programme of work, to commence early in 2026. At this stage the Curriculum Mapping Project will end, and next phases of the curriculum transformation programme will explore the key issues identified and possible solutions and opportunities in detail. Staff will have further opportunities to contribute and inform curriculum transformation work. This is a multi-year programme of work, which will include phases such as planning and consultation, design and development, approval and accreditation, and implementation.

## Complete list of discussion questions

*Respondents need not answer all questions; these are provided primarily to provoke discussion.*

### Point values

1. Would you support standardised points values for undergraduate courses on the schedule for all bachelor's degree at VUW?
2. If we were to seek more consistency in the points values of undergraduate courses, what value would you like to see used as the base? (e.g. 15 or 20 points, and multiples thereof, or another value)
3. Are there other considerations about points value that we need to know about as part of any future curriculum redesign?

### Delivery modes

4. Is more clarity needed for staff to apply different modes of delivery? If so, what guidance would be most helpful?
5. Is more clarity needed for students about what they can expect from a certain mode of delivery? If so, which aspects could or should be clearer?
6. Are there other considerations about delivery mode we need to be aware of as part of future curriculum redesign?

### Majors, minors, and specialisations

7. How should we determine what is an appropriate number of majors, minors and specialisations?
8. Do we need a more consistent approach to regulations for majors, minors and specialisations?
9. What impact is there if majors, minors, and specialisations differ in size (i.e. number of points) across programmes, levels, and faculties?
10. What is your understanding of a specialisation?
11. Do you think specialisations offer value?
12. Should VUW continue offering specialisations in the future?
13. Are there other considerations about majors, minors, and specialisations we need to consider as part of future curriculum redesign?

### Mātauranga Māori and sustainability

14. Should we identify courses that contain substantial content relating to Mātauranga Māori with a view to better understanding our offerings?
15. Should we identify courses that contain substantial content relating to sustainability with a view better understanding our offerings?
16. Are there other considerations regarding the identification of courses with substantial Mātauranga Māori content we need to consider as part of future curriculum redesign?
17. Are there other considerations regarding the identification of courses with substantial sustainability content we need to consider as part of future curriculum redesign?

### Assessment types

18. Would you see benefit in greater guidance to improve consistency and transparency about the types of assessments offered in different courses?
19. How should we understand and describe the volume of assessment for courses?
20. How can we know if we are under-or over-assessing student learning?
21. How will and should AI impact how we think about types of assessment?

22. Are there other considerations about assessment types we need to consider as part of our curriculum transformation programme of work?

**Requisites**

23. Is the current practice of using punctuation sufficient or should we move to more explicit use of words such as 'and' in course requisites?
24. Are our requisites currently too complex?
25. Are there other considerations about requisites we need to consider as part of future curriculum redesign?
26. Are we overly prescriptive or have we generally got the balance right?

**Pass/Fail grading**

27. What is the impact of pass/fail courses and assessments on student learning?
28. Do pass/fail courses and assessments make it more difficult for students to identify specific areas of weakness or where improvement is required?
29. If we were to have more pass/fail courses how would or should this affect students' GPA?
30. Are there other considerations about pass/fail courses – or other grading systems – we need to consider as part of future curriculum redesign?



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# CURRICULUM MAPPING PROJECT

**SEP 2025**

# Context

- Project was initiated to understand which aspects of our undergraduate curriculum are unnecessarily complex.
- Driving principles
  - that the curriculum should provide students with suitable pathway options as their study plans and careers progress
  - that the curriculum structures and regulations should be coherent, equitable, and easy to navigate.
- Seven key themes identified for this project.
- Objective: to provoke discussion and encourage feedback to help determine the terms of reference for any future programme of work on curriculum transformation.



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# Project scope

1. The points value of courses
2. delivery modes of courses and qualifications
3. majors, minors, and specialisations
4. courses with Mātauranga Māori and/or sustainability content
5. different types of assessment
6. the wording of requisites
7. use of pass/fail grades.



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# Points value

- Undergraduate courses offered with a range of credit values, expressed as points, but not standardised across the University.
  - Some students face difficulties in completing the correct number of points for their programme, and the lack of standardisation can affect their choices in multiple ways.
  - Administrative workload and impact on staff.
- Would you support standardised points values for undergraduate courses on the schedule for any bachelor's degree?
  - If we were to seek more consistency in the points values of undergraduate courses, what value would you like to see used as the base?





# Delivery modes

- Currently four agreed modes of delivery—blended, online, work-integrated learning, and block, but varying interpretations of these delivery modes at the course level.
  - How do we ensure collective understanding of what is expected when designing a course for a particular delivery mode?
  - How we communicate that information to students so that they understand how they can expect a course to be delivered?
- Is more clarity needed for staff to apply different modes of delivery? If so, what guidance would be most helpful?
  - Is more clarity needed for students about what they can expect from a certain mode of delivery? If so, which aspects could or should be clearer?



# Majors, minors, and specialisations

- VUW offers many majors, minors, and specialisations at undergraduate level.
  - In 2025, students enrolled in 166 'fields of study' across 19 bachelor's degrees. Two new undergraduate degrees, with more majors, minors, and specialisations will commence in 2026.
  - The size and composition of majors varies across our disciplines and qualifications.
  - The size and role of specialisations also varies with their definition and purpose potentially unclear.
- How should we determine what is an appropriate number of majors, minors, and specialisations?
  - Do we need a more consistent approach to regulations for majors, minors, and specialisations?
  - Should VUW continue offering specialisations in the future?



# Mātauranga Māori and sustainability

- Work is underway to understand how our current portfolio of undergraduate courses aligns with these two strategic priority areas.
  - Having a clearer idea of offerings in these areas will help VUW to progress our strategic objectives.
  - It might also support reduced duplication and the identification of courses suitable for cross-faculty enrolment.
  - How we go about doing this, and then communicating what we mean by content aligned with these strategic priorities, will require coordination.
- Should we more specifically identify courses that contain substantial content relating to Mātauranga Māori?
  - Should we more specifically identify courses that contain substantial content relating to sustainability?



# Assessment types

- VUW makes use of a wide range of assessment types, but we don't have a clear picture of the number and weight of these different assessment types.
  - Would greater consistency in definitions and better information about the use of different assessment types help students in their course selection choices?
  - It's important we think about how AI will and should impact our use of different assessment types.
- Is there benefit in greater guidance to improve consistency and transparency about different assessment types?
  - How can we know if we are under- or over-assessing students?
  - How will, and should, AI impact how we think about types of assessment?



# Requisites

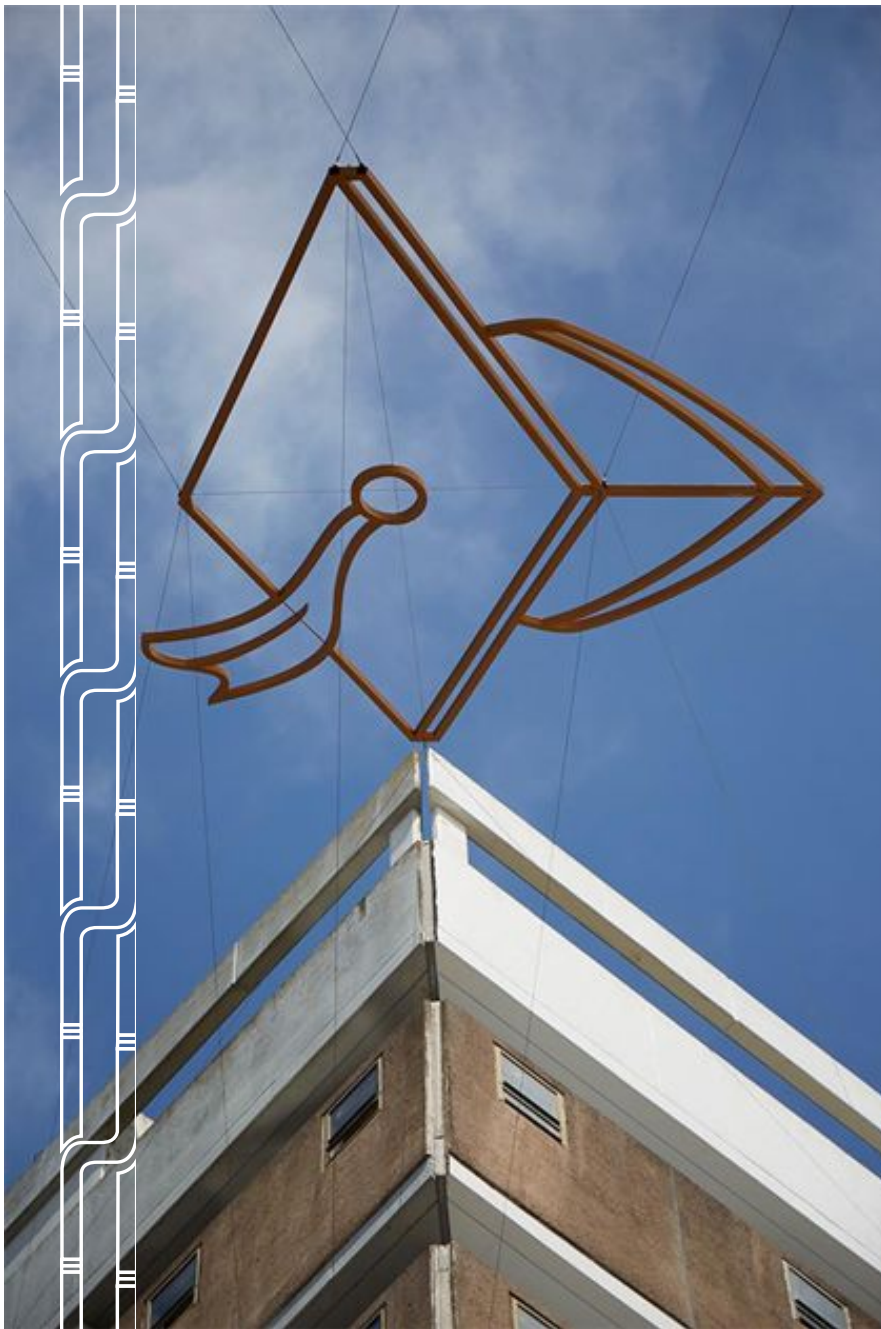
- Pre-requisites, co-requisites, and restrictions.
  - Even with current advice on formatting in the Academic Approvals Handbook, use of punctuation in requisites is complex and/ambiguous for those trying to plan programmes of study.
  - Some requisites are extensive, increasing the risk of errors and the work associated with approvals and amendments to these.
- Is the current practice of using punctuation sufficient or should we move to more explicit use of words such as 'and/or' in course requisites?
  - Are our requisites currently too complex and creating barriers for students?



# Pass/fail grading

- Some courses offer a pass/fail grade, which may affect students' grade point average calculations.
  - Pass/fail grading may reduce student engagement.
  - The focus here is not so much on specific pieces of assessment that offer pass/fail grades but on courses in their entirety.
  - Relevant to consider now as the University explores more work-integrated learning courses.
- What is the impact of pass/fail courses on student learning?
  - Do pass/fail courses make it more difficult for students to identify specific areas of weakness or where improvement is required?
  - If we were to have more pass/fail courses how would or should this affect students' GPAs?





## Next steps

- Document is available on the Intranet, and the key themes are being discussed across key University committees.
- Consultation is open till 5 pm on Friday 17 October.
- Submissions can be emailed to [curriculum-mapping@vuw.ac.nz](mailto:curriculum-mapping@vuw.ac.nz).
- Summary of feedback will be collated and added to this document. The revised document will be drawn upon for the terms of reference for projects that sit within the curriculum transformation programme of work in 2026.



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## **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 17.

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:

<b>General subject of each matter to be considered</b>	<b>Reason for passing this resolution in relation to each matter</b> 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.	<b>Ground(s) under section 48(1) for the passing of this resolution</b>
<b>Agenda item 17: Emeritus Professor nominations</b>	s9(2)(a)	LGOIMA s48(1)(d)

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





### Notification of deletion of a qualification, subject, major or specialisation

<b>Date of submission</b>	14 October 2025
<b>Name of qualification to be deleted</b>	Master of Building Science (MBS/)
<b>Name of Faculty</b>	Architecture and Design Innovation
<b>Name of submitter</b>	Bruno Marques, Associate Dean (Academic)
<b>Page reference in Calendar of year of notification</b>	2025 Calendar, p. 222
<b>URL of Calendar on University website</b>	<a href="#">University Calendar   About us   Te Herenga Waka—Victoria University of Wellington (wgtn.ac.nz)</a>
<b>Unique 6-digit STEO identifier(s)</b>	VI0041

### Section A – CUAP information

CUAP notification category 6.2.4: the deletion of an entire academic qualification.

#### A1 Purpose of proposal

To delete the Master of Building Science (MBS/), 240 points.

#### A2 Justification

The MBS/ has been closed to new students since 2018 and there will be no further graduates; the full regulations were removed from the Calendar in 2018.

As part of a CUAP Round 2, 2025 approved proposal (AB-25-26 (APC25-13)), the Wellington School of Architecture restructured its postgraduate programmes, consolidating subject areas and streamlining pathways, and created a new 180-point Master of Building Science (MBildSc) alongside the new Master of Construction (MConst). Because the existing 240-point MBS/ could not be reopened with a different points value, the University was advised to establish the MBildSc as a new qualification.

Accordingly, the MBS/ can be formally deleted effective 2025.

#### A3 Calendar amendments to be made

On page 222 of the 2025 Calendar, delete the entry for the Master of Building Science:

##### **Master of Building Science**

~~The Master of Building Science and Postgraduate Diploma in Building Science are both closed to new students from 2018. Refer to the 2017 Calendar for the regulations.~~

Note: Although the Calendar listing also refers to a Postgraduate Diploma in Building Science, this qualification is not listed on the New Zealand Qualifications and Credentials Framework.

**A4 Transitional arrangements**

None required. There are no current students affected; the most recent enrolment in this qualification graduated in 2019.

**Section B – Administration and reporting**

*The submitter is to complete this section, which is not provided to CUAP.*

**Background and instructions**

Information in this form is used to populate the Victoria Student Management database (Banner) and the Tertiary Education Commission database (DXP Ngā Kete). DXP Ngā Kete in turn populates the New Zealand Qualifications and Credentials Framework (NZQCF) maintained by NZQA: [The New Zealand Qualifications Authority - NZQA](#); qualifications that are closed to all students, i.e. deleted, will be recorded as 'Discontinued' on the NZQCF website. Information about discontinued qualifications is retained for reference purposes.

**Closure / deletion of qualification**

<b>Closure of qualification to take effect from:</b>	n/a
<b>Deletion of qualification to take effect from:</b>	2025

**Deletion only:** Confirm that there are no more students registered for the qualification/major/specialisation and retain the following statement:)

I confirm that there are no more students registered in the qualification named in this notification.  
**Name:** Bruno Marques

**Approval / notification process**

*(If the proposal involves approval and/or notification by more than one Faculty insert additional rows into the table below. Unnecessary rows may be deleted.)*

Approval / notification	Date	Recorded by
Faculty Academic Committee/ Associate Dean	11/09/2025	Yang Liu
Faculty Board	19/09/2025	Yang Liu
Academic Programmes Committee		
Academic Board		
CUAP		
Banner (notification)		

**Office Use Only**

<b>Records management</b>	<b>Date</b>	<b>Recorded by</b>
Banner confirmation of nil registered students: STEO updated: Comms & Mktg informed: Future Students informed: NZQCF website amended: CUAP deletion process complete: SOACURR:		



## Programme amendment cover sheet

<b>Proposal name</b>	Amend the MDDN Major		
<b>Proposer</b>	Anne Niemetz		
<b>Faculty</b>	Architecture and Design Innovation		
<b>Summary</b>	To revise the MDDN major requirements within the Bachelor of Design Innovation degree.		
<b>Year</b>	2025		
<b>Reference</b>	BDI/3		
<b>CONSULTATION</b>	<b>Person consulted</b>	<b>Summary and reference</b>	
Academic Office	Linda Roberts	Feedback provided	
Associate Dean	Bruno Marques	Supportive	
CAD	<a href="mailto:CAD-Contact@vuw.ac.nz">CAD-Contact@vuw.ac.nz</a>	No issues raised	
Careers & Employment (Work-Integrated Learning)	Alice Hodder	No issues raised	
Course Admin.	Teresa Schischka	Feedback provided	
Faculty Admin.	Greg Ambrose	Feedback provided	
Library	Juliet Aabryn	No implications identified	
PAMI	<a href="mailto:info-unit@vuw.ac.nz">info-unit@vuw.ac.nz</a>	No issues raised	
Toi huarewa	Meegan Hall	No issues raised	
School Admin.	Robyn Isaacs	No implications identified	
Student Finance	Paige Jarman	No issues raised	
Students	Joseph Habgood	No issues raised	
<b>APPROVAL</b>	<b>Authority</b>	<b>Date</b>	<b>Recorded by</b>
Head of School	Leon Gurevitch	03/09/2025	Yang Liu
Fac. Acad. Cttee.	Bruno Marques	10/09/2025	Yang Liu
Faculty Board	Joanna Merwood-Salisbury	19/09/2025	Yang Liu
Acad. Prog. Committee	Robyn Longhurst	14/10/2025	Heather Day
Academic Board			



## Programme amendment

<b>Proposal name</b>	Amend the MDDN Major
<b>Faculty</b>	Architecture and Design Innovation
<b>CUAP Category</b>	Non-CUAP
<b>Year effective from</b>	2026

### A1 Purpose

To revise the Media Design (MDDN) major requirements within the Bachelor of Design Innovation degree, and to subsequently amend the prerequisites of MDDN 390

### A2 Justification

This amendment refines the MDDN major pathway to better align with core learning outcomes. Under the current requirements, it is possible for students to complete the major without taking a foundational MDDN-coded 200-level course. To ensure all graduates of the major have foundational experience in core Media Design principles, this proposal adjusts the course options to guarantee that all students in the major build upon the appropriate disciplinary knowledge, thereby strengthening the programme's curricular focus.

To this end this proposal seeks to revise the MDDN major requirements by removing INDN 204 and SIDN 233 from the 200-level options. SIDN 233 was never a core component of the MDDN curriculum, and the content of INDN 204 has changed and is no longer sufficiently relevant to the Media Design curriculum to be included as a course option for the major.

### A3 Proposed amendments

On pp 232 of the 2025 Calendar, in the regulations for the Bachelor of Design Innovation qualification, amend the section Major requirements as follows:

#### Bachelor of Design Innovation

##### BDI (360 points)

##### Major requirements

##### Media Design (MDDN)

- (i) 45 points from ~~INDN 204~~, IXXN 221, MDDN 200–299, ~~SIDN 233~~; one of (DSDN 211, 242, 244)
- (ii) MDDN 390; one of (DSDN 321, 331, 351); 15 further points from COMD 342, FADN 331, MDDN 300–399

Page 176 of the 2025 Calendar:

MDDN 390 Media Design Capstone/ Whakatinana ā-Wheako Hoahoa Arapāho

P DSDN 371 and 75 200-level pts BDI including 30 pts from MDDN 200–299, ~~INDN 204~~, DSDN 244

**A4 Implications and resources****Academic staff**

There are no implications for staff.

**Library**

No implications.

**Teaching facilities and support**

There will be no changes to the teaching facilities and support.

**Anticipated enrolments**

The School does not expect these changes to alter the total number of enrolments.

**Administrative implications**

The School will update its student-facing materials, including the BDI guide. First Year Students will be made aware of the changes when the 200-level BDI guide is discussed in classes. Student advisors will support any students affected by the changes. The Faculty will refresh all student-facing material, and Mata, and subsequently the Calendar will need to be updated.

**Programme or course limitations / selection criteria**

No limitations.

**Fee implications**

There are no fee implications.

**Website and publication amendments**

The 2026 Calendar will need to be updated to reflect these changes.

**Transitional arrangements and other consequential changes**

From 2026, it is intended that students will complete under the new regulations. Students who began their studies under the previous regulations can transition smoothly into the new regulations.

**Internships, field trips and other external arrangements**

N/A

**A5 Te Tiriti o Waitangi**

This proposal does not seek to make any changes to the established commitment to Te Tiriti o Waitangi.



## Programme amendment cover sheet

<b>Proposal name</b>	Amend the BMid programme		
<b>Proposer</b>	Kass Jane		
<b>Faculty</b>	Te Pukenga Wai—Faculty of Education, Health, and Psychological Sciences		
<b>Summary</b>	Amending the structure of Year One of the BMid for 2026		
<b>Year</b>	2025		
<b>Reference</b>	BMid/1		
<b>CONSULTATION</b>	<b>Person consulted</b>	<b>Summary and reference</b>	
Academic Office	Linda Roberts, Heather Day.	Feedback incorporated	
Associate Dean	Kathy Holloway	No issues raised	
CAD	<a href="mailto:CAD-Contact@vuw.ac.nz">CAD-Contact@vuw.ac.nz</a>	No issues raised	
Careers & Employment (Work-Integrated Learning)	Alice Hodder	No issues raised	
Course Admin.	<a href="mailto:Course-admin@vuw.ac.nz">Course-admin@vuw.ac.nz</a>	No issues raised	
Faculty Admin.	Amy de Boer	Feedback incorporated	
Titoko	Greg Ambrose	No issues raised	
Library	Marisa Jayna	No issues raised	
PAMI	<a href="mailto:Info-unit@vuw.ac.nz">Info-unit@vuw.ac.nz</a>	No issues raised	
Toihuarewa	Meegan Hall	No issues raised	
School Admin.	Kate Berry	No issues raised	
Student Finance	Paige Jarman	Feedback incorporated	
Students	Joseph Habgood	No issues raised	
<b>APPROVAL</b>	<b>Authority</b>	<b>Date</b>	<b>Recorded by</b>
Head of School	Helen Rook	24-09-2025	Yang Liu
Fac. Acad. Cttee.	Kathy Holloway	24-09-2025	Yang Liu
Faculty Board	David Harper	24-09-2025	Yang Liu
Acad. Prog. Committee	Robyn Longhurst	14-10-2025	Heather Day
Academic Board			



## Programme amendment

<b>Proposal name</b>	Amend the Bachelor of Midwifery (BMid) programme
<b>Faculty</b>	Te Pukenga Wai—Faculty of Education, Health, and Psychological Sciences
<b>CUAP Category</b>	Non-CUAP
<b>Year effective from</b>	2026

### A1 Purpose

The purpose of this programme amendment is to add and remove courses across the first year of the Bachelor of Midwifery (BMid) programme.

1. Remove BIOL 111, 114 and BMSC 117 from the BMid requirements.
2. Add HLWB 101, 102 and 103 to the BMid requirements.
3. Amend the requisites of MIDW 101 and 102.

### A2 Justification

This programme amendment has been developed in response to the curriculum redevelopment requirements for the first year of the four-year degree as part of the *Midwifery 3-year Sustainability Plan* and student feedback. The changes aim to provide a broader knowledge pathway in Trimester One, followed by a more applied disciplinary focus in Trimester Two, to increase student participation and retention. These changes are also supported by a recent benchmarking exercise with other national providers of midwifery programmes and in consultation with the Midwifery Council of New Zealand (MCNZ).

### A3 Proposed amendments

In the 2025 University Calendar, on page 314, please amend the *General requirements* of the Bachelor of Midwifery regulations as follows:

#### Bachelor of Midwifery

#### BMid (480 points)

#### General requirements

2. (a) The personal course of study of a candidate for the BMid degree shall, except as provided in Section 3 or in the Credit Transfer and Recognition of Prior Learning Regulations, consist of at least 480 points from the BMid Schedule comprising the courses set out in Section 2(b).
- (b) Every personal course of study shall include:
  - (i) MIDW 101, 102, 201, 202, 204, 205, 206, 301, 302, 303, 304, 305, 306, 307, 308, 309, 310, 311
  - (ii) ~~BIOL 111, 114, BMSC 117,~~ SCIE 105, EDUC 141, HLWB 101, 102, 103, 105

In the Combined Undergraduate Schedule, please make changes to the following courses.



Course	Title	Pts	Prerequisites (P), Corequisites (C), Restrictions (X)	Degree Schedule
HLWB 101	Introduction to Health and Wellbeing	15		BHlth, BEnvSoc <b>BMid</b>
HLWB 102	Hauora – Population and Community Approaches to Health and Wellbeing	15		BHlth, BConst, BBSc, BEnvSoc, <b>BMid</b>
HLWB 103	Human Biology for Health	15		BHlth, <b>BMid</b>
MIDW 101	Midwifery Practice 1: Becoming a Midwife	15	<b>P Enrolment in BMid</b>	BMid
MIDW 102	Midwifery Practice 2: Preparation for Practice	15	<b>P BIOL 114, MIDW101</b> <b>C MIDW 101</b>	BMid
BIOL 111	Cell and Molecular Biology	15		BSc, <b>BMid</b>
BIOL 114	Biology of Animals	15		BSc, <b>BMid</b>
BMSC 117	The Biology of Disease	15		BBmedSc, <b>BMid</b>
MIDW 201	Anatomy and Physiology: Pregnancy and Childbirth	15	<b>P BIOL 114, HLWB 103</b>	BMid
MIDW 202	Midwifery Practice: Care of the Newborn	30	<b>P BIOL 114, HLWB 103</b>	BMid
MIDW 302	Midwifery as a Public Health Strategy	15	<b>P BMSC 117</b> , EDUC 141, HLWB 105, C MIDW 201	BMid
MIDW 304	Research and Enquiry in Midwifery	15	<b>P BMSC 117</b> , MIDW 201; C MIDW 305	BMid
MIDW 305	Complexities in Pregnancy and Childbirth	15	<b>P BMSC 117</b> , MIDW 204	BMid

## A4 Implications and resources

### Academic staff

Minor implications, such as workload allocation across trimesters, have been discussed with midwifery teaching staff and plans are in place to ensure that workloads do not exceed the standard allocations. Academic staff teaching the added courses (HLWB 101, 102 and 103) have been consulted and have advised that the addition of around 30 more students to these large courses will have minimal impact.

### Library

Not applicable.

### **Teaching facilities and support**

Academic staff teaching the added courses (HLWB 101, 102 and 103) have been consulted and have advised that the addition of around 30 more students to these large courses will have minimal impact on teaching facilities or support.

### **Anticipated enrolments**

This programme amendment will have little or no effect on those students enrolling into the BMid from 2026 onwards. It will, however, have a positive impact on those students who do not meet the Midwifery Council requirements for entry to the BMid in T1. This small number of students can be counselled to enrol in a BHLth in the same four papers as BMid students (HLWB 101, HLWB 102, HLWB 105 and SCIE 105), and if they successfully complete these papers and still wish to become a registered midwife, they could then transfer to a BMid, having demonstrated that they can study successfully and therefore meet the requirements for entry. These students would previously have had to complete a bridging course and delay entry to the programme for a year. This positive impact may affect BMid enrolments from T2 by as many as five students.

For 2026, enrolments in HLWB 101, 102 and 103 will increase by up to 30 students. Enrolments in BIOL 111, 114 and BMSC 117 will drop by up to 30 students.

### **Administrative implications**

Student advisors at Titoko – Student Success have been consulted and are aware that they may need to counsel students enrolling for Year 1 about the changes. The School will refresh all student-facing material, Mata and subsequently the Calendar will need to be updated.

### **Programme or course limitations / selection criteria**

Not applicable.

### **Fee implications**

First year students from 2026 will pay slightly less for course fees as HLWB papers cost less than BIOL and BMSC papers.

### **Website and publication amendments**

See Appendix 1 for website and publication wording amendments. Changes to the Calendar are detailed in A3 above.

### **Transitional arrangements and other consequential changes**

The expectation of students enrolling in the BMid for the first time in 2026 is that they will adapt seamlessly to the new course structure. Students will be advised of the new course codes for Year 1 of the BMid by the School's administration team once this programme amendment has been approved.

Students who enrolled in the BMid in or before 2025, will continue to follow the existing regulations.

Students who enrol in the BMid from 2026 onwards will have the following course of study:

- (i) MIDW 101, 102, 201, 202, 204, 205, 206, 301, 302, 303, 304, 305, 306, 307, 308, 309, 310, 311
- (ii) SCIE 105, EDUC 141, HLWB 101, 102, 103, 105

Midwifery Council of New Zealand approval is required for this change to the approved curriculum and this process is underway. Students who choose to apply to re-enter the programme (this number is likely to be very small) will have their personal course of study (study pathway) document updated and approved by Midwifery Council as per the normal process for the programme.

### **Internships, field trips and other external arrangements**

Not applicable.

## **A5 Te Tiriti o Waitangi**

This programme amendment is a purposeful innovation that honours what and where learners have come from, while expanding their capacity to take a new or additional direction to provide specialist knowledge and advanced capabilities to the midwifery profession. The Bachelor of Midwifery curriculum weaves the threads of our commitment to Te Tiriti o Waitangi through the specific graduate attributes for the programme. By adding the Aotearoa New Zealand health context paper (HLWB 102) into the Bachelor of Midwifery programme, we aim to strengthen our commitment to Te Tiriti o Waitangi and our connections with Tangata Whenua. Honouring Te Tiriti o Waitangi in this way within the Bachelor of Midwifery programme will contribute to an equitable, culturally safe maternity workforce for Aotearoa New Zealand. By removing three science papers from the curriculum we are benchmarking against other TEOs providing undergraduate midwifery education.

Persistent disparities in perinatal and maternal health outcomes, as highlighted in the Perinatal and Maternal Mortality Review Committee (PMMRC) Report, underscore the urgent need for midwifery care that reflects the communities being served. Research demonstrates that Māori and Pacific whānau experience significantly better maternity outcomes when cared for by kahu pōkai/midwives that are reflective of that whānau, and who demonstrate culturally safe practices. Recognising these disparities, these programme amendments will enable Māori and Pacific ākonga to enter the Bachelor of Midwifery programme in trimester two after successfully completing the same courses as ākonga enrolled in the Bachelor of Midwifery from trimester one. These ākonga without the requisite NCEA credits would otherwise have had to complete a bridging course before entering the programme, thereby adding a further year of study to their tertiary education.

Te Puna Hauora and Te Pukenga Wai leadership have considered alignment between the Bachelor of Midwifery programme and THW's strategic plan *Te Herenga Waka, He Herenga Tāngata, He Herenga Kaupapa—the university for a better world* (the Strategic Plan), *Mai i te Iho ki te Pae – Māori Strategic Outcomes Framework 2020-2040*, and the university's *Te Tiriti o Waitangi Statute*. The programme supports the objectives particularly of *Mai i te Iho ki te Pae* through recruiting and supporting ākonga/students Māori to achieve success, encouraging Māori research and scholarship, preparing graduates to make positive contributions to Māori wellbeing, and respecting indigenous cultures in both the Aotearoa New Zealand context and in the wider global setting.

## **A6 Consultation**

Refer to appendices for consultation details.

## Appendix 1: Website and publication amendments

Page: <https://www.wgtn.ac.nz/explore/degrees/bachelor-of-midwifery/requirements>

Update list of eight 100 level courses and links to course descriptions that appear under the following heading:

### Degree requirements

For this degree you'll need to:

Complete courses worth 480 points

Include eight courses at 100 level (in your first year):

Midwifery Practice 1: Becoming a Midwife (MIDW 101)

Publication: [https://www.wgtn.ac.nz/\\_data/assets/pdf\\_file/0006/1939344/midwifery-handbook.pdf](https://www.wgtn.ac.nz/_data/assets/pdf_file/0006/1939344/midwifery-handbook.pdf)

Update the Degree Structure on page 4 to reflect the changes to Year One of the programme.

## Appendix 2: Updated structure of the BMid Year 1 in 2026

Course	Year	Trimester	Points
HLWB 101 Introduction to Health and Wellbeing	1	1	15
HLWB 102 Hauora – Population and Community Approaches to Health and Wellbeing	1	1	15
HLWB 105 Introduction to Health Psychology	1	1	15
SCIE 105 The Molecular Science of Life	1	1	15
EDUC 141 Human Development and Learning	1	2	20
HLWB 103 Human Biology for Health	1	2	15
MIDW 101 Midwifery Practice 1	1	2	15
MIDW 102 Midwifery Practice 2	1	2	15



## Appendix: Consultation

<b>Proposal name</b>	Amend the BMid programme
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Consultation	Response to feedback
Bachelor of Midwifery Student Representatives Year 1: Kirsty Warbrick and Josefina Zuleta Andrade Year 2: Storm Savage, Libby Miller and Zoe Dunick Year 3: Alea Batten, Ashlee Nicholson and Petra Shotwell Year 4: Daisy Wright and Hilary Neale	Ākonga report that the workload is too heavy in the first year of study, with particular regard to the science papers which are not actively applied to midwifery. The revised structure lightens that load while maintaining a strong and applicable science focus.
Victoria Roper, Chair Wellington Region NZ College of Midwives and Regional Chair Te Whanganui a Tara Rōpu, Ngā Maia Māori Midwives o Aotearoa	The revised year one structure allows recruitment of ākonga Māori into the BMid who are coming to university from Kura Kaupapa Māori and who may not have the requisite science credits to enrol in the BMid in trimester one.
Jacqui Paine, Senior Advisor Midwifery Education, Midwifery Council of New Zealand	No issues raised when these proposed changes were notified to Midwifery Council in August 2025. The new structure will be discussed during the Midwifery Council's 5-yearly re-accreditation visit in October 2025.
Nursing and Midwifery Programmes External Advisory Committee	No concerns raised.



## Programme amendment cover sheet

<b>Proposal name</b>	Amend the Marketing Communication minor		
<b>Proposer</b>	Janet Davey		
<b>Faculty</b>	Business and Government		
<b>Summary</b>	Amend Marketing Communication (MKCO) minor requirements to align with the major requirements in the Bachelor of Communication (BC)		
<b>Year</b>	2025		
<b>Reference</b>	BCom/7, BC/2		
<b>CONSULTATION</b>	<b>Person consulted</b>	<b>Summary and reference</b>	
Academic Office	academic-office@vuw.ac.nz	No issues raised	
Associate Dean	John Randal	Feedback incorporated	
CAD	Namali Suraweera	Advised no issues raised	
Careers & Employmt (WIL)	NA		
Course Admin.	Teresa Schischka	Advised no issues raised	
Titoko	Tracey Wharakura	No issues raised	
Library	David Taine	No issues raised	
PAMI	<a href="mailto:Info-unit@vuw.ac.nz">Info-unit@vuw.ac.nz</a>	No issues raised	
Toihuarewa	<a href="mailto:Ako@vuw.ac.nz">Ako@vuw.ac.nz</a>	No issues raised	
School Admin.	Paula Westerby	No issues raised	
Student Finance	Paige Jarman	No issues raised	
Students	Via FB reps	No issues raised	
FHSS FB			
<b>APPROVAL</b>	<b>Authority</b>	<b>Date</b>	<b>Recorded by</b>
Head of School	Revti Raman	17/09/2025	Kim Hann
Fac. Acad. Cttee.	John Randal	17/09/2025	Kim Hann
Faculty Board	Jane Bryson	17/09/2025	Kim Hann
Acad. Prog. Committee	Robyn Longhurst	14/10/2025	Heather Day
Academic Board			

## Programme amendment

<b>Proposal name</b>	Amend the Marketing Communication minor
<b>Faculty</b>	Business and Government
<b>Year effective from</b>	2025

### A1 Purpose

To amend the regulations for the Marketing Communication (MKCO) minor in the Bachelor of Communication (BC).

### A2 Justification

The MKCO major was recently amended (BC/1, BCom/1, WSBG/1 VUW/24). Changes included movement of a *Crisis Communication* course from 200- to 300-level, ensuring a greater focus on marketing communication (by deleting elective international business and tourism marketing courses from the major), and using additions and amendment of the major core to enhance student choice. Necessary changes to the minor were overlooked, and this proposal seeks to remedy that omission.

### A3 Proposed amendments

On page 361 of the 2025 Calendar, in the regulations for the Bachelor of Communication degree, amend the entry in section 3(b) (Minor requirements) as follows:

**Marketing Communication (MKCO)** ~~Marketing Communication (MKCO)~~ —COMS 201, MARK 201, ~~15 points from (MARK 211, 212, 213, IBUS 312), (one of MARK 301, 311, or 323, 324), 15 further pts from MARK 212, 213, 301, 311, 323, 324~~

NB: for reference, the approved MKCO major is:

#### **Marketing Communication (MKCO)**

- (a) COMS 101, MARK 101
- (b) COMS 201, MARK 201, 202, 212, 213
- (c) MARK 301, 30 points from MARK 311, 323, 324

### A4 Implications and resources

#### **Academic staff**

n/a

#### **Library**

n/a

#### **Teaching facilities and support**

n/a

#### **Anticipated enrolments**

n/a

AO-3cs Sep 2017

**Administrative implications**

n/a

**Programme or course limitations / selection criteria**

n/a

**Fee implications**

n/a

**Website and publication amendments**

Any material featuring the Marketing Communication minor must be updated.

**Transitional arrangements and other consequential changes**

Students who had satisfied the core of the old minor, i.e. COMS 201, MARK 201, MARK 301 or 323 may be in one of the following situations:

- MARK 211 or IBUS 312 (deleted/removed) passed: can complete under the old regulations for the minor
- MARK 311 or 324 (new) passed: can complete the minor under the new regulations

No mitigations are necessary.

**Internships, field trips and other external arrangements**

n/a

**A5 Te Tiriti o Waitangi**

Per the proposal to change the major: the proposed changes do not diminish the programme's commitment to the principles of Te Tiriti o Waitangi as outlined in the original MKCO major proposal. Māori-related communication issues, Aotearoa New Zealand's bicultural context and Māori marketing communication perspectives are embedded in several of the MKCO courses. For example, MARK 324 *Marketing for Sustainable Development Goals* (SDGs) will include a module on how marketing for the SDGs aligns with Te Tiriti o Waitangi and principles of inclusion and equity. MARK 213 *Strategic Public Relations* includes a Māori perspective on public relations (often with a Māori practitioner guest speaker) including tutorial cases that encourage students to examine cultural meanings and symbols in award winning public relations campaigns. MARK 212 *Marketing for Health* includes Māori ways of thinking regarding communicating wellness.

The minor has greater flexibility than the major, and so while none of the courses mentioned above are compulsory for those choosing only to minor in MKCO, the content is available to Māori students.

**A6 Consultation**

The Marketing Communication programme is taught by staff from the School of Marketing and International Business from the Wellington School of Business and Government, and is a home major within the Bachelor of Communication degree that is offered by the Faculty of Humanities and Social Sciences. The proposal to change the major, and this follow-up to correct the minor, is a collaboration between the two faculties.





## Programme amendment cover sheet

<b>Proposal name</b>	Amend Master of International Trade regulations		
<b>Proposer</b>	Nikita Melashchenko		
<b>Faculty</b>	Law		
<b>Summary</b>	To amend the Master of International Trade (MintTr) regulations by amending required courses; create new courses ITRA 502, 503		
<b>Year</b>	2025		
<b>Reference</b>	MIntrTr/1		
<b>CONSULTATION</b>	<b>Person consulted</b>	<b>Summary and reference</b>	
Academic Office	Linda Roberts/Heather Day	Feedback incorporated	
Associate Dean	Alberto Costi	Feedback incorporated	
Associate Dean FHSS	Xavier Marquez	Supports the addition of PHPE courses (consulted with MPPE programme team)	
CAD	Namali Suraweera	No issues raised	
Careers & Employmt (WIL)	Alice Hodder	No issues raised	
Course Admin.	Teresa Schischka	No issues raised	
Faculty Admin.	Tracey Wharakura	No issues raised	
Library	Catherine Doughty & Philip Worthington	No issues raised	
PAMI	<a href="mailto:Info-unit@vuw.ac.nz">Info-unit@vuw.ac.nz</a>	No issues raised	
Toi huarewa	<a href="mailto:Ako@vuw.ac.nz">Ako@vuw.ac.nz</a>	Feedback sought	
School Admin.	Lucy Keyzers	No issues raised	
Student Finance	Paige Jarman	Feedback received re. fee structure for international students	
School of Economics and Finance, WSBG	Toby Daglish	Supportive	
Students	Via FB reps	No issues raised	
<b>APPROVAL</b>	<b>Authority</b>	<b>Date</b>	<b>Recorded by</b>
Geoff McLayac. Acad. Cttee.	Alberto Costi	8/09/2025	Kim Hann
Faculty Board	Geoff McLay	24/09/2025	Kim Hann
Acad. Prog. Committee	Robyn Longhurst	14/10/2025	Heather Day
Academic Board			



## Programme amendment

<b>Proposal name</b>	Amend Master of International Trade (MIntTr) regulations
<b>Faculty</b>	Law
<b>CUAP Category</b>	N/A
<b>Year effective from</b>	2026

### A1 Purpose

1. To create two new courses ITRA 502 *Multidisciplinary Approaches to International Trade (1)* and ITRA 503 *Multidisciplinary Approaches to International Trade (2)*.
2. To remove PECO 526 *Economics of International Trade* from MIntTr regulations.
3. To add PHPE 401 *Philosophy, Politics and Economics* to MIntTr regulations.
4. To add PHPE 402 *Approaches to Microeconomics* to MIntTr regulations.
5. To add PHPE 403 *Approaches to Macroeconomics* to MIntTr regulations.

### A2 Justification

1. Creating two mandatory 15-point courses—ITRA 502 *Multidisciplinary Approaches to International Trade (1)* and ITRA 503 *Multidisciplinary Approaches to International Trade (2)*—means that students, especially those arriving from overseas whose visas or academic calendars do not align with Trimester 1, can start the MIntTr programme in Trimester 2 without losing momentum or extending their study period.

The only additional requirement is to host a short, asynchronous introductory module via Nuku so the Trimester 2 cohort can orient themselves before teaching begins. Otherwise, the learning outcomes, weekly content, and assessment arrangements remain unchanged as it is for ITRA 501 *Multidisciplinary Approaches to International Trade* each year.

2. The Wellington School of Business and Government (WSBG) has not offered PECO 526 *Economics of International Trade* (30 points) since 2022. Instead, WSBG has offered an interim arrangement that pairs smaller courses (either PHPE 402 or PHPE 403) with a directed study course (PECO 533). Therefore, the MIntTr programme needs to update and improve its economics pathway.

We propose formalising the pathway that students have already been using for several years— PHPE 401 *Philosophy, Politics and Economics*, PHPE 402 *Approaches to Microeconomics*, and PHPE 403 *Approaches to Macroeconomics*—as compulsory courses contributing core 30 points, thereby preserving the micro-macro balance of the original unit without adding teaching load. With approval from the programme director, students may choose to take PECO 533 *Directed Individual Study*. Students will be able to choose what best suits their academic aspirations and timetable.

Providing this pathway will distribute the growing MIntTr cohort across three existing PHPE courses that also serve the Master of Philosophy, Politics and Economics (MPPE) as well as, where appropriate, PECO 533. PECO 533 is open to all students but is primarily taken by MIntTr students as the course learning objectives focus on international trade. This approach will boost enrolments in courses with previously low numbers, while preventing oversubscription and avoiding undue pressure on any one single course or lecturer.

### A3 Proposed amendments

On pages 409 and 410 of the 2025 Calendar, amend the regulations for entry for Master of International Trade and Postgraduate Diploma in International Trade as follows:

#### Master of International Trade

##### MIntTr (180 points)

#### Postgraduate Diploma in International Trade

##### PGDipIntTr (120 points)

General requirements

2. (a) The course of study for the MIntTr shall consist of:
  - (i) INTP 441, ITRA 501 (or ITRA 502 and 503), LAWS 504, 30 points from ~~PECO 526~~, PHPE 401, 402, 403 or other courses approved by the programme director;
  - (ii) 60 points from DEVE 515, 517, GOVT 519, INTP 417, LAWS 520–550, 582, MAOR 510, 589 and PECO 515 or other courses approved by the programme director.
- (b) The course of study for the PGDipIntTr shall consist of INTP 441, ITRA 501 (or ITRA 502 and 503), LAWS 504, 30 points from ~~PECO 526~~, PHPE 401, 402, 403 or other courses approved by the programme director.

#### Schedule to the MIntTr Regulations

Course	Title	Pts	Prerequisites (P), Corequisites (C), Restrictions (X)
ITRA 501	Multidisciplinary Approaches to International Trade	30	X ITRA 502, 503
ITRA 502	Multidisciplinary Approaches to International Trade (1)	15	X ITRA 501
ITRA 503	Multidisciplinary Approaches to International Trade (2)	15	X ITRA 501
INTP 441	International Political Economy / Ngā Tōrangapū Ōhanga ā-Ao	30	X POLS 441
LAWS 504	International Trade Law	30	
<del>PECO 526</del>	<del>Economics of International Trade</del>	<del>30</del>	<del>X MMPE 506, 516, PECO 516</del>
PHPE 401	Philosophy, Politics and Economics	30	P approval of the PPE Programme Director
PHPE 402	Approaches to Microeconomics	15	P as for PHPE 401
PHPE 403	Approaches to Macroeconomics	15	P as for PHPE 401

### A4 Implications and resources

#### Academic staff

ITRA 501 (30 points) remains unchanged and continues to be coordinated by the MIntTr Programme Director with the same cross-faculty contributors. To facilitate mid-year enrolment, two additional 15-point courses (ITRA 502 and ITRA 503) are introduced as administratively separate offerings that mirror the ITRA 501 curriculum. Delivery will be co-taught: the same teaching team, lecture schedule, seminars, readings and assessment framework (scaled for credit) will serve

students enrolled in ITRA 501 and those in ITRA 502 and ITRA 503, with shared sessions and a common Nuku presence where appropriate. No new appointments or additional staffing are required; only minor pedagogical, timetabling and administrative adjustments are anticipated.

In addition, this proposal updates the MIntTr regulations to replace the discontinued PECO 526 with an economics block from which students must complete 30 points: PHPE 401 (30 points), PHPE 402 (15 points) or PHPE 403 (15 points). The regulatory change preserves the economics strand and aligns the regulations with established practice in recent years. Because students may fulfil the requirement through any combination totalling 30 points, enrolments will be naturally distributed across the block, helping to avoid oversubscription and preventing undue pressure on any individual lecturer. MIntTr students have successfully taken these courses as core or elective options for several years, so no new or adjunct appointments are required.

### **Library**

Following consultation with Catherine Doughty, Law Subject Librarian, the Library confirms that it already holds all resources required for ITRA 502 and ITRA 503. As the change is administrative and the curriculum remains unchanged, no additional acquisitions or funding are necessary.

Consultation with Philip Worthington, Economics and Finance Subject Librarian, confirms that the Library's current print and electronic collections are fully adequate to support MIntTr students. MIntTr cohorts have taken these courses as core or elective options in previous years without straining library resources. An anticipated rise in enrolments can be absorbed under existing licences and subscriptions. Consequently, no additional resources or funding are required.

### **Teaching facilities and support**

Course Administration has confirmed that the existing teaching spaces used for the current 30-point ITRA 501 course are sufficient to accommodate the two new 15-point streams. No new timetabling, equipment or room upgrades are required. As the curriculum, assessment methods and cross-faculty teaching model are unchanged, no additional professional development activities are necessary.

Following consultation with AProf Toby Daglish (Head of School, SEF, WSBG), the School's endorsement of the revised economics pathway signals confidence that existing PHPE teaching rooms, Nuku sites and routine Digital Solutions support are sufficient to accommodate the expected MIntTr uplift, with enrolments distributed across PHPE 401/402/403 or PECO 533. On that basis, no additional facilities or targeted professional development are anticipated beyond standard School provision; any minor timetable or cap adjustments will be managed through routine processes.

### **Anticipated enrolments**

The two ITRA streams are compulsory for students starting in Trimester 2, so every student enrolled in the MIntTr will take either ITRA 501 or both ITRA 502 and ITRA 503 spread across two academic years. Enrolments should, therefore, increase, but remain within the ITRA 501 capacity with no increase in places or room capacity required.

We anticipate an average annual intake of more than 10 MIntTr students, including full-time and part-time enrolments. As each student must complete any of the three PHPE courses (401, 402, 403) to gain the core 30 points, enrolments will be naturally distributed across these offerings, keeping individual class sizes within current room capacities. However, because these courses will

now serve students from at least two programmes, nominal enrolment caps may need to be raised slightly to ensure all eligible students can secure places.

### **Administrative implications**

Consultation with Titoko and the Law School administrative team did not raise any concerns with the proposed changes.

### **Programme or course limitations / selection criteria**

No new limitations are proposed for programme admission, which continues under existing University regulations (academic prerequisites and English-language requirements unchanged).

No change to current caps is proposed in ITRA 501. If enrolments exceed capacity, places will be prioritised to (1) MIntTr students who require the course to complete in the current year; (2) other progressing MIntTr students; then (3) other eligible students. Date of enrolment will be used as a tie-breaker and a waitlist will operate as per standard policy.

Where caps apply for PHPE 401 / 402 / 403 (economics block), places will be allocated by the host School in line with its standard enrolment policies. In the event of oversubscription, students for whom the course is a programme requirement may be prioritised (subject to availability); otherwise, date of enrolment will be used as a tie-breaker and a waitlist will operate if needed.

### **Fee implications**

ITRA 502/503 will have the same fee as ITRA 501 for domestic students whereas the fee structure for international students is a flat rate per point. Students that commence mid-year will experience a fee variance as study is across two academic years.

### **Website and publication amendments**

All degree webpages, printed publications, Calendar, Mata and Banner/Student Records will need to be updated to reflect the proposed amendments.

### **Transitional arrangements and other consequential changes**

WSBG will retain the current pathway (PHPE 402 or PHPE 403 together with Directed Individual Study course PECO 533) until this revision takes effect, allowing continuing MIntTr students allowing them to complete the degree under the existing regulations.

From the 2026 academic year, the new regulations (30 points from any of PHPE 401, 402 or 403, or other approved course, for example PECO 533) will apply. AProf Toby Daglish (Head of School, SEF, WSBG) has been consulted and has agreed with a scheme for MIntTr students to enrol in these PHPE courses, subject to enrolment capacity in each particular year.

### **Internships, field trips and other external arrangements**

n/a

## **A5 Te Tiriti o Waitangi**

This proposal is administrative and does not change our existing practice. MIntTr programme already embeds Māori concepts, case studies of Māori and other Indigenous trade, and engagement with Māori practitioners and scholars. Alignment with Mai i te Iho ki te Pae is therefore unchanged, and no additional staffing or curricular adjustments are required.

**A6 Consultation**

**WSBG (School of Economics and Finance):** Consultation held with AProf Toby Daglish (Head of School) on 12 August 2025 –10 September 2025. WSBG supports the regulatory substitution of PECO 526 with the economics block (PHPE 401/402/403 and Directed Individual Study course PECO 533 where offered) and the associated transitional arrangements.

**Course Administration – Law:** A consultation was held with Alice Dell, the Postgraduate Senior Academic Administrator, on 1 August 2025. Course Administration confirmed that no additional facility resources are required to accommodate potential students enrolled in ITRA 502/503.

**Library – Law:** Consultation with Catherine Doughty (Law Subject Librarian) on 22 September 2025. Existing holdings and database licences are sufficient for ITRA 502/503; no new resources or funding required.

**Library – Economics and Finance:** Consultation with Philip Worthington (Economics and Finance Librarian) on 19 September 2025. Current print/e-book collections and licences adequately support PHPE 401/402/403, including the expected MIntTr enrolments; no additional resources or funding required.

## Course Description: ITRA 501 (2026, T1+2)

<b>Course title</b>		Multidisciplinary Approaches to International Trade		
<b>Short title</b>		Multidisciplinary Trade	<b>Point value</b>	30
<b>Course coordinator</b>		MIntTr Programme Director	<b>NZQCF level</b>	9
<b>Qualification schedule:</b>		MIntTr		
<b>Prerequisites, corequisites, restrictions</b>			X ITRA 502, 503	
<b>Prescription</b>	Students will study international trade from multiple discipline and cultural perspectives, including law, economics, Māori studies, international relations, political economy and development studies. The course will cover key economic models and conceptual frameworks of international trade; cross-border legal regulation, including treaty-making, standard-setting, adjudication, and administrative action; the relationship between international trade and development; political economy with an Asia Pacific focus and a variety of perspectives from those involved in international trade including Māori.			
<b>Student workload hours</b>		300	<b>Contact Hours</b>	
<b>Teaching/learning summary</b>  The course will be taught as lectures/seminars in which students are expected to participate in discussion led by the course lecturers. The course will include small and full class group discussions. Students are expected to read materials in advance of class and be prepared to ask questions about and discuss the materials. Classes will meet in person on campus unless the lecturer designates a particular meeting as being held live online.			<b>Lectures</b>	
			<b>Tutorials</b>	
			<b>Seminars</b>	44
			<b>Labs/Studios</b>	4
			<b>TOTAL</b>	48
<b>Course learning objectives (CLOs)</b>		Students who pass this course should be able to:		
1	<del>Show knowledge and demonstrate familiarity with core disciplines of international trade and differing cultural and political perspectives.</del> Critically analyse the core legal, economic, political, and cultural frameworks that shape international trade, including Indigenous and Māori perspectives and Asia-Pacific contexts.			
2	<del>Illustrate understanding of core principles and different perspectives about international trade, including those of Māori and stakeholders in the Asia-Pacific region, by participating in discussion and problem-solving exercises.</del> Evaluate competing principles and perspectives on international trade by engaging with contemporary policy debates and scholarly critiques.			
3	<del>Use the knowledge and understanding in 1 and 2 to build discussion, negotiation and problem-solving skills and apply those skills to new factual situations.</del> Apply multidisciplinary concepts and methods to formulate responses to novel factual or policy problems in international trade.			
4	Synthesise and communicate complex arguments in written and oral formats, including policy-oriented papers and structured presentations, to diverse audiences.			
5	Reflect on and refine negotiation, problem-solving, and collaborative skills <del>developed through participation in discussions, group tasks and simulated trade policy exercises.</del>			
<b>Assessment items and workload per item</b>			<b>%</b>	<b>CLO(s)</b>
1	Reaction papers to class content and discussion (1,200 word each, 4 x 20%)		80	1, 2, 3, 4
2	Student note: development of one reaction paper into a student note (2,500 words), which includes a presentation component		10	1, 2, 3, 4
3	Participation		5	1, 2, 3, 4, 5

4	Group presentation (assigned topic that requires research, 15 minutes, individual assessment, complete/incomplete)	5	1, 2, 3, 4, 5
Mandatory course requirements		In addition to achieving an overall pass mark of 50%, students must:	
<div>1. Attend all scheduled classes (unless excused by the course coordinator) as they are not recorded and participation in class is part of, and crucial to, CLO 5.</div> <div>2. Submit at least 4 reaction papers to account for CLOs 1, 2, 3, 4.</div> <div>3. Deliver one group presentation to account for CLOs 4 and 5.</div> <div>4. Submit and present a student note based on a chosen reaction paper to account for CLOs 1, 2, 3, 4 (written submission) and CLO 5 (presentation).</div>			



## Course Description: ITRA 502 (2026, T2)

<b>Course title</b>		Multidisciplinary Approaches to International Trade (1)		
<b>Short title</b>		Multidisciplinary Trade 1	<b>Point value</b>	15
<b>Course coordinator</b>		MIntTr Programme Director	<b>NZQCF level</b>	9
<b>Qualification schedule:</b>		MIntTr		
<b>Prerequisites, corequisites, restrictions</b>			X ITRA 501	
<b>Prescription</b>	Students will examine international trade through law, economics and Indigenous studies and develop knowledge about core economic models and the legal–institutional architecture of trade (WTO and FTAs, adjudication basics, and administrative practice). On that foundation, it offers a structured survey of special topics such as climate change and trade, Māori and Indigenous trade, dispute settlement trends and trade–development linkages.			
<b>Student workload hours</b>		150	<b>Contact Hours</b>	
<b>Teaching/learning summary</b>  The course will be taught as lectures/seminars in which students are expected to participate in discussion led by the course lecturers. The course will include small and full class group discussions. Students are expected to read materials in advance of class and be prepared to ask questions about and discuss the materials. Classes will meet in person on campus unless the lecturer designates a particular meeting as being held live online.			<b>Lectures</b>	
			<b>Tutorials</b>	
			<b>Seminars</b>	22
			<b>Labs/Studios</b>	2
			<b>TOTAL</b>	24
<b>Course learning objectives (CLOs)</b>		Students who pass this course should be able to:		
1	Critically analyse the core legal, economic, political, and cultural frameworks that shape international trade, including Indigenous and Māori perspectives and Asia-Pacific contexts.			
2	Evaluate competing principles and perspectives on international trade by engaging with contemporary policy debates and scholarly critiques.			
3	Apply multidisciplinary concepts and methods to formulate responses to novel factual or policy problems in international trade.			
4	Synthesise and communicate complex arguments in written and oral formats, including policy-oriented papers and structured presentations, to diverse audiences.			
5	Reflect on and refine negotiation, problem-solving, and collaborative skills.			
<b>Assessment items and workload per item</b>			<b>%</b>	<b>CLO(s)</b>
1	Reaction papers to class content and discussion (1,200 word each, 2 x 40%)		80	1, 2, 3, 4
2	Participation		10	1, 2, 3, 4, 5
3	Group presentation (assigned topic that requires research, 15 minutes, individual assessment, complete/incomplete)		10	4, 5
<b>Mandatory course requirements</b>		In addition to achieving an overall pass mark of 50%, students must:		
1. Attend all scheduled classes (unless excused by the course coordinator) as they are not recorded and participation in class is part of, and crucial to, CLO 5.				
2. Submit at least 2 reaction papers to account for CLOs 1, 2, 3, 4.				
3. Deliver one group presentation to account for CLOs 4 and 5.				

## Course Description: ITRA 503 (2026, T2)

<b>Course title</b>		Multidisciplinary Approaches to International Trade (2)		
<b>Short title</b>		Multidisciplinary Trade 2	<b>Point value</b>	15
<b>Course coordinator</b>		MIntTr Programme Director	<b>NZQCF level</b>	9
<b>Qualification schedule:</b>		MIntTr		
<b>Prerequisites, corequisites, restrictions</b>			X ITRA 501	
<b>Prescription</b>	Students will extend and apply the fundamentals introduced in ITRA 502 integrating legal, economic and political-economy methods to analyse advanced, cross-cutting problems in international trade, with an emphasis on the Asia-Pacific. Topics will include treaty-making, regulatory cooperation and remedies, FTA trends, services/digital/data governance, and trade negotiations.			
<b>Student workload hours</b>		150	<b>Contact Hours</b>	
<b>Teaching/learning summary</b>  The course will be taught as lectures/seminars in which students are expected to participate in discussion led by the course lecturers. The course will include small and full class group discussions. Students are expected to read materials in advance of class and be prepared to ask questions about and discuss the materials. Classes will meet in person on campus unless the lecturer designates a particular meeting as being held live online.			<b>Lectures</b>	
			<b>Tutorials</b>	
			<b>Seminars</b>	16
			<b>Labs/Studios</b>	6
			<b>TOTAL</b>	22
<b>Course learning objectives (CLOs)</b>			Students who pass this course should be able to:	
1	Critically analyse the core legal, economic, political, and cultural frameworks that shape international trade, including Indigenous and Māori perspectives and Asia-Pacific contexts.			
2	Evaluate competing principles and perspectives on international trade by engaging with contemporary policy debates and scholarly critiques.			
3	Apply multidisciplinary concepts and methods to formulate responses to novel factual or policy problems in international trade.			
4	Synthesise and communicate complex arguments in written and oral formats, including policy-oriented papers and structured presentations, to diverse audiences.			
5	Reflect on and refine negotiation, problem-solving, and collaborative skills.			
<b>Assessment items and workload per item</b>			<b>%</b>	<b>CLO(s)</b>
1	Reaction papers to class content and discussion (1,200 word each, 2 x 40%)		80	1, 2, 3, 4
2	Student note: development of one reaction paper into a student note, which includes a presentation component (2,500 words)		10	1, 2, 3, 4, 5
3	Participation		10	1, 2, 3, 4, 5
<b>Mandatory course requirements</b>			In addition to achieving an overall pass mark of 50%, students must:	
1. Attend all scheduled classes (unless excused by the course coordinator) as they are not recorded and participation in class is part of, and crucial to, CLO 5. Attendance will be recorded.				
2. Submit at least 2 reaction papers to account for CLOs 1, 2, 3, 4.				
3. Submit and present a student note based on a chosen reaction paper to account for CLOs 1, 2, 3, 4 (written submission) and CLO 5 (presentation).				



## Programme amendment cover sheet

<b>Proposal name</b>	Amend the BA Schedule to remove Part B		
<b>Proposer</b>	Diana Burton		
<b>Faculty</b>	Humanities and Social Sciences		
<b>Summary</b>	Amend the BA Schedule to remove Part B		
<b>Year</b>	2025		
<b>Reference</b>	BA/10		
<b>CONSULTATION</b>	<b>Person consulted</b>	<b>Summary and reference</b>	
Academic Office	Linda Roberts	Feedback incorporated	
Associate Dean	Xavier Marquez	Feedback incorporated	
CAD	Irina Elgort	Feedback incorporated	
Course Admin.	Teresa Schischka	Feedback incorporated	
Faculty Admin.	Noeleen Williamson	Feedback incorporated	
Library	Subject Librarian	No issues identified	
PAMI	Chris Clowes	No issues identified	
Toihuarewa	Meegan Hall	Feedback incorporated	
Student Finance	Paige Jarman	No issues identified	
Students	VUWSA/PGSA	No issues identified	
<b>APPROVAL</b>	<b>Authority</b>	<b>Date</b>	<b>Recorded by</b>
Fac. Acad. Cttee.	Xavier Marquez	7/8/2025	Catherine Townsend
Faculty Board	Averil Coxhead	21/8/2025	Catherine Townsend
Acad. Prog. Committee	Robyn Longhurst	14/10/2025	Heather Day
Academic Board			
CUAP			

## Programme amendment

<b>Proposal name</b>	Amend the BA Schedule to remove Part B
<b>Faculty</b>	Humanities and Social Sciences
<b>CUAP Category</b>	Not CUAP
<b>Year effective from</b>	2027

### A1 Purpose

1. Amend the general requirements of the BA regulations to remove all reference to 'BA (Part B) or BA (Part A)'
2. Amend the Combined Undergraduate Schedule to remove all reference to 'BA (Part B) or BA (Part A)' and replace with 'BA'
3. Remove all references to Part B/BA(B) throughout the Calendar and rename all references to Part A/BA(A) as 'the BA schedule'.
4. Amend requisites for 87 courses where the prerequisites mention Part A or BA courses or there are old restrictions (please see [appendix](#)), and change the schedule attribute "BA part A" to "BA schedule".

### A2 Justification

A brief definition of Part B for context:

Part B of the BA schedule was created for majors that are appropriate to the BA but that sit in faculties other than FHSS: all courses currently in Part B of the schedule are also on another schedule at the University. Currently Part B includes courses for the following majors: DATA, DEVE, ECON, EDPS, GEOG, MATH, PSCI, PSYC, PUBL. The current regulations require such students to take substantial numbers of courses within FHSS (Part A points) even though they are already taking a major that is part of the BA.

The distinction between Part A and Part B has been a source of confusion for both staff and students over many years. The changes in the regulations will simplify the structure of the BA and enhance its interdisciplinary nature. These changes will also formalise established practice, since the Associate Dean (Students) FHSS regularly grants a waiver for Part A points to students completing a Part B major who do not fulfill the Part A requirements.

The new regulations will require a student to take a minimum of one major from the BA schedule, whether from FHSS or from another faculty. They will need to take 100 points at 200-/300-level as part of that major, which in effect will normally also require 30-40 pts at 100-level. While, in theory, a student could complete a BA in (e.g.) MATH and CHEM, in practice, that combination does not occur.

The order of 1(a) and 1(b) is reversed for clarity. Section 2, which currently forms one paragraph, is being separated into four subsections for clarity: no changes are being made to its substance. The list of majors, and the regulations for minors and conjoins, do not change. Making these interrelated changes will not change the possible programme of study for any student but would dramatically reduce the complexity of the regulations, making it easier for students to see a pathway through their degree and for Titoko staff to advise students. The changes would also make it easier for the Future Students team to recruit prospective BA students, as they would no longer have to explain why the schedule has two parts (Part A and

Part B) and why there are three different kinds of majors: traditional BA majors within FHSS (e.g. Philosophy, Sociology), traditional BA majors housed in another faculty (e.g. Economics, Psychology), non-traditional/outside majors that can be taken as second BA majors (e.g., Chemistry, Accounting).

### **A3 Proposed amendments**

1. Amend the general requirements and major subject requirements for the Bachelor of Arts (page 325 of the 2025 VUW Calendar):

#### **Bachelor of Arts**

##### **BA (360 points)**

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

##### **General requirements**

1. The personal course of study of a candidate for the BA degree shall, except as provided in the Credit Transfer and Recognition of Prior Learning Regulations, consist of courses from the schedules of any first degree of this university, having a total value of at least 360 points of which:
  - (a) at least 180 points shall be for courses numbered 200–399, **including at least 100 pts from the BA Schedule;**
  - (b) at least 75 points shall be for courses ~~from the BA Schedule,~~ numbered 300–399. ~~(except that 15 approved points from other degree schedules may be included in this total where they are taken to satisfy the requirements of an additional major subject from a degree schedule other than the BA Schedule);~~
  - ~~(c) at least 80 points shall be for courses numbered 100–199 from the BA Schedule;~~
  - ~~(d) at least 240 points shall be from Part A of the BA Schedule (except that up to 60 approved points from other degree schedules or Part B of the BA Schedule may be included in this total where they are taken to satisfy the requirements of a major subject listed in section 2). These points can also be used to satisfy other general requirements for the degree.~~

##### **Major subject requirements**

2.
  - (a) A candidate shall satisfy the requirements for at least one major subject selected from the list below.
  - (b) A candidate may present an additional major for the BA by satisfying the major requirements as specified in the regulations for any first degree of this university.
  - (c) No course numbered 300–399 may be counted towards more than one major subject.
  - (d) The head of school may approve substitutions and exemptions to 100-level requirements of a major and may approve up to 20 points of substitutions at 200 level and up to 20 points of substitutions at 300 level, as long as the substitute courses are complementary to the major.

### **A4 Implications and resources**

#### **Academic staff**

N/A. No adverse implications. No courses are introduced or removed through this proposal, nor is any course content changed, although there are some minor prerequisite changes.

#### **Library**

N/A, as above.

**Teaching facilities and support**

N/A, as above.

**Anticipated enrolments**

The simplification of the rule set may assist students in devising their degree programmes, which may benefit enrolment. Conversely, students could potentially now take a BA without any FHSS courses in it; however, the data indicates that very few will do so. Overall, patterns of enrolment are unlikely to change much (if at all) since the changes codify already existing practice, as noted above.

**Administrative implications**

The proposed changes will simplify programme and course advice, and ease the load of Titoko advisers, the AD (Students) FHSS, and Future Students.

**Programme or course limitations / selection criteria**

N/A, as above.

**Fee implications**

N/A, as above.

**Website and publication amendments**

All publications and systems (including web and enrolment, Banner/Student Records, MyDegree) will need to be updated to reflect the new regulations. Student Success advisers will be able to advise students of the changes.

**Transitional arrangements and other consequential changes**

The transition from the current regulations to the proposed new regulations could be handled – but a consequence of the change is that for returning students the curricula year would have to be adjusted manually so that the correct information will be displayed in myDegree so that students will have the most accurate information to track their progress to completion of their degree.

**Internships, field trips and other external arrangements**

N/A

**A5 Te Tiriti o Waitangi**

This change will make pathways through the BA clearer for Māori students. It also removes the need to shift the majors offered by Te Kawa a Māui (i.e. MAOR, KAIT, TREO) from Part A to Part B to reflect TKaM's departure from FHSS earlier this year.

**A6 Consultation**

Refer to programme amendment cover sheet for consultation details.

## Appendix

Summary of student numbers in majors in the BA  
(data provided by Andy Newman and Nigel Sanders)

### 1. Summary of majors in the BA taken by students in 2024 and 2025

For example in 2024, 71.6% of students did only a Part A major/double major. 21.2% did a Part A/Part B double major etc.

Year / BA Category	Students	Percentage
<b>2024</b>		
Only Part A	2,959	71.6%
Part A and Part B	876	21.2%
Part A and Outside	142	3.4%
Only Part B	137	3.3%
Part A, Part B and Outside	10	0.2%
Part B and Outside	6	0.1%
<hr/>		
2024 Total	4,130	52.2%
<hr/>		
<b>2025</b>		
Only Part A	2,913	77.0%
Part A and Part B	609	16.1%
Part A and Outside	130	3.4%
Only Part B	110	2.9%
Part A, Part B and Outside	12	0.3%
Part B and Outside	6	0.2%
Only Outside	1	0.0%
<hr/>		
2025 Total	3,781	47.8%
<hr/>		

The most common Part A/Part B major combo is still PSYC/CRIM, but this is diminishing as the BPsyc rolls out. CRIM/PSCI is the next highest, but this is growing at a lesser rate than PSYC/CRIM is declining.

### 2. Major subject choices for Part B majors in 2025

There are a couple of Part B only double majors, but not many.

EDPS	36	32.7%
PSYC	27	24.5%
PSCI	26	23.6%
DEVE	10	9.1%

PUBL	3	2.7%
ECON	3	2.7%
GEOG	2	1.8%
DEVE GEOG	1	0.9%
MATH	1	0.9%
EDPS PSCI	1	0.9%

Of those doing an outside major, these are pretty thinly spread, but the most common outside majors appear to be from the BC (ENGL/LCOM being most common). Design majors appear in low numbers, but a reasonable spread of them. ENVI appears a couple of times.

So, there's a decent number of Part B courses in majors in their various combos, but they're becoming less common with the changes in Psychology. PSCI is still likely to remain the biggest 'part B' major and the data I sent you on Monday will show you the relative frequency of the various Part B majors across the BA as a whole.

### 3. Part B BA EFTS by major for year-end 2022, 2023 and 2024

PSYC and PSCI numbers should be taken with a grain of salt as there's some significant volume adjusting with the BPsych, but the others should be largely consistent.

QUALIFICATION	Bachelor of Arts		
Sum of EFTS Row Labels	2022	2023	2024
Data Science	4.2717	3.3961	3.2088
Development Studies	39.7013	28.2847	30.5948
Economics	20.0375	14.0091	10.1199
Educational Psychology	88.6342	65.8938	60.0741
Geography	16.3359	18.0236	14.8778
Mathematics	3.681	3.8753	3.0213
Psychological Science			51.292
Psychology	569.8879	495.7594	262.0124
Public Policy	62.8853	49.9669	38.609
<b>Grand Total</b>	<b>805.4348</b>	<b>679.2089</b>	<b>473.8101</b>



#### 4. All BA EFTS by major for year-end 2022, 2023 and 2024

Part B majors in red; outside majors in blue.

QUALIFICATION	BA		
Sum of EFTS Row Labels	Column Labels 2022	2023	2024
Accounting	0.25		
Animation and Visual Effects	0.9377	0.625	0.5834
Art History	57.5842	55.7852	44.6786
Artificial Intelligence		0.125	0
Asian Studies	10.6629	9.8159	9.7807
Biology	0.6459	0.9168	0.375
Chemistry	0.7293	0.25	
Chinese	18.3799	16.3173	16.8864
Classical Studies	112.483	88.811	95.86
Communication Design	1.5211	1.5	1.396
Computer Graphics and Games	0	0.2918	0.1668
Computer Science	0.25	0	0.8959
Criminal Justice & Psychology			0.4586
Criminology	486.7021	457.9124	400.5457
Cultural Anthropology	170.4429	141.0556	129.4739
Data Science	4.2717	3.3961	3.2088
Development Studies	39.7013	28.2847	30.5948
Ecology and Biodiversity	0.3335		0.2918
Economics	20.0375	14.0091	10.1199
Education	217.4591	176.4106	169.3809
Education and Psychology	88.6342	65.8938	60.0741
English Literature	179.2141	158.6491	172.4235
Environmental Studies	2.9811	1.1049	1.8902
Fashion Design Technology	1.1879	0.6252	1.4795
Film	211.2786	188.4764	193.2823
Finance	0.25	0.375	
French	20.5891	13.268	12.1705
Game Design		0.1459	
Geography	16.3359	18.0236	14.8778
German	10.6486	10.2669	7.3913
Greek	2.7163	1.6949	1.6673
Health Promotion	1.2156	0.5836	0.1459
Health Psychology	0.1668		0.1875
History	212.6965	195.4151	191.6298
Human Resource Management and Employment Relations	0.9584	1.3127	0.1875
Information Systems	1.2502	0.9584	0.625
Intercultural Communication	1.1464	2.6744	1.3965
International Business	1.2297	1.25	0.625
International Relations	289.5751	288.3001	264.0545
Italian	4.7096	3.6676	1.5007
Japanese	42.6505	41.1082	35.3638

Kaitiakitanga			0.25
Latin	6.6758	5.0644	2.1256
Linguistics	43.9973	43.2273	39.6424
Literary and Creative Communication	3.7944	3.7319	3.3494
Management	3.375	2.875	2
Māori Psychology			0.3752
Māori Resource Management	17.0156	23.0587	22.4599
Māori Studies	66.3597	63.712	69.6858
Marine Biology		0.2224	
Marketing	3.8752	5.3127	4.0002
Marketing Communication	0.5001	1.7922	1.6461
Mathematics	3.681	3.8753	3.0213
Media Design	0.25	0.7084	0.5625
Media Studies	144.3142	145.4543	138.412
Modern Language Studies	9.5661	7.1758	4.4531
Music	23.048	22.3526	27.4026
Music Studies		0.1667	
New Zealand Sign Language	9.3352	6.8347	9.1685
Pacific Studies	36.3752	31.1102	26.9701
Philosophy	152.2387	150.9158	132.0607
Physics	0.25		
Political Communication	1.2716	2.7239	5.5371
Political Science	307.9715	256.7877	236.9568
Psychological Science			51.292
Psychology	569.8879	495.7594	262.0124
Public Policy	62.8853	49.9669	38.609
Religious Studies	47.7148	42.7628	46.2074
Samoan Studies/Matā'upu tau Sāmoa	9.4447	9.993	11
Science in Society	0.125	0.25	
Social Policy	8.6684	5.8345	3.334
Sociology	194.7335	162.4445	149.7053
Sonic Arts and Music Technology			0.3334
Spanish	23.0068	19.2286	16.7691
Statistics	3.292	2.5002	1.0209
Te Reo Māori	22.2617	27.6116	23.7976
Teaching English to Speakers of Other Languages	23.1255	10.4825	2.1953
Theatre	123.8844	112.8144	116.7008
Tourism Management		0.25	0.4375
(blank)	0.5417	0.3334	0.8335
<b>Grand Total</b>	<b>4155.293</b>	<b>3706.6341</b>	<b>3329.9974</b>

## Appendix of Prerequisite Changes

Schools were consulted in regard to all courses with prerequisites that referred to either 'Part A of the BA Schedule' or to 'the BA Schedule'.		
Course	Revised prerequisites	School comments/rationale
ANTH 201	(P) 20 ANTH pts or GLBL 101 or 40 <del>100-level points pts from Part A of the BA schedule or 75 points from DSDN 101-172</del>	<p>SACS</p> <p>Rationale:</p> <ul style="list-style-type: none"> <li>The current context of higher education (AI tools, attention, online learning, etc) means that specific prerequisites are no longer a reliable indicator of student preparedness or capability</li> <li>A better indicator is that students have successfully completed 40 points in the level preceding the one they are enrolling in</li> <li>We design our classes in ways that meet students where they are, and have a range of strategies to ensure student success</li> <li>Opening up our classes will support the university's goal of fostering interdisciplinary connections (the strategic plan says "the connection of ideas across academic disciplines to address pressing challenges and opportunities")</li> </ul>
ANTH 202	(P) (ANTH 101 or 102; 20 further pts <del>from Part A of the BA Schedule</del> ) or GLBL 101; (X) ANTH 215 in <del>2019-2020; ANTH 315 in 2017-2018</del>	
ANTH 204	(P) 40 100-level pts <del>ANTH 101 or 102; 20 further pts from Part A of the BA Schedule</del>	
ANTH 208	(P) 40 100-level pts <del>(ANTH 101 or 102; 20 further pts from Part A of the BA Schedule) or GLBL 101</del>	
ANTH 209	(P) 40 100-level pts <del>(ANTH 101 or 102; 20 further pts from Part A of the BA Schedule) or GLBL 101</del>	
ANTH 210	(P) 40 100-level pts <del>(ANTH 101 or 102 or EHUM 101; 20 further pts from Part A of the BA Schedule) or GLBL 101</del>	
ANTH 213	(P) 40 100-level pts <del>ANTH 101 or 102; 20 further pts from Part A of the BA Schedule</del>	
ANTH 216	(P) 40 100-level pts <del>One of (ANTH 101, 102, EDUC 223, GLBL 101); 20 further pts from Part A of the BA Schedule; (X) ANTH 215 in 2021-2024</del>	
ANTH 301	(P) 20 200-level <del>ANTH pts or 40 200-level pts from Part A of the BA Schedule; (X) ANTH 314 in 2018-2019</del>	
ASIA 201	(P) (ASIA 101 or 111) or GLBL 101 or <del>40 60 pts from Part A of the BA schedule</del>	SLC: For ASIA201 and 203, students should have a modicum of disciplinary background or experience of a semester's worth of university critical thinking.
ASIA 203	(P) (ASIA 101 or 111) or GLBL 101 or <del>40 60 pts from Part A of the BA schedule; (X) ASIA 304</del>	
ASIA 301	(P) 20 pts from ASIA 200-299 or 60 200-level pts <del>40 pts from Part A of the BA Schedule, including at least 20 points from (ASIA, HIST, INTP) or GLBL 201</del>	
ASIA 304	(P) 20 pts from ASIA 200-299 or 60 200-level pts <del>40 200-level pts from Part A of the BA Schedule; (X) ASIA 203</del>	SLC: For ASIA304, students will want to have more experience at higher level to be equipped for the 300-level version.

CLAS 306	(P) 20 200-level pts <del>from CLAS/GREE/LATI 200-299, 20 further pts from Part A of the BA Schedule</del> ; (X) CLAS 206; CLAS 212 in <del>2017, 2019, 2021, CLAS 312 in 2017</del>	
CLAS 303	(P) 20 points at 200-level <del>40 pts from CLAS/GREE/LATI 200-299</del> ; (X) CLAS 203	
CRIM 111	<del>(P) 20 pts from Part A of the BA Schedule, LAWS, or 15 PSYC pts</del>	No prerequisites
CRIM 304	(P) 20 pts from CRIM 200-299, EHUM 201, GLBL 201; <del>one 20</del> further 200-level points <del>course from Part A of the BA Schedule, LAWS or PSYC</del> ; (X) CRIM 303 in 2023	<p>SACS</p> <p>Rationale:</p> <p>The CRIM progression spine is important to building disciplinary knowledge through the levels, so ensuring that students at 200 and 300 levels have some background in the subject is essential. Beyond that, we are comfortable accepting all other points/learning across the university as being valid experience, so we propose widening the PRs from the previous 'points from Part A only' requirements to equivalent course points from any programme in the university.</p>
CRIM 309	(P) 20 points from CRIM 200-299; <del>20</del> further 200-level pts <del>one further 200-level course from Part A of the BA Schedule, LAWS or PSYC</del> ; (X) CRIM 330 in 2020-2022	
CRIM 310	(P) 20 pts from CRIM 200-299; <del>20</del> further 200-level pts <del>one further 200-level course from Part A of the BA Schedule, LAWS or PSYC</del> ; (X) <del>CRIM 303 (2017-2019)</del>	
CRIM 311	(P) 20 pts from CRIM 200-299; <del>20</del> further 200-level pts <del>one further 200-level course from Part A of the BA Schedule, LAWS or PSYC</del> ; (X) LAWS 309	
CRIM 312	(P) 20 pts from CRIM 200-299; <del>20</del> further 200-level pts <del>one further 200-level course from Part A of the BA Schedule, LAWS or PSYC</del>	
CRIM 313	(P) 20 pts from CRIM 200-299; <del>20</del> further 200-level pts <del>(or SACS 202); one further 200-level course from Part A of the BA Schedule, LAWS or PSYC</del>	
CRIM 315	(P) 20 pts from CRIM 200-299; <del>20</del> further 200-level pts <del>one further 200-level course from Part A of the BA Schedule, LAWS or PSYC</del> ; (X) <del>CRIM 314 (2016-19)</del>	
CRIM 316	(P) 20 pts from CRIM 200-299; <del>20</del> further 200-level pts <del>one further 200-level course from Part A of the BA Schedule, LAWS or PSYC</del>	
CRIM 322	(P) 20 points from CRIM 200-299; <del>20</del> further 200-level pts <del>one further 200-level course from Part A of the BA Schedule, LAWS or PSYC</del>	
CRIM 323	(P) 20 points from CRIM 200-299; <del>20</del> further 200-level pts <del>one further 200-level course from Part A of the BA Schedule, LAWS or PSYC</del>	

CRIM 324	(P) 20 points from CRIM 200-299; 20 further 200-level pts <del>(or SACS 202); one further 200-level course from Part A of the BA Schedule, LAWS or PSYC</del>	
CRIM 325	(P) 20 points from CRIM 200-299; 20 further 200-level pts <del>one further 200-level course from Part A of the BA Schedule, LAWS or PSYC</del> ; (X) CRIM 216	
CRIM 326	(P) 20 points from CRIM 200-299; 20 further 200-level pts <del>one further 200-level course from Part A of the BA Schedule, LAWS or PSYC</del>	
CRIM 327	(P) 20 points from CRIM 200-299; 20 further 200-level pts <del>one further 200-level course from Part A of the BA Schedule, LAWS or PSYC</del>	
CRIM 328	(P) 20 points from CRIM 200-299; 20 further 200-level pts <del>one further 200-level course from Part A of the BA Schedule, LAWS or PSYC</del> ; (X) CRIM 330 in 2020-2022	
CRIM 329	(P) 20 pts from CRIM 200–299; 20 further 200-level pts <del>one further 200-level course from Part A of the BA schedule, LAWS or PSYC</del> ; (X) CRIM 314 in 2023–2025	
ENGL 202	(P) 20 100-level ENGL pts and 20 further pts from <del>Part A of</del> the BA Schedule	<p>SAM: Our rationale is that “BA subjects” is still a meaningful subset of courses in the university to act as prerequisites, and we subscribe to that even with the removal of the Part A/Part B division.</p> <p>Other possibilities can be dealt with as waivers as and when appropriate.</p>
ENGL 203	(P) 20 100-level ENGL pts and 20 further pts from <del>Part A of</del> the BA Schedule	
ENGL 208	(P) 20 100-level ENGL or THEA pts and 20 further pts from <del>Part A of</del> the BA Schedule; (X) THEA 208	
ENGL 209	(P) 20 100-level ENGL pts and 20 further pts from <del>Part A of</del> the BA Schedule	
ENGL 211	(P) 20 100-level ENGL pts and 20 further pts from <del>Part A of</del> the BA Schedule	
ENGL 225	(P) 20 100-level ENGL pts and 20 further from <del>Part A of</del> the BA Schedule	
ENGL 227	(P) (20 100-level ENGL or EHUM pts and 20 further pts from <del>Part A of</del> the BA Schedule) or GLOBL 101; (X) ENGL 336, ENGL 348 <del>2019-in</del> 2020	
ENGL 231	(P) 20 100-level ENGL pts and 20 further pts from <del>Part A of</del> the BA Schedule	
ENGL 234	(P) 20 100-level ENGL pts and 20 further pts from <del>Part A of</del> the BA Schedule	
ENGL 244	(P) 20 100-level ENGL pts and 20 further pts from <del>Part A of</del> the BA Schedule	
FHSS 202	(P) 120 100-level pts, 60 of which must be from <del>Part A of</del> the BA Schedule, B+ average; (X) FHSS 302	

HIST 256	(P) 40 100-level pts from <del>Part A of the BA schedule</del> ; (X) HIST 234 in <del>2016, 2018, 2021</del> , HIST 318 in <del>2016, 2018, 2021</del> , 2022	
ITAL 207	(P) 40 100-level pts from Part A of the BA Schedule	
LCCM 373	(P) 40 200-level pts from the BC or BA <del>(A)</del> schedule	
LING 224	(P) LING 111 or 30 pts from Part A of the BA Schedule	Course to be deleted
PASI 201	(P) <del>(PASI 101, 20 approved pts from Part A of the BA Schedule)</del> or EHUM 101 or GLOBL 101	SLC: The Part A requirement is already regularly waived for students in other degrees. The update also reflects the PASI201's inclusion as an option in the EHUM degree.
PASI 202	(P) <del>(PASI 101, 20 points from Part A of the BA Schedule)</del> or GLOBL101	
RELI 221	(P) 20 RELI pts or GLOBL 101 or 40 <del>100-level pts from Part A of the BA schedule</del>	<p>SACS</p> <p>Rationale:</p> <ul style="list-style-type: none"> <li>· This approach reduces the need for course convenors to approve waivers for their courses and thereby reduces unnecessary admin.</li> <li>· Many RELI students initially take our courses as electives because they are interested in exploring challenging and interesting ideas. The new prerequisites maximise this opportunity. The interdisciplinary connections afforded by diverse classrooms enhances our dynamic and expansive pedagogy.</li> <li>· Course convenors are already used to taking non-majoring students into account in the development and delivery of course material.</li> <li>· This approach ensures students and student advisors have a clear understanding that RELI courses are a viable option.</li> <li>· This approach aligns RELI with ANTH and SOSC, ensuring the School is more legible to students and student advisors.</li> </ul>
RELI 226	(P) 20 RELI pts or 40 <del>100-level pts from Part A of the BA schedule</del> or 30 PSYC pts; X RELI 312; RELI 310 in 2022-2024	
RELI 228	(P) 20 RELI pts or 40 <del>100-level pts from Part A of the BA schedule</del>	
RELI 229	(P) 20 RELI pts or GLOBL 101 or 40 <del>100-level pts from Part A of the BA schedule</del> ; (X) RELI 305	
RELI 230	(P) 20 RELI pts or GLOBL 101 or 40 <del>100-level pts from Part A of the BA schedule</del> ; (X) RELI 328	
RELI 232	(P) 20 RELI pts or GLOBL 101 or 40 <del>100-level pts from Part A of the BA schedule</del> ; (X) RELI 331	
RELI 234	(P) 20 RELI pts or 40 <del>100-level pts from Part A of the BA schedule</del>	
RELI 235	(P) 20 RELI pts or GLOBL 101 or 40 <del>100-level pts from Part A of the BA schedule</del>	
RELI 312	(P) 40 200-level pts <del>from Part A of the BA Schedule</del> or 30 200-level PSYC pts; (X) RELI 226; RELI 310 in 2022-2024	
RELI 335	(P) 40 200-level pts <del>from Part A of the BA Schedule</del>	
RELI 336	(P) 40 200-level pts <del>from Part A of the BA Schedule</del>	
RELI 341	(P) 40 200-level pts <del>from Part A of the BA Schedule</del> ; (X) RELI 213	
RELI 342	(P) 40 200-level pts <del>from Part A of the BA Schedule</del> _____	
RELI 343	(P) 40 200-level pts <del>from Part A of the BA Schedule</del> or GLOBL 201 _____	
RELI 344	(P) 40 200-level pts <del>from Part A of the BA Schedule</del>	
SACS 201	(P) 40 <del>100-level pts from Part A of the BA Schedule</del>	

SACS 202	(P) 40 100-level pts <del>from Part A of the BA Schedule</del> or GBL 101	<p>SACS Rationale (SOSC/SPOL/SACS):</p> <ul style="list-style-type: none"> <li>• In most of our courses we have students taking sociology for the first time who come from a wide range of disciplines. Course convenors are well aware of this and take this into account in the development of course material.</li> <li>• The reduces the need of course convenors to approve waivers for their courses.</li> <li>• Relaxing the prerequisites will foster interdisciplinarity, which is a goal in the university's strategic plan and a desirable outcome for our students.</li> <li>• The changes to prerequisites for courses at 300-level are to align with changes at 200-level</li> </ul>
SOSC 215	(P) 40 100-level pts <del>20 pts from SOSC 102-112; 20 points from Part A of the BA Schedule</del> ; (X) SOSC 315, SPOL 215, 315	
SOSC 216	(P) 40 100-level pts <del>20 pts from SOSC 102-112; 20 further pts from Part A of the BA schedule</del>	
SOSC 220	(P) 40 100-level points <del>from Part A of the BA Schedule</del> or one of (HLWB 101, 102, 105) or GBL 101 (X) SOSC 314; SPOL 314	
SOSC 223	(P) 40 100-level pts <del>(20 pts from SOSC 102-112 and 20 further pts from Part A of the BA schedule)</del> or GBL 101; <del>(X) SOSC 217 in 2013-2016</del>	
SOSC 224	(P) 40 100-level pts <del>20 pts from SOSC 102-112 and 20 further pts from Part A of the BA schedule</del> ; (X) SOSC 221 in 2023-2025	
SOSC 301	(P) 40 200-level points; <del>from SACS 200-299, SOSC 200-299</del> (X) <del>SOSC 306 in 2019</del> , SOSC 222	
SOSC 304	(P) 40 200-level points; <del>from SACS 200-299, SOSC 200-299</del> (X) SOSC 211	
SOSC 305	(P) 40 200-level points <del>from SACS 200-299, SOSC 200-299</del>	
SOSC 315	(P) 40 200-level points <del>from SACS 200-299, SOSC 200-299</del> ; (X) SOSC 215, SPOL 215, 315	
SOSC 317	(P) 40 200-level points <del>from SACS 200-299, SOSC 200-299</del> ; (X) SOSC 221 in <del>2019</del> -2020, SOSC 306 in 2022	
SOSC 318	(P) 40 200-level points <del>from SACS 200-299, SOSC 200-299</del> or GBL 201; (X) SPOL 318	
SOSC 319	(P) 40 200-level points <del>from SACS 200-299, SOSC 200-299</del> ; (X) X SOSC 214, SPOL 214, 319	
SOSC 373	(P) 40 200-level points <del>from SACS 200-299, SOSC 200-299</del> ; (X) SOSC 307 in 2023-2025	
SPOL 209	(P) 40 100-level pts <del>from PUBL 113, ECON 130 or Part A of the BA Schedule</del> ; (X) SPOL 309	
SPOL 210	(P) <del>40 100-level points from PUBL 113, ECON 130 or Part A of the BA Schedule</del> or GBL 101; (X) SPOL 306 in 2013-2022	

SPOL 220	(P) 40 <del>100-level</del> pts <del>from PUBL 113, ECON 130 or Part A of the BA Schedule;</del> (X) <del>SPOL 203 in 2012-2013</del>	
SPOL 306	(P) 40 <del>200-level</del> pts <del>from SOSC/SPOL 200–299</del>	
THEA 205	(P) 20 THEA pts or 40 pts from <del>Part A of</del> the BA schedule; (X) ENGL 241, 341, THEA 305	
THEA 206	(P) 20 THEA pts or 40 pts from <del>Part A of</del> the BA schedule; (X) ENGL 242, 342, THEA 306	
THEA 211	(P) 20 THEA pts or 40 pts from <del>Part A of</del> the BA schedule; (X) THEA 315	<p>SAM: Our rationale is that “BA subjects” is still a meaningful subset of courses in the university to act as prerequisites, and we subscribe to that even with the removal of the Part A/Part B division.</p> <p>Other possibilities can be dealt with as waivers as and when appropriate.</p>
THEA 315	(P) 20 THEA pts or 40 pts from <del>Part A of</del> the BA Schedule (X) THEA 211, THEA 321 (2014 - 2020)	
THEA 316	(P) 20 THEA pts or 40 pts from <del>Part A of</del> the BA Schedule <del>(X) THEA 322 (2010–2019)</del>	





## Programme amendment cover sheet

<b>Proposal name</b>	Make special topic MMPA 517 permanent as MMPA 527		
<b>Proposer</b>	Urs Daellenbach		
<b>Faculty</b>	Business and Government		
<b>Summary</b>	Make special topic MMPA 517 permanent as MMPA 527		
<b>Year</b>	2025		
<b>Reference</b>	MMPA/1		
<b>CONSULTATION</b>	<b>Person consulted</b>	<b>Summary and reference</b>	
Academic Office	academic-office@vuw.ac.nz	No issues raised	
Associate Dean	John Randal	No issues raised	
CAD	Namali Suraweera	Feedback on assessment provided	
Careers & Employmt (WIL)	NA		
Course Admin.	Teresa Schischka	Confirmed no issues raised	
Titoko	Tracey Wharakura	No issues raised	
Library	Philip Worthington	No issues raised	
PAMI	<a href="mailto:Info-unit@vuw.ac.nz">Info-unit@vuw.ac.nz</a>	No issues raised	
Toihuarewa	Meegan Hall	Feedback provided	
School Admin.	Paula Westerby	No issues raised	
Student Finance	Paige Jarman	No issues raised	
Students	Via FB representatives	No issues raised	
<b>APPROVAL</b>	<b>Authority</b>	<b>Date</b>	<b>Recorded by</b>
Head of School	Urs Daellenbach	12/8/25	Kim Hann
Fac. Acad. Cttee.	John Randal	20/8/25	Kim Hann
Faculty Board	Jane Bryson	20/8/25	Kim Hann
Acad. Prog. Committee			
Academic Board			
CUAP			

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



## Programme amendment

<b>Proposal name</b>	Make special topic MMPA 517 permanent as MMPA 527
<b>Faculty</b>	Wellington School of Business and Government
<b>CUAP Category</b>	NA
<b>Year effective from</b>	2026

### A1 Purpose

1. To make special topic course MMPA 517 *Special Topic: Sustainability and Accountability* permanent as MMPA 527 *Sustainability and Accountability*.
2. To retain MMPA 517 as a special topic slot.
3. To amend regulations for the BCom(Hons) and MCom major in Governing for the Future.

### A2 Justification

MMPA 517 Special Topic Sustainability and Accountability has now been taught for multiple years with favourable course evaluations and feedback. The course content reflects the changing nature of the field, with key stakeholders expecting students to have the opportunity to build further knowledge in this area. In 2025, this is the only available elective with an MMPA subject code.

### A3 Proposed amendments

On page 264 of the 2025 Calendar, amend the Schedule to the MPA Regulations as follows:

Course	Title	Pts	Prerequisites (P), Corequisites (C), Restrictions (X), Double labelling (D)
MMPA 513	Accounting Systems, Ethics and Technology	15	P MMPA 501 or 502
MMPA 516-520	Special Topics	15	
<b>MMPA 527</b>	<b>Sustainability and Accountability</b>	<b>15</b>	<b>P MMPA 501 or 502 (or EMBA 504 or GBUS 514); X ACCY 314, MMPA 517 2022-2025</b>

On page 247 of the 2025 Calendar, amend the Major Requirements of the BCom(Hons) GOVF subject as follows:

#### **Governing for the Future (GOVF)**

- (a) FCOM 427, 430; GOVT 501
- (b) Four courses from FCOM 428, 429, GOVT 503, 542, HRER 405, IBUS 404, 406, INFO 407, 413, MARK 406, 410, MMPA ~~517~~**527**, TOUR 419 or other approved courses at 400- or 500-level

On page 253 of the 2025 Calendar, amend the Major Requirements of the MCom GOVF subject as follows:

#### **Governing for the Future (GOVF)**

- (a) FCOM 427; GOVT 501; four courses from FCOM 429, GOVT 503, 542, HRER 405, IBUS 404, 406, INFO 407, 411, 413, MARK 406, 410, MMPA ~~517~~527, TOUR 419 or other approved courses at 400- or 500-level.

### **A4 Implications and resources**

#### **Academic staff**

The course is currently taught by an Emeritus Professor on a part-time fixed-term contract. Other staff in the School have the expertise to teach the course.

#### **Library**

No new resources required. The course has been offered as a special topic between 2022-2024 (with 4, 12 and 44 students respectively).

#### **Teaching facilities and support**

The course has no unique needs with respect to teaching facilities and support. The course draws on specific knowledge where staff at Te Herenga Waka are internationally prominent and are leading research within the accounting discipline. By critically assessing the role(s) and nature of accounting with respect to some of the urgent questions posed by sustainability, it examines various challenges to the values and assumptions underlying traditional conceptions of accounting and explores interrelationships between accounting and the environment, ethics, labour relations, management, and social responsibility. Continuing to offer this content is important for the relevance of both the Masters and undergraduate programmes.

#### **Anticipated enrolments**

2025 enrolment currently at 22 (4 domestic, 18 international) and this is likely to grow as the MPA combined intake across T3 2024 and T1 2025 was approximately 120 students. While the MPA programme continues to seek options for electives that will meet accreditation requirements, anticipated enrolment beyond 2025 would still exceed 30 students. [Note: the teaching hours in this course are shared with ACCY 314, which means the combined enrolment tends to be 40-65 students).

#### **Administrative implications**

Limited implications. Students are advised primarily by an Academic Programme Lead and they take one elective in their 12 courses in the MPA programme.

#### **Programme or course limitations / selection criteria**

The combined enrolment of 120 students across T3 and T1 intakes is now at the upper end of simultaneously achieving both efficiency of class sizes while maintaining high value creation and experience for students. Opening the course as an elective for EMBA and MGBus students (who have completed a foundation accounting course) ensures further demand for the course as a permanent offering.

**Fee implications**

There is no fee implications anticipated.

**Website and publication amendments**

No amendments. As noted, the course is the only elective with an MMPA subject code. The course would be set up as MMPA 527 in Mata, Banner and Nuku.

**Transitional arrangements and other consequential changes**

Not applicable.

**Internships, field trips and other external arrangements**

Not applicable.

**A5 Te Tiriti o Waitangi**

The lecture/workshop content and readings include material on Māori and Indigenous perspectives in relation to both general themes (e.g. the values, assumptions and knowledge systems underpinning accounting and accountability systems) and specific topics (e.g. New Zealand and global sustainability standard-setting responses to issues such as climate accountability and just transitions, biodiversity, the 'monetisation' of nature, including submissions by Indigenous peoples). The article critiques and essay also provide space for students to examine Māori and Indigenous perspectives – e.g. for the article critiques in terms of addressing the specific content of assignment readings and their own personal reflections; and for the essay in selecting a specific theme or topic to explore in depth in consultation with the course lecturers.

**A6 Consultation**

As noted above, the MPA programme is accredited by several external bodies. All courses available to students as part of the programme are reviewed by the accreditation bodies as to whether they cover applicable material. The content of MMPA 517 was approved so this should continue to apply for MMPA 527 in the future.

## Course Description: MMPA 527 (2026, T2)

<b>Course title</b>	Sustainability and Accountability		
<b>Short title</b>	Sustainability & Accountability	<b>Point value</b>	15
<b>Course coordinator</b>	tba	<b>NZQF level</b>	9
<b>Qualification schedule:</b>	Master of Professional Accounting		
<b>Prerequisites, corequisites, restrictions</b>	(P) MMPA 501 or 502 (or EMBA 504 or GBUS 514); (X) ACCY 314, MMPA 517 2022-2025		
<b>Prescription</b>	This course covers the study of sustainability and accountability in a social and political context. Emphasis will be placed on understanding and analysing recent and ongoing developments in this area.		
<b>Student workload hours</b>	150	<b>Contact Hours</b>	
<b>Teaching/learning summary</b>	<p>This course is optimised for face-to-face delivery on campus. It will also have pre-recorded lectures and weekly interactive workshops (delivered face to face on campus and via Zoom). Workshops are designed to reinforce and facilitate discussion and debate of lecture material, course readings and videos. Lecture recordings fully available for the trimester.</p> <p>In-person attendance is required for assessment in the examination period.</p>	<b>Lectures</b>	18
		<b>Tutorials</b>	
		<b>Workshops</b>	18
		<b>Labs/Studios</b>	
		<b>TOTAL</b>	36
<b>Course learning objectives (CLOs)</b>	Students who pass this course should be able to:		
<b>1</b>	Examine sustainability and accountability in a socio-political context		
<b>2</b>	Analyse current issues and challenges related to sustainability and accountability		
<b>3</b>	Critically evaluate sustainability and accountability research		
<b>4</b>	Discuss how accountability for sustainability broadens the spectrum of information used in organisational decision-making and in evaluating organisational success		
<b>Assessment items and workload per item</b>		<b>%</b>	<b>CLO(s)</b>
<b>1</b>	Article critique x 2 (1500 words, 8-12 hours per critique)	20	3
<b>2</b>	Essay (2500 words, 15-20 hours)	30	1, 2, 4
<b>3</b>	Final test (2 hours)	50	1, 2, 4
<b>Mandatory course requirements</b>	None		

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**Minutes of the meeting of the Academic Board  
held on Tuesday, 23 September 2025 at 1.00pm  
in the Hunter Council Chamber**

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The meeting was held face-to-face in the Hunter Council Chamber and was convened by the Vice-Chancellor Professor Nic Smith. The meeting was opened with a karakia and everyone was welcomed to the meeting.

Appreciation was given to attendees for their presence and participation in the well-attended Academic Board meeting. People were reminded of the importance of operating within the Board's defined remit and encouraged to engage with a diversity of perspectives. It was noted that while open dialogue is welcomed, personal views should not be attributed to those facilitating the process. As a governance body, members are well-positioned to thoughtfully consider complex and challenging ideas within the scope of their responsibilities.

**PART A**

**25.62 Apologies, acknowledgements and welcomes**

Okan Tan, new professional member, was welcomed.

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

**25.63 Vice-Chancellor Oral Report**

The oral report of the Vice-Chancellor was received.

The sector has seen significant news recently, particularly with the release of Sir Peter Gluckman's University Advisory Group (UAG) Report. The report's recommendations on university governance, collaboration, research assessment, and university size were largely anticipated. The Minister, Hon Dr Shane Reti, referenced the report at a recent conference, noting that while some recommendations received strong support, others were met with less enthusiasm.

A key outcome is the establishment of a new ministerial advisory board with diverse membership, tasked with guiding tertiary education strategy and advising on the replacement for the PBRF (now called TREF). The new TREF system aims to reduce compliance costs and use more metrics-based assessment. Implementation may begin in phases from 2027, but details, especially for secondary metrics, are still being developed.

NZ and Australian universities have formed a coalition to negotiate publishing fees with the four major academic publishers, addressing the high costs that affect not only their institutions but the wider sector. These fees are considered excessive given that publishers don't compensate authors or editors and rarely distribute physical copies. Universities in the USA

and Europe have recently completed similar negotiations, and there's growing momentum among the 47 New Zealand universities to collectively engage in these discussions. The issue is critical for the Academic Board, as there is a real possibility that one or more publishers may withdraw access by the end of the year or early next year.

Appreciation was given to those who attended the recent AI forums and it was emphasised that continued dialogue is encouraged. It was noted that we have the opportunity to learn from students in this space. While some have concerns that AI is being promoted too aggressively, the importance of openly discussing both the opportunities and risks was stressed.

Discussion included:

- There is interest in whether discussions with the four publishers have addressed open access models. There is a shift toward charging authors rather than readers, raising questions about affordability and access. The concern is that publishers are not only expensive but also control access to knowledge, which affects the public good. There is also the question about how the university is leveraging its open access repository to ensure public access to research outputs.
- There was an alternative option suggested where the author of a publication can be contacted directly to request a copy, or check if it's available through their institutional repository.
- A concern would be the potential impact on student projects, particularly within the tight timeframes. Limited access to high-impact journals could affect or delay thesis completion rates.
- We are grappling with the impact of AI on academic publishing which is amplifying existing issues. While the future direction is uncertain, we believe the true value of journals lies in revitalising scholarly communities and fostering meaningful engagement among peers, rather than focusing solely on publication outputs. This shift may also challenge the necessity of traditional publishers, as collaboration and peer relationships become more central.

The negotiating team is being led by Ian Martin, Vice Chancellor of Deakin University in Australia. This item can be revisited at the next Academic Board meeting.

A question was raised regarding the Academic Board's collective stance on the publishing issue given the potential impact, specifically asking whether pushing the boundaries would pose a significant risk, and whether the lack of access to one of the big four publishers would be a major concern. Members were generally supportive of taking a calculated risk.

## **25.63 Written Report**

AB25-81

The August 2025 DVC report was received from the Deputy Vice-Chancellor (Academic), Deputy Vice-Chancellor (Māori and Kaitiakitanga), Deputy Vice-Chancellor (Research), and Deputy Vice-Chancellor, (Students).

### **Report of the Deputy Vice-Chancellor, Academic**

Professor Robyn Longhurst spoke to her report which was taken as read.

The Council of Australasian University Librarians (CAUL), Universities Australia (UA), and Universities New Zealand – Te Pokai Tara (UNZ) are taking a sector-wide, unified approach to the negotiations with four of the world's largest academic publishers—Elsevier, Springer Nature, Wiley, and Taylor & Francis in relation to new open access (OA) agreements.

Further information can be found on the CAUL website: <https://www.caul.edu.au/services-programs/content-procurement-services/major-negotiations>.

Professor Karen Smith was thanked for her leadership in the He Kokonga Whare e Kitea space. Appreciation was given to the contributions of over 400 staff who responded to the survey, as well as the approximately 100 individuals who participated in one of the two workshops. As we move into the next phase of the project, we are establishing workstreams, engaging students, and exploring the ideas that emerged during the initial stages.

### **Report of the Deputy Vice-Chancellor, Research**

Professor Margaret Hyland spoke to her report which was taken as read.

The Ministry of Education is conducting a fast, targeted consultation on the new Tertiary Research Excellence Framework (TREF), engaging through Universities New Zealand (UNZ) with Deputy Vice-Chancellors (Research and Academic) to gather feedback.

Staff are encouraged to upload their publications to the university's Open Access Institutional Repository. The library website has helpful resources, and subject librarians are available to assist.

Neil Dodgson is helping lead the scheme which is now live, offering PhD scholarships and support for students based in industry. The current theme is energy innovation, involving projects with external partners supporting students on Aotearoa's energy transition.

### **Report of the Deputy Vice-Chancellor, Students**

Dr Logan Bannister spoke to her report which was taken as read.

Appreciation was given to people who donated to the [Winter Energy Grant](#) initiative which is a collaboration between Development and Finance Procurement teams, and is funded by donations from staff, alumni and university suppliers.

The 2025/26 Summer Research Scholarship Programme has received a strong response, with 62 projects submitted across all faculties. Appreciation was given to those who submitted a project. The contact email is [summer-research@vuw.ac.nz](mailto:summer-research@vuw.ac.nz).

Thanks were extended to all who attended and contributed to the Open Day on 22 August, and to those who put in time and effort into the day. There were record registrations of 7,147, which is a 20% increase in applications. Increases were attributed to a more targeted marketing approach and earlier and better promotion around information evenings, which attracted out-of-region attendees, and engaged parents.



## **Report of the Deputy Vice-Chancellor, Māori and Kaitiakitanga**

Professor Rawinia Higgins spoke to her report which was taken as read.

The passing of Paramount chief Sir Tumu Te Heuheu was acknowledged.

The Academic Board was thanked for their support for the updated constitution for Toihuarewa.

Over the past month, future, current, and past students have been celebrated through a series of events including Open Day, with a week-long visit from our Te Paewathi o Te Rangi students leading up to it, and a special event that brought together sustainability organisations from across the city to foster connections and explore opportunities for future employment and internships.

Last week, we celebrated the Distinguished Alumni Awards with five remarkable alumni.

Appreciation was given to everybody who participated in Te Wiki o te Reo Māori last week, and for all those who went to Ngā Mokopuna to either participate in the student events or to attend the market celebrating local multi-businesses.

Rawinia was commended for her poised and thoughtful approach during the Q&A interview with Jack Tame, effectively highlighting the significance of Māori Language Week's history while also articulating a clear vision for its future.

### **25.64 Boycott, Divestment, Sanctions motion regarding Palestine**

AB25-82

The motion for the paper was to endorse and adopt the use of boycott, divestment, and other appropriate non-violent means in response to Israel's human rights violations, breaches of international humanitarian law, and destruction of the education system in Gaza.

It was acknowledged that Academic Board has a history of discussing difficult topics and a commitment to approaching such discussions thoughtfully and constructively. While people hold personal views on the civilian tragedy in Gaza, their role is to ensure the Board operates within its remit, fostering open, transparent, and respectful dialogue. The Board emphasised listening to diverse perspectives, respecting differences, and maintaining alignment with its governance responsibilities.

Four options for addressing the situation were:

1. Scope of the Motion - how it relates to Academic Board's remit.
2. Process - Options included:
  - Discuss at the meeting and revisit later
  - Form a subcommittee to explore
  - Combine discussion with other steps
3. Position - the Board may express a stance via:
  - A vote (public or confidential)
  - A joint consensus statement

- Drafting a statement for future use

4. Response Beyond the Motion - consider broader advisory input to Council on academic implications for strategic implementation.

Consideration was given to the broader academic implications and advice to Council and whether it aligns with the Board's role under the *Education and Training Act 2020* to advise on academic matters and exercise delegated powers.

The motion from the Academic Board of Te Herenga Waka—Victoria University of Wellington advises the University Council to:

1. Endorse the use of boycott, divestment, and other non-violent means to pressure Israel to comply with international humanitarian law and respect Palestinian human rights.
2. Investigate and disclose University ties to identify any financial investments, research collaborations, or contractual agreements with institutions or corporations known to be complicit in Israel's violations of Palestinian human rights and breaches of international humanitarian law.
3. Divest from corporations known to be complicit in Israel's violations of Palestinian human rights and breaches of international humanitarian law. End any existing contracts with these companies and pledge not to enter into new agreements with them.
  - a. Maintain existing divestment efforts, such as the VUW Foundation Board's \$50,000 divestment from Israeli Government Bonds.
4. Suspend any academic collaborations with Israeli universities or other institutions known to be involved in the development of military technologies or doctrines that contribute to Israel's violations of Palestinian human rights and breaches of international humanitarian law.
  - a. Maintain existing suspensions, such as the cancellation of the Embassy of Israel's essay scholarship prize.
5. Support Palestinian scholars at risk and contribute, where possible, to the recovery and rebuilding of Palestinian universities.
6. Protect staff and students against violations to academic freedom, freedom of expression, and freedom of assembly.

It was advised that Simon Keller had prepared proposed additional amendments which were presented to the Board in the meeting:

1. Recognise that the Academic Board does not comment on all international justice issues but asserts that the current situation of Israel's actions in Gaza warrants condemnation.
2. Acknowledge the existence of differing opinions in relation to Israel and Gaza within the university and affirm the right of all members to express themselves freely and engage in open, honest debate.

3. Recognise the significance and emotional sensitivity of the issue for members of the university community with the issue of Muslim and Jewish members of our community.
4. For others who have close ties to Israel and Palestine, acknowledge that discussion of the conflict has led to incidents of Islamophobia and antisemitism and solidarity is expressed with all members of the university community affected by the conflict and affirm our condemnation of all forms of racism and bigotry.

It was noted that the University had already completed an investigation earlier this year into its research collaborations, including academic and student exchanges with Israeli institutions, and confirmed that none exist; this remains the case. Rather than undertaking further investigations or disclosures, the University will commit to not entering into any such collaborations for a significant period.

A query was raised on why the amended Academic Board motion omits the earlier divestment wording and whether this was this based on legal advice.

It was confirmed that this was based on legal advice from Buddle Findlay, and with reference to the Academic Board Statute (Clause 3.3) and the Education and Training Act 2020; only components 4, 5, and 6 fall within the Board's functions and may be presented. Components 1 and 3 are outside the Board's remit and have been excluded. Component 2 is partly in scope: the request for Council to investigate and disclose any research collaborations is relevant to academic matters and has been included; however, the request to investigate or disclose financial investments or contractual arrangements (i.e., divestment-related elements) is out of scope for the Board and has been omitted.

A question was asked about how the University verified that no collaborations exist. Margaret Hyland (Deputy Vice-Chancellor, Research) explained that a March 2025 review examined formal, institution-level arrangements only, not individual researcher-to-researcher links. The team checked signed MOUs with institutions and research contracts with the listed organisations, and the International Office reviewed international education and student exchange agreements.

The decision was made to discuss the motion at the meeting today.

Members shared personal perspectives with sincerity and conviction.

Liban Ali, President of VUWSA, spoke to the motion. He recognised that staff and students are here for peaceful support of the motion.

Simon Keller expressed his support for the motion and spoke to amendments he had drafted; these had not been circulated in advance. He proposed adding contextual wording because it is unusual for the Academic Board to address such matters, and highlighted three points: (1) the Board is not claiming authority over all justice issues; (2) endorsing the motion does not require unanimity - diverse views are expected and welcomed; and (3) although geographically distant from Gaza, many in our community feel deeply connected; the amendments aim to express care, concern, and solidarity with those who feel vulnerable. Feedback was invited.

Annemarie Jutel, Professor of the School of Health, spoke saying she is a Jew but Israel does not represent her. She noted that, as academics, we carry both a legal and ethical obligation to serve as the critic and conscience of society—a responsibility that the students have courageously brought to our attention. Referring to Section 3.3.3 of the Academic Board Statute on the Functions and Powers of the Board, she emphasised that our role extends beyond critique; we are also entrusted with safeguarding academic freedom. She expressed her support for the students' motion and invited others to stand with her.

Leon Gurevitch, Head of School Design, shared that he is the son of Italian Catholic and Russian Jew and wanted to reaffirm the point that this motion is not in any way an attack on Jewish people and that it's important to separate the actions of a state from the people, and it's important to stand up and say when something is wrong.

Speakers were thanked for bravely sharing their voices on a difficult issue.

It was acknowledged that the Academic Board does not typically issue statements on every matter; however, this is an exceptional circumstance, representing a deeply significant issue for many at this time.

It was also acknowledged that some members are personally affected by the issue at hand and emphasised the importance of offering a supportive response and agree with the point about the necessity of cautioning against taking strong stances on every global injustice. It was also noted that while some may disagree with some of the university's international relationships, they separate their personal views from their professional responsibilities and stress the need for clarity in managing such situations.

Caution was expressed about the proposal to suspend all academic collaborations with Israeli universities. Members noted that universities are diverse communities and collaborations are typically with individual scholars, so it is unjust to hold all staff accountable for the actions of one group. They emphasised universities' role in societal progress: if peaceful coexistence is to emerge, change within Israeli society, supported by its universities, will be crucial. The Board should back relationships that foster hope and progress, and continue to support long-standing, trusted collaborators, while recognising the distinction between institutional positions and individual academic partnerships.

There was strong support from members in favour of both the motion and Simon's proposed amendments, with consensus to proceed with both.

The question was asked if there will be money set aside to support Palestinian scholars at risk, and to contribute to the rebuilding of universities in Gaza. It was advised that Jonathan Boston and Liban Ali are hosting a charity event on 30 September where there will be the opportunity as a community to donate directly to the humanitarian causes. It was also suggested that there should be an established channel for scholars at risk to develop a durable pathway for people to come to our university and continue their research. It was advised that in the Ukrainian-Russian conflict there were scholarships set aside and philanthropy prioritised in that space but although this is a tangible step, there is a much longer path to work in that space.

The Vice Chancellor advised that this can be taken to Council but emphasised that the Academic Board is fully empowered to make and own its own statements and that these are matters where we do not necessarily need to wait for Council's approval. Council operates under its own specific statute, and while this can be referred to them for advice, we wouldn't want that process to delay the support we've already seen, and believe the Academic Board is well within its remit to issue an independent statement.

A way forward was proposed to build broad consensus while allowing space for differing views. The Board agreed to signal support in principle for the motion, emphasising two points: distinguishing the University's institutional position from individual academic relationships, and acknowledging the kaupapa discussed. Rather than commissioning further investigations, the University would make a clear statement that it has no current or planned research collaborations with institutions or corporations known to be complicit in violations of Palestinian rights or breaches of international law, would continue its suspension of formal collaborations with Israeli universities and related institutions implicated in such activities, and would reaffirm staff and students' rights to academic freedom, freedom of expression and assembly, including the right to associate with individual academics.

Several phrasings were considered. An initial option, stating the University has no future plans to enter into such collaborations, was noted but the meeting preferred a stronger, definitive form: *"The university confirms that it has no current collaborations with institutions or corporations known to be complicit in violations of human rights and international law, and will not enter into any such collaborations in the future."*

This phrasing reinforced the University's stance and effectively concluded the discussion.

The motion will be reframed to incorporate Simon Keller's amendments and further phrasing and returned for formal ratification at the next meeting.

To ensure full confidence in the outcome, a confidential vote was held. The initial result was 55 in favour and one abstention. Following the meeting, one member changed their vote from in favour to abstention, resulting in a final tally of 54 in favour and 2 abstentions.

The Vice Chancellor acknowledged everyone who engaged in this challenging topic in such a thoughtful and respectful way, and expressed it makes him proud to be part of this university.

**25.65 Work Programme discussion on Enhanced good practice and Impact for Sub-Lecturing Pool (SLP) teaching [Marc Wilson]** AB25-83

The Work Programme discussion on enhanced good practice and impact for sub-lecturing pool (SLP) teaching was deferred to the next Academic Board meeting on 4 November 2025.

**25.66 Curriculum Mapping Project** AB25-84

The Curriculum Mapping Project discussion has been deferred to the next Academic Board meeting on 4 November 2025. It is noted that the consultation period closes on 17 October, and feedback still needs to be incorporated into the process. If any Academic Board members are concerned about not having the opportunity to provide input at today's meeting, Robyn is available to facilitate alternative avenues for feedback.

## PART B OF THE AGENDA

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

### 25.67 Confirmation of the Minutes of the meeting held on 19 August 2025

The minutes of the Academic Board meeting (Part A and B) held on 19 August 2025 as set out in document AB25-85 (Numbers 25.50-25.60) were confirmed.

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

### 25.68 Graduating Year Reviews (GYRs)

AB25-86

The following GYRs were approved to go to CUAP:

- Bachelor of Design Innovation major in Fashion Design
- Master of Education
- Master of Health Psychology
- Pasifika Pathways Programme
- Postgraduate programme in Artificial Intelligence
- Bachelor of Engineering with Honours Cybersecurity Engineering
- Master's degree in Data Science
- Master of Environmental Science
- Renewable Energy Systems
- Master of Indigenous Studies
- Executive Master of Business Administration
- Graduate Certificate in Restorative Justice Practice
- Tourism Management major in the Bachelor of Commerce

### 25.69 Academic Programme Review Reports – Religious Studies and Art History

AB25-87

The Academic Programme Review report and Implementation plan for the Religious Studies (Study of Religion) programme; and The Academic Programme Review report and Implementation plan for the Art History programme were endorsed.

### 25.70 Report of the Academic Programmes Committee

The Academic Programmes Committee report of 2 September 2025 was noted. AB25-78

The following Programme Amendments were approved:

Faculty	Faculty Ref Number	Proposal Title	Reference
FHSS	VUW/25 - BA/12	Amend the requirements for the Environmental Humanities He Aronui Aotūroa (EHUM) major in the BA and BEnvSoc	AB25-89 APC25-69
FHSS	VUW/25 - MFA(CP)/1	Amend the regulations for the Master of Fine Arts (Creative Practice) (MFA(CP)) and introduce a new course, ARTS 403	AB25-90 APC25-70

**The meeting concluded with a Karakia Whakamutunga**

Whakairia te tapu  
Kia wātea ai te ara  
Kia turuki whakataha ai  
Hui e! Tāiki ē!

Restrictions are moved aside  
So the pathway is clear  
To return to everyday activities  
Enriched, unified and blessed!

The meeting closed at 3.00pm.

*Attendance*

58 members attended; 13 non-members were in attendance; 22 apologies were received (refer to Appendix 1 for detailed record).

Signed: \_\_\_\_\_

Professor Nic Smith, Vice-Chancellor

DRAFT



## APPENDIX 1

### Appendix 1: Academic Board attendance 23 September 2025

Liban Ali	Associate Professor Robert Keyzers
Professor Richard Arnold	Professor Karl Lofgren
Professor Graeme Austin	Professor Robyn Longhurst
Professor Susan Ballard	Professor Ivy (I-Ming) Liu
Professor Ema Maria Bargh	Professor Simon Mackenzie
Professor Brigitte Bönisch-Brednich	Professor Stephen Marshall
Professor Jane Bryson	Associate Dean Xavier Marquez
Associate Professor Sasha Calhoun	Professor Geoff McLay
Mairangi Campbell	Professor Robert McKay
Professor David Capie	Andrew Munkacsi
Associate Professor Sue Cherrington	Professor Nicola Nelson
Professor Alberto Costi	Professor Rewi Newman
Professor Urs Daellenbach	Yvette Perrot
Professor Simon Davy	Professor Robyn Phipps
Professor Neil Dodgson	Professor Janet Pitman
Dr Eli Elinoff	Professor John Randal
Ally Gibson	Dr Revti Raman
Dr Nicola Gilmour	Professor James Renwick
Professor Nicholas Golledge	Professor Jenny Ritchie
Professor Michele Governale	Ethan Rogacion
Professor Leon Gurevitch	Dr Helen Rook
Associate Professor Meegan Hall	Dr Mike Ross
Dr John Haywood	Beth Smith
Professor Rawinia Higgins	Professor Karen Smith
Associate Professor Kathy Holloway	Dr Okan Tan
Professor Margaret Hyland	Professor Paul Teesdale-Spittle
Professor Bryony James	Professor Marc Wilson
Professor Annemarie Jutel	Jenny Wollerman
Professor Simon Keller	

### **Non-members present**

Heather Day  
Joseph Habgood  
David Lewis  
Dr Stuart Marshall  
Reece Moors  
Carol Morris  
Edward Schofield  
Dr Robert Stratford  
Lynn Grindell  
Pam Green  
Linda Roberts  
Craigie Sinclair  
Varsha Narasimhan

### **Apologies**

Dr Barbara Allen  
Professor Siah Hwee Ang  
Professor Averil Coxhead  
Professor Graeme Austin  
Dr Luke Chu  
Professor Kim Cunio  
Professor Gary Evans  
Professor Alejandro Frery  
Professor Anne Goulding  
Professor Vanessa Green  
Professor Sally Hill  
Professor Kate Hunter  
Associate Professor Maja Krtalic  
Professor Dean Knight  
Professor Hai Lin  
Professor Jim McAloon  
Professor Ocean Mercier  
Professor Sarah Ross  
Tanya Ruka  
Professor John Townend  
Dr Linda Hogg  
Dr Amanda Wolf



**VICTORIA UNIVERSITY OF WELLINGTON  
ACADEMIC BOARD**

<b>Date</b>	<b>14 October 2025</b>
<b>Proposer</b>	<b>Professor Robyn Longhurst Deputy Vice-Chancellor (Academic)</b>
<b>Reference</b>	<b>AB25-107</b>
<b>Title</b>	<b>Reports of the Academic Programmes Committee for 14 October 2025</b>
<b>Author (memorandum)</b>	<b>Carol Morris, Secretary Academic Governance</b>

**It is requested that the Academic Board:**

**Endorse:** One New Programme proposal for submission to CUAP:  
Introduction of a new Master of Global Studies  
*Note: this proposal was not included in the APC meeting of  
14 October and was endorsed by APC on 2 September.*

**Endorse:** One Deletion for submission to CUAP.

**Approve:** Six non-CUAP Programme Amendment proposals.

**Note:** The other items discussed and/or approved by the Academic  
Programmes Committee at its 14 October 2025 meeting.

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

## Memorandum

<b>To</b>	<b>Academic Board</b>
<b>From</b>	<b>Carol Morris, Secretary Academic Governance</b>
<b>Date</b>	<b>14 October 2025</b>
<b>Subject</b>	<b>Report of the Academic Programmes Committee (APC)</b>

This section of the report covers the 14 October 2025 meeting of the Academic Programmes Committee.

### A. Programme Amendments

The following proposals were endorsed by the Academic Programmes Committee to be submitted to the Academic Board for approval.

<b>Faculty</b>	<b>Faculty Reference Number</b>	<b>Proposal Title</b>	<b>APC Reference</b>
FADI	BDI/3	Amend the Media Design (MDDN) Major	APC25-87
FEHP	BMid/1	Amend the Bachelor of Midwifery (BMid) programme	APC25-88
WSBG	BCom/7, BC/2	Amend the Marketing Communication (MKCO) minor in Bachelor of Communication	APC25-89
Law	MintTr/1	Amend Master of International Trade (MintTr) regulations	APC25-90
FHSS	BA/10	Amend the Bachelor of Arts Scheule to remove Part B	APC25-91
WSBG	MMPA/1	Make ST MMPA 517 permanent as MMPA 527; amend GOVF major requirements in the BCom(Hons) and MCom	APC25-94

**B. Deletion**

The following Deletion was endorsed by the Academic Programmes Committee to be submitted to the Academic Board for approval.

Faculty	Faculty Reference Number	Proposal Title	APC Reference
FADI		Master of Building Science (240 points) (MBSc)	APC25-96

**C. Course Amendments**

The following programme amendments were approved by the Academic Programmes Committee.

Faculty	Faculty Reference Number	Proposal Title	APC Reference
FADI		Amend the prerequisites of COMD 342, MDDN 242 and MDDN 333	APC25-92
WSBG	BCom/2	Course amendments for Accounting, Commercial Law and Taxation	APC25-93
FADI	SARC 311	SARC 311 Exhibition Design, Construction and Technology restriction change	APC25-95

**D. Special Topics**

The following Special Topics were noted by the Academic Programmes Committee.

Faculty	Faculty Ref Number	Proposal Title	APC Reference
FHSS	ARTH 334	Art in Aotearoa New Zealand	APC25-97
FHSS	ARTH 405	Art in the Atomic Age	ACP25-98
FHSS	CLAS 214	Alexander to Augustus	APC25-99
FHSS	CLAS 314	Alexander to Augustus	APC25-100
FHSS	CLAS 218	Great Discoveries in Classical Archaeology	APC25-101
FHSS	CLAS 219	Gods, Magic and Curses	APC25-102
FHSS	CLAS 318	Great Discoveries in Classical Archaeology	APC25-103
FHSS	CLAS 319	Gods, Magic and Curses	APC25-104
FHSS	ENGL 329	The Renaissance of the Self	APC25-105
FHSS	ENGL 445	Thinking with the Novel: Minds in Bodies in History	APC25-106
FEHP	EPSY 564	Educational Psychology	APC25-107
FEHP	EPSY 565	Educational Psychology	APC25-108

<b>Faculty</b>	<b>Faculty Ref Number</b>	<b>Proposal Title</b>	<b>APC Reference</b>
FHSS	HIST 235	Maritime History	APC25-109
FHSS	POLS 211	The Politics of Nationalism	APC25-110
LAW	LAWS 397	Social Policy and Law Reform: Assisted Dying Reform in Aotearoa New Zealand	APC25-111
FADI	SARC 482	Advanced Exhibition Design, Construction and Technologies	APC25-112