A meeting of the Academic Board will be held on Tuesday 19 March 2019 at 1:00pm on Te Herenga Waka Marae.

AGENDA

PART A

1 APOLOGIES AND WELCOME TO NEW MEMBERS

2 PART B OF THE AGENDA

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

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

3 RESOLUTION CONCERNING EXCLUSION OF NON-MEMBERS

   To resolve: that non-members be excluded from this meeting for consideration of items 13 and 14, for reasons of personal privacy.

4 ORAL REPORTS

   To receive: oral reports from:

   • Vice-Chancellor
   • Provost
   • Vice-Provost (Academic)
   • Vice-Provost (Research)
   • Tumu Ahurei (Deputy Vice-Chancellor, Māori).

5 PROVOST’S FORUM

   To discuss: the Provost will lead a discussion on the *Trimester 3 Project Progress Report*.

6 ACADEMIC PROGRAMME REVIEWS

   To receive: the report and implementation plan for the Creative Writing academic programme review;

   To advise: the Pro Vice-Chancellor and Dean on any matters arising from the review.
CUAP ROUND ONE PROPOSAL

To approve:
1. For submission to CUAP, the proposal listed below;
2. The request for access to Student Allowances and the Student Loan Scheme for new programmes and associated double-degree programmes; and
3. The consequent amendments to the Qualifications Statute.

Faculty:
Humanities and Social Sciences

• PGCertTESOL/1, PGDipTESOL/1 – new PGCert and PG DipTESOL

Note: further CUAP Round One proposals will be submitted to the 16 April meeting

The next meeting will be held at 1:00pm on Tuesday 16 April 2019 in GBLT1 on the Pipitea Campus. Please note the different location for this meeting.

PART B

MINUTES OF THE LAST MEETING

To confirm: the minute of the Academic Board meeting held on 13 November 2018 (Nos. 72.18–82.18).

To confirm: remaining extract from Part C of the minute of the Academic Board meeting held 10 July 2018.
Note: This extract had been held back awaiting public announcement of the offer made.

REPORTS OF THE ACADEMIC COMMITTEE

To approve: the 5 non-CUAP proposals summarised in the reports;
To endorse: the 2 CUAP proposals included in this Agenda;
To note: the other Academic Committee approvals (Assessment and Moderation Requirements, Recognition of Prior Learning, and Group Assessment);
To note: the other matters considered by Academic Committee at its 27 November 2018 and 26 February 2019 meetings.

CUAP PROPOSAL: OFFSHORE TEACHING (HEALTH)

To approve: for submission to the Committee on University Academic Programmes (CUAP), the proposal to offer existing Nursing Science programmes in Samoa.

Note: the CUAP offshore subcommittee can consider proposals for offshore delivery at any time during the year.
11 ACADEMIC PROGRAMME REVIEW UPDATES

To receive: the implementation update reports from the following academic programme reviews:

a. Economics and Finance (completion report)  
   b. Taxation (completion report)  

12 ACADEMIC REVIEWS AND MONITORING POLICY AND ASSOCIATED PROCEDURES

To approve: the Academic Reviews and Monitoring Policy and associated procedures;

To note: that the current Evaluation and Review Handbook will be replaced once the remaining information (external assessment of honours and taught masters) can be incorporated into the Assessment Handbook.
The vision for the future of Trimester 3 (Tri 3) is to enhance the student experience and to grow a flexible, strong, and differentiated Victoria University of Wellington. Since joining the project in October, the academic lead (Averil Coxhead) has engaged with staff across the University to gain insight into the current state and potential for high interest offerings in a range of modes, growth, and a vision for what we want Tri 3 to look like in the next five years. The following key themes have emerged:

- Tri 3 should not just be a ‘replica’ of Trimester 1 & 2 but should provide a space where new opportunities for non-standard course delivery and non-degree-based teaching can be tested and explored.

- There is an understanding that there may be different approaches for faculties and schools in terms of the scope, opportunities, courses and intakes for Tri 3.

- Tri 3 is already an active teaching and learning part of the VUW year, and our current activities need to be highlighted, encouraged and supported.

- There is much to be learned through consultation with staff in other universities in Aotearoa/New Zealand and overseas who have seen their institutions through similar developments in Tri 3.

- The Tri 3 project fits with other projects which are currently underway at VUW, including the Curriculum Framework and Student Services Transformation Programme projects.

- The need for flexibility in setting year dates to better align Tri 3 and Tri 1 & Tri 2 has been recognised. The Tri 3 project team is working with the Academic Office and Student Academic Services to help address issues in this area.

Engagement for the Tri 3 project is ongoing. Over the next few weeks the project team will be talking to student services and will be attending faculty meetings. A working group has been formed with representatives from each faculty to actively support the progress and shape the direction of the project.

Three areas of focus for the Tri 3 project over the next few months have been identified as follows:
• Identifying courses that could be included during the 2019/2020 Tri 3, if possible, add these on the list of courses offered during Tri 3 and develop promotional material to market all courses for Tri 3 appropriately.

• Finalising the Trimester 3 Strategy with an associated work programme for implementation. The work programme is likely to stretch over several years.

• Prioritising early initiatives for Tri 3 to set the foundations for change.

The working group and project team is currently refining the draft strategy for Tri 3, including the high-level overview of initiatives required for implementation. Once this has been endorsed by the Governance Group, it will be sent out for wider consultation.

In addition, the project team is also looking beyond the university to other institutions in New Zealand and Australia for inspiration and learning. The academic lead and the project manager will be travelling to Australia in March to visit Griffith University, the University of Technology, Sydney, and the University of New South Wales all of which have implemented new academic calendars different to the traditional semester model. The aim of the visit is to gain insight into the processes these universities went through and learn from their experiences. In March, the Director of the Otago University Summer School is visiting Wellington and will meet the project team here at VUW.
Executive Summary

This paper presents the report and the implementation plan (see appendices 1 and 2) for the academic programme review of the Creative Writing programme.

The Panel included the following:

1. Professor Daniel K Brown (Convenor), Faculty of Architecture and Design, Victoria University of Wellington
2. Professor Nicholas Jose, English and Creative Writing, School of Humanities, University of Adelaide
3. Anne Kennedy, Coordinator of Creative Writing, Manukau Institute of Technology

The report and implementation plan was endorsed by SLT on 5 March.

Recommendation
That Academic Board approve the implementation plan for the Creative Writing review.

Attached
1. Implementation plan for the Creative Writing academic programme review
2. Review report from the academic programme review of the Creative Writing programme.
ACADEMIC PROGRAMME REVIEW

Creative Writing Programme

13 – 15 August 2018

Report Completed 24/10/2018
Acknowledgements

The Panel would like to acknowledge the academic staff, professional staff and students in the Creative Writing Programme for their willingness and engagement with the review Panel. The Panel would also like to particularly acknowledge the DVC Māori, Te Tumu Ahurei and AVC Pasifika for their highly instructive discussions.

Panel members:

Professor Daniel K Brown (Convenor)
Faculty of Architecture and Design
Victoria University of Wellington

Professor Nicholas Jose
Professor of English and Creative Writing
School of Humanities
University of Adelaide

Anne Kennedy
Coordinator of Creative Writing
Manukau Institute of Technology
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Commendations

The Panel would like to commend the Creative Writing programme for:

Commendation 1:
The IIML continues to be a world-leading and pre-eminent Creative Writing programme that, under the leadership of Damien Wilkins, has continued the legacy of Bill Manhire without any evidence of being diminished in any way. This is also due in large part to the academic and professional staff who are so skilled at what they do and so capable of working collaboratively. The University’s support has undoubtedly enabled this pre-eminent position to continue.

Commendation 2:
The University should ensure that the Master’s programme retains its current learning and teaching structure, which is highly successful and acclaimed; the small group teaching and tight knit colleagues are essential to maintain global recognition.

Commendation 3:
The PhD programme has grown and resulted in significant publications and other outcomes (such as academic careers, etc.), and has provided a robust pathway for successful MA graduates. It has raised the profile of the IIML in significant ways.

Commendation 4:
The pass/fail system used in the undergraduate courses removes competition and enhances collaboration as well as risk taking. The Panel commends the use of outstanding writers as Teaching Fellows and the workshop structure within which undergraduate teaching occurs.

Commendation 5:
The ability of the combined professional and academic staff to make students feel like they are in a welcoming and nurturing environment. The programme has shown strong stewardship and has created significant networks with external organisations as well as outstanding student successes. The programme brings in a wide range of diverse outside creative writers and has outstanding professional and academic staff. There is a climate of mutual respect within the programme between all professional and academic staff.

Commendation 6:
Significant advancements have been made in Māori/Pasifika opportunities, especially the 2016 Talanoa and the new Pasifika Emerging Writing Fellowship. The Panel commends making the Māori/Pasifika Special Topic permanent, the appointment of a Māori/Pasifika liaison position, and the aspiration for a Māori online journal.
Summary of Recommendations

The Panel recommends that the Creative Writing Programme:

**Recommendation 1:**
Take steps to develop and formalise research training and professional development for PhD students, by requiring career and research training (when applicable) through an induction programme about the meaning of research in the context of Creative Writing.

**Recommendation 2:**
To ensure greater support and opportunities for all Victoria University students to study Creative Writing, by embarking upon robust conversation, negotiation and collaboration between the IIML, the proposed Bachelor of Communication programme and the English programme.

**Recommendation 3:**
A Creative Writing major proposal was withdrawn in 2017 when the preliminary enrolment proposal was not successful. We recommend that this proposal for a Creative Writing major be revived in light of the new Bachelor of Communication. The IIML could help establish and creatively lead this major in Creative Writing, which should draw from all relevant courses in the IIML, Bachelor of Communication and the English programme. It may be administered from an academic unit outside IIML.

**Recommendation 4:**
The IIML staff felt strongly that the current 10-person limit should be retained. While the Panel recognises the funding pressures, they unequivocally agreed that the small-group structure was essential to preserving the integrity and reputation of the Master’s Programme. The University should do everything possible to maintain the strength of the Master’s programme without diminishing any of the qualities that enable it to be so successful.

To enhance the visibility, capacity and sustainability of the programme overall, the University needs to ensure adequate funding to ensure the University adheres to the Minimum Resource Agreement, particularly in regard to University provision of designated space for all Masters’ students, located in close proximity to Bill Manhire House.

**Recommendation 5:**
To ensure greater support and opportunities for Māori and Pasifika undergraduate and postgraduate students by embedding and making more visible Māori and Pasifika writers, mentors and academics at all levels of the programme. Ideally a permanent staff member should be appointed from both the Māori and Pasifika communities, even if they are only fractional in the beginning, and a comparable support role to the Kaitautoko needs to be established for Pasifika students. The IIML needs to strategically help Māori and Pasifika students find their own voice, particularly through making role models visible, and considering new course opportunities with greater relevance to Māori and Pasifika students. Māori and Pasifika scholarships need to be urgently established.
Review Procedure

Self-Review

In accordance with the University’s Academic Programme Review Handbook, the staff from the Creative Writing Programme prepared a self-review document. The self-review exercise is designed to involve qualitative reflection by those responsible for an academic programme on issues such as how well the programme is achieving its aims, the future development of the programme and the integration of teaching and research, in the context of the strategic directions of the University and of international disciplinary trends.

The information gathered as part of the self-review process was presented to the Panel in advance of the Panel’s visit. Details were provided in response to the questions posed by the Academic Programme Review Terms of Reference, which covers: programme design, integration of research into teaching and learning activities, quality of the learning opportunities, assessment, exploration and reflection on learning and teaching, and links to community. A student profile and staff profile were included, as were the current challenges and direction of the Programme.

Student Input into the Review

VUWSA Submission

The Victoria University of Wellington Students’ Association (VUWSA) provided the Panel with a report containing the results of their survey of students in the Creative Writing programme. 49 students participated in the survey from across the undergraduate and postgraduate offerings in the Programme.

Students meeting with the Panel

In accordance with the programme review process, the Academic Office organised for separate groups of undergraduate and postgraduate students to meet with the review Panel. The Panel met with eight postgraduate students and two undergraduate students.

Written Submissions

Submissions were invited from staff across Victoria, as well as any people who were unable to attend a physical meeting with the Panel. A total of 14 written submissions were received, of which 13 were from current or former students. Also received was one submission from the Victoria University of Wellington Library on the resources available to the Creative Writing Programme.

Oral Submissions

During the three-day Panel visit, the Panel met with Victoria staff and students associated with the Creative Writing Programme. Some of these meetings were with individuals and some were with groups. Those attending included:

- The PVC/Dean of the Faculty of Humanities and Social Science (FHSS)
- The Associate Dean (Academic Programmes) (FHSS)
- The Director of the Academic Office
• The Director of the International Institute of Modern Letters
• The permanent academic staff of the Creative Writing Programme
• Four of the teaching fellows/workshop convenors in the Programme
• The Professional staff in the Programme
• The DVC Māori, Te Tumu Ahurei
• The AVC Pasifika
• Academic staff in the English, Theatre, Pacific Studies and Māori Studies programmes
The Panel’s Findings

Preamble

The Panel wishes to note at the outset of its report that the Creative Writing programme at the International Institute of Modern Letters (IIML) in Victoria University of Wellington is currently in a particularly strong position, succeeding admirably in its teaching, research and service roles. The Panel found no truly significant problems within the programme, and some of the issues faced by staff and students are outside their control.

**Commendation 1:** The IIML continues to be a world-leading and pre-eminent Creative Writing programme that, under the leadership of Damien Wilkins, has continued the legacy of Bill Manhire without any evidence of being diminished in any way. This is also due in large part to the academic and professional staff who are so skilled at what they do and so capable of working collaboratively. The University’s support has undoubtedly enabled this pre-eminent position to continue.

In this respect the Panel’s recommendations in this report are reflections and areas for consideration to help improve the programme further. They are also presented in the order they best relate to the terms of reference, rather than any perceived order of importance.

Programme design

*(ToR 1: To what extent is the design of the overall programme and its courses comprehensive, current, coherent and clearly communicated to all teaching staff and students?)*

The Panel feels that the design of the overall programme and its courses are current, coherent and clearly communicated to all teaching staff and students.

There are opportunities at the undergraduate level to make the programme even more comprehensive, by offering a greater breadth of Creative Writing opportunities beyond the current undergraduate courses. This could be accomplished by identifying a number of opportunities for collaboration with other undergraduate programmes, as discussed in further detail under ToR 3 below.

There are also opportunities at the undergraduate level to make the programme more comprehensive, visible and appealing to Māori and Pasifika students. The undergraduate Creative Writing opportunities should be broadened to have greater appeal to a Māori and Pasifika student body. This would include opportunities such as Creative Writing outcomes that include oral/visual forms of communication, children’s content and television/film with Māori/Pasifika content and appropriate pedagogy. Such courses should be carefully considered to also become approved courses in the Māori Studies and Pacific Studies programmes, to enable them to have higher visibility over a wider range of students.

While CREW 256 being made a permanent course is an exciting step in the right direction, student and VUWSA submissions indicated that offering it in Trimester Three only would be an impediment to Māori and Pasifika students enrolling in the course. The Panel suggests the course is available in either Trimester One or Two, as well as Trimester Three. The Programme should consider offering it twice a year, once with a Māori coordinator and once with Pasifika.
Integration of research into learning and teaching activities

*(ToR 2: To what extent does the programme integrate research into teaching and learning activities?)*

The Panel feels that there are opportunities for the Programme to strengthen the research component of the PhD in Creative Writing. Currently there is a 70/30 model for the PhD programme: 70% creative work and 30% research. How the critical aspect is incorporated varies from student to student; sometimes it is an English-literature-style piece of research that stands separate from the creative work, and sometimes the critical and creative components are combined to become a hybrid thesis.

The entry requirements for both the MA and the PhD programmes in Creative Writing are flexible, which the Panel highly commends. This facilitates mature, experienced writers undertaking an MA or a PhD, and is especially helpful for encouraging matriculation by Māori and Pasifika writers. However, it means that some candidates may not have a background or skills in academic research, especially for a PhD. The Panel suggests that the PhD include an induction programme that specifically focuses on introducing students to research methodologies, where appropriate, which covers the forms research can take in Creative Writing, as well as issues of ethics, cultural sensitivity, appropriation, originality and practice-led research. This should include attendance at recommended courses, lectures and seminars, which might be offered in related programmes outside the IIML.

Some student submissions noted the lack of teaching opportunities for PhD students. According to the programme, this is partly due to the use of professional authors as undergraduate workshop convenors, which is working extremely well for the programme. However, the Panel strongly suggests the Programme finds a way for PhD students to teach or tutor at undergraduate levels, especially since most PhD students require part-time work for funding. This would enable a cost-effective way to add greater breadth to undergraduate offerings in the Creative Writing programme, while also providing PhD students with skills on their CV for future academic positions.

There are other opportunities to strengthen the professional development component of the PhD. Some PhD student submissions noted that they could have been better informed about career development opportunities available to them. While the Panel recognises that IIML professional staff send out several emails a week with details of events or publications from IIML graduates, making most students feel part of a wider community of writers, some students failed to connect with this commendable initiative. While IIML already makes a great effort to keep students informed, the Programme should particularly ensure all PhD students are aware of opportunities for attending or presenting at conferences, obtaining funding through grant applications, joining relevant bodies such as the Australasian Association of Writing Programmes, and useful library resources from Rankine Brown. This could be included in the induction, as well as digitally communicated and prominently displayed on notice boards.

The Panel suggests that, wherever possible, the Programme ensures that at least one supervisor has a PhD for each PhD candidate, so that the research component is well-supported in addition to the creative component.
The Programme could consider an additional PhD opportunity by publications in special cases. This is considered to be an important opportunity to assist and attract Māori and Pasifika writers into the PhD. Support from the University would be required to make this a policy.

Recommendation 1: Take steps to develop and formalise research training and professional development for PhD students, by requiring career and research training (when applicable) through an induction programme about the meaning of research in the context of Creative Writing.

Quality of the learning opportunities

(ToR 3: What is the quality of the learning opportunities provided by the programme?)

Undergraduate Programme: The undergraduate Creative Writing minor was very highly rated in student submissions, with several students saying the courses they took were amongst their favourites at Victoria. Students felt that they had excellent learning opportunities in these courses. The workshop convenors were highly praised for their teaching. The workshop convenors also rated the courses highly and enjoyed teaching them.

However, the Panel notes with some concern that opportunities to take Creative Writing at undergraduate level are very limited. There are 12 courses offered each year (including two offerings of CREW 254 Short Fiction Workshop), and each has a limit of only 12 students (selected by the workshop convenor through submitted writing samples). This means that only a select few students each year are able to engage with Creative Writing at Victoria. The limited-entry also has unfortunate implications for students wishing to complete a minor in Creative Writing; if they are not accepted into at least three courses they will not be able to complete the minor.

The Panel suggests the Programme investigates opportunities for a greater number of undergraduate students to take Creative Writing, and especially to complete the minor. This could be achieved with a greater breadth of Creative Writing opportunities beyond the current undergraduate courses. The Panel identified a number of opportunities for collaboration with other programmes. One such opportunity is the introduction in 2019 of a Bachelor of Communication, which will include a major in Literary and Creative Communication. The academics involved in this new major see potential synergies between the new major and the IIML minor and related undergraduate courses. One proposed course, ENGL 172 Reading and Writing Poetry, has a practical writing component and appears to fit well with what the IIML is doing.

Another opportunity would be to establish a ‘stage one’ course at 100-level that introduces students to a wide variety of Creative Writing genres. This would allow the Programme to retain the small-group teaching that students and teachers value at 200-level and above. This could be done in collaboration with the Literary and Creative Communication and the English programmes.

The Panel also suggests that IIML encourage forms of undergraduate creative writing expression to enter into the oral and visual, particularly in ways that might attract more Māori and Pasifika students; there are opportunities as a growth field for exploring a wider range of creative writing expression at the undergraduate level. These new opportunities might be offered either through the IIML, the proposed Bachelor of Communication programme or the English programme.
Recommendation 2: To ensure greater support and opportunities for all Victoria University students to study Creative Writing, by embarking upon robust conversation, negotiation and collaboration between the IIML, the proposed Bachelor of Communication programme and the English programme.

The new courses being introduced as part of the Bachelor of Communication open up another possibility – an undergraduate major in Creative Writing. This could be made up of courses from across the IIML, the Literary and Creative Communication major and the English programme. The major would not necessarily need to be administrated by the IIML, though it could be creatively led by them. There is an obvious desire for Victoria undergraduate students to have such a major. This would also support the ‘little voices’ that go unheard, providing particular untapped creative opportunities for Māori/Pasifika students, and an explicit pathway for students into postgraduate study.

Recommendation 3: A Creative Writing major proposal was withdrawn in 2017 when the preliminary enrolment proposal was not successful. We recommend that this proposal for a Creative Writing major be revived in light of the new Bachelor of Communication. The IIML could help establish and creatively lead this major in Creative Writing, which should draw from all relevant courses in the IIML, Bachelor of Communication and the English programme. It may be administered from an academic unit outside IIML.

Essential to this is the further development of the existing undergraduate courses. More clarity around scaffolding of course learning objectives is required. The Programme should work more closely with the Centre for Academic Development on: appropriate and transparent assessment criteria, the need for mandatory course requirements in all undergraduate course outlines, greater academic accountability for Teaching Fellows, and course content and pedagogy more clearly aligned with University policy.

Master’s Programme: The Panel has found the Master’s programme to be extremely strong. The student submissions were overwhelmingly positive about the programme, and the evidence of its success is clear in the number of graduates who have gone on to have significant achievements in the literary world both in New Zealand and overseas. It is regarded as a pre-eminent Creative Writing programme internationally and is highly valued by both the Faculty of Humanities and Social Sciences and the wider University. The IIML Master’s Programme is currently very strong, and there is particularly high student demand for places in the Fiction and Poetry streams.

The permanent academic staff were highly praised by the students (as both workshop convenors and supervisors) as approachable, respectful and inspiring. These staff enjoyed working at the IIML, and with one another, and felt they were extremely fortunate to do so.

The student submissions specifically singled out the small-group workshop structure as an extremely helpful environment and highly conducive to their learning. Students felt safe and well-supported in these groups, which encouraged them to share their writing and take and receive criticism well. Many students felt their fellow classmates were as important to them as their convenor. The IIML staff felt strongly that the current 10-person limit should be retained. While the Panel recognises the funding pressures, they unequivocally agreed that the small-group structure was essential to preserving the integrity and reputation of the Master’s Programme.
Commendation 2: The University should ensure that the Master’s programme retains its current learning and teaching structure, which is highly successful and acclaimed; the small group teaching and tight knit colleagues are essential to maintain global recognition.

There are a number of opportunities to maintain the quality of the Master’s programme. One way would be to strengthen the research skills of graduates. Because the current MA structure does not have a research component that would prepare students for the PhD, the Programme should consider adding a 180-point Master’s option to the curriculum that includes research methodologies and that provides stronger research training for those students. The taught component of the 180-point Master’s option should target enhancing students’ capabilities of engaging the PhD. The research-related coursework component should evolve from robust negotiation with the English programme and the Literary and Creative Communication programme.

The Panel was surprised to hear that the Master’s teaching year only runs from March – November, despite the Victoria Master’s Thesis Policy entitling students to tuition and time to complete their thesis for a full calendar year. However, student submissions overwhelmingly supported the March – November model, while the academic staff considered the break crucial for their own research/creative practice and preparing for the coming teaching year. The Panel notes that the IIML provides students with one-on-one feedback during January/February on the examiners’ comments on their theses and future career opportunities and directions, to ensure that students benefit from the full twelve months of their enrolment. This practice is very important for the students.

The enrolment processes for the Master’s programme would benefit from greater transparency. Several student submissions said they were unaware they could have a say in the allocation of their supervisors, and several said they were simply placed into one of the three streams (Fiction, Poetry/Nonfiction, or Scriptwriting) and were unaware they could ask to move into another stream. The Programme should also consider, when resourcing permits, separating Non-Fiction Writing and Poetry Writing into two separate streams. While the Panel recognises this combination is due to the expertise of one of the academic staff members, one student did not feel the two were a particularly natural or beneficial fit.

The self-review noted the decline in student applications for the Scriptwriting stream. This will be partly addressed with a focused recruitment campaign this year; however, the Panel sees other collaborative opportunities within the University through potential links with other programmes. While the Scriptwriting stream has a very positive relationship with the Film and Theatre programmes at Victoria, formal engagement has been limited since the closure of the Master of Theatre Arts in 2015. This has been replaced with the 180-point coursework-based Master of Fine Arts (Creative Practice), based at the Miramar Creative Centre, which includes subjects in both Film and Theatre. There are clear synergies between this new degree and the Scriptwriting programme. The Scriptwriting programme could be pitched as an alternative pathway to students who want to become filmmakers or playwrights, particularly for those who did not meet the entry requirements for the MFA(CP), which has more stringent entry requirements than the Scriptwriting programme, since the programmes in the MCW are open to students who do not have undergraduate degrees.
PhD Programme: The PhD was highly rated in the submissions and has had a number of successful graduates, including those who have gone on to work as academics in other universities.

**Commendation 3:** The PhD programme has grown and resulted in significant publications and other outcomes (such as academic careers, etc.), and has provided a robust pathway for successful MA graduates. It has raised the profile of the IIML in significant ways.

**Assessment**

*(ToR 4: How well does assessment align with programme learning goals and foster learning?)*

The assessment for the undergraduate Creative Writing courses involved producing a portfolio of work (in addition to writing exercises and oral contributions in workshops) and being graded as pass or fail. Both the students and the workshop convenors who made submissions to the Panel valued this system of assessment, even considering it a great benefit to the dynamics of the course. Rather than being perceived by students as competitive, the courses are felt by students to be collaborative and focused on helping students become better readers and writers. The Programme should work more closely with the Centre for Academic Development on appropriate oversight of Teaching Fellows, mapping of course learning objectives and mandatory course requirements.

**Commendation 4:** The pass/fail system used in the undergraduate courses removes competition and enhances collaboration as well as risk taking. The Panel commends the use of outstanding writers as Teaching Fellows and the workshop structure within which undergraduate teaching occurs.

**Engagement in learning/academic community**

*(ToR 5: To what extent has the programme developed a learning and teaching environment that effectively promotes engagement in learning and a sense of academic community?)*

Students overwhelmingly described the IIML as a highly positive and collegial learning environment, made welcoming and supportive by the combined efforts of both the academic and professional staff as well as the Teaching Fellows. In particular, the programme administrators were singled out for being an outstanding source of support for students.

The academic and professional staff echoed this description of the IIML, in particular the collegiality between the academic staff, teaching fellows and programme administrators. The workshop convenors / Teaching Fellows, though they taught classes independently of one another and the academic staff, felt well-supported and had highly beneficial and supportive meetings with each other and staff of the IIML twice a year. The professional staff felt their opinions were valued by the academics, which helped make them all feel part of a community with shared values. The level of professionalism and respect all IIML staff had for each other was obvious to the students and was noted in their submissions.

The Programme has created significant networks with a huge range of external organisations, including other universities, publishers, festivals and book fairs, museums and galleries, theatre companies, trusts, and radio stations. This has resulted in a significant number of
outstanding student successes, including graduates being published in international publications and winning national literary awards.

**Commendation 5:** The Panel commends the ability of the combined professional and academic staff to make students feel like they are in a welcoming and nurturing environment. The programme has shown strong stewardship and has created significant networks with external organisations as well as outstanding student successes. The programme brings in a wide range of diverse outside creative writers and has outstanding professional and academic staff. There is a climate of mutual respect within the programme between all professional and academic staff.

In order to enhance both visibility and understanding of the IIML, the Panel suggests the institute consider changing its name. “The International Institute of Modern Letters” is a well-known brand amongst the local and international writing community, but it is inaccessible and confusing for students who may not already be familiar with the institute’s existence.

Though staff and students felt very positively about the IIML’s location in Bill Manhire House, the small size of the building has presented a number of issues. While all PhD students have a desk in one of two neighbouring buildings, there are no assigned desks for Master’s students. The University is required to provide desks for all postgraduate students under the Minimum Resources Agreement (MRA). To ensure adherence to the Agreement and provide a sense of ‘home base’ for Master’s students who currently feel homeless (a clear issue for many, based on their oral and written submissions), the University should provide additional space for the IIML in a facility as close to the Bill Manhire House as possible, preferably in the adjacent building.

**Recommendation 4:** The IIML staff felt strongly that the current 10-person limit should be retained. While the Panel recognises the funding pressures, they unequivocally agreed that the small-group structure was essential to preserving the integrity and reputation of the Master’s Programme. The University should do everything possible to maintain the strength of the Master’s programme without diminishing any of the qualities that enable it to be so successful.

To enhance the visibility, capacity and sustainability of the programme overall, the University needs to ensure adequate funding to ensure the University adheres to the Minimum Resource Agreement, particularly in regard to University provision of designated space for all Masters’ students, located in close proximity to Bill Manhire House.

**Exploration and reflection on learning and teaching within the programme**

*(ToR 6: How effectively and efficiently does the programme manage, explore and reflect on learning and teaching in relation to its learning and teaching goals?)*

In the postgraduate programmes, the management, exploration and reflection on learning and teaching in relation to learning and teaching goals is exemplary. This high calibre reflection is one of the principal reasons why the postgraduate programmes continue to be highly acclaimed internationally, and why they continue to produce highly acclaimed graduates.
In the undergraduate programme, the courses are extremely successful and have received exemplary commendations by students. There is opportunity, however, for greater reflection on the learning and teaching goals for the undergraduate programme as a whole. The Programme would benefit from working more closely with the Centre for Academic Development on mapping the objectives of the programme overall.

**Individual and Collective Research**

*(ToR 7: To what extent is individual and collective research fostered in the programme?)*

Like all programmes across the University, the academic staff felt there was not enough time to devote to individual research, while ensuring the highest calibre of teaching and service. Even so, there is a very strong sense of community amongst the academics, which fosters achievement of research objectives. The principal research output for IIML academic staff is creative writing; the academics are recognised by their students as leading writers in New Zealand and internationally. As such, individual and collective research has been and continues to be fundamental to the success of the IIML. The programme as a whole should be commended for its success in fostering a strong research culture, particularly through its workshops with postgraduate students as well as individual initiatives.

**Links to community**

*(ToR 8: How clearly and effectively is the programme linked to and responsive to its relevant academic, social and professional communities?)*

The Panel recognises the Programme has made great strides since the last programme review in terms of supporting Māori and Pasifika students. The Programme’s initiatives include:

- Working with Assistant Vice-Chancellor (Pasifika) Dame Luamanuvao Winnie Laban to host a talanoa for leading and emerging Pasifika writers from New Zealand and Samoa in 2016;
- Establishing a Māori and Pasifika Writing Workshop (CREW 256 Te Hiringa a Tuhi), which has been taught by a prominent Māori writer and by a leading Pasifika playwright;
- Successfully establishing a new Pasifika Emerging Writing Fellowship;
- Establishing a Māori and Pasifika Liaison staff position;
- Liaising with the Te Kawa a Māui staff to establish a mihi whakatau for all IIML students at the beginning of each year;
- Creating the role of Kaitautoko to offer specific support for Māori and Pasifika students in the MA and guidance to IIML staff and students on mātauranga Māori;
- Supporting the aspiration of the Kaitautoko to create a literary journal for Māori writers, in Te Reo and English, as a collaboration between the IIML and Te Kawa a Māui.

Both the postgraduate students and offices of the DVC Māori and AVC Pasifika were highly supportive of these initiatives. They were especially encouraged by the growth in number of Māori students enrolled in the MA programme – in 2017, there were five Māori students (17% of the total cohort), up from two in 2013 (7% of total cohort). There have also been positive
increases in the 200-level courses. Māori students made up 16% of the students in 2017 and Pasifika students made up 5% of the students in 2017 (up from 4% and 0% in 2013 respectively).

**Commendation 6:** Significant advancements have been made in Māori/Pasifika opportunities, especially the 2016 Talanoa and the new Pasifika Emerging Writing Fellowship. The Panel commends making the Māori/Pasifika Special Topic permanent, the appointment of a Māori/Pasifika liaison, and the aspiration for a Māori online journal.

While the Panel commends the Programme on these initiatives, they have also identified a number of opportunities to further support Māori and Pasifika students. The Panel notes with some alarm that there has never been a single Pasifika PhD student in the programme. There has been one Māori PhD student from 2013 – 2017, and there are currently two Māori PhD students in 2018. While there were impressive increases in the number of Māori students in the Master’s degree, this has not been the case for Pasifika students. There were only two Pasifika students in 2017 (6.7% of the total cohort); the same percentage as in 2013. Both Māori and Pasifika were underrepresented in the 300-level courses, making up only 9% and 3% of total enrolments in 2017 respectively, which was not a particularly significant increase from 2013.

To help encourage greater enrolments of Māori and Pasifika students at both undergraduate and postgraduate levels, there is a need for separate role models for both Māori and Pasifika students; their needs are distinct from one another. The IIML should help Māori and Pasifika students find their own voice. The Panel strongly recommends the IIML appoint a permanent Māori or Pasifika staff member, even if the staff member is only part-time at first. Māori and Pasifika teaching fellows should be actively sought for undergraduate courses, to reduce the financial impact of hiring both a full-time Māori and Pasifika academic.

The Programme should engage the DVC Māori and AVC Pasifika, as well as the FHSS Associate Dean (Teaching and Equity), who have expressed their willingness to help provide robust outreach to alumni and the wider community to bring in a larger cohort of Māori and Pasifika writers. The MA and PhD should also be promoted to Māori and Pasifika established writers, who may be unaware that they may not need a previous degree for entry.

The Kaitautoko role supports both Māori and Pasifika students in IIML and is highly valued by both staff and students. However, the Panel feels that support for Pasifika students would be even stronger if a comparable support role was developed specifically for them, and that both these roles be continued and enshrined. This could be enabled through the ongoing current Māori and Pasifika Interventions Plan.

There are many opportunities to further incorporate tikanga Māori across the IIML. This could be done by: referring directly to the te reo terms used for the six values in the Learning and Teaching strategy when articulating the assessment guidelines for courses; introducing assessment tools such as Manaakitanga, which calls for a holistic understanding of respect embedded in relation to all outcomes; embedding Te Reo Māori language in course outlines wherever possible; following Tikanga protocols (such as scheduling the mihi whakatau at an appropriate time at the start of Trimester One); and encouraging more visible Māori and Pasifika images, writings, etc. in the reception areas of Bill Manhire House.

The Panel also strongly encourages the programme to establish an Emerging Māori Writer in Residence; consider creating an online literary journal for Pasifika as well as Māori students;
and annually or bi-annually engage in scheduled, focused, high profile community activities such as the 2016 Talanoa.

The need for scholarships for Māori/Pasifika was flagged in a previous review and has not yet been enabled. The Panel sees this as urgent at this time. The Panel also recommends that a Māori or Pasifika writer and/or academic be included on the Panel for its next scheduled Academic Programme Review. All Academic Programme Reviews should make every effort to include a Māori and/or Pasifika member in every review panel.

**Recommendation 5:** To ensure greater support and opportunities for Māori and Pasifika undergraduate and postgraduate students by embedding and making more visible Māori and Pasifika writers, mentors and academics at all levels of the programme. Ideally a permanent staff member should be appointed from both the Māori and Pasifika communities, even if they are only fractional in the beginning, and a comparable support role to the Kaitautoko needs to be established for Pasifika students. The IIML needs to strategically help Māori and Pasifika students find their own voice, particularly through making role models visible, and considering new course opportunities with greater relevance to Māori and Pasifika students. Māori and Pasifika scholarships need to be urgently established.

**Issues raised in the Review Processes**

*(ToR 9: Has the Panel identified any examples of good practice in learning and teaching that it feels should be shared more widely?)*

It is clear that the high levels of acclaim and overall success of the IIML are the result of outstanding practices established in learning and teaching. For all programmes, these include teaching through a participatory workshop model, project-based learning and small class sizes. The success of the undergraduate programme is also based on using a pass/fail system and engaging acclaimed outside practitioners as Teaching Fellows.

The Panel recognises that workshop model, project based, and small group learning and teaching practices are not as cost-effective as large lecture-based classes. The University should consider how other selected programmes across the University might benefit from these methods that have proven to be outstanding and that have resulted in such highly significant learning outcomes for students – which include increased self-confidence, greater ability to collaborate, and a significantly enhanced joy of learning.

*(ToR 10: Where appropriate, what comment can be provided on additional issues raised by the programme in their self-review document, or by the Dean of the Faculty?)*

Income was a significant source of concern for the IIML, as raised in its self-review document and by programme staff. This is a particular issue as EFTSs are capped, and finding donor support is a constant challenge. The Panel suggests, as a means of enhancing resources, that the IIML consider a professional advisory board that includes philanthropists.

Concern was raised by the programme in the self-review document about the potential impact on undergraduate applications with the arrival of the proposed new Literary and Creative Communication major within the proposed Bachelor of Communication degree. The Panel met with key members of the new major, who felt strongly that there would be no substantial impact. The Panel believes that it is particularly important now to meet regularly with relevant
members of the new Literary and Creative Communication, the English programme, the Film, Theatre and Media Studies programmes, and related programmes in the School of Design (see Recommendation 2) to develop greater synergies and collaborations that benefit all parties, while preventing overlaps.

Finally, concern was raised by the programme about the digital future (uncertainty around the impact on formats/sales/income streams for writers) and changes in publishing (fewer books, shrinking newspaper/magazine review space for serious works, etc.). This uncertainty and the changing digital environment are the principal reasons why the Panel suggests under ToR 1 that the IIML consider a greater breadth of Creative Writing undergraduate courses that include oral/visual forms of communication, children’s content, television/film with Māori/Pasifika content, courses that target new media for creative writing, etc.
ACADEMIC PROGRAMME REVIEW
IMPLEMENTATION PLAN

Review of Creative Writing

<table>
<thead>
<tr>
<th>Implementation Plan Development &amp; Approval</th>
<th>Date:</th>
<th>Recorded by:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Head of School</td>
<td>30/1/19</td>
<td>Prof Damien Wilkins</td>
</tr>
<tr>
<td>Dean FHSS</td>
<td>21 Feb 2019</td>
<td>Prof Sarah Leggott</td>
</tr>
<tr>
<td>FHSS FMT</td>
<td>14 Feb 2019</td>
<td>Ruth Neething</td>
</tr>
<tr>
<td>Senior Leadership Team</td>
<td>5 March 2019</td>
<td>Ruth Neething</td>
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<td>Academic Board</td>
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Recommendations

<table>
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<tr>
<th>No.</th>
<th>Recommendation</th>
<th>Response</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Take steps to develop and formalise research training and professional development for PhD students, by requiring career and research training (when applicable) through an induction programme about the meaning of research in the context of Creative Writing.</td>
<td>Accepted</td>
</tr>
<tr>
<td>2.</td>
<td>To ensure greater support and opportunities for all Victoria University students to study Creative Writing, by embarking upon robust conversation, negotiation and collaboration between the IIML, the proposed Bachelor of Communication programme and the English programme.</td>
<td>Accepted</td>
</tr>
<tr>
<td>3.</td>
<td>A Creative Writing major proposal was withdrawn in 2017 when the preliminary enrolment proposal was not successful. We recommend that this proposal for a Creative Writing major be revived in light of the new Bachelor of Communication. The IIML could help establish and creatively lead this major in Creative Writing, which should draw from all relevant courses in the IIML, Bachelor of Communication and the English.</td>
<td>Accepted</td>
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<tr>
<td>No.</td>
<td>Recommendation</td>
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<td>4.</td>
<td>The IIML staff felt strongly that the current 10-person limit should be retained. While the Panel recognises the funding pressures, they unequivocally agreed that the small-group structure was essential to preserving the integrity and reputation of the Master’s Programme. The University should do everything possible to maintain the strength of the Master’s programme without diminishing any of the qualities that enable it to be so successful. To enhance the visibility, capacity and sustainability of the programme overall, the University needs to ensure adequate funding to ensure the University adheres to the Minimum Resource Agreement, particularly in regard to University provision of designated space for all Masters students, located in close proximity to Bill Manhire House.</td>
<td>Accepted</td>
</tr>
<tr>
<td>5.</td>
<td>To ensure greater support and opportunities for Māori and Pasifika undergraduate and postgraduate students by embedding and making more visible Māori and Pasifika writers, mentors and academics at all levels of the programme. Ideally a permanent staff member should be appointed from both the Māori and Pasifika communities, even if they are only fractional in the beginning, and a comparable support role to the Kaitautoko needs to be established for Pasifika students. The IIML needs to strategically help Māori and Pasifika students find their own voice, particularly through making role models visible, and considering new course opportunities with greater relevance to Māori and Pasifika students. Māori and Pasifika scholarships need to be urgently established.</td>
<td>Accepted</td>
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Implementation details

Recommendation 1
Responsibility: __Director, IIML__________

<table>
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<th>Action(s)</th>
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<th>Actual completion date</th>
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</thead>
<tbody>
<tr>
<td>• We have received advice from the Academic Committee that the IIML should look to FGR for guidance and support in developing a Creative Writing research induction programme for PhD students</td>
<td>March 2020</td>
<td></td>
</tr>
<tr>
<td>• Consult with other programmes in FHSS on relevant existing research methodology papers at Hons level</td>
<td></td>
<td></td>
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<tr>
<td>• Consult with current IIML PhD students</td>
<td></td>
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<tr>
<td>• Review international models (especially Australia and UK)</td>
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Recommendation 2
Responsibility: __Academic staff IIML__________

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<tbody>
<tr>
<td>• Work with English Programme on offerings in the BA or in the Bachelor of Communication with a creative writing component</td>
<td>ongoing</td>
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Recommendation 3
Responsibility: __Director, IIML__________

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<tbody>
<tr>
<td>• Discuss introduction of Creative Writing major with Dean FHSS and English Programme in light of the introduction of the Bachelor of Communication</td>
<td>mid 2020</td>
<td></td>
</tr>
<tr>
<td>• Revise 2017 proposal for CW major with support from the Associate Dean (Academic Programmes)</td>
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Recommendation 4
Responsibility: IIML School manager in consultation with academic staff

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<th>Action(s)</th>
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<tbody>
<tr>
<td>• Monitor the issue of MA writing rooms</td>
<td>Ongoing</td>
<td></td>
</tr>
<tr>
<td>• Since the Review we have secured space at 2 Waiteata Rd</td>
<td></td>
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</tr>
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</table>

NB: Advice from Academic Committee: ‘it was noted that locating Master’s students in close proximity to the Bill Manhire House is desirable but not required by the Minimum Resources Agreement (section 2, C)’

Recommendation 5
Responsibility: Director IIML in consultation with academic staff

<table>
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<th>Action(s)</th>
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<th>Actual completion date</th>
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</thead>
<tbody>
<tr>
<td>• Consult with Dean FHSS in regard to recommendations with budget impact (teaching appointments etc)</td>
<td>Ongoing</td>
<td></td>
</tr>
<tr>
<td>• Use a recent bequest to create entry scholarships for Māori and Pasifika students</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Review undergraduate course offerings with a view to boosting Māori and Pasifika creative content</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Consult with Victor Rodger (current workshop teacher) about developing a mentor position for Pasifika students</td>
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</table>

Completion of the Implementation Plan
(Normally within 2-3 years of the initial plan being presented to the Academic Board)

<table>
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<tr>
<th>Approval</th>
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<td>Head of School</td>
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<td>PVC/Dean</td>
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<tr>
<td>Senior Leadership Team</td>
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# New programme cover sheet

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<thead>
<tr>
<th><strong>Proposal name</strong></th>
<th>PGCert, PGDip TESOL</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Proposer</strong></td>
<td>Jonathan Newton</td>
</tr>
<tr>
<td><strong>Faculty</strong></td>
<td>FHSS</td>
</tr>
<tr>
<td><strong>Summary</strong></td>
<td>New PGCert and PG DipTESOL</td>
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<td><strong>Proposal year</strong></td>
<td>2018</td>
</tr>
<tr>
<td><strong>Start year</strong></td>
<td>2019</td>
</tr>
<tr>
<td><strong>Reference</strong></td>
<td>PGCertTESOL/1, PGDipTESOL/1</td>
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## CONSULTATION

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<thead>
<tr>
<th>Academic Office</th>
<th>Heather Kirkwood</th>
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</thead>
<tbody>
<tr>
<td>Associate Dean</td>
<td>Joost de Bruin</td>
<td>Feedback incorporated</td>
</tr>
<tr>
<td>CAD</td>
<td>Irina Elgort</td>
<td>Feedback incorporated</td>
</tr>
<tr>
<td>Course Admin.</td>
<td>Teresa Schischka</td>
<td>Feedback incorporated</td>
</tr>
<tr>
<td>Faculty Admin.</td>
<td>Kristina McGuiness-King</td>
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</tr>
<tr>
<td>ITS Learning</td>
<td>Jonny Flutey</td>
<td>Feedback received</td>
</tr>
<tr>
<td>Library</td>
<td>Paul Emsley</td>
<td>Feedback incorporated</td>
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<tr>
<td>Marketing</td>
<td>Jo Fisher</td>
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<tr>
<td>Toihuarewa</td>
<td>Meegan Hall</td>
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<td>School Admin.</td>
<td>Bernie Hambleton</td>
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<td>SRAO</td>
<td>Cathy Powley</td>
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<td>Student Finance</td>
<td>Stephanie Hunter</td>
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<td>Student Learning</td>
<td>Xiaodan Gao</td>
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<td>Students</td>
<td>VUWSA</td>
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<tr>
<td>Vic. International</td>
<td>Matthew Eglinton</td>
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## APPROVAL

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<th><strong>Date</strong></th>
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<tbody>
<tr>
<td>Head of School</td>
<td>1/11/2018</td>
<td>Catherine Townsend</td>
</tr>
<tr>
<td>Fac. Acad. Cttee.</td>
<td>29/11/2018</td>
<td>Catherine Townsend</td>
</tr>
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<td>Faculty Board</td>
<td>11/12/2018</td>
<td>Catherine Townsend</td>
</tr>
<tr>
<td>Acad. Committee</td>
<td>26/02/2019</td>
<td>Paul Altomari</td>
</tr>
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<td>Academic Board</td>
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New programme

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<th>Proposal name</th>
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<tr>
<td>Faculty</td>
<td>FHSS</td>
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</table>

Section A

A1 Purpose
To introduce a 60-point Postgraduate Certificate and a 120-point Postgraduate Diploma in TESOL (Teaching English to Speakers of Other Languages).

A2 Justification

Executive summary justification statement for external audience
This proposal seeks to introduce two qualifications in addition to the existing Master of Arts in TESOL (180 pts) in the form of a 60-point Postgraduate Certificate in TESOL and a 120-point Postgraduate Diploma in TESOL. These qualifications are designed to provide programme flexibility for students seeking a postgraduate qualification in TESOL but who may not wish to complete a full Masters. The two proposed qualifications will also function as exit points for students who may not be able to complete a full Masters. Pedagogically, both qualifications are designed to cover the three core strands in the Masters programme of (a) Understanding teaching practice, (b) Understanding language, and (c) Understanding language learning, with each strand dealt with in greater depth in the PGDipTESOL.

Indications are that both qualifications will be attractive to international students. Our experience in the international space and feedback from Victoria International suggests that overseas institutions with whom we have an existing MoA or with whom we are in the process of developing a MoA seek this kind of programme flexibility for prospective students. The two proposed qualifications are likely to be attractive to sponsoring bodies (i.e., educational institutions and Ministries of Education), both financially and because of the reduced impact of shorter programmes on the educational institutions from which participating teachers are likely to be recruited. In particular, the PGCertTESOL, because of its smaller size, can more easily be taught off-shore in collaboration with an overseas institution should that option arise.

The proposed qualifications will not involve the development of new courses since they both draw from the existing pool of courses in the MA in TESOL. For this reason, we do not anticipate any new resources being required except in response to increased enrolments in existing courses. Applicants would need to meet the same entry requirements as for the MA in TESOL (2019 Calendar, p. 54).

Note: The School of Linguistics and Applied Language Studies currently offers a Graduate Certificate in TESOL which targets a different audience from that of the proposed PGCertTESOL. The GCertTESOL is a one-trimester entry level, practicum-based qualification for recent graduates with no previous teaching experience who are interested in working in language teaching. It is only offered over the summer trimester, and for a maximum of 12 VUW graduates. We are aware that the similarity between the names of the qualifications is a potential cause for confusion.
Promotional material and information about the qualifications on-line will be designed to clearly delineate the qualifications.

### Justification statement for internal audience

- In its commitment to delivering TESOL qualifications taught by internationally recognized experts in their fields and informed by the latest developments in the field, the School of Linguistics and Applied Language Studies addresses the 3rd primary strategy in the VUW Strategic Plan: *Provide a holistic learning, teaching and student experience that is second to none*. The proposed qualifications will strengthen this commitment.
- In seeking to meet the demand in the international market (and particularly in Asia) for stepped TESOL qualifications this proposal addresses the 6th primary strategy in the VUW Strategic Plan: *Deepen Victoria University’s intellectual influence in the Asia-Pacific region*.
- In attracting international enrolments, the new qualifications address the 4th Enabling strategy of increasing and diversifying sustainable revenue.

### A3 Qualification

This proposal meets the CUAP definition of a postgraduate certificate and a postgraduate diploma in that both qualifications are open to graduates, build on attainment in the prior degree, and comprise a coherent programme of study. The PGCertTESOL has a total value of not fewer than 60 credits (0.5 EFTS). The PGDipTESOL has a total value of not fewer than 120 credits (1.0 EFTS). The courses prescribed in the qualifications are all in advance of NZQF level 7, being offered at 500-level.

### A4 Acceptability of the programme and consultation

Consultation has been carried out as shown on the proposal cover sheet and in the summary of feedback from consultation in the Appendix. There is widespread support for the proposal. Feedback has been incorporated in the proposal.

### Transitional arrangements

There may be some students currently enrolled in the Master of Arts in TESOL who wish to exit with one of these qualifications. They will be able to do so if they meet the requirements of the proposed regulations.

### A5 Treaty of Waitangi

The principles of teaching English to speakers of other languages are transferable to teaching te reo Māori and, as such, these programmes, and certain courses within them may be of interest to teachers of te reo Māori. In addition, the use of Kaupapa Māori principles, in particular, the principle of ako (reciprocal learning) will be used throughout the programme. Students who transfer to Wellington will be welcomed to the University by Victoria International with a pōwhiri and introduced to Māori values and practices so that they may learn to be respectful of New Zealand’s bicultural and bilingual values.

### A6 Goals of the programme

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

A7 Outcome statement

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

Strategic purpose statement

Graduates of the PGCertTESOL and PGDipTESOL will demonstrate advanced knowledge of core topics in the teaching of second languages, the nature of language and the nature of second language learning. They will be able to engage with the relevant literature critically and creatively and will be able to apply this knowledge effectively to teaching practice and to communication about language teaching and learning.

Graduates from the PGCertTESOL may be able to continue to the PGDipTESOL and to the MA in TESOL. Graduates from the PGDipTESOL may be able to continue to the MA in TESOL.

Content

PGCertTESOL

All candidates for the PGCertTESOL will take 60 pts, consisting of four 15-point courses. Of these four courses, two will be from the teaching practice strand, one will be from the language awareness strand and one from the understanding language learning strand.

PGDip TESOL

All candidates for the PGDipTESOL will take 120 pts, consisting of eight 15-point courses. Of these eight courses, three will be from the teaching practice strand, two will be from the language awareness strand and one will be from the understanding language learning strand.

Entry Requirements

A bachelor’s degree in a relevant subject area with an average of B or better along with at least two years of related professional experience.

Assessment

A combination of assessments including essays, literature reviews, reflective blogs, analyses of learner language, instructional materials analysis and design projects, policy document analysis, learning needs analysis, analysis of common language teaching and learning problems/challenges, small research projects, in-class tests, and oral reports.
A8 Graduate profile

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

Scholarly attributes developed through the formal curriculum

Victoria University’s Graduate Profile: Scholarly Attributes

Victoria prepares its graduates to be scholars who:

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

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

PGCert and PGDip TESOL Graduate Profile: Scholarly Attributes

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

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

While these scholarly attributes will be addressed in both the PGCert and PGDipTESOL, they will be addressed in more depth and through a greater range of learning opportunities in the PGDipTESOL.
## Scholarly attributes for the PGCert and PGDipTESOL (as listed above)

<table>
<thead>
<tr>
<th>Scholarly attributes</th>
<th>Discipline knowledge</th>
<th>Critical &amp; Creative Thinking</th>
<th>Communication</th>
<th>Intellectual autonomy</th>
<th>Intellectual integrity</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. understand the professional field of TESOL</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>b. understand second language learning and apply this understanding to learning in specific contexts</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>c. apply skills in language description to the analysis of learner language</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>d. demonstrate an understanding of the importance of research</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>e. demonstrate a capacity for rigorous analysis, critique and reflection</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>f. formulate responses to practical problems</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>g. demonstrate a recognition of the importance of communication</td>
<td>✓</td>
<td></td>
<td>✓</td>
<td></td>
<td></td>
</tr>
<tr>
<td>h. use oral, written and visual means to effectively create and communicate understanding</td>
<td>✓</td>
<td></td>
<td>✓</td>
<td></td>
<td></td>
</tr>
<tr>
<td>i. use advanced digital technologies for second language teaching.</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td></td>
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</tr>
</tbody>
</table>

## Personal qualities

### Victoria University’s Graduate Profile: Personal Qualities

Victoria prepares graduates who are active and engaged global citizens who:

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

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

### PGCert and PGDip TESOL Graduate Profile: Personal Qualities

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

a. demonstrate an awareness of the global context of TESOL and intercultural dimensions of professional practices in the teaching and learning of second languages
b. contribute positively to the community in which they choose to live and work as TESOL professionals

c. accept social and civic obligations and make informed and responsible contributions to public debate

d. work with and/or lead others in ways that recognise the value of their diversity and contribute to the wider community

e. identify their own strengths and weaknesses and the strategies for personal development that have been successful for them, and take responsibility for their continuing personal and professional development as TESOL professionals

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

<table>
<thead>
<tr>
<th>Personal qualities for the qualification (as listed above)</th>
<th>International perspective</th>
<th>Engagement</th>
<th>Independence &amp; collaboration</th>
<th>Goal-setting</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. awareness of the global context and intercultural dimensions of TESOL</td>
<td>✓</td>
<td>✓</td>
<td></td>
<td></td>
</tr>
<tr>
<td>b. contribute positively to the community as TESOL professionals</td>
<td>✓</td>
<td>✓</td>
<td></td>
<td></td>
</tr>
<tr>
<td>c. accept social and civic obligations</td>
<td>✓</td>
<td>✓</td>
<td></td>
<td></td>
</tr>
<tr>
<td>d. work with and/or lead others</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>e. take responsibility for their continuing personal and professional development</td>
<td></td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
</tbody>
</table>

A9 Programme overview

The course of study for the PGCertTESOL consists of four 15-point 500-level LALS courses from the schedule for the MA in TESOL taken full time over one trimester, or part time over two, three or four trimesters. The course of study for the PGDipTESOL consists of eight 15-point 500-level LALS courses from the schedule for the MA in TESOL taken full time over two trimesters, or part time over three to eight trimesters. For part time students, there is no requirement to complete the courses in a fixed sequence. Students enrolled in the PGCertTESOL will not normally complete a research project course (30 points) (LALS 582) or dissertation (60 points) (LALS 583).

Students enrolled in the MA in TESOL may exit the qualification at the PGCert or PGDip level providing they have met the subject requirements for the chosen exit point.
A10  Proposed regulations
Immediately after the Post Graduate Diploma in Arts Regulations (2019 Calendar, p. 363), add the following:

Postgraduate Certificate and Postgraduate Diploma in TESOL

PGCertTESOL (60 points), PGDipTESOL (120 points)
These regulations are to be read in conjunction with the Personal Courses of Study Regulations.

Entry Requirements

1. (a) Before enrolment, a candidate for the PGCert TESOL or PGDip TESOL shall have:
   (i) a Bachelor's degree (or equivalent qualification) with a grade average of B or higher in Linguistics, English Language, Education or a language other than English (or another relevant degree); and
   (ii) been accepted by the relevant Head of School as capable of proceeding with the proposed course of study; and
   (iii) at least two years of professional experience in language education or other aspects of applied linguistics.

   (b) In exceptional circumstances, requirement (a)(i) may be waived if the candidate has produced evidence to the satisfaction of the Associate Dean of extensive practical, professional or scholarly experience that provides an equivalent level of preparation.

General Requirements

2. The personal course of study of a candidate for the PGCertTESOL shall consist of:
   (i) two courses from LALS 510, 511, 515, 521–524, 529, 531;
   (ii) one course from LALS 512, 513, 544, 563;
   (iii) one course from LALS 520, 542.

3. The personal course of study of a candidate for the PGDipTESOL shall consist of 120 points from LALS 510–563:
   (i) three courses from LALS 510, 511, 515, 521–524, 529, 531;
   (ii) two courses from LALS 512, 513, 544, 563;
   (iii) one course from LALS 520, 542
   (iv) a further 30 points from LALS 510–563.

4. (a) A candidate who has been awarded the PGCertTESOL or or PGDipTESOL shall abandon that qualification on being awarded the Master of Arts in TESOL.
   (b) A candidate who has been awarded the PGCertTESOL shall abandon that qualification on being awarded the PGDipTESOL or the Master of Arts in TESOL.

Substitution of Courses

5. The Head of School may approve the substitution of 15 points for the PGCertTESOL and up to 30 points for the PGDipTESOL of other 500-level LALS courses for any of the courses listed in the general requirements where a candidate has already covered equivalent material. The
Head of School may also permit substitution of appropriate 400-, 500- or 800-level courses from this University or equivalent courses from another university.

A11 Proposed teaching/delivery methods
All courses offered towards the PGCert and PGDipTESOL are currently offered in the Master of Arts in TESOL. There are no new courses proposed for this qualification and no existing courses are being changed.

Mode of teaching
Courses are taught face-to-face and by distance. Selected courses are sometimes taught as block courses.

Organisation of teaching
In face-to-face mode, courses are taught through interactive lectures which involve a combination of lecture material, discussions, student presentations, and tutorial-type tasks (including data analysis tasks, classroom materials analysis and development tasks, and problem-solving tasks). In distance mode, the same courses are taught through the Blackboard digital platform and draw on the same resources and learning activities, but with face-to-face classroom activities and lecture material replaced by recorded lecture material, live on-line meetings, and interaction and peer-to-peer sharing via discussion boards and blogs and other on-line fora.

Formative feedback
Students receive formative feedback on their performance in a variety of ways including class discussions of each piece of assessment, individual consultations with teaching staff (including consultations conducted via Skype or Zoom), feedback received during consultation sessions with academic support staff at Student Services, and through detailed written feedback on each piece of submitted work.

Interaction
Formal opportunities for academic interaction with staff and other students are offered during two-hour class sessions for on-campus classes. Students are encouraged to study collaboratively outside of these classes. All courses also use the Blackboard teaching platform, and all require some level of interaction on-line within this platform using, for example, blog groups or discussion board. Students are encouraged to make appointments to meet individually and/or link up on-line with staff to discuss any issues that arise in their studies and to discuss progress on assessable tasks.

Independent study
Independent study habits are actively fostered in this programme through weekly reading requirements and the expectation that readings and set tasks will be completed in advance of each teaching session. Reading and study guidelines are typically provided to support independent study, and extensive related resources are typically provided via Blackboard to encourage students to deepen their engagement with set topics.

A12 Prescriptions for courses
The titles and point values of all existing LALS courses involved in the proposed TESOL programme are as follows. Prescriptions are provided but full course descriptions can be made available upon request.
LALS510 *Listening and Speaking in the Language Classroom* (15 points)
This course explores a range of principles and practices for the teaching and learning of listening and speaking skills in the second/foreign language classroom. Drawing on evidence from classroom research, the course explores evidence-based proposals for addressing the practical issues that teachers face in planning and implementing instruction. Particular emphasis is given to the design of classroom materials, activities and lessons, and principles for managing classroom learning.

LALS511 *Teaching Reading and Writing* (15 points)
Examination of the principles behind the effective teaching of reading and writing skills in another language and the application of these principles in the preparation and use of teaching materials.

LALS512 *Teaching and Learning Grammar* (15 points)
An analysis and evaluation of diverse pedagogical interventions intended to facilitate grammar acquisition, with a view to helping practitioners optimise their design of course materials and classroom activities.

LALS513 *The Pronunciation of English* (15 points)
Study of the phonological systems of English with a focus on using this knowledge for the preparation of teaching materials and assisting learners' language use.

LALS515 *Language Curriculum Development* (15 points)
The aim of this course is to familiarise students with the processes, issues and options of language course design and evaluation.

LALS516 *Special Topic: English for Academic Purposes* (15 points)
A study of the nature and contexts of English for Academic Purposes, including the application of current research to teaching and learning issues.

LALS518 *Special Topic* (15 points)

LALS519 *Special Topic* (15 points)

LALS520 *Learners and Second Language Learning* (15 points)
This course looks at the role of the learner and the effect of individual differences on second language learning. Issues such as learner motivation, affect, aptitude and learner response to feedback are explored.

LALS521 *Language for Specific Purposes* (15 points)
A study of the theory and practice of developing courses for adult learners with specific professional or academic purposes for learning a language. In particular, the course examines ways of understanding the specific purposes in detail through analysis of target communication, and how learning opportunities relevant to that target should be selected and managed in particular contexts of learning.

LALS522 *Teaching and Learning Vocabulary* (15 points)
The study of second language vocabulary learning and teaching, including factors that influence vocabulary learning, the roles of incidental acquisition and deliberate learning, how to select words for learning and how to assess vocabulary knowledge.
LALS523 Language Assessment (15 points)
A study of the theory and practice of language assessment, with particular reference to classroom learning. Both formal tests and a range of alternative procedures are covered, having consideration for the purpose of the assessment and the requirements of the learning environment.

LALS524 Language Testing (15 points)
A study of the design, development and analysis of language tests, especially for the purpose of assessing achievement or proficiency in a second language.

LALS525 Learner Autonomy and Learning Strategies (15 points)
This course introduces the principles and practices associated with learner autonomy and learner strategies in language learning. A key emphasis will be placed on how the theories and research covered can be translated into classroom practice.

LALS529 Task-Based Language Teaching (15 points)
Task-based language teaching (TBLT) has been extensively theorized and researched in recent decades and widely adopted in language teaching and learning internationally. Drawing on theoretical and classroom perspectives, this course explores task-based course design, teaching and assessment. It considers the practicalities of adopting TBLT in contexts familiar to teachers on the course.

LALS531 Computer-assisted Language Learning (15 points)
This course engages participants in a critical examination of theoretical and practical issues in Computer-assisted Language Learning (CALL). Students will develop an understanding about using, evaluating and designing digital materials and tools for language learning and teaching. Students will also engage in creative thinking by undertaking a CALL project.

LALS540 Evaluating Research in Applied Linguistics (15 points)
A survey of published research in Applied Linguistics for the purpose of evaluating the quality of the research and considering its implications for practice.

LALS541 The Research Process (15 points)
This course explores methodological issues in conducting applied linguistics research, especially research in the area of (instructed) second language acquisition. During the course, we will follow the research process from the formulation of a research question to the research report. Different types of research designs and data analysis will be exemplified and discussed, with an emphasis throughout on the validity and reliability of research methods, and the need for caution in interpreting findings. Students will set up their own small-scale research project, report on its development and give constructive feedback to their peers.

LALS542 Interaction and Identity in Language Learning (15 points)
This course explores what sociocultural theories of learning contribute to our understanding of the teaching and learning of language in educational contexts. It examines how spoken and written language are used in teaching and learning, and considers implications for classroom practice.

LALS544 Discourse Analysis and Language Teaching (15 points)
Discourse is language in use. This course explores the analysis of discourse structure in spoken and/or written text, and considers applications in language teaching.

**LALS 563 Sociolinguistics and Language Education (15 points)**
This course is a core course for the MA in Linguistics and an optional course for the MA in Applied Linguistics and TESOL. As such the course centres around those areas of sociolinguistics which are of interest to both sociolinguists and applied linguists.

**A13 Assessment and moderation procedures**
No new courses are proposed and no changes to assessment are proposed for existing courses within the Master of Arts in TESOL programme. Assessment and moderation in the programmes follow the FHSS Assessment and Moderation Requirements. This includes a second staff member double marking a sample of assignments in each course, all grade sheets being checked and discussed with the programme director prior to grade entry, moderation of all grades for every course at an examiners’ meeting held each trimester, and a systematic programme of mutual external moderation of grades and samples of student work for each course by another university in New Zealand.

**A14 Resources**
The proposal does not require any new courses, and the programmes can be offered within existing resources.

**A15 Plans for monitoring programme**
The chair of the Faculty Academic Committee will be responsible for monitoring the quality of the programmes; reviewing regulations, content and delivery; reviewing whether courses should be added or deleted; preparing any self-review reports and compiling the Graduating Year Review (GYR). The teaching team will use the CAD system to collect student feedback for the taught courses.

**A16 Review of the programme**
The PGCert and PGDipTESOL will be subject to a GYR by 2023 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**
PGCertTESOL 0.5 EFTS (60 points)
PGDipTESOL 1.0 EFTS (120 points)

**A19 Statement regarding funding**
Tuition Fees: Fees for any new courses should be set in line with existing LALS PG courses. 
Student Loans/Allowances: Students enrolled in the qualifications will be eligible for student loans. Postgraduate students will not be eligible for student allowances, but may be eligible for the accommodation supplement and / or living costs depending on their individual circumstances.

**A20 Information about the agreement**
N/A
Section B

B1 Learning objectives and assessment for each new course
Course prescriptions are provided in Section A12 of this proposal. Full course descriptions can be made available upon request.

B2 Student workload, mandatory requirements and assessment for each course
Course prescriptions are provided in Section A12 of this proposal. Full course descriptions can be made available upon request.

B3 Availability of teaching and support staff

Academic staff
The proposal only involves existing courses taught by existing staff. We anticipate modest enrolments in these programmes and therefore only minor workload implications for professional staff.

Teaching support staff
The proposal only involves existing courses taught by existing staff and so all existing support and resourcing mechanisms are already in place. We anticipate modest enrolments in these programmes and therefore only minor workload implications for professional staff.

Administration support
Additional student advising and administration workload will be created by these further new qualifications for the Faculty Student & Academic Services Office.
Once approved the details for the PGCert TESOL and PGDip TESOL would be input into Banner and the enrolment system (OES) as per all FHSS postgraduate programmes. Course and programme specific requirements would need to be specified at this point in time (e.g. any selection criteria or additional documentation required). Applications would be reviewed by the Programme Director or similar in relation to the approval of courses. Verification of the programmes after checking of workload, etc. would be carried out in the Faculty SASO as per standard processes. Students enrolled in these programmes would be assigned to a SASO staff member as part of their overall cohort management for all student administration processes (e.g. audits, credit transfer, candidature management and completion processing, records management, etc.).

Website, marketing and publications
All publications, the website and all relevant systems (web and enrolment, Banner/Student Records, MyDegree, MyeQuals, etc.) will need to be updated to reflect the introduction of the new qualifications.

B4 Availability of teaching space and other required facilities

Facilities
Since the proposal involves no new courses, no additional facilities are required except for larger teaching spaces to cater for any increase in enrolments.
**IT implications**
The proposal only involves existing courses and so no additional IT facilities are required.

**Equipment**
The proposal only involves existing courses and so no additional equipment is required.

**B5 Availability of library resources**
The proposal only involves existing courses and so no additional library resources or facilities are required.

**Existing collection and services**
The proposal only involves existing courses which are well supported by current library resources and facilities.

**New resources and services**
The proposal only involves existing courses which are well supported by current library resources and facilities.

**B6 Timetabling arrangements**
The proposal only involves existing courses and so there are no additional timetabling implications.

**B7 Memorandum of understanding**
N/A
## Appendix: Consultation

<table>
<thead>
<tr>
<th>Proposal name</th>
<th>PGCert, PGDip TESOL</th>
</tr>
</thead>
</table>

### Consultation

<table>
<thead>
<tr>
<th>Feedback</th>
<th>Response to feedback</th>
</tr>
</thead>
</table>
| **Dr Xiaodan Gao, Manager, Student Learning | Te Taiako** | Feedback: Student Learning (SL) *Te Taiako* is able to support the proposed addition of PG Cert and PG Dip using existing staffing and resources. However, with the likelihood of increasing enrolments, SL strongly recommends that depending on the skill set and background of the participants on this course, the programme co-ordinators liaise with the SL team for targeted orientations, tailored research and writing skills workshops or resources, or for individual student learning needs.  
Response: SL support for the proposal is appreciated. The points made regarding coordination between the programme and SL to ensure students are well supported in their studies are noted. |

### Academic staff, School of Linguistics and Applied Language Studies (LALS)

<table>
<thead>
<tr>
<th>Feedback</th>
<th>Response to feedback</th>
</tr>
</thead>
</table>
| 1. Feedback: Suggested that it be made clear that LALS already offers a Graduate Certificate in TESOL and explanation is given as to how this new PG Cert TESOL is offering something substantively different.  
Response: The following additional statement has been added to the Justification section: LALS currently offers a Graduate Certificate in TESOL. This is a one trimester programme which is only offered over the summer trimester for a maximum of 12 VUW graduates. It is an entry level qualification for TESOL teaching for which no prior teaching experience is required. It thus targets a completely different audience to that for which the PGCertTESOL is designed.  
2. Feedback: The question was raised as to how this proposal relates to the micro-credential initiatives? Is this something that strengthens the Faculty’s endeavours there or is it kind of tangential?  
Response: Point noted. We think this proposal is moving in the same direction as the micro-credential initiatives. We are also considering options for offering micro-credentials in the language teacher professional learning and development space.  
3. Feedback: The question was raised as to whether there is intended to be any specific GPA requirement for entry into these programmes? If not, it was suggested that the PGCERTESOL could be a pathway for students who have not received a high enough GPA in their bachelors to enter an MA.  
Response: The entry requirements for both of the proposed qualifications will be identical to those of the MA. |

### Faculty of Education

<table>
<thead>
<tr>
<th>Feedback</th>
<th>Response to feedback</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Feedback: As with feedback point 3 from LALS staff (see above), it was suggested that a softer entry requirement into the PGCert would attract more students who might not meet the entry point for the MA. Success in the PGCert could then provide entry into the MA.</td>
<td></td>
</tr>
</tbody>
</table>
2. **Feedback:** Suggest additional language learning and bilingualism rather than the narrow focus on second language learning.  
**Response:** Agreed – wording changed to include this change

3. **Feedback:** Questions were raised about entry requirements such as whether it expected/required that participants already have a teaching qualification, whether this an entry level language teaching qualification and, if expecting that international students will already have a teaching qual, might this limit potential students.  
**Response:** No change required. This is not an entry level teaching qualification. Two years teaching experience is required with or without a prior teaching qualification. The entry requirements for the proposed qualifications will be the same as for the MA TESOL. The entry requirements have been revised in the proposal to make this clear.

<table>
<thead>
<tr>
<th>Kristina McGuiness-King</th>
<th>Provided suggestions for wording and content of the proposal which have all been responded to, mostly by incorporating the suggestions into the document.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Manager, Student &amp; Academic Services/Pouhautu Faculty of Humanities and Social Sciences</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Meegan Hall (Centre for Academic Development)</th>
<th>Suggested minor edits for proposal wording and content which have all been incorporated into the document.</th>
</tr>
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</table>

<table>
<thead>
<tr>
<th>Heather Kirkwood (Academic Office)</th>
<th>Provided suggestions for wording and content of the proposal which have all been responded to, mostly by incorporating the suggestions into the document.</th>
</tr>
</thead>
</table>
72.18 Welcome to new members
Professor Guilford welcomed Priyanka Roy, the new PGSA President; Dr Stephen Marshall, Acting Director for the Centre for Academic Development; and Associate Professor Dugal McKinnon attending for Professor Sally Jane Norman.

73.18 Oral report from the Vice-Chancellor
Professor Guilford noted the following points:

- **Research success**: Congratulations to successful recipients of recent MBIE and Marsden research grants.

- **New consortium**: The University has signed up to the new University Consortium of Maritime Silk Road. The Consortium was initiated by Xiamen University, one of Victoria University of Wellington’s longest standing partners. The Consortium aims to improve collaboration between the 60+ members, comprising esteemed universities from 17 countries and regions including the United States, Australia, Asia, Europe, the United Kingdom and China.

- **Your Voice**: An update on actions arising from the Your Voice staff survey results will be communicated soon. The Vice-Chancellor is hopeful that these initiatives will make a meaningful contribution to a better working environment for staff.

- **Name change**: The University is waiting for a decision from the Minister. In the meantime, the University has been providing advice to the Ministry of Education. While there has been some uncertainty expressed in the media about the legal avenue through which the name change can be made, the Vice-Chancellor advised that these issues have been thoroughly canvassed and confirmed that the Minister can gazette the change.

74.18 Oral report from Provost
Professor Larner noted the following points:

- **Royal Society Fellows**: Congratulations to four Victoria University of Wellington staff who have been made fellows of The Royal Society Te Apārangi: Vice-Provost (Research) Professor Margaret Hyland; Professor Emily Parker from the University’s Ferrier Research Institute; Professor Susy Frankel, Chair in Intellectual Property and International Trade at the Faculty of Law; and Professor John Creedy, School of Accounting and Commercial Law in Victoria Business School.

- **Equity, Diversity and Inclusion Framework**: Following a University-wide consultation process, the new Equity, Diversity and Inclusion (EDI) Framework has been endorsed by the Senior Leadership Team. The Provost thanked all who provided feedback. Draft EDI Student and Staff Action Plans have also been reviewed by SLT and will be more fully considered in a workshop scheduled for 4 December 2018.
Professor Larner acknowledged the work of Jo Cribb, Pam Thorburn, Karen Davis and Tamatha Paul on the draft Staff and Student Action Plans. Once the Action Plans have been confirmed, they will be shared with the wider University community and work will begin to deliver on relevant initiatives and developments. This will include a formal launch and a series of events to profile our enhanced institutional ambitions for equity, diversity and inclusion. In response to a positive comment from a member about the collaborative staff-student process undertaken, the Provost confirmed that she is hoping to see ongoing student engagement and student leadership continue to be key features of this piece of work.

- **Centre for Academic Development (CAD):** The University will be looking to recruit a new Director for CAD and this provides an opportunity to think about the future of the Unit. Commencing with discussions with current CAD staff, the Provost is interested to hear from other staff about how the University might best build on its platform for academic development.

- **Sustainability:** Victoria University of Wellington has won two “Green Gown Awards” recognise sustainability best practice across the Australasian tertiary education sector. The University’s winning projects were Sustainability Week and the Victoria Plus programme.

- **Sustainability:** The University has also recently been accepted as a partner of the SDG academy. This is an online educational platform of the Sustainable Development Solutions Network, a global initiative for the United Nations. The SDG Academy creates and curates MOOCs (hosted by edX) and educational materials on sustainable development and the Sustainable Development Goals. As a member, the University has access to these resources which can be reorganised, re-sequenced and pieced together from multiple courses to meet the specific teaching needs of academic staff. Professor Alan Brent from Engineering has been piloting SDG materials this year. If anyone is interested in utilising the SDG Academy resources, they should get in touch with the Sustainability Office.

In response to a query from a member, the Provost confirmed that there had been a delay in work on the sexual harassment policy due to a key staff member’s absence, but that this work is underway. It is still expected that there will be a draft by the end of the year which can then be explored in terms of any consequential impact on Staff and Student Conduct policies.

In response to a query about a change in the way the University determines University Research Fund allocations, it was agreed that the Vice-Provost (Research) should provide clarification at the March 2019 meeting of Academic Board.

**75.18 Oral report from the Vice-Provost (Academic)**

Professor Trenberth noted the following points:

- **Enhancement theme:** The Cycle 6 Academic Audit framework includes an enhancement theme which involves collaboration across the universities on a key topic of importance to individual institutions and to the sector as a whole. An ‘Enhancement Theme Symposium’ was held 31 October at the Massey campus in Wellington. The Symposium brought together staff and students to discuss Māori and Pasifika experiences and journeys with a view to improving access, opportunities
and outcomes for Māori and Pasifika students. A report from this Symposium is being considered by the Steering Group at their next meeting (15 November).

- **Micro-credentials:** TEC are considering how these will be funded and it is likely that it will come from within existing funding. The first Faculty online micro-credential is being piloted by FHSS on the topic of digital fluency. It will run from now until the end of February 2019 and has over 170 students enrolled (noting that this pilot is free but subsequent micro-credentials won’t be). This offering will be evaluated in the New Year.

- **Recordings policy:** Consultation on the draft revisions of the ‘Recording by Students of Lectures and Other Teaching Policy’ has generated many comments. Given the amount of constructive feedback received, it will take some time to revise the policy before it is returned for further feedback. Professor Trenberth expressed appreciation for the feedback received.

- **Integrity Framework:** A stocktake of academic integrity across to the University has been undertaken. We are now looking at developing an Integrity Framework covering staff and students. Stage One is a workshop with the Provost Group (staff reporting to the Provost) later this month. This will be followed by a Provost Forum on the topic at Academic Board in March.

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### 76.18 Oral report from the Deputy Vice-Chancellor (Māori)

Professor Higgins provided an update on progress in 2018 to give effect to Mai i te Iho ki te Pae, the Strategic Outcomes Framework for Māori at Victoria:

- Implemented the outcomes of the Māori and Pasifika Student Interventions Review. A new Awhina team will be in place from 1 January 2019 providing support for Māori students (under the Deputy Vice-Chancellor (Māori)), along with a new Pasifika Student Support team providing support to Pasifika students (under the Assistant Vice-Chancellor (Pasifika)). In response to a query from a member, Professor Higgins clarified that the expectation is that this new split structure will be more focused on the differing needs of Māori and Pasifika students, but that they will continue to work together where it is more logical. Communication between the two strands will continue.

- Fourteen new partnerships have been formed with Iwi and other Māori organisations, bringing the total number of partnerships to 50. A celebratory event will be held on 5 December with the 14 new partners.

- The Tohu Māoritanga/Diploma in Māoritanga programme has been re-developed and includes a range of electives across the University.

- A new workshop on Māori research was offered twice in 2018 and additional dates are scheduled for 2019.

- Eleven internships have been negotiated for Māori students along with over $500,000 in scholarships.

- Progress has been made on the Living Pa. A full business case is under development.

- A Māori performing arts competition is planned for February 2019 and the Office of the Deputy Vice-Chancellor (Māori) is working with VBS to leverage sponsorship.

- Work has commenced on a draft Māori language plan for the University. It is hoped that this will be introduced in 2019.

- A new draft of the Te Tiriti o Waitangi Statute has been developed (*refer minute 77.18*).
Professor Higgins concluded by emphasising that her Office is keen to work with faculties, schools and central service units about how they are progressing the Māori Strategic Outcomes Framework. Please contact the Office of the Deputy Vice-Chancellor (Māori) for support.

**77.18 Provost’s Forum – Draft Te Tiriti o Waitangi Statute**

The Deputy Vice-Chancellor (Māori), Professor Rawinia Higgins, spoke to the draft Te Tiriti o Waitangi Statute. The revised Statute is shorter and structured around guiding principles. Once approved by Council, the Office of the Deputy Vice-Chancellor (Māori) will develop guidelines to give effect to the revised Statute. Members thanked Professor Higgins for this work and acknowledged the importance of the Statute. Discussion confirmed the need for accompanying guidelines and supporting communications.

**78.18 Academic Programme Review - History**

Professor Jennifer Windsor introduced the History and Criminology (refer minute 79.18) programme reviews and implementation plans, expressing pleasure at the receipt of these two strongly positive reviews.

Professor Sekhar Bandyopadhyay thanked panel members, particularly Associate Professor Valerie Hooper for her excellent convening of the panel. He described this as a very positive review which recognised many strengths in the History programme. The panel directed the programme to some areas of further improvement. Recommendations included the promotion of staff research, increasing student awareness of skills developed in the discipline and marketing of the programme. The programme has accepted all the recommendations and has begun work to implement these, including discussions with the Development Office to explore potential donors for postgraduate scholarships.

Dr Jim McAloon thanked colleagues and students in the programme who engaged in the process and the Academic Office for its assistance. Dr McAloon described the review as particularly pleasing given the context of the humanities at the present time. He expressed appreciation that this University continues to support the discipline of History.

**79.18 Academic Programme Review - Criminology**

Professor Simon Mackenzie spoke to the Criminology Academic Programme Review and Implementation Plan. This was another very positive report which found the teaching and learning experience to be of a very high quality. The recommendations largely focused on how the School could best continue to ensure the quality of this rapidly growing programme. Recommendations included the need for a programme meeting space and working with the Offices of the DVC Māori and AVC Pasifika on content, retention and staff capability. The programme has accepted the majority of recommendations, noting that University-wide policy on research Master’s degree completion timeframes contradicts one of the recommendations.

Professor Mackenzie also clarified the programme’s managed approach to using 300-level tutors. The School is exploring other avenues to improve access to potential tutors, including growing postgraduate student numbers, international students and involving staff from the criminal justice sector. In the meantime, the focus for training will be on dealing with sensitive subjects when they unexpectedly arise during tutorials, and cultural competency.
It was clarified that the end of 2019 is the final completion date for the revised grade distribution model, but that this it is being progressively implemented now and will be in place for Trimester One.

Further details were sought about the proposed format for an additional postgraduate research student review. Professor Mackenzie reassured that there was no intention to create an examination-type process. The aim is to provide an opportunity for an annual discussion with someone outside the supervisory relationship to discuss issues, if progression is not going well.

Members congratulated both the History and Criminology programmes on these review reports, observing that the implementation of some recommendations, specifically those related to space, digital competency and recording lectures (refer minute 75.18), are contingent upon University-level decisions. The Vice-Chancellor provided members with an update on the Campus Master Plan in response to a query from students about the recurring issue of space.

80.18 Part B of the agenda

No items having been brought forward—

1. the minutes of the 25 September 2018 meeting were confirmed;
2. the 6 non-CUAP proposals summarised in the Academic Committee report were approved; 18/44
3. the 7 minor proposals approved by the Committee were noted; 18/44
4. the 5 assessment and moderation procedures approved by the Academic Committee were noted;
5. the other matters approved by the Committee at its 16 October 2018 meeting were noted; 18/44
6. the proposal to offer an existing qualification (MA in TESOL) overseas was approved for submission to CUAP; 18/45
7. the Higher Doctorates Regulations were approved; 18/46
8. the Micro-credentials Policy was approved; 18/47
9. the implementation update reports for the following academic programme reviews were received: Architecture; Building Science; Languages and Cultures; Nursing, Midwifery and Health; Physics; Taxation. 18/48
10. the terms of reference for the Faculty Board, Faculty of Education, were approved; 18/49
11. the terms of reference for the Faculty Board, Faculty of Health, were approved; 18/50

G. Guilford

At 1.58pm, non-members left the Chamber to allow members to discuss confidential further items.
The Board considered a recommendation for the nomination of Professor John Psathas as emeritus professor.

Professor Jennifer Windsor and Dr Dugal McKinnon spoke in support of the nomination, highlighting Professor Psathas’ foremost reputation amongst New Zealand composers and his strong academic contribution in the eight years he has served as a Professor. Within the New Zealand School of Music, he has been a mentor and an extraordinary colleague who will be sorely missed. Dr McKinnon suggested that an emeritus professor title in this instance is an acknowledgement not only of what Professor Psathas has already contributed to the University but also of his future trajectory of which the University would like to be part, through the fostering of international linkages and the possibility of part-time supervision.

The Board unanimously endorsed a recommendation by the Vice-Chancellor that Professor John Psathas be awarded the title and status of emeritus professor.

**82.18 Farewells**

The Vice-Chancellor thanked departing student nominees for their time and input: Marlon Drake, VUWSA President 2018; Brad Olsen, VUWSA nominee 2017-2018; Rhianna Morar, acting VUWSA Academic Vice-President 2018. He also thanked long-serving staff members on their retirements: Professor John Psathas, Professor Arthur Pomeroy and Professor Mark Williams.

The meeting concluded at 2.04pm.

**Attendance**

51 members attended; 13 non-members were in attendance; 24 apologies were received (refer to Appendix 1 for detailed record).

Signed: ____________________________________________________________________________

Professor Grant Guilford, Vice-Chancellor
Appendix 1: Academic Board attendance 13 November 2018

Members attending
Professor Grant Guilford, Convenor

Professor Siah Hwee Ang
Professor Sekhar Bandyopadhyay
Dr Lucy Baragwanath
Professor Rachel Baskerville
Dr Anita Brady
Professor Andre Brown
Professor Daniel Brown
A/Prof Jane Bryson
Professor Dale Carnegie
A/Prof Martyn Coles
Professor Gregor Coster
Professor Simon Davy
Heather Day
Dr Joost de Bruin
Professor Kevin Dew
Professor Stephen Dobson
Dr Peter Donelan
Marlon Drake
Janet Fletcher
A/Prof Carolyn Fowler
Dr Morten Gjerde
A/Prof Meegan Hall
Professor Mark Hickford
Professor Rawinia Higgins
A/Prof Sally Hill
Dr Flaviu Hodis
A/Prof Val Hooper
A/Prof Kate Hunter
Professor Annemarie Jutel
Professor Simon Keller
Professor Wendy Larner
Professor Sarah Leggott
Macey Liang
Professor Antonia Lyons
Professor Simon Mackenzie
Professor Lisa Marriott
Dr Stephen Marshall
Dr Stuart Marshall
A/Prof Jim McAlloon
Christine McCarthy
Brad Olsen
Priyanka Roy
Dr Carolyn Tait
Janet Toland
Professor Linda Trenberth
Professor Ian Williamson
Professor Colin Wilson
Professor Marc Wilson
Professor Mike Wilson
Professor Jennifer Windsor

Attending under s3.2 of the standing orders
A/Prof Dugal McKinnon for Professor Sally Jane Norman.

Non-members in attendance
Sarah Boyd
Karen Davis
Charlotte Deans
Heather Finn
Laura Jackson
Heather Kirkwood
Tamatha Paul
Lily Reid
Linda Roberts
Geo Robrigado
Edward Schofield
Dr Sue Walbran

Apologies
Professor Gordon Anderson
Professor Petra Butler
Dr Catherine Caudwell
Professor Dave Harper
Dr John Haywood
Dr Kathy Holloway
Professor Margaret Hyland
Dr Catherine Iorns
Magallanes
Dr Canwyn Jones
A/Prof Hon. Dame Luamanuvao Winnie Laban
Dr Jae Major
A/Prof Meredith Marra
Professor Miriam Meyerhoff
Professor Sally Jane Norman
A/Prof Alex Potanin
Dr John Randal
Professor James Renwick
A/Prof Kabini Sanga
Professor Marc Aurel Schnabel
Professor Heidi Thomson
Pam Thorburn
Professor John Townend
Professor Steven Warburton
Professor Peter Whiteford
48.18 Part C of the agenda

The Right Honourable Sir Simon William English for the degree of Doctor of Commerce, honoris causa

Members spoke in support of the recommendation noting Rt Hon Sir Bill English’s contribution to public policy through the advancement of the social investment approach and tax reform, and his valuing of university research including his championing of access to microdata through the Integrated Data Infrastructure (IDI). Members also noted his ongoing support of the Victoria Business School through invited presentations, engagement with current students, secondary school students and other stakeholders, his proactive seeking of academic advice on economic and financial matters, and the financial leadership displayed during the Global Financial Crisis and the aftermath of the Christchurch Earthquake.

There followed a general discussion about whether it was appropriate to offer honorary degrees to political figures, with views expressed both in support and against. Consideration of University values was stressed, with others suggesting that it was important for the University to endorse the recommendation if it was felt there was a strong academic case for the honour, and that the University shouldn’t shy away from doing so.

The Board, by a majority vote, endorsed a recommendation by the Vice-Chancellor that The Right Honourable Sir Simon William English be offered the degree of Doctor of Commerce, honoris causa.
It is expected that the Board:

a. approve the 4 non-CUAP proposals; and

b. note the other matters discussed and/or approved by the Committee at its 27 November meeting.

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

<table>
<thead>
<tr>
<th>To</th>
<th>Academic Board</th>
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<tr>
<td>From</td>
<td>Paul Altomari, Academic Programmes Coordinator</td>
</tr>
<tr>
<td>Date</td>
<td>4 December 2018</td>
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<td>Subject</td>
<td>Report of the Academic Committee</td>
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This report covers the 27 November 2018 meeting of the Academic Committee.

**A. Academic proposal for endorsement (CUAP)**

There were no CUAP proposals on the agenda for approval.

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

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

1. **BCom/8, BA/21 (Changes to ECON and FINA 200-level major requirements)**
   **Economics/Finance**

   This proposal updates the 200-level requirements for the Economics and Finance majors in the BCom regulations, and shifts two courses from 200-level to 300-level (ECON 212 becomes ECON 312 *Macroeconomics: Growth, Stability and Crises* and ECON 211 becomes ECON 328 *Industrial Organisation*). The changes respond to a recent programme review and aim to improve employability and the learning experience for students completing these majors.

2. **BCom/10 (Introduce two new special topic slots: MGMT 350, 351)**
   **Management**

   This proposal introduces two 300-level Special Topic slots (MGMT 350 and 351) to the Bachelor of Commerce (BCom) schedule. The addition of the Special Topic slots will add flexibility needed to offer new courses, as the MGMT major currently has only one Special Topic slot.

3. **BA/20 (Introduce new course: ENGL 211)**
   **English**

   This proposal introduces a new course to the BA schedule: ENGL 211 *Science Fiction*. The course supplements the English Programme’s existing curriculum by introducing an important body of material not covered by current offerings. In addition to covering major writers and works from within a significant literary genre, this course will also provide students with new perspectives on issues central to the major in English Literature at Victoria.

4. **BMus(Hons)/2 (Amendment to Jazz major requirements)**
   **Jazz**

   To amend the subject requirements for Jazz Performance within the Bachelor of Music (Honours). The proposed change broadens the range choices available to Jazz majors, providing students with a set of options that better reflects the diversity of student interests.
The change also ensures that NZSM can regularly offer suitable 400-level Music Studies courses for Jazz students.

C. Academic proposals approved by the Academic Committee (for noting)
There were no proposals on the agenda for approval.

D. Other Academic Committee approvals (for noting)

1. Faculty of Science Assessment and Moderation Requirements
The Committee approved the assessment and moderation requirements for the Faculty of Science. (Approval by Academic Committee required under Section 2a of the Assessment Handbook).

2. Recognition of Prior Learning (RPL) for MHlth Workplace Health and Safety
The Committee approved a request to allow the award of RPL credit for six (6) named courses in the MHlth Workplace Health and Safety programme: HLWB 507, 508, 509, 510, 511 and 512. (Approval by Academic Committee required under section 7.2.2 of the Credit Transfer and Recognition of Prior Learning Policy).

3. Group assessment
The Committee discussed best practice and implementation of group assessment and approved a specific request to allow greater than 15% group assessment in the course INFO 376 Enterprise Architecture. (Approval by Academic Committee required under Section 3.2.1(c) of the Assessment Handbook).

E. Other matters

1. Concept proposals
The Committee provided advice on three concept proposals: Bachelor of Midwifery, Master of Indigenous Studies and Master of Communication.

The concept proposals were approved by the Senior Leadership Team for the development of full proposals, which will be submitted to future Academic Board meetings.

2. Prerequisites on Special Topic slots
The Committee discussed how best to handle approval of changes to Special Topic prerequisites where the Special Topic slots have already approved prerequisites.

3. ‘Informational’ course descriptions in proposals
The Committee discussed scenarios where course descriptions for existing courses are included within proposals for informational purposes, but are not intended to be amended by the proposal.
AGENDA ITEM #9

Date 4 March 2019
Proposer Professor Linda Trenberth, Vice Provost (Academic)

DOCUMENT RECORD
Reference AB19/5
Title Report of the Academic Committee
Author Paul Altomari, Academic Programmes Coordinator
Date 4 March 2019

It is expected that the Board:
   a. endorse the 2 CUAP proposals; and
   b. approve the non-CUAP proposal; and
   c. note the other matters discussed and/or approved by the Committee at its 26 February meeting.

Note: Items that are included in this report are available from the Academic Office upon request.
This report covers the 26 February 2019 meeting of the Academic Committee.

A. Academic proposals for endorsement (CUAP)

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

1. PGCertTESOL/1, PGDipTESOL/1 (Two New Programmes) TESOL
The proposal seeks to introduce two qualifications in addition to the existing Master of Arts in TESOL (180 pts) in the form of a 60-point Postgraduate Certificate in TESOL and a 120-point Postgraduate Diploma in TESOL. The qualifications are designed to provide programme flexibility for students seeking a postgraduate qualification in TESOL but who may not wish to complete a full Master’s degree. The two proposed qualifications will also function as exit points for students who might not be able to complete a full Master’s degree.

2. PhD/1, MHR/2, PGDipHlth/2, PGCertNS/1, PGDipNS/1 (Offshore delivery of Health programmes in Samoa) Nursing Science
The proposal seeks to offer the PhD, Master of Health Research, Postgraduate Diploma in Health, and Postgraduate Certificate and Postgraduate Diploma in Nursing Science programmes in Samoa under a partnership agreement with The National University of Samoa. NUS and Victoria have been working in partnership since 2015 to address the factors behind a shortage of qualified lecturers within the NUS School of Nursing. The intent of offering the programmes overseas is to achieve a sustainable supply of Samoa educated nurses and midwives to deliver the primary health care needs of the Samoan people.

B. Academic proposals for approval (non-CUAP)

The proposal summarised below was endorsed by the Academic Committee for submission to the Academic Board. Academic Board approval is sought. The proposal is available from the Academic Office on request.

1. BA/23 Amendments to English requirements in the BA English
This proposal adds the co-taught courses THEA 206 and 306 Dramaturgies of the World: Gender and Sexuality in Performance to the list of courses contributing to the English major subject requirements, and amends the prerequisites for THEA 306. Changes to the THEA 206 and 306 course content have made the courses more relevant to English major students and this proposal seeks to make them available to those students.
C. Academic proposals approved by the Academic Committee (for noting)
There were no proposals on the agenda for approval.

D. Other Academic Committee approvals (for noting)
No other items were approved at the meeting.

E. Other matters

1. New Zealand School of Music School Review
The Committee discussed the NZSM School Review and provided feedback and advice to the School for the development of an implementation plan.

2. MIinds/1 Introduce new programme: Master of Indigenous Studies
The Committee discussed a proposal to introduce a new Master of Indigenous Studies programme. The Committee provided feedback for further development of the proposal and agreed that it be revised and return to the next meeting.

3. BMid/2 Introduce new programme: Bachelor of Midwifery
The Committee discussed a proposal to introduce a new Bachelor of Midwifery programme. The Committee provided feedback for further development of the proposal and agreed that the proposal be revised and return to the next meeting.

4. Academic Reviews and Monitoring Policy and associated procedures
The Committee endorsed the Academic Reviews and Monitoring Policy and associated procedures for approval at Academic Board.

5. Group assessment for MMBA 565
The Committee discussed a request to allow up to 40% group assessment in MMBA 565 Innovation and Entrepreneurship. The Committee did not approve the requested 40% group assessment but supported 30% group assessment which fits within the current limits approved for the MBA by the Committee.

6. 2018 Aegrotats and Suspensions Report
The Committee discussed the report, noting concerns around success rates for aegrotat appeals.
Proposal to deliver a qualification offshore

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<th>March 2019</th>
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| Name of qualification to be offered overseas (in part or full): | Doctor of Philosophy (PhD)  
Master of Health Research (MHR)  
Postgraduate Diploma in Health (PGDipHlth)  
Postgraduate Certificate in Nursing Science (PGCertNS)  
Postgraduate Diploma in Nursing Science (PGDipNS) |
| Name of Faculty: | Faculty of Health |
| Name of Proposer: | Dr Kathy Holloway, Director Graduate School of Nursing, Midwifery and Health |
| New or existing qualification? * | Existing (MHR Ref: VUW/13 – MHR/1, MNurs/1, MMidw/1)  
(PGDipHlth Ref: VUW/18 – MHlth/1, PGDipHlth/1, PGCertHlth/1)  
(PGCertNS and PGDipNS Ref: VUW/15 – MNS/1) |
| Current Calendar page reference: | 2019, pages 458-460 (PhD)  
2019, pages 333-334 (MHR)  
2019, pages 329-331 (PGDipHlth)  
2019, pages 331-333 (PGCertNS and PGDipNS) |
| Proposed year of commencement of offshore delivery: | 2019 |
| Does an MoU (or similar agreement) accompany this proposal? | Yes |

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<th>Date</th>
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<tr>
<td>Head of School</td>
<td>Dr Kathy Holloway</td>
<td>20/11/18</td>
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<tr>
<td>Faculty Board</td>
<td>Professor Gregor Coster</td>
<td>10/12/18</td>
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<tr>
<td>Health Governance Board</td>
<td>Professor Wendy Larner</td>
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<td>Academic Committee</td>
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<td>26/2/19</td>
<td>Paul Altomari</td>
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<td>19/3/19</td>
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<td>CUAP (sub-committee)</td>
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Section 1: Purpose of proposal

Victoria University of Wellington proposes to offer its PhD, Master of Health Research, Postgraduate Diploma in Health\(^1\), and Postgraduate Certificate and Postgraduate Diploma in Nursing Science\(^2\) programmes in Samoa under a partnership agreement with The National University of Samoa. Victoria is seeking CUAP approval to:

1. Offer its Postgraduate Diploma in Health and Postgraduate Certificate and Postgraduate Diploma in Nursing Science programmes offshore via block courses in Samoa
2. Provide research schools in Samoa for students enrolled in its PhD and Master of Health Research programmes
3. Offer its existing course HLTH 521 Research Methods via block courses in Samoa.

Section 2: Justification

The National University of Samoa (NUS) was established in 1984 and in 1993 the School of Nursing of the National Health Department became the Faculty of Nursing at NUS (now the School of Nursing in the Faculty of Applied Science). NUS and Victoria University of Wellington (Victoria) have been working in partnership since 2015 to address the factors behind a shortage of qualified lecturers within the NUS School of Nursing. Victoria’s participation is led by Associate Professor Hon Luamanuvao Dame Winnie Laban, Assistant Vice-Chancellor (Pasifika) and Dr Kathy Holloway, Director of the Graduate School of Nursing, Midwifery and Health (GSNMH).

The programme Growing our Own: Samoa Postgraduate Nursing and Midwifery Initiative has been developed, founded on the broad objectives of the Strategy for the Development of Samoa, the Education Sector Plan (2013-2018), the Health Sector Plan (2008-2018) and the findings and recommendations of the Senate Programme Review Committee Report in February 2017 on the School of Nursing Programme Review completed in September 2016.

The overarching intent of the programme is to achieve a sustainable supply of Samoa educated nurses and midwives to deliver the primary health care needs of the Samoan people. Commencing in 2019 the programme will include up to five PhD and up to eight Master of Health Research students and from 2020 up to 40 students in postgraduate courses leading to diploma and certificate qualifications. Completion of the programme will help build the capacity that NUS’ School of Nursing needs to sustainably manage its own programmes from undergraduate to postgraduate and equip it to produce the graduates and undertake the research needed to provide primary health care in Samoa.

A Memorandum of Understanding between NUS and Victoria, promoting scientific and educational co-operation, has been in place for several years and was renewed on 1 March 2018. NUS and Victoria have also entered into a Collaboration Agreement under the framework of the MoU. The Memorandum of Understanding and the Collaboration Agreement are attached.

Section 3: Design of the programme

CUAP requirement - The design of the programme is suited to delivery in the host country and suited to the needs of the intended students.

The PhD, Master of Health Research and Postgraduate Certificate and Diploma in Nursing Science are existing qualifications for which Victoria holds programme approval. The Postgraduate Diploma

\(^1\) The PhD, Master of Health Research and Postgraduate Diploma in Nursing Science are established programmes. The Postgraduate Diploma in Health was approved by CUAP in Round 1 2018 with effect from 25 June 2018 – see VUW/18 – MHlth/1, PGDipHlth/1, PGCertHlth/1.

\(^2\) The PGCertNS comprises two approved courses from Part 1 of the Master of Nursing Science. The PGDipNS comprises Part 1 of the MNS, including HLTH 502 and either HLTH 514 or 515.
in Health is a new programme that was approved by CUAP in Round 1 2018 and will be offered from 2019. It has not yet been determined which of the seven PGDipHlth subjects will be offered in Samoa.

All teaching and supervision will be undertaken by Victoria academic staff.

PhD students participating in the programme will be included in one of Victoria’s three PhD intakes each year. Their first and second supervisors will be Victoria academic staff and students will come to Victoria to participate in the three-day PhD orientation for their PhD intake. They will then return to Victoria for a research school at the time of their transition from provisional to full registration and will make their final visit to Victoria for the oral examination of their thesis. Students and their supervisors will have a regular programme of engagement through Skype, email, phone and other ICT platforms and it is expected that supervisors will be included in Victoria staff visits to NUS.

The Master of Health Research is a (120 point) thesis only qualification. Students’ supervision will be as for PhD students.

PhD and Master of Health Research students will attend week-long research schools in Samoa twice in each year of their enrolment. During these schools, which will be led by Victoria academic staff, students will present their research for discussion and critique by academic staff and other students.

The Postgraduate Certificate and Diploma in Nursing Science and Postgraduate Diploma in Health will be taught in a similar way to current GSNMHN students. Victoria staff will visit NUS for block periods of face-to-face teaching supplemented by online staff-student and student-student contact.

**Section 4: Comparability with New Zealand-based programme delivery**

*CUAP requirement - The following aspects of the programme to be delivered offshore are comparable to the New Zealand-based programme delivery.*

4a. Programme Learning Outcomes

The established programme outcome statements for each of the programmes apply:

*Doctor of Philosophy* – Graduates will be able to conduct high-level independent research and report on their findings as an integrated report.

*Master of Health Research* – Graduates will show evidence of advanced knowledge in their specialist field of professional health practice. They will be able to critically evaluate the literature; research, analyse and argue from evidence; and show mastery of theoretical concepts relevant to their discipline. They will demonstrate the capacity for independent thinking through the design and conduct of a piece of supervised research, and be ready to apply these skills to new situations in existing or new roles in the health sector. Some graduates may be able to continue to further study at doctoral level.

*Postgraduate Diploma in Health* - Graduates will demonstrate advanced knowledge in one of seven health subject areas: health leadership and management; health policy, planning and service delivery; health promotion; midwifery; nursing; professional practice; workplace health and safety. They will be able to apply critical thinking to achieve new insights in their field of health, apply and communication research knowledge in their field and take a leadership role in that field.

*Postgraduate Certificate in Nursing Science* – Graduates will have research skills and will apply their advanced understanding of pathophysiology to their particular practice setting. They will use their expertise to improve health outcomes in their specialist area of nursing practice and will be able to advance their career in that area. Graduates can progress to further study in the Postgraduate Diploma in Nursing Science and then to the Master of Nursing Science.
Postgraduate Diploma in Nursing Science – Graduates will demonstrate advanced knowledge in their specialist area of nursing practice. They will employ knowledge of pathophysiological concepts to their practice, to their understanding of current nursing practice issues and to their assessment skills. The diploma may lead to more advanced study such as a Master of Nursing Science degree. Employment pathways included advanced clinical or management nursing roles.

4b. Content

The PhD and Master of Health Research are thesis only qualifications. The PGDipHlth, PGCertNS and PGDipNS comprise taught courses. The programme does not involve any variation of existing academic regulations for these qualifications, nor does it introduce new courses.

All students will meet the established entry requirements for their qualifications. Master of Health Research students will complete HLTH 521 Research Methods as a requirement for entry. PhD students will complete HLTH 521 as a concurrent requirement during their provisional registration period. HLTH 521 will be taught in Samoa as a 4-day block course by the Victoria staff providing the research schools which all students will be required to attend.

Key personnel from GSNMH, NUS and the health services in Samoa will work together to ensure the course content aligns with the Samoan context and needs. The programme will be delivered under the guidance of a governance group including Associate Professor Hon Luamanuvao Dame Winnie Laban, Assistant Vice-Chancellor (Pasifika) and the Dean of Health at Victoria.

4c. Acceptability to the relevant academic bodies, employers, industry bodies, professional bodies and other relevant bodies

The programme Growing our Own: Samoa Postgraduate Nursing and Midwifery Initiative is founded on the broad objectives of the Strategy for the Development of Samoa, the Education Sector Plan (2013-2018), the Health Sector Plan (2008-2018) and the findings and recommendations of the Senate Programme Review Committee Report in February 2017 on the School of Nursing Programme Review completed in September 2016.

The programme has been negotiated between NUS and Victoria under the Memorandum of Understanding between the two universities which was reconfirmed on 1 March 2018. It has been developed with the participation of Samoan government representatives and New Zealand’s Ministry of Foreign Affairs and Trade. The programmes do not lead to professional accreditation in either Samoa or New Zealand.

A Programme Governance Group including representatives from NUS and Victoria will have oversight of the programme.

4d. Student workload (credit value, level and duration)

The Doctor of Philosophy (PhD) is a 3 EFTS (360 point) qualification. The Master of Health Research, Postgraduate Diploma in Health and Postgraduate Diploma in Nursing Science are 1 EFTS (120 point) qualifications. The Postgraduate Certificate in Nursing Science is a .5 EFTS (60 point) qualification.

No new courses are established. Existing courses in the PGDipHlth, PGCertNS and PGDipNS will be taught as block courses with the same Course Learning Outcomes and total student workload hours. The existing course descriptions apply.

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3 An English for Academic Purposes programme provided by Victoria and tailored to students’ needs will be made available to those students who would benefit from it before embarking on the programme.
4e. Appropriate resources, including academic staff, are available to deliver the programme

All teaching and thesis supervision will be undertaken by academic staff of Victoria University. The recently established Faculty of Health includes the existing Graduate School of Nursing, Midwifery and Health and the Health Services Research Centre, with a new School of Health and Centre for Women’s Health Research established. The Faculty of Health has recruited several additional academic staff at Professorial and Senior Lecturer level and recruitment is continuing.

The responsibilities of Victoria and NUS to ensure teaching space, information technology and other facilities are available are set out in Clause 8 of the Collaboration Agreement.

The Library is relatively well provisioned in terms of its current collections and regular collection development to support the delivery of programmes under the agreement between Victoria and NUS. A review of the Library’s collection (physical and online) indicates that most relevant resources are already available.

Clause 8.3 of the Collaboration Agreement confirms that students will have access to the NUS Library as well as the Victoria Library. The Victoria Library’s existing collection currently supports the postgraduate programmes offered by the Graduate School of Nursing, Midwifery and Health (GSNMH) and the research activities of the Health Services Research Centre and the Centre for Women’s Health Research, as well as the health related courses being offered in other disciplines. The Victoria Library is also supporting the multi-disciplinary Bachelor of Health programme introduced from 2018 and from 2019 will support the new Master of Health and Professional Doctorates.

The Victoria Library is well-placed to support the delivery of programmes in Samoa as, wherever possible, the Library already seeks to provide resources electronically to enable greatest access and for efficient use of space. The Library already subscribes to the standard online databases that will be required for support of PhD and Master’s thesis students in Samoa and the delivery of the Postgraduate Diplomas. Provision of further databases/journal packages will be made if required.

PhD and Master of Health Research thesis students are expected to focus on topics of relevance to health in Samoa and the course work and assessment items for the Postgraduate Diplomas will also reflect the Samoan context and needs. The Victoria Library holds relevant resources to support Victoria’s Samoan Studies programme offered by Va’aomanū Pasifika and other programmes including development studies. These can be supplemented as required for students’ topics, including through the use of interloan. PhD and Master of Health Research students requiring special resources for their thesis can access the Library’s postgraduate fund.

Through the NUS Library students can access locally-based research and information to support their studies.

4f. Assessment methods, criteria and moderation procedures are consistent with the New Zealand based programme delivery

All students will be assessed and examined in accordance with Victoria’s Assessment Policy, Doctoral Policy: for PhD and other Doctorates with Theses, and Master’s Thesis Regulations. There will be no change to assessment within existing courses. Thesis and course work students will receive formative feedback during their programme in the same way as students enrolled in these programmes at Victoria. Current moderation practices, including external moderation will continue. These moderation procedures are consistent with the approved Assessment and Moderation Procedure for the Faculty of Health.

4g. Effective student and academic support services are provided together with relevant and accurate information for intending and enrolled students

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These policies and regulations can be accessed at:
http://www.victoria.ac.nz/about/governance/strategy/policies
Enrolment of the students will be managed by the Faculty of Health, in conjunction with the Faculty of Graduate Research for PhD students, Victoria Link and the Graduate School of Nursing, Midwifery and Health. Information for students, including information about entry requirements and application processes will be developed by the Graduate School in conjunction with NUS.

Students will interact with Victoria academic staff through face-to-face block teaching and supervision, supplemented by online interaction and, for PhD and MHR students, attendance at research schools in Samoa and, for the PhD students, at Victoria. Students will be supported through regular Skype and email interaction with supervisors as is normal practice for distance students in the Graduate School of Nursing, Midwifery and Health, as well as two or three additional intensive week-long workshops in Samoa each year.

Students will have access to Victoria’s Pasifika support services as distance students. A Programme Advisory Group has been established that includes sector representation from NUS and the health sector in Samoa. The teaching team has significant experience in working with Pasifika students and the support of Victoria’s AVC Pasifika.

PhD and MHR students will be provided with resources as per the Minimum Resources Agreement (MRA) for Thesis Students agreed between the Postgraduate Students Association and Victoria. As all students will be NUS staff they will continue to access office space at NUS and the MRA will be particularly relevant to the resources provided during their time at Victoria.

4h. Provisions for the management of students are in place should the offshore delivery of the programme cease

Clause 15.2 of the Collaboration Agreement confirms that “Before termination … becomes effective, the Parties will put in place alternative arrangements to ensure that Students are not prejudiced by the termination … [and] Any such alternative arrangements must comply with Victoria Policy.” By “Academic Policy” the Collaboration Agreement is referring to Victoria’s academic regulations including the “Transition from Earlier Regulations” provisions in Section 23 (a) of the Personal Courses of Study Regulations.

4i. The offshore delivery of the programme has been included in the university’s quality assurance systems.

The University’s offshore delivery is part of the University’s quality assurance systems, inter alia: oversight through normal faculty and university approval processes, adherence with the Assessment Handbook and student feedback processes, and inclusion within the terms of reference of academic programme reviews. Moderation oversight is covered by the Faculty of Health, and in the case of PhD students Faculty of Graduate Research, moderation procedures. Responsibility for both the international and academic portfolios are held within the position of the Vice-Provost (Academic) to facilitate an integrated approach to quality assurance.

The programmes are included in Victoria’s regular monitoring and review procedures which will pay particular attention to the programmes as delivered at NUS.
Section 5: CUAP checklist

Requirements for universities delivering qualifications offshore without an overseas partner institution (2018 CUAP Handbook, section 13.5)

<table>
<thead>
<tr>
<th>Evidence</th>
<th>Report reference</th>
<th>Collaboration agreement reference</th>
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</thead>
<tbody>
<tr>
<td>The design of the programme is suited to delivery in the host country and suited to the needs of the intended students</td>
<td>Section 3</td>
<td></td>
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<tr>
<td>The following aspects of the programme to be delivered offshore are comparable to the New Zealand based programme delivery:</td>
<td></td>
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<tr>
<td>• programme learning outcomes</td>
<td>Section 4a</td>
<td></td>
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<tr>
<td>• content</td>
<td>Section 4b</td>
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<tr>
<td>• acceptability to the relevant academic bodies, employers, industry bodies, professional bodies and other relevant bodies</td>
<td>Section 4c</td>
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<tr>
<td>• student workload (credit value, level and duration)</td>
<td>Section 4d</td>
<td></td>
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<tr>
<td>Appropriate resources, including academic staff, are available to deliver the programme</td>
<td>Section 4e</td>
<td>Clause 8.3</td>
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<tr>
<td>Assessment methods, criteria and moderation procedures are consistent with the New Zealand based programme delivery</td>
<td>Section 4f</td>
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<tr>
<td>Effective student and academic support services are provided together with relevant and accurate information for intending and enrolled students</td>
<td>Section 4g</td>
<td>Clauses 7.4 and 8.6</td>
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<tr>
<td>Provisions for the management of students are in place should the offshore delivery of the programme cease</td>
<td>Section 4h</td>
<td>Clause 15.2</td>
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<tr>
<td>The offshore delivery of the programme has been included in the university’s quality assurance systems.</td>
<td>Section 4i</td>
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COLLABORATION AGREEMENT

DATED:

PARTIES

1 Victoria University of Wellington, a university established under the Education Act 1989, ("Victoria")

2 National University of Samoa (NUS) established under the NUS Act 2006.

(the Parties)

BACKGROUND

A. The Parties wish to collaborate in the provision of postgraduate education and research in order to enhance professional development for NUS academic staff, further develop the Parties' research strengths and enhance their international recognition.

B. The Parties have complementary research capabilities and facilities and a shared interest in promoting and enhancing the postgraduate research culture within Samoa.

C. This is a non-exclusive relationship and each Party shall be free to make similar arrangements with other organisations.

VISION

A. The Parties believe that their Collaboration will promote educational co-operation and foster postgraduate research and training.

B. The Collaboration will be built on excellence in research and postgraduate supervision and teaching. On this foundation, the Collaboration can significantly enhance postgraduate education and research within New Zealand and Samoa.

C. The Collaboration will be highly valued by the Parties and their communities of interest including Students, the Governments of New Zealand and of Samoa, and the relevant international communities of scholars.

OBJECTIVES

In establishing the Collaboration, the Parties agree to work together to:

A. enhance professional development opportunities for NUS academic employees;

B. provide student and staff exchanges;

C. provide for visits by officials from each Party to further enhance collaborative relations;

D. provide scholarships for study towards postgraduate research qualifications;

E. share facilities, equipment and data in relevant areas of mutual research;

F. offer professional advice and support;

G. allow for collaborative supervision and research; and

H. identify other areas of potential collaboration.
TERMS OF THIS AGREEMENT

1. DEFINITIONS AND INTERPRETATION

1.1 Definitions: In this Agreement, unless otherwise provided or the context otherwise requires, the following terms have the following meanings:

**Background IP** means all Intellectual Property rights owned or licensed by a Party prior to the date of this Agreement and any Intellectual Property rights devised or created by a Party outside the Collaboration or this Agreement.

**NUS Employee** means an academic member of staff employed by NUS.

**Exchanges** means a staff and/or student exchange as approved by both Parties.

**Collaboration** means the collaboration between the Parties under this Agreement.

**Confidential Information** means all information of a Party and all information about or generated in the course of the Collaboration or otherwise pursuant to this Agreement, including without limitation:

(a) information about any Project or any research work or any commercialisation or development opportunity;

(b) information about prior or proposed research work by any Party;

(c) the contents of this Agreement,

excluding any information that is already in the public domain or which by its very nature is not sensitive or confidential.

**Intellectual Property** means all intellectual and industrial property rights and interests (including common law rights and interests) in any jurisdiction including (without limitation) patents, trademarks, trade names, service marks, design rights, registered or otherwise and all goodwill rights associated with such works, copyright, database rights, circuit layouts, domain names, applications to register any of the same rights, trade secrets, rights in unpatented know-how and inventions, ideas, concepts, tools, techniques, computer program code, data, discoveries, developments, information and logical sequences (whether or not reduced to writing or other machine or human readable form) and rights of confidence.

**Net Proceeds** means royalties, benchmark and milestone payments and similar payments or consideration arising out of the commercialisation of New IP, minus reasonable direct expenses incurred by any person or Party responsible for commercialisation (including their respective agents) in connection with such commercialisation, including the costs associated
with protection of any New IP and reasonable marketing costs.

**New IP**
means all Intellectual Property rights (including those associated with modifications, enhancements and derivative works of Background IP) devised or created by a Party or the Parties within the Collaboration or under this Agreement.

**Scholarship**
means a scholarship offered under clause 7.

**Steering Committee**
means the steering committee for the Collaboration, established pursuant to clause 6.1.

**Student**
means any research Master's or doctoral student, except where a context explicitly provides for other enrolled students.

**Victoria Policy**
means any relevant Victoria statute, policy, regulation, procedure or guideline.

**Working Day**
means a day on which registered banks are open for general banking business in Wellington or Apia other than a Saturday, Sunday or a day on which Victoria is closed (as defined each year in the Victoria University calendar).

1.2 **Interpretation**
In this Agreement, unless the context otherwise requires:

(a) a reference to a document or instrument includes the document or instrument as novated, altered, supplemented or replaced from time to time;

(b) a reference to a Party is to a Party to this Agreement, and includes that Party's executors, administrators, successors and permitted assigns;

(c) a reference to a person includes a natural person, partnership, body corporate, association, governmental or local authority or agency or other entity;

(d) a reference to a statute, ordinance, code or other law includes regulations and other instruments under it and consolidations, amendments, re-enactments or replacements of any of them.

2. **TERM OF THIS AGREEMENT**

2.1 **Term:** This Agreement will commence on the date it is signed by all of the Parties and will continue in force until terminated in accordance with clause 14.

2.2 **Review:** This Agreement and its operation will be reviewed every three years by the Steering Committee which will recommend to the Parties' signatories whether to continue with, alter or terminate it.
3. RELATIONSHIP

3.1 **Collaboration:** The Parties agree that the overarching principle of their relationship will be 'collaboration' and accordingly that their relationship will recognise and include the following principles:

(a) the establishment of a relationship based on mutual trust;

(b) the shared intention to achieve the Objectives by working together constructively and harmoniously;

(c) the maximising of each of the Party's respective benefits;

(d) openness, promptness, consistency and fairness in all dealings and communications between the Parties and their agents and representatives; and

(e) open, prompt and fair notification of any differences or disputes which may arise between the Parties, and a shared commitment to find a timely and just resolution of such differences or disputes.

3.2 **Co-operation:** The Parties agree to co-operate with each other and act in good faith towards each other in relation to the Collaboration.

3.3 **Notification:** In the event that either Party becomes aware of an issue or situation that could impact on the relationship or the Collaboration, that Party will notify the other Party as soon as possible and the Parties will work together to resolve the issue or situation in a way that is mutually satisfactory.

4. SCOPE OF THE COLLABORATION

4.1 **Scope:** The Collaboration will focus predominantly on the delivery of postgraduate courses to NUS academic staff and the development of postgraduate research and researchers. Other areas of collaborative activity may emerge, including collaboration in taught postgraduate coursework, research collaboration, and the provision of professional training and development.

5. REPRESENTATIVES:

5.1 Each party will appoint a representative to oversee and facilitate implementation of this Collaboration Agreement in cooperation with other appropriate staff. The Parties have appointed the following initial representatives:

**Victoria:** Sue O'Donnell, Manager, Scholarships and PhD Admissions

**NUS:** Professor Fui Le'apai Tu'ua Asofou So'o, Vice-Chancellor.

6. STEERING COMMITTEE

6.1 **Establishment of a Steering Committee:** The Parties will establish a Steering Committee, comprising:

(a) NUS: Professor Fui Le'apai Tu'ua Asofou So'o, Vice-Chancellor.

(b) NUS: Maugaalii'Ufagalilo Diana Mualia, Deputy Vice-Chancellor, Corporate Services;

(c) VUW: Hon Luamanuvaao Dame Winnie Laban, DNZM, Assistant Vice-Chancellor (Pasifika);

(d) VUW: Professor Peter Whiteford, Dean, Faculty of Graduate Research.
6.2 **Ability to co-opt:** The Steering Committee may co-opt additional members from time to time as required to achieve appropriate balance or expertise.

6.3 **Role of the Steering Committee:** The role of the Steering Committee is to:

(a) provide advice and support as appropriate to those involved in the Collaboration;
(b) promote the collaborative activities amongst external bodies;
(c) provide opportunities for the professional development of NUS employees, including any enrolled as postgraduate students at Victoria;
(d) notify the Parties of any New IP having commercialisation potential; and
(e) oversee at a governance level the operation of the Collaboration.

Nothing in this clause 6.3, or in any other provision conferring powers on the Steering Committee, is intended, however, to derogate from the Parties' ultimate decision-making powers as the parties to the Collaboration.

6.4 **Meetings:** The Steering Committee will meet at least twice a year at an agreed location. Except as described in this Agreement, the Steering Committee will be free to set and regulate its own procedure.

6.5 **Chair:** The Steering Committee will be chaired by one of its members appointed on a rotational basis between the Parties to hold office for a one year term.

6.6 **Records:** The Chair shall ensure that minutes of each meeting of the Steering Committee are kept and circulated to all Steering Committee members and that other relevant records are kept.

6.7 **Decision-making:** Decisions of the Steering Committee shall be made by simple majority. Each member of the Steering Committee shall have one vote. Any unresolvable deadlock at a Steering Committee level will be resolved pursuant to clause 17.

7. **SCHOLARSHIPS**

7.1 Victoria will make the following postgraduate scholarships available to NUS employees:

(a) two scholarships will be available each year;
(b) the field of study is open to any discipline;
(c) each scholarship will be available to NUS staff for study within a doctoral or research Masters programme;
(d) the scholarships will have the same value as Victoria doctoral or research masters scholarships and be available for the same terms and under the same conditions;
(e) the student must be accepted by the relevant school for entry to the relevant degree programme to be eligible for the scholarship;
(f) when agreed by both Parties, up to one trimester of preparatory coursework may be funded prior to the commencement of the research programme; and
(g) if no suitably qualified candidate/s can be found within any one year fewer or no scholarships may be awarded.

7.2 Recipients of any scholarship under this Collaboration Agreement will be bonded to return to NUS on completion of their study programme. The terms of the bond will be specified in the individual Scholarship contract.
7.3 Scholars will be expected to advise the NUS if they make any significant change to the topic of research, or if they suspend their registration for any period of time. VUW agrees to inform NUS of each scholars' progress, including in any coursework approved as part of the scholarship.

7.4 NUS will advertise and promote the scholarships to its staff in accordance with its own timetable and in order to meet its own planning needs for the provision of teaching and other staffing requirements. Applicants for the VUW scholarships must apply online through the VUW applications portal by 1 August. VUW schools will make their decisions about the admissibility of the applicants by 31 August, and advise the VUW Scholarships office. Ranking of successful applicants will take place at NUS and be completed by 30 September.

8. **POSTGRADUATE PROGRAMMES**

8.1 Victoria will offer its Doctor of Philosophy, Master of Health Research, Postgraduate Certificate and Postgraduate Diploma in Nursing Science, and Postgraduate Diploma in Health to academic staff of NUS' School of Nursing as agreed between the Parties.

8.2 NUS and Victoria will collaborate in the selection of academic staff of NUS' School of Nursing to participate in the postgraduate programmes listed in clause 8.1.

8.3 Victoria will be responsible for all teaching and supervision associated with the programmes and NUS will provide the teaching and learning facilities and equipment, access to NUS IT systems and university library for students and Victoria staff, and on-site teaching and IT support required for the delivery of the programmes in Samoa.

8.4 NUS will facilitate the release of the academic staff selected for the programmes to enable them to attend orientations, research schools, block teaching periods, on-line teaching, supervision sessions and oral examinations, as required by the programmes.

8.5 Victoria will keep NUS informed of each students' progress.

8.6 **Selection of Students:** Each Party will ensure that any of its staff members who may be appointed to a Student's supervisory team will, in conjunction with the relevant Victoria schools and in accordance with Victoria Policy:

(a) review the quality and relevance of Student research proposals; and

(b) undertake due diligence in the selection of potential Students.

Note: in the first instance, only Victoria staff will be appointed supervisors of students completing the programmes included in Section 8 of this Agreement. This provision may be reviewed at a later date.

However, the final decision on enrolment rests with Victoria in accordance with Victoria Policy. Applicants will be expected to meet all standard admission requirements including those relating to academic background and to English language proficiency. Final approval of admission of all candidates is made by the Dean of the Faculty of Graduate Research (Victoria) and, for the programmes included in clause 8.1, the Director of the Graduate School of Nursing, Midwifery and Health.
9.0 **Compliance with Victoria Policy:** The Parties will ensure that NUS Employees are aware of, and comply with, any relevant Victoria Policy (including health and safety, intellectual property and regulations relating to Master’s and doctoral candidacies).

10.0 **INTELLECTUAL PROPERTY**

10.1 **Background IP:** All Background IP owned or licensed by a Party will continue to be owned or licensed by that Party.

10.2 **License of Background IP:** Each Party grants the other Party a royalty-free, non-exclusive, non-transferable, non-sublicensable, worldwide and perpetual licence to use its Background IP to the extent necessary to undertake the Collaboration.

10.3 **New IP:** Unless the Parties agree otherwise:

   (c) ownership of New IP which is jointly invented, discovered and/or developed will be jointly owned by the Parties in equal shares; and

   (d) ownership of New IP that is invented, discovered and/or developed solely by one Party will be owned by that Party.

10.4 **Licenses of New IP:** Each Party grants the other Party a royalty-free, non-exclusive, non-transferable, non-sublicensable, worldwide and perpetual licence to use its New IP:

   (e) to the extent necessary to undertake the Collaboration and to comply with its obligations under this Agreement; and

   (f) in the case of Victoria, for academic research and educational purposes.

10.5 **Notice of New IP with commercialisation potential:** Where a Party develops any New IP having commercialisation potential, it will promptly inform the other Party and the Steering Committee of the specific nature of that New IP.

10.6 **Staff and Student Intellectual Property:** Notwithstanding any other clause of this Agreement, the Parties acknowledge that ownership of Intellectual Property created by Victoria staff and Students (including NUS Employees) will be governed by Victoria’s Intellectual Property Policy.

11. **PROTECTION**

11.1 **Notice:** Each Party will immediately notify the other Party and the Steering Committee if it becomes aware or suspects that:

   (a) any third party’s intellectual property infringes New IP; or

   (b) the New IP infringes any third party’s intellectual property.

11.2 **Protection generally:** Pursuing, obtaining, maintaining or enforcing intellectual property protection (including all costs thereof) of Background IP and any New IP solely owned by one Party, will be the responsibility of that Party.

11.3 **Protection of jointly owned New IP:** Where one Party wishes to pursue, obtain, maintain or enforce intellectual property protection of jointly owned New IP, that Party will advise the Steering Committee. If approved by the Steering Committee, pursuing, obtaining, maintaining or enforcing intellectual property protection will be the responsibility of Victoria and the Parties will agree on how costs are to be shared between them.

11.4 **Action or proceedings:** If, following approval from the Steering Committee, Victoria institutes any action or proceedings as a result of any infringement or potential infringement of New IP, the
Steering Committee will agree on each Party's entitlement to any damages or other compensation recovered after Victoria has first recovered the actual costs incurred by it in relation to the action or proceedings.

11.5 Co-operation: NUS will provide all reasonable co-operation and assistance in connection with any protection of jointly owned New IP under clause 9.3 and any action or proceedings instituted by or against Victoria under clause 9.4, including:

(a) giving Victoria all information held by NUS that is required for the protection or proceedings;
(b) making its personnel available to give statements, advice and evidence;
(c) not, except to the extent required by law, entering negotiations, making settlements or otherwise taking any action in relation to such protection or proceedings without Victoria's prior written consent; and
(d) giving Victoria sole control of the conduct of the protection or proceedings and all negotiations for its settlement or compromise.

11.6 Avoidance of Disclosure: The Parties shall ensure that they (and their staff and Students) do not do anything to adversely affect the grant anywhere in the world of any patent or other protection of the New IP unless otherwise agreed in writing by the Parties. Specifically the Parties shall treat all Intellectual Property as confidential and shall not disclose or publish (other than in accordance with clauses 13 and 14) information relating to any Background IP and New IP without the prior written consent of the other Party.

12. COMMERCIALISATION

12.1 Commercialisation: Where any New IP may have commercialisation potential, the Parties will discuss in good faith any relevant commercialisation opportunities and agree on an appropriate commercialisation mechanism (including who will have responsibility for commercialisation).

12.2 Benefit Sharing: Each Party shall have a share of the Net Proceeds from commercialisation of New IP. Unless the Parties agree otherwise, the division of Net Proceeds between the Parties shall be dependent upon the final relative input each Party makes to the final product, process or application commercialised.

13. CONFIDENTIALITY

13.1 Confidentiality: Each Party agrees in respect of any and all Confidential Information to:

(a) keep it confidential at all times;
(b) not disclose it to a third party except under equivalent terms of confidentiality applying herein and with the prior written consent of the owner(s) of the Confidential Information; and
(c) ensure that prior to any internal discussion of the Confidential Information all staff or Students involved are aware of and comply with the provisions of this clause.

13.2 Obligations of confidentiality: The obligations of confidentiality set out above do not apply to any disclosure of Confidential Information required by law, court order or where the Confidential Information is already in the public domain, other than through breach of this clause 13.
14. PUBLICATIONS AND PUBLICITY

14.1 Right to publish: Notwithstanding clause 13, each Party (including staff and Students) retains the right to publish its research outputs related to a Project in appropriate media (including academic journals, theses, publication or public research seminars or conference papers) subject to:

(a) the provisions of this Agreement;
(b) any necessary protection of New IP being obtained; and
(c) the provisions of Victoria Policy.

14.2 Publication Responsibility: Where a Party (including a Party’s staff or Students) intends to publish research outputs relating to a Project, that Party must:

(a) Notify the other Party of the proposed publication and of the research outputs being published;
(b) Ensure that the other Party and any other relevant people (such as a Party’s staff and Students) are appropriately attributed in the publication;
(c) Ensure that, without the prior written approval of the Steering Committee, the publication does not disclose Confidential Information, prejudice any necessary protection of New IP, or prejudice the ability of a Student to submit his or her thesis for examination.

14.3 Rights in relation to third party licences: In situations where a third party has obtained a licence relating to New IP the Parties will use reasonable endeavours to retain the following rights in relation to that New IP:

(a) the ability of both Parties (including staff and Students) to use the licensed IP for research and education purposes and, subject to clause 11 above, the freedom to publish research outputs; and
(b) the ability to provide research data and samples to third parties for non-commercial research.

14.4 Publicity: Neither Party will make any public announcements relating to the Collaboration without the prior consent of the other Party (such consent not to be unreasonably withheld).

15. TERMINATION

15.1 Termination: A Party may terminate this Agreement at any time by giving no fewer than three months’ written notice to the other Party.

Consequences of termination

15.2 Student Supervision: Before termination of this Agreement becomes effective, the Parties will put in place alternative arrangements to ensure that Students are not prejudiced by the termination. Any such alternative arrangements must comply with Victoria Policy.

15.3 Termination without prejudice: Termination of this Agreement will be without prejudice to the rights and obligations of the Parties accrued prior to the date of termination.

15.4 Projects: On termination of this Agreement, where one Party wishes to continue any Project that may be still in progress at the time of termination, then:
(a) the Party that wishes to continue progressing such a Project will use best endeavours to enter into a separate collaboration agreement that will allow the Project to continue to be undertaken by the Parties; and

(b) if any Party chooses not to continue progressing any Project then that Party will, to the extent necessary, grant a non-exclusive licence to the other Party to use any Intellectual Property owned or licensed by that Party and required for the conduct and commercialisation of that Project, and the other Party that wants to continue the Project will have full rights to commercialisation.

15.5 Survival: Clauses 10, 11, 12, 13, 14, 15, 16 and 17 of this Agreement will survive termination and will continue in full force and effect following termination.

16. LIABILITY

16.1 Certain liability excluded: To the extent that a Party is held liable to the other (whether in contract, tort (including negligence or otherwise)), such liability shall exclude any liability for indirect or consequential loss or expense. For this purpose, a loss of revenue or loss of opportunity is not an indirect or consequential loss.

16.2 Indemnity for third party loss: Each Party (the Indemnifying Party) agrees to indemnify and hold harmless the other Party (the Indemnified Party) against all loss, costs, liability and expense suffered or incurred by the Indemnified Party arising as a result of:

(a) any product or process protected by or pertaining to any Background IP contributed by the Indemnifying Party giving rise to a breach of third party intellectual property rights; and

(b) any other liability to a third party arising in connection with the Collaboration or the pursuit of a Project, the intention being that if any such third party liability is attributable to the joint acts or omissions of the Parties, they will jointly bear any liability arising, but if one or other has caused the loss then it will be responsible for it commensurately and agrees to indemnify the other accordingly.

17. DISPUTE RESOLUTION

17.1 Negotiation: In the event of any dispute or difference whatsoever arising between the Parties in connection with the rights or obligations of the Parties under this Agreement, the Parties shall endeavour to resolve the same by negotiation in good faith.

17.2 Escalation to senior executives: Should negotiations fail to resolve any such dispute within 30 days, the dispute may then be referred to each Parties’ most senior executive who shall endeavour to resolve the same by negotiation in good faith.

17.3 Urgent relief: Nothing in this clause shall prevent a Party from applying to a court for urgent relief, including injunctive relief, or taking action for non-payment of any sum payable under this Agreement.

18. GENERAL

18.1 Relationship: Nothing expressed or implied in this Agreement will be deemed to constitute either Party as the partner, joint venture, agent or employee of the other Party.

18.2 No ability to incur obligations: No Party will have the power to incur any obligation on behalf of or incur any liability on the part of the other Party.

18.3 Entire agreement: This Agreement constitutes the entire agreement, understanding and arrangement (express and implied) between the Parties relating to the Collaboration.
18.4 **Force Majeure:** No Party is liable to the other Parties for any failure to perform its obligations under this Agreement by reason of any cause or circumstance beyond the Party’s reasonable control including acts of God, communications line failures, power failures, riots, strikes, fires, wars, pandemics or natural disasters.

18.5 **Governing law:** This Agreement is governed by the laws of New Zealand and the Parties agree to submit to the non-exclusive jurisdiction of New Zealand courts.

18.6 **No Assignment:** This Agreement is personal to the Parties and none of the rights or obligations of either of them may be assigned or transferred without the prior written consent of the other.

18.7 **Counterparts.** This Agreement is properly executed if each Party executes this Agreement or an identical document. In the latter case, this Agreement takes effect when the separately executed documents are exchanged between the Parties.

18.8 **Notices:** Any notices given under this Agreement shall be given in writing either by:

(a) mailing by pre-paid post;

(b) e-mail transmission; or

(c) personal delivery,

to the following addresses (or at such other address for a Party as shall be specified by like notice):

<table>
<thead>
<tr>
<th>Party</th>
<th>Victoria University of Wellington</th>
</tr>
</thead>
<tbody>
<tr>
<td>Addressee</td>
<td>Sue O’Donnell</td>
</tr>
<tr>
<td>Address</td>
<td>PO Box 600, Wellington</td>
</tr>
<tr>
<td>Email</td>
<td><a href="mailto:sue.odonnell@vuw.ac.nz">sue.odonnell@vuw.ac.nz</a></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Party</th>
<th>National University of Samoa</th>
</tr>
</thead>
<tbody>
<tr>
<td>Addressee</td>
<td>Professor Fui Le’apai Tu’ua Asofou So’o</td>
</tr>
<tr>
<td>Address</td>
<td>PO Box 1622, Apia</td>
</tr>
<tr>
<td>Email</td>
<td><a href="mailto:a.soo@nus.edu.ws">a.soo@nus.edu.ws</a></td>
</tr>
</tbody>
</table>

18.9 **Delivery of notices:** A notice will be deemed to be received:

(a) in the case of a communication sent by post, on the second Working Day after posting;

(b) in the case of an email, on the Working Day on which it is transmitted or, if transmitted after 5.00 p.m, on the next Working Day after the date of transmission; and

(c) in the case of personal delivery, when delivered.
Signed for and on behalf of the National University of Samoa by:

[Signature]

Authorised Signatory

Signed for and on behalf of the Victoria University of Wellington by:

[Signature]

Authorised Signatory

08/02/2019
MEMORANDUM OF UNDERSTANDING

DATED: 1 March 2018

PARTIES

1. Victoria University of Wellington, Wellington, New Zealand (Victoria)

2. The National University of Samoa, Apia, Samoa (NUS)

(the Parties)

TERMS OF THIS MOU

1. COLLABORATION

1.1 The purpose of this Memorandum of Understanding (MoU) is to promote scientific and educational co-operation between the parties. The parties enter into this agreement in the belief that the research at both institutions will be enhanced through this agreement.

1.2 In particular, the parties seek to work together in the development of research collaborations through the enhancement of professional development opportunities for NUS staff;

(a) for student and staff exchanges;

(b) to provide for visits by officials from each party to further collaborative relations;

(c) for scholarships;

(d) for collaborative supervision and research; and

(e) to identify other areas of potential collaboration.

1.3 Any collaborative arrangements established under the framework of this MoU will be documented by way of a separate formal agreement (Collaboration Agreement). The parties will endeavour to ensure that any Collaboration Agreement is signed within 3 months of the Commencement Date. In the event of any conflict between a Collaboration Agreement and this MoU, the Collaboration Agreement will prevail.

2. TERM AND TERMINATION

2.1 This MoU is effective from the date that it is signed by both parties (Commencement Date) and will continue in force for 5 years from the Commencement Date unless terminated in accordance with clause 2.2.

2.2 Either party may terminate this MoU at any time without cause by giving the other party 30 days' notice in writing. Such termination will not affect the validity and continuity of any Collaboration Agreement.

3. REPRESENTATIVES

3.1 Each party will appoint a representative to oversee and facilitate implementation of this MoU in cooperation with other appropriate staff. The parties have appointed the following initial representatives:

Victoria: Sue O'Donnell, Manager, Scholarships and PhD Admissions Office, sue.odonnell@vuw.ac.nz
3.2 Either party may change its representative by notice to the other party. No representative will have the power to vary or amend this MoU.

3.3 The parties will endeavour to ensure that their representatives meet on or around each anniversary of the Commencement Date to review the terms and implementation of this MOU.

4. INTELLECTUAL PROPERTY

4.1 Each party will retain ownership of all intellectual property that exists as at the Commencement Date. Where any intellectual property is created in connection with this MoU, ownership of that intellectual property will be shared. Detailed provisions relating to intellectual property created in connection with any collaborative arrangement documented by way of a Collaboration Agreement will be set out in that Collaboration Agreement.

5. CONFIDENTIALITY AND PUBLICITY

5.1 Each party agrees to keep all matters relating to this MoU confidential, except where such information is already in the public domain and/or where disclosure is required by law including under the Official Information Act 1982 (including any associated regulations and successor legislation). No party will make any public announcement relating to this MoU without seeking prior input from the other party.

6. GENERAL

6.1 Relationship of the Parties: Nothing in this MOU will:

(a) be interpreted as creating a relationship of partnership, agency, trust or any fiduciary relationship between the parties;

(b) diminish the autonomy of either party, nor will any constraint be imposed by either party on the other in carrying out this MoU.

6.2 Non-binding: This MoU is not intended to be legally binding or create any binding or legal obligations on either party.

6.3 Costs: Each party will meet its own costs incurred in relation to this MOU.

6.4 Amendments: This MOU may be amended at any time by written agreement of both parties.

6.5 Assignment: Neither party may transfer, assign or sub-contract this MoU or any rights or obligations under this MoU without the consent of the other party not to be unreasonably withheld.

6.6 Dispute Resolution: In the event of any disagreement or dispute between the parties, they will seek to resolve it amicably and constructively between themselves.

6.7 Counterparts: This MoU may be executed in any number of counterparts including where exchanged by email, each of which will be deemed an original, but all of which together will constitute one instrument.
Signed for and on behalf of
Victoria University of Wellington by:

Authorised Signatory

KATHRYN M. McGRATH

Name

Vice-Provost (Research)

Position

Signed for and on behalf of
The National University of Samoa by:

Authorised Signatory

Name

Vice Chancellor

Position
MEMORANDUM

To Academic Board
From Professor Linda Trenberth, Vice-Provost (Academic)
Date 28 February 2019
Subject Academic programme reviews – Completions and Updates

Executive Summary
The implementation plans for three programmes are attached for the noting of Academic Board.

The following programmes have completed their implementation of the reviews recommendations:

1. Economics and Finance Programmes
2. Taxation Programme

The following programme is still in progress with implementing the recommendations, and is providing an update to the Board on progress:


The progress reports for all reviews have been approved by the Pro Vice-Chancellor/Dean, and Faculty Management Team for the Victoria Business School.

Enclosed
Programme Review progress updates for the following programmes:

I. Economics and Finance
II. Taxation
III. Management, Human Resource Management and Industrial Relations, Tourism Management
ACADEMIC PROGRAMME REVIEW
IMPLEMENTATION PROGRESS REPORT

Review of Economics and Finance

*Date the Implementation Plan was approved by Academic Board: 14/11/17*

*This progress report covers the period: 26/04/18 to 4/02/19*

<table>
<thead>
<tr>
<th>Approval</th>
<th>Date</th>
<th>Recorded by</th>
</tr>
</thead>
<tbody>
<tr>
<td>Head of School</td>
<td>4/02/2019</td>
<td>Jack Robles</td>
</tr>
<tr>
<td>PVC/Dean</td>
<td>7/02/2019</td>
<td>Brenda Bongiovanni</td>
</tr>
</tbody>
</table>

*Please send this progress report in electronic form to the Reviews Advisor, Academic Office edward.schofield@vuw.ac.nz*

**Progress Report**

<table>
<thead>
<tr>
<th>No.</th>
<th>Recommendation</th>
<th>Actions update</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Work together in a holistic way to review the overall structure of the undergraduate curriculum, for both Economics and Finance, and identify areas for improvement. In particular, the following should be addressed:</td>
<td>(f) <strong>Actioned.</strong> (This one comes out of order because the outcome from this committee’s meeting determines our response to the other suggestions.) We have formed a committee to look at these issues. This committee includes: Jim McElwain (chief exec for INFINZ,) John McDermott (Assistant Governor and Head of Economics for the RBNZ,) and Katy Krauts (student.) Katy majored in both economics and finance. Also included on this committee were the HoS, the Deputy HoS, and the undergraduate programme director.</td>
</tr>
<tr>
<td></td>
<td>a) Consider whether both FINA 201 and FINA 211 need to be offered.</td>
<td>(a) <strong>Declined.</strong> The external members of the committee were emphatic in their belief that these courses should be kept separate. We intend to follow their suggestion.</td>
</tr>
<tr>
<td></td>
<td>b) Investigate how to take advantage of the opportunities that the co-location of Economics and Finance in the same School can provide for both curricula.</td>
<td>(b) <strong>Actioned.</strong> We do a fair bit of this already. However, we will continue to keep our eyes open for opportunities in the future.</td>
</tr>
<tr>
<td></td>
<td>c) Consider making QUAN 201 a core requirement for the Economics and Finance majors.</td>
<td>(c) <strong>Actioned.</strong> Subject to Academic Board Approval, students starting in 2019 or later will be required to take one of: QUAN 201, QUAN 203 or MATH 277.</td>
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<td></td>
<td>d) Consider relabelling the QUAN courses.</td>
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<td></td>
<td>e) Consider the variety of assessment in the upper levels, paying attention to writing and communication skills.</td>
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<td></td>
<td>f) Involve external stakeholders, employers and students in the curriculum review of the programmes.</td>
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<td>No.</td>
<td>Recommendation</td>
<td>Actions update</td>
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<tr>
<td>2.</td>
<td>Require QUAN 201 as a pre-requisite for Honours in both Economics and Finance, regardless of whether it becomes a core requirement for the Economics and Finance undergraduate majors. This will need to be clearly communicated to prospective Honours students in the 100- and 200-level cohorts.</td>
<td>(d) <strong>Declined.</strong> The main motivation for this change was to get more students to take QUAN 201. We expect the change in major requirements to accomplish this. With that accomplished, we felt that the main outcome from a name change would be confusion.</td>
</tr>
<tr>
<td>3.</td>
<td>Within the overall curriculum, consider using more examples from the research of colleagues and examples that highlight New Zealand, Māori, and Pacific contexts.</td>
<td>(e) <strong>Actioned.</strong> The committee was satisfied that the variety of assessment was appropriate given the constraint under which we operate. However, it was suggested that we look for opportunities to give student more practice writing. We intend to look for such opportunities.</td>
</tr>
<tr>
<td>4.</td>
<td>Review, in tandem with the curriculum review suggested in Recommendation 1, the variety and appropriateness of teaching methods across the School, and the use of technologies that actively engage students in learning.</td>
<td><strong>Declined.</strong> This recommendation did not meet with the approval of Academic Committee. However, we are committed to strongly encouraging students to take QUAN 201 as a preparation for Honours. We have started to do this through the letters that we now send to qualified students at the end of each semester.</td>
</tr>
<tr>
<td>5.</td>
<td>Liaise with students to explore the possible formation of a student-led Economics and Finance club and/or identify ways for students to feel more a part of the academic and local economics and finance communities.</td>
<td><strong>Actioned.</strong> The committee felt that the distribution of examples from NZ, Māori, Pacific, and (non-Pacific) international contexts was appropriate. To be clear, we view this as distinct from bringing a Māori <strong>perspective</strong> to course content. The subject of Māori perspective is discussed below.</td>
</tr>
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</table>

**Actioned.** The committee was generally satisfied with our use of technology in the class room. However, they did suggest that we would benefit from looking for more opportunities to use technology as a means for giving students more opportunities to practice problems. We will investigate such opportunities.

**Actioned.** There are two economics clubs. MADE is more the standard club. It is limping along. If there is sufficient interest, we will investigate revitalizing it. “Rethinking Economics” seems to be thriving. It has a very particular focus, which may or may not leave room for MADE to exist.

This finance club is up and running.
<table>
<thead>
<tr>
<th>6.</th>
<th>Ensure that students are aware of all of the options at postgraduate level, and create a way to communicate more clearly the available pathways.</th>
<th><strong>Actioned.</strong> In 2017, SEF began sending qualified students letters. These letters communicate the requirements for Honours, and also directed them to the Honours PD if they had further questions.</th>
</tr>
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<tbody>
<tr>
<td>7.</td>
<td>Investigate what may lie behind the gender imbalance among students and whether more needs to be done to recruit and retain more women students at all levels of study.</td>
<td><strong>Actioned.</strong> The female representation in undergraduate economics is consistent with the numbers from other NZ universities. It seems to be a general phenomena. SEF has identified two women professional economists interested in speaking to our students. However, “Rethinking Economics” feels that this is outside of their scope and were not interested. We are having them speak in our 100 level economics courses.</td>
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<tr>
<td>8.</td>
<td>Investigate ways in which the School could retain more Māori and Pasifika students to progress after 100 level in Economics and Finance courses. This should involve: a) Liaising with the offices of the AVC Pasifika and DVC Māori to identify and analyse data to understand where Māori and Pasifika students are going after 100 level. b) Encouraging academic staff members to complete the Te Hāpai programme to improve engagement with Māori culture. c) Finding ways to incorporate more mātauranga Māori and Pacific perspectives in the curricula.</td>
<td>a) <strong>Actioned.</strong> SEF considered this a reasonable Master’s project. The AVC Pasifika and the DVC Māori were informed and expressed no discouragement. Funding to support this research has been identified. However, a combination of bureaucratic and resource issues prevented us from running this project. b) <strong>Actioned.</strong> The HoS used the last set of PDCP meetings to encourage staff to take these programmes. He has taken a class himself to lead by example. c) <strong>Actioned.</strong> There are courses for which a Māori perspective would provide very good content. As was mentioned in the implementation plan, SEF lacks staff possessing mātauranga Māori. Consequently, we have sought guest speakers. In this search we have liaised with VBS’s Programme Director for the Master of Māori and Indigenous Business and a senior staff member in the School of Māori Studies. We have not been successful, but remain open to opportunities.</td>
</tr>
<tr>
<td>9.</td>
<td>Consider ways in which to increase the recruitment of Māori and Pasifika students at all levels in Economics and Finance. This could include linking with outreach programmes and using role models, and marketing the MPE and MFA programmes to recruit successful Māori and Pasifika professionals.</td>
<td><strong>Actioned.</strong> We have liaised with VBS’s Programme Director of the Master of Māori and Indigenous Business in the search of speakers who might act as such role models. As in 8c, we have not been successful, but remain open to opportunities.</td>
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<tr>
<td></td>
<td>Explore opportunities to further engage with the university’s capital city location. This could include:</td>
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<tr>
<td></td>
<td>a) Using the School’s successful relationship with RBNZ as a model for engaging with other professional bodies.</td>
<td></td>
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<td></td>
<td>b) Appointing a role for industry/community liaison that would include organising a public lecture series and supporting staff engagement.</td>
<td></td>
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<tr>
<td></td>
<td>c) Supporting student engagement with the community and relevant professions. One way to achieve this could be by offering internships.</td>
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<tr>
<td></td>
<td>(a) <strong>Declined.</strong> The engagement with RBNZ is something of a special case because our interests are so heavily aligned. While we are always looking for other engagements, we don't believe that the RBNZ model has much use elsewhere.</td>
<td></td>
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<tr>
<td></td>
<td>(b) <strong>Actioned.</strong> I have discussed this with our dean. He is of the view that this is something better handled centrally by VBS.</td>
<td></td>
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<tr>
<td></td>
<td>(c) <strong>Actioned.</strong> The HoS has made a generally successful effort to get people matched up for summer scholarships. Our dean has made increasing the number of summer scholarship, and the creation of internships a VBS priority which is to be handled centrally.</td>
<td></td>
</tr>
</tbody>
</table>
ACADEMIC PROGRAMME REVIEW
IMPLEMENTATION PROGRESS REPORT

Review of Taxation

Date the Implementation Plan was approved by Academic Board: 17 April 2018
This progress report covers the period: May 2018 to January 2019

<table>
<thead>
<tr>
<th>Approval</th>
<th>Date:</th>
<th>Recorded by:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Head of School</td>
<td>10 December 2018</td>
<td>Marita Lotz</td>
</tr>
<tr>
<td>PVC/Dean</td>
<td>28 January 2019</td>
<td>Brenda Bongiovanni</td>
</tr>
</tbody>
</table>

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Progress Report

<table>
<thead>
<tr>
<th>No.</th>
<th>Recommendation</th>
<th>Actions update</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Enhance the existing recruitment of lecturers through having senior staff in the Taxation programme work with the strategic chairs associated with that programme in order to identify and discuss the opportunities of an academic career with potential candidates</td>
<td>Actioned. The school has recruited two new members of staff who teach in the taxation area, one at senior lecturer level (Benjamin Walker) and one at lecturer level (Kathleen Makale). The latter will commence the position in 2019. In addition, another senior lecturer in the School (Jonathan Barrett) has started teaching in the taxation area.</td>
</tr>
<tr>
<td></td>
<td>a. That the advertisement for any new positions be both at the junior and senior level.</td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td>There needs to be clear communication from the PVC/Dean to all business staff about the Victoria Business Schools teaching allocation model.</td>
<td>Actioned. The PVC/Dean has initiated a VBS-wide review of the workload allocation with the aim of aligning the allocation across all schools.</td>
</tr>
<tr>
<td>3.</td>
<td>To recognise the importance of leadership in the Programme and the need to create a formal position for the leader of the Taxation Programme, that has a mandate and appropriate resources to develop the teaching &amp; research programmes and the strategic objectives &amp; professional outreach of the Taxation Programme.</td>
<td>Actioned. A Professor of Taxation (Lisa Marriott) has been appointed.</td>
</tr>
<tr>
<td>4.</td>
<td>To create a meeting/time/space in the near future to formally discuss and reach a plan for the direction of</td>
<td>Actioned.</td>
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<tr>
<td>No.</td>
<td>Recommendation</td>
<td>Actions update</td>
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</tr>
<tr>
<td>1.</td>
<td>development for the Taxation Programme over the next 5 years in accordance with the Programme, School and Faculty growth agenda(s), connections with industry, distinctiveness, and co-location with government.</td>
<td></td>
</tr>
<tr>
<td>5.</td>
<td>Within 1-2 years, the post of a ‘Professor in Taxation’ be filled, to build on and progress the leadership required to realise the full potential of the Programme.</td>
<td>Actioned. A Professor of Taxation (Lisa Marriott) has been appointed.</td>
</tr>
<tr>
<td>6.</td>
<td>Raise the profile of the Taxation major, both internally (to 100 &amp; 200 level undergraduate students appropriate for each level) and externally.</td>
<td>Actioned. Taxation major has been profiled in selected 100 &amp; 200 level SACL courses.</td>
</tr>
<tr>
<td>7.</td>
<td>Investigate student progression from TAXN 201 to TAXN 301, to ensure that progression is appropriate.</td>
<td>Actioned. In 2018, the same teaching staff taught on TAXN 201 <em>Introduction to Taxation</em> and TAXN 301 <em>Advanced Domestic Taxation</em>, which facilitated effective and coordinated student progression. Different teaching staff are involved in TAXN 201 and TAXN 301 going forward. However, we are confident that previous issues with student progression have been addressed. This has been achieved with the use of consistent teaching materials across different teaching staff and different trimester offerings, together with collaboration on assessments and content.</td>
</tr>
<tr>
<td>8.</td>
<td>To include in existing courses, examples/cases that are illustrative of the diversity of New Zealand businesses. In particular, Māori and Pasifika examples, could be developed by drawing on existing resources at Victoria. These could be digitised to allow for longevity.</td>
<td>Actioned. SACL has spent $20,000 developing Māori and Pasifika teaching resources. The new Government’s Tax Working Group will provide relevant material that can be included in TAXN 305 <em>Tax Policy</em>. The School has identified Māori teaching and engagement as an area of priority arising out of the ‘Your Voice’ survey.</td>
</tr>
<tr>
<td>9.</td>
<td>Reflect on the possibility of enhancing teaching methodology and assessment practices, particularly in the elective courses.</td>
<td>Actioned. A wide range of teaching methodology and assessment practices are being utilised in elective Taxation courses.</td>
</tr>
<tr>
<td>10.</td>
<td>Consider utilising professionals as part of the teaching in the Taxation Programme and as role models for students to see the results of the major. Whenever possible this could include both Māori and Pasifika role models.</td>
<td>Actioned. SACL has incorporated into its teaching team, a former PwC senior taxation partner and a current senior member of the New Zealand Treasury, both of whom have provided tax policy advice to the government. In addition, if possible, Māori and Pasifika presenters will be identified.</td>
</tr>
<tr>
<td>11.</td>
<td>To develop professional links by expanding existing links with industry/government to create continuous engagement with the research of the Programme and the CAGTR.</td>
<td>Actioned. SACL has strong links with the profession, industry and government as part of its expanded network of tax professionals in Wellington.</td>
</tr>
</tbody>
</table>
ACADEMIC PROGRAMME REVIEW
IMPLEMENTATION PROGRESS REPORT


Date the Implementation Plan was approved by Academic Board: 10 October 2017
This progress report covers the period: July 2018 to January 2019

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<thead>
<tr>
<th>Approval</th>
<th>Date:</th>
<th>Recorded by</th>
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<tr>
<td>Head of School</td>
<td>22/01/2019</td>
<td>Urs Daellenbach</td>
</tr>
<tr>
<td>PVC/Dean</td>
<td>28/01/2019</td>
<td>Brenda Bongiovanni</td>
</tr>
</tbody>
</table>

Please send this progress report in electronic form to the Reviews Advisor, Academic Office edward.schofield@vuw.ac.nz

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</thead>
<tbody>
<tr>
<td>1.</td>
<td>Recognise the significance of the MBA and fully utilise its potential for</td>
<td><strong>Actioned.</strong> The positioning of the MBA in the Victoria Business School (VBS) has now shifted to the Faculty level to recognise its significance as a flagship programme. It is being significantly redesigned as an Executive MBA (EMBA) to meet market demand more flexibly. AMBA re-accreditation was achieved in late 2018 for 5 years. This will mean that the Faculty of Commerce (VBS) level will have oversight with continued implementation of recommendations</td>
</tr>
<tr>
<td></td>
<td>supporting Victoria’s aspiration to be a world-leading capital city university.</td>
<td></td>
</tr>
<tr>
<td>1a.</td>
<td>The support for the MBA Programme should be reviewed, at School and/or Faculty</td>
<td><strong>Actioned.</strong> The establishment of a VBS Professional Programmes Board (PPB) and its subsequent review across multiple programmes has led to an amalgamation of support roles across VBS Schools at the Faculty for all professional programmes. This change process is almost complete with final handover to occur in March 2019.</td>
</tr>
<tr>
<td></td>
<td>level, to best enable it to deliver quality teaching and cover the required</td>
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<td></td>
<td>breadth and depth.</td>
<td></td>
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<tr>
<td>1b.</td>
<td>Have regular, more frequent, whole-of-team engagement by MBA teaching staff that</td>
<td><strong>Actioned.</strong> As noted in the previous report, meetings are occurring regularly, both at the start (design, scheduling) and end (debrief, review, grades) of trimesters. (clear process and implementation that will continue in future is in place).</td>
</tr>
<tr>
<td></td>
<td>allows the curriculum to be checked for currency and coherence.</td>
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<tr>
<td>1c.</td>
<td>Adopt a continuous improvement approach by actively and continuously seeking</td>
<td><strong>Actioned.</strong> The process initiated by the PPB will see the MBA programme updated to reflect feedback elicited from a range of stakeholders (students - current, past, prospective) and employers earlier in 2018. Consultation with respect to the MBA redesign with others including the VBS MBA Advisory Board continues. As with point 1b, a practice of consultation and continuous improvement has now been initiated.</td>
</tr>
<tr>
<td></td>
<td>input from all stakeholders to inform content, delivery, and enhancement of the</td>
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<td></td>
<td>learning experience.</td>
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<td>1d.</td>
<td>Shape the MBA Programme to ensure it meets the needs of the local market and local organisations.</td>
<td><strong>Actioned.</strong> The consultation and redesign noted in point 1c. have provided a strong platform on which to base the changes implemented. The programme is shifting to 180pts (from 240pts) to match student preferences and similar changes underway at other NZ universities. An expanded elective component to the EMBA (4 * 15pt electives vs. 2 previously) will allow student to customise their programme to their particular needs and interests more fully. The inclusion of a business consultancy aspect to the new MBA core as well as more involvement from local organisations pitching their needs to students in line with the application of course material (e.g. MMBA565 in 2018, 2019) indicates that this recommendation is being bedded in to the programme.</td>
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<td>1e.</td>
<td>Recognise the particular effort that is required to sustain teaching in the MBA programme, with appropriate resourcing for the staff involved.</td>
<td>A review committee which has met regularly since August 2018 has been set up across VBS (includes PVC, Finance, HoS, School Managers). This committee is looking specifically at how workload issues can be harmonised across the Faculty as well as which courses should receive more emphasis to encourage appropriate resourcing and effort. Professional programmes teaching has featured prominently in these discussions for differential consideration relative to other classes with similar contact hours. The results from this review are likely to address this recommendation both within the SoM as well as in other Schools in VBS. <strong>Will be completed via Faculty’s workload review process.</strong></td>
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<td>1f.</td>
<td>Develop a strategy to develop and maintain connections with MBA alumni who can potentially champion the business school and contribute to Victoria’s strategic goals.</td>
<td><strong>Actioned.</strong> The MBA programme’s alumni strategy is now supported by the MBA Alumni Task Force which meets monthly to discuss and plan activities for alumni outreach and engagement. The Alumni Task Force is composed of four MBA alumni, a current MBA student, the University Alumni Engagement Manager, VBS Communications Manager and the Executive Director of Professional Programmes. In 2018 the alumni task force organized three well attended speaker events with corporate speakers. One event involved PVC Ian Williamson providing an update on the strategic plan of the Business School. In December the MBA programme held an end-of-year reception which in the past had only been open to current students, but was updated to serve as a networking event for students and alumni. The Office of Professional Programmes has recently hired a new senior team member, the Manager of Recruitment and Engagement, who will be tasked with further developing alumni engagement and activities for the MBA in 2019.</td>
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<td>1g.</td>
<td>Facilitate the desire of MBA students to network with each other throughout their study in the Programme.</td>
<td>Orientation weekends, including team building sessions, the study tour, group-based assignments, professional development activities and alumni events were the primary mechanism for student networking in 2018. In 2019 the MBA core courses will be moving to a modular Friday/Saturday block schedule format from what had been night classes. This new format should provide much greater opportunity for student networking during the breaks between lecture sessions. This modular delivery should enable a strong network to develop within cohort and study groups. <strong>Actioned</strong> (new process in place to enable and fulfil this goal).</td>
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<td>2.</td>
<td>For all of the School’s undergraduate majors, evaluate the prerequisites with a view to making courses more accessible to students outside the School.</td>
<td>In progress. In addition to actions noted previously, this recommendation is being addressed via a curriculum review of the HRIR (Human Resource management and Industrial Relations) and MGMT (Management) majors that will lead to proposals for new courses with broader appeal and accessibility within and outside these majors (e.g., MGMT307, HRIR207) and where necessary the submission of CUAP proposals in 2019.</td>
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<td>3.</td>
<td>Change the name of the HRIR programme to Human Resources and Employment Relations.</td>
<td>In progress. As noted in previous reporting, this has been agreed to in principle. However, any programme name change would best occur concurrently with a CUAP proposal for any changes to the associated major. Proposals for new courses in line with this name change were submitted as part of the request for new specialisations within the Faculty level initiatives underway to create a Master of Global Business and a Master of Business programme, with CUAP proposals for submission in 2019 underway.</td>
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<td>4.</td>
<td>Reshape the Tourism Management programme into a major within the Bachelor of Commerce degree, while retaining the distinctive features that underpin its high-quality learning environment.</td>
<td>Actioned. New major within BCom received all CUAP approvals in 2018 and first intake of students will start in March 2019. Transition arrangements for students in BTM were part of that proposal.</td>
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<td>5.</td>
<td>Maintain the effective teaching and learning at 100-level, and retain the right staff that can engage and retain students into the School of Management’s courses.</td>
<td>Actioned. While the contractor used for MGMT101 has been recruited to a new position within VUW that precluded him from finishing his 3-year contract, new hiring in the School in 2018 means that there are a range of staff available to fill this gap. 100-level courses within the School have received very favourable student evaluations and feedback (1.2-1.8 overall quality ratings across 3 courses in T2 2018, as well as other areas of course assessment). This appears likely to continue.</td>
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<td>6.</td>
<td>Increase promotion to students of the benefits of postgraduate study and the strong research areas of each programme.</td>
<td>Actioned. Representatives from the School have been active in the re-shaping of the postgraduate research programmes and will teach on the new combined Honours research methods courses. Several events were held to attract more students to Hons in VBS with greater enrolments evident as of early 2019. The PPB change process has created a more substantial combined resource for the recruitment of pre- and post-experience Masters programmes at the Faculty level. The second intake (Nov. 2018) for the Master of Global Management / Marketing increased by about 100% from the first intake in 2017.</td>
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<td>7.</td>
<td>The programmes in the School of Management should review their assessment to ensure diversity in assessment tasks (including assessment of quantitative skills alongside qualitative skills) and that academic integrity assurance processes are comprehensive and consistent.</td>
<td>Actioned (with process in place). This will be finalised as part of the school-wide review of majors and courses covered in point 2 (above) and a range of aspects addressing this have already been implemented. As examples, several courses have undertaken multiple choice tests, others are considering video assignment hand-ins, and quantitative skills are being emphasised through assessments in MGMT206, 315 and 316. The School has also actively participated in the online final test trials AB19/7c.</td>
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<td>within VBS. With electronic submission occurring in almost all courses and Turnitin software integrated into the Blackboard platform, there is a strong basis for ensuring academic integrity of assessments.</td>
<td><strong>Actioned</strong> (with process in place). While culture change involves a process that takes time and requires ongoing reinforcement, the School's commitment to understanding and promoting good teaching and learning is demonstrated by participation in Faculty teaching activities and VUW initiatives (PHELT enrolments, Ako Victoria, TeachBaz, ...). The recent appointment to the VBS AD Learning and Teaching role is also from SoM.</td>
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<td>8.</td>
<td>Explore actions that analyse and promote good teaching and learning, in order to foster a recognisable culture of reflective and valued teaching.</td>
<td><strong>Actioned</strong> (with process in place). While culture change involves a process that takes time and requires ongoing reinforcement, the School’s commitment to understanding and promoting good teaching and learning is demonstrated by participation in Faculty teaching activities and VUW initiatives (PHELT enrolments, Ako Victoria, TeachBaz, ...). The recent appointment to the VBS AD Learning and Teaching role is also from SoM.</td>
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<td>9.</td>
<td>Embed crucial elements of Māori and Pasifika knowledge into the programmes, in order to produce graduates with the confidence and knowledge to engage with diverse New Zealand organisations.</td>
<td><strong>In progress.</strong> Most recent Your Voice survey results and prioritisation by the School stemming from that recognise the importance of this recommendation. With the appointment of new staff within the School and VBS (see point 9b), there is a stronger basis to implement this fully. For example, SoM (Jesse Pirini) is providing a 3-hour session on mātauranga Māori and ethics for the new Honours research methods course, FCOM421. Ben Walker will cover key sessions in MGMT101 on Managing in Aotearoa New Zealand and Māori business. Further development of processes that enable other staff to address similar aspects in their courses will also be created. Insights in this regard may be available from the new Director (Pasifika), who has a close association with the School.</td>
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<td>9a.</td>
<td>Work with the DVC-Māori and Toihuarewa to engage staff with appropriate training in tikanga Māori and mātauranga Māori.</td>
<td><strong>In progress.</strong> Continuing to explore what process would most effectively allow SoM staff to develop these capabilities. Many staff have already undertaken training that the University makes available on a regular basis. Thus, initiatives beyond those that the University currently facilitates are likely needed.</td>
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<td>9b</td>
<td>Urgently consider and realise the value of a strategic appointment of a Māori or Pasifika academic, at either School or Faculty level.</td>
<td><strong>Actioned.</strong> See new staff appointments in previous report.</td>
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<td>9c</td>
<td>Include in all course learning objectives an objective to develop cultural competence and confidence in students.</td>
<td><strong>In progress.</strong> As noted previously, the School did not accept that this should be a blanket recommendation. We view that it should be implemented in key courses to recognise its importance, but only in a manner and where it readily fits with the course content, material and other learning objectives (likely MGMT101, HRIR201). As noted previously, initiatives to increase such capabilities are also part of the training available to SoM tutors.</td>
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<td>9d.</td>
<td>Utilise, maintain and extend the existing resources that can support Māori and Pasifika learning and teaching goals.</td>
<td><strong>Actioned.</strong> see previous report.</td>
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In addition, as noted above, the previous contract lecturer for MGMT101 is now the Director (Pasifika) for VUW. This should facilitate continued and enhanced pursuit of Pasifika learning and teaching goals within the School’s programmes.
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<td>Programme Director roles need the ability to engage with high-level issues on courses and content, and the recognition and protection of time to do so.</td>
<td><strong>Actioned.</strong> Recognition of programme director roles and harmonisation of this across VBS is part of the VBS Workload committee review. In addition, in re-allocating administrative roles within the School, key roles and associated tasks (including those for programme directors) are being reviewed and more clearly delineated so that they do not become impossible to manage within a staff member’s typical administrative load.</td>
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SUMMARY

This paper presents the Academic Reviews and Monitoring policy and associated procedures. This will, when combined with the guidance documentation, form the new handbook for Reviews and Monitoring.

This document more clearly sets out the policy consistent with the University’s policy framework.

The policy incorporates the recommendations from the evaluation of reviews that took place in 2016, with the main changes being that:

1. The Terms of Reference for Academic Programme Reviews have been significantly reformed. In line with the recommendations from the evaluation of reviews, there are now separate ToR relating to Māori, Pasifika, and other communities. Other ToR have also been adjusted, combined and separated to focus reviews on the design, delivery and evaluation of the programme.

2. The accreditation of programmes by external bodies will now also be taken into account. For example, a programme review might be reduced in scope or not needed, depending on how much the accreditation criteria overlaps with the Terms of Reference.

A draft of this policy was sent out to the University community for consultation from 20 August to 20 September. Feedback from this process has led to a number of improvements, including:

1. To the terms of reference:
   a. Better articulating the goals of universal design
   b. Clarifying that scholarship in learning and teaching is an indicator for good course delivery
   c. Refinements to the domains for Māori and Pasifika
   d. Accounting for the opportunities for students taking work integrated learning
2. Clarifying the individuals/groups who normally meet the panel in an academic programme review
3. Describing that other parts of the university may be contacted to check details in the panel’s report from an academic programme review
4. Clarifying the process for post-review monitoring of academic programme reviews
5. Clarifying the suggested involvement of students within the graduating year review process
6. Clarifying that initial monitoring reports will be prepared by the Academic Office in consultation with the programme

This document also adds a policy on the recently implemented Initial Monitoring Report process (formerly named Interim Programme Reports), which provides a snapshot of new programmes following their first year of delivery.
It is intended that the section of the exiting Evaluation and Reviews Handbook covering moderation of Honours and Taught Masters will be relocated to the Assessment Handbook.

**Recommendation**

That the Academic Board:

- approves the Academic Reviews and Monitoring Policy and associated procedures.
- notes that the current Evaluation and Review Handbook will be replaced once the remaining information (external assessment of Honours and taught masters) can be incorporated into the Assessment Handbook.

Attached:

i) Proposed Academic Reviews and Monitoring Policy
Academic Reviews and Monitoring Policy

1. **Purpose**

   This policy defines the principles and intentions that underpin the University’s academic reviews and monitoring processes. This policy does not limit the ability of a Pro Vice-Chancellor to undertake a review of an academic unit for purposes not covered here.

2. **Application of Policy**

   This policy applies to all credit bearing courses, qualifications and programmes of the University, and to all staff members involved in their delivery. This includes programmes delivered wholly or partly overseas.

   **Policy Context**

3. **Principles**

   3.1 Reviews and monitoring activity will:

   (a) take into account the University’s strategic objectives

   (b) take into account the University’s commitments to the Treaty of Waitangi.

   (c) incorporate a reflective self-review

   (d) will use on evidence from a range of sources, including the student voice.

   (e) take into account recent or upcoming monitoring activities with overlapping relevance, including accreditation processes

   (f) take into account any changes or trends in the academic and professional sector(s)

   (g) identify both good practice and areas for improvement.

   (h) be conducted in a way that is appropriate to the size of the programme.

4. **Objectives**

   The objective of academic reviews and monitoring activities is to provide assurance of the quality of the University’s academic offerings, including programmes, qualifications and courses. They provide a basis for on-going quality improvement to assist in achieving excellence in learning, teaching and research at the University.

5. **Reviews**

   5.1 **Academic Programme Review (APR)**

   All programmes in the University will be regularly reviewed through an APR process that examines the content and structure of the curriculum including the regulations, as well as the learning opportunities provided, and the connection with the research in the discipline.
All APRs will be guided by terms of reference, included as appendix 1. The Terms of reference may be amended with agreement by the Vice-Provost Academic and the relevant PVC/Dean. The procedures for APRs are included as appendix 2.

*Note: Programme reviews are usually conducted of cognate disciplines/subject areas that contribute to one or more qualifications*

### 5.2 Graduating Year Review

The Committee on University Academic Programmes (CUAP) require all new qualifications and majors to undergo a review to assure the Committee that “programmes are meeting their original objectives and an acceptable standard of delivery” (CUAP Handbook page 50).

*Note: GYRs are required when proposals introduce new qualifications and new parts of qualifications that make up at least 40% of it.*

### 5.3 Special Purpose Reviews

A special purpose review of an academic programme may be requested by a member of the Senior Leadership Team (SLT). The SLT member is responsible for working with the Vice-Provost Academic to establish appropriate terms of reference and ensure resources are available for the review.

### 6. Monitoring

#### 6.1 Initial Monitoring Report (IMR)

New qualifications/majors will undergo an Initial Monitoring Report after the first full year of delivery. IMRs provide a snapshot-in-time of the enrolments and achievement of students as well as identifying issues and successes of the programme’s first year of operation.

#### 6.2 Progress Reports

Following an APR, the programme that was reviewed must develop a response that describes what actions are to be taken as a result. This report will be provided to the Academic Board and regularly updated.

**Related Documents**

- Education Act 1989
- CUAP Handbook
- Assessment Handbook
- Student feedback on courses and tutors policy
- Terms of Reference for Academic Programme Reviews
- Procedures for Academic Programme Reviews
- Guidelines for Academic Programme Reviews
- Procedures for Graduating Year Reviews
- Guidelines for Graduating Year Reviews
- Procedures for Initial Monitoring Reports
- Guidelines for Initial Monitoring Reports
Master's Thesis policy

Doctoral Policy: for PhD and other Doctorates with Theses
### Document Management and Control

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Appendix 1: Terms of Reference for Academic Programme Reviews

The following questions and evaluation indicators provide the framework for what the Academic Programme Review process at the University seeks to understand, evaluate and improve in each programme. Programmes and Panels should use the terms of reference as the basis of their reflection.

Consideration of these questions and indicators should lead the Programme and Panel to develop a series of commendations of good practice, and identify areas for improvement. Areas for improvement may be identified as suggestions, which are areas the programme could improve, or recommendations, which are areas that the Programme must address.

The terms of reference are grouped into seven Domains, under each domain are a set of evaluation indicators. These indicators are designed to help programmes and panels answer the key question in each domain (i.e. these are not measures).
Domain 1 – Design

How effective is the design of the programme?

Evaluation Indicators:

1. All courses contribute to students achieving the graduate outcomes.
2. The programme’s offerings cover topics that are contemporary and provide knowledge and skills that are necessary and valued for professional and/or academic careers.
3. Teaching is informed by staff research, particularly at higher levels of study.
4. The programme has clear mapping of content and skills development pathways that is communicated and understood by students and staff.
5. The programme ensures that there are opportunities for all students, from a range of backgrounds and situations, to succeed in the programme (and thus, meets the goals of universal design).
6. The programme incorporates and nurtures interdisciplinary links where appropriate.
7. The programme’s offerings take account of the current trends in the discipline, both academic and professional.
8. The programme places emphasis on the role and methods of research in creating knowledge.

Domain 2 – Delivery and Assessment

How does the programme ensure that students are able to achieve the goals of the programme?

Evaluation Indicators:

1. There is an appropriate range of assessment tasks that effectively measure student’s achievement of the learning outcomes in the programme.
2. Students receive timely formative and summative feedback throughout their courses.
3. The delivery of the programme provides students with opportunities to engage in activities that support their learning and development (e.g. tutorials, labs, use of digital technology, work integrated learning)
4. The learning objectives and learning opportunities in courses are clearly communicated to students.
5. Postgraduate supervision is of good quality and well balanced between support and fostering independence.
6. Postgraduate students are trained or supported to navigate the administrative aspects of the University.
7. Students are encouraged to progress to higher levels of study in the programme.
8. The degree to which staff are engaged with scholarship on learning and teaching practice in their discipline.

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

Domain 3 – Evaluation and Quality

How does the programme use information and feedback in order to improve?

Evaluation Indicators:

1. Assessments are moderated appropriately, including external moderation for postgraduate programmes (and take account of any professional body requirements).

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

3. The programme understands how well it is performing and has plans or strategies for further development.

Domain 4 – Programme’s Community

How well does the programme foster a sense of community for its students (undergraduate and postgraduate), and staff, that reaches across the programme?

Evaluation Indicators:

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

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

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

4. Staff working in similar sub-disciplines have collegial relationships and collaborate on teaching and/or research.

5. The Programme as a whole has appropriate opportunities for collaboration on learning & teaching and research within and external to the programme.

Domain 5 – Māori

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

Evaluation Indicators:

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

2. Staff in the programme are culturally capable and:

   a. provide a learning environment in the programme that is culturally inclusive to Māori students.
b. engage in Māori-related teaching and research.

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

4. The programme is involved in the development of reciprocal relationships, opportunities and partnerships with Māori communities

**Domain 6 - Pasifika**

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

**Evaluation Indicators:**

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

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

3. The programme monitors and utilises Pasifika student data on:
   a. enrolment, to improve recruitment into the programme
   b. retention and achievement, to ensure that students receive timely and effective support in their studies.

4. The programme collaborates with Pasifika students, staff, families and communities to facilitate input to the discipline and provide reciprocal opportunities.

**Domain 7 – Stakeholder Engagement**

How effectively is the Programme linked to and responsive to its relevant academic, social and professional communities?

**Evaluation Indicators:**

1. Staff in the programme have links to staff at other universities who teach/research in the discipline and are engaged in a wider academic community (nationally and internationally).

2. The programme clearly identifies who its external stakeholders are.

3. The programme is engaged with its external stakeholders to enable discussion of potential changes and trends in the workforce and in the discipline(s).

4. The programme has evidence that it is acceptable to its external stakeholders.

5. The programme identifies career opportunities/pathways for graduates and informs students of these.
The PVC/Dean and Vice-Provost Academic may agree to amend the Term(s) of Reference as required.
Appendix 2: Procedures for Academic Programme Reviews

1. **Purpose**

These procedures outline how the University conducts its monitoring and review of academic programmes.

2. **Application of Procedures**

These procedures apply to staff members, students and visiting panel members.

### Academic Programme Review Processes

3. **Planning Reviews**

3.1 An annual schedule for Academic Programme Reviews (APRs) is established by the Director of the Academic Office in discussion with PVCs and notified to the Academic Board in the year prior. The schedule for reviews ensures that all programmes are part of an APR every seven years.

3.2 The Academic Office co-ordinates the timing of reviews and their organisation (e.g. room bookings, meetings, panel travel and accommodation) in consultation with Faculties/Schools/programmes.

3.3 A special purpose programme review request may be made by an SLT member to the Academic Office. The terms of reference for a special purpose review of a programme will be agreed between the Vice Provost (Academic) (VPA) and the relevant SLT member.

4. **Developing the self-review**

4.1 The PVC/Dean or Head of School will appoint a self-review team to lead the self-review process. This group must include the Programme Director (or equivalent) and at least one senior academic staff member who teaches on the programme.

4.2 The self-review team is responsible for engaging with all staff associated with the delivery and management of the programme(s), including those in other schools or faculties where appropriate.

4.3 Advice for the development of the self-review can be found in the guidelines. The Centre for Academic Development is available to help with this process.

4.4 The self-review document must be checked for accuracy, signed off by the PVC/Dean and be submitted to the Academic Office six-weeks prior to the panel visit.

4.5 The self-review will be sent to the panel. Prior to the panel visit, a copy of the self-review will be sent to senior staff in the university who will meet with the panel (e.g. PVC/Dean, Associate Dean(s), Toihuarewa, AVC-Pasifika).

5. **Review panel composition**

5.1 The membership of the review panel is approved by the VPA. The standard panel recommendation form is included in the guidelines.

5.2 The Academic Office nominates the convenor who:
(a) Is a senior academic or recently retired academic from a different faculty; and
(b) Has relevant experience in university management; and
(c) Ideally has previously served as a member on at least one quality assurance Review Panel at a university.

5.3 The Faculty and School are responsible for nominating external members of the review panel with the agreement of the PVC/Dean. Panels should have as a minimum:
(a) One academic staff member from an overseas university; and
(b) One academic staff member from another New Zealand university

5.4 In the case of reviews of either large or several cognate programmes, additional panel members may be needed to ensure that all disciplines are represented. This should be discussed with the Director of the Academic Office before establishing the panel.

5.5 Where programme(s) have key stakeholders from industry or a profession, it is strongly suggested that there is a panel member from that industry/profession

5.6 The following should be considered when nominating external panel members:
(a) Impartiality/objectivity
(b) Expertise in the relevant discipline(s)
(c) From a university with a strong reputation in the discipline
(d) Expertise in academic leadership
(e) The representation of Māori and Pasifika people
(f) The gender balance of the panel

5.7 None of the panel members can have been involved in the management or teaching of the programme(s) under review within the previous 5 years.

5.8 All of the panel members will be asked to complete a conflict of interest form to ensure transparency in the panel appointment process.

6. Administrative support for the Panel

The review panel will be supported by a staff member from the Academic Office.

7. Review Portfolio

7.1 The review portfolio is the complete set of documentation about the programme(s) provided to the review panel prior to the panel visit. This includes:
(a) the reflective self-review conducted by the programme (refer to the guidelines)
(b) the University’s Strategic Plan
(c) prior review documents
(d) written submissions from members of the university community and any external stakeholders identified by the programme or PVC/Dean. Submissions will be invited by the Academic Office and remain confidential to the panel.
(e) student submissions, which are provided through consultation between the Academic Office and VUWSA. Students may also choose to make confidential written submissions as an individual or as a group.
(f) Benchmarking information. This can be provided as part of the self-review (7.1.(a)) or as a separate document. Further details around benchmarking can be found in the guidelines

8. **Panel visit**

8.1 Reviews are normally conducted face-to-face at one of the University’s campuses, but technology may be used to facilitate the engagement of one or more panel members, staff, students or other stakeholders.

8.2 The timetable for the panel visit is developed by the Academic Office in conjunction with the Convenor and the PVC/Dean or Head of School. Panel visits normally take place over three days.

8.3 The panel should meet with the following groups:

(a) The senior staff of the Faculty e.g. PVC/Dean, Associate Deans

(b) Student and alumni representatives

(c) The academic staff involved in the programme

(d) Representative(s) of Toihuarewa, as decided by the Deputy Vice-Chancellor (Māori)

(e) Pasifika Representative(s), as decided by the Assistant Vice-Chancellor (Pasifika)

(f) Representatives of relevant central service units and administrative areas identified as necessary by the Panel

(g) Interested senior staff in other faculties (e.g. for interdisciplinary opportunities)

(h) (where possible) Relevant external stakeholders

   *Note: Individuals or groups may request to the Academic Office for an opportunity to make an oral submission to the review. This will be accommodated if it fits within the panel’s timetable.*

8.4 At the end of the panel visit, the panel must provide an oral presentation of their preliminary findings (commendations and recommendations) to staff of the programme. The panel may decide to precede this with a de-brief for the PVC/Dean and/or Head of School.

9. **Panel Report**

9.1 The review report must address each of the Terms of Reference in relation to the evidence presented in the review portfolio and the meetings with the panel.

9.2 The person providing administrative support to the panel is responsible for drafting the preliminary report within 2 weeks of the panel visit.

9.3 The Convenor is responsible, with the assistance of the Academic Office, for refining the report and ensuring that all panel members agree with the contents. The draft should normally be finalised within 6 weeks of the review visit.

9.4 The final draft is then released to the PVC/Dean and Head of School for a check of factual accuracy. If the recommendations relate to other parts of the university (e.g. FGR, CSU’s), the Academic Office may also seek their input to ensure accuracy in the report.

9.5 If there are any parts of the report that require amendment due to inaccuracies or misunderstandings it may be necessary for a face-to-face meeting to be held between the PVC/Dean, Convener and the Academic Office support person to resolve.

9.6 If significant changes are requested these will be agreed by all panellists.
10. **Faculty response to the report**

10.1 The finalised review report is provided to the School and programme.

10.2 The finalised report is submitted to the University Academic Committee, who provide comment and advice to the Faculty and School for the development of their response.

10.3 The PVC/Dean and Head of School are responsible for developing the Faculty response to the review report. This must systematically address each of the panel’s recommendations. See the guidelines for a template that may be used.

10.4 The Faculty response should be completed within two months of receiving the advice of the Academic Committee (10.1 above). The PVC/Dean must approve the Faculty response to the report before it is submitted to the Academic Office.

10.5 The Report and Faculty Response will be submitted by the Academic Office to the Provost for endorsement to go to the Academic Board. The Report and Faculty Response will then be submitted to the Academic Board for approval.

10.6 The PVC/Dean or delegate is responsible for implementing the actions to be taken as a result of the review.

10.7 The Academic Board should receive regular updates on the progress made on implementation. This is normally first done 6-months after the Faculty response is approved by the Academic Board, and yearly thereafter.

11. **Alternative arrangements**

11.1 Where a course or a Faculty holds professional accreditation where many of the Terms of Reference for academic programme reviews have been covered, then the VPA may agree to alternative arrangements for the review. These may include:

(a) A review scoped to include only the Terms of Reference that may not have been covered by the accreditation

(b) Acceptance that the accreditation replaces the university’s requirements for on-going review

(c) A panel with a different composition than normal.

11.2 A request for alternative arrangements must be made in writing to the Director of the Academic Office, specifying the changes that are being requested and a clear strategic, pedagogical and operational rationale for the change.

12. **Annual Review Seminar**

12.1 Each year, the VPA will host an event to reflect on the process and outcomes of reviews held in the previous year and what lessons can be learned by the University as a result.

12.2 Commendations from reviews will be published online (e.g. VicNews and similar).
### Document Management and Control (APR Procedures)

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Appendix 3: Procedures for Graduating Year Reviews

1. **Purpose**

   These procedures outline how the University conducts its Graduating Year Reviews (GYRs).

2. **Application of Procedures**

   These procedures apply to staff members and students.

   **Graduating Year Review Process**

3. **Overview of GYR Process**

   3.1 A GYR report will normally be required within three years after the graduation of the first cohort of students. The Committee on University Academic Programmes (CUAP) ultimately determines the yearly schedule (e.g. a qualification’s first cohort graduating in 2001 would have a GYR due by 2004).

   3.2 The Academic Office advises the relevant Pro-Vice Chancellors/Deans, Heads of School, Associate Deans and Programme Directors which programmes are scheduled to submit a GYR. Where there is a strong reason, a request may be made through the Academic Office to CUAP for a change to the timing of a GYR.

   3.3 The relevant faculty organises the GYR because it has administrative and academic oversight of its programmes.

   3.4 The GYR is prepared on a template that is revised periodically by CUAP. The Academic Office provides a version of the template adapted for the University.

   3.5 GYRs should be informed by the Initial Monitoring report of the programme run after its first calendar year of teaching.

   3.6 The Academic Office submits the GYR to CUAP for review and moderation.

4. **Student involvement in the GYR**

   4.1 The Academic Office notifies the VUWSA Student Representation Coordinator of the programmes due for a Graduating Year review early each year, to enable early collection of student feedback. The Programme should work with both VUWSA and the Academic Office to arrange for appropriate inclusion of student views into the GYR document. This usually involves one or more of the following:

   (a) Student survey results provided to the programme director for inclusion in the self-reflection section, and/or to the evaluation group.

   (b) The VUWSA Student Representation Coordinator runs a student focus group, and is included as a member of the evaluation group to represent the student views discussed.

   (c) A current student who has been in the qualification for at least two trimesters or a graduate of the programme, is included as a member of the evaluation group.

   (d) An alternative arrangement agreed to by VUWSA and the Academic Office.
5. **Preparing the self-reflection section**

5.1 The preparation of the GYR presents an opportunity for discussion and reflection on whether the newly introduced programme(s) have accomplished what they were intended to do. This includes whether the students are adequately developing the graduate attributes and whether changes were or may be needed. They encourage programmes to reflect on their successes, identify areas for improvement, and highlight to an external audience their achievements in offering a successful qualification.

5.2 The Programme Director (or equivalent) working in consultation with programme staff completes the self-reflection section using the GYR template and collects any additional material that needs to be presented to the Evaluation Group.

5.3 When preparing the self-reflection section, care must be taken that all the instructions in the GYR template are addressed to ensure it meets the CUAP criteria for GYRs.

5.4 The Academic Office provides the data for the required tables in collaboration with the Programme, which advises on the data parameters.

5.5 On completion of the self-reflection section, the Programme submits it to the Evaluation Group.

6. **Evaluation Group review**

6.1 The Evaluation Group is established by the Pro Vice-Chancellor/Dean in consultation with the Head of School and the Associate Dean(s). CUAP requires that the GYR process must include an evaluation group with at least one panel member from another disciplinary area.

6.2 The following membership is recommended for the Evaluation Group:

   (a) The Associate Dean (or similar) of the relevant Faculty, acting as Convener

   (b) A senior academic from a different school (ideally from another faculty)

   (c) A representative of student views, unless other arrangements for including student views in the evaluation group discussion are agreed by VUWSA (see section 4.1).

   (d) Where applicable, a professional/industry representative

   (e) Where applicable, an additional staff member from outside the discipline

6.3 The Evaluation Group may require assistance from a faculty administrator such as the academic programmes manager/coordinator.

6.4 The Evaluation Group considers the self-review material presented by the programme using the evaluative questions (see guidelines). Where required, the Evaluation Group meets relevant academic staff, students, the Head of School and Programme Director(s) to gather further information or evidence.

6.5 The Evaluation Group adds its comments to section 3 of the GYR report in the form of boxed text under each section 3 heading. The Convener completes section 2 of the GYR template, which explains the composition and role of the Evaluation Group, including the titles and positions of its members.

7. **Faculty review and approval**

7.1 The GYR report, i.e. the version augmented by the Evaluation Group, is shared and discussed between the Head of School and Programme Director.

7.2 The report is then discussed at the relevant Faculty committees and must be approved by the Faculty Board and PVC. Once approved the GYR is provided to the Academic Office, which arranges for it to be reviewed by Academic Committee.
8. **University review and approval**

8.1 The Academic Committee discusses the GYR report at its August meeting. If required, the GYR report is sent back to the Faculty for revision, and is re-submitted at the September meeting.

8.2 The Academic Office submits the GYR to SLT. This will normally be for noting, but if significant resourcing issues are identified the Academic Office will highlight the GYR for SLT.

8.3 The Academic Office arranges for the GYR to be presented at the October meeting of the Academic Board. After Academic Board approval, the Academic Office submits the GYR to CUAP.

9. **External review and approval**

9.1 CUAP arranges the review and moderation of all universities’ GYRs through a peer scrutiny process. Universities are split into pairs and each pair is responsible for scrutinising the GYRs of another pair, which involves providing comments on each individual GYR and comments on the overall GYR process carried out at each university. The Academic Office manages Victoria’s scrutinising of other universities’ GYRs.

9.2 CUAP discusses the GYRs and scrutineers’ reports at its next meeting (most commonly in mid-November) where representatives may have to respond to comments about their university’s GYRs or their GYR process. The scrutineers’ report for Victoria’s GYRs is provided to the next Academic Committee for discussion.

10. **Timeframe**

The timeframe shown below is based on the standard process for GYRs, although CUAP can adjust deadlines and so the exact timeframe may change each year.

| January-Feb | Academic Office confirms schedule of GYRs and template with CUAP, and arranges briefing with the relevant Associate Deans from faculties completing a GYR. |
| March | Decision is made on how to incorporate student input to the review. The Academic Office and the Programme Director collaborate to determine the data required; the data reports are prepared. |
| March-April | The Programme Director prepares the self-review and the Evaluation Group is formed. The Evaluation group must meet the requirements as set out under section 6 |
| May | Evaluation Group considers self-review (i.e. draft GYR) and adds its comments, seeking further information if appropriate and/or requesting amendments to the draft GYR. |
| June | Faculty Board approves GYR. |
| 30 June | PVC and Dean approves GYR and any evaluation group recommendations/advice. |
| July | GYR presented to Academic Committee for initial review. |
| August | GYR presented to Academic Committee for final review and approval. GYR presented to SLT (for noting, unless significant resource issues are indicated). |
| August | GYR submitted to Academic Board for approval. |
1 September    Academic Office submits GYR to CUAP.
Document Management and Control (GYR Procedures)

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Appendix 4: Procedures for Initial Monitoring Reports

1. **Purpose**
   These procedures outline how the University runs initial monitoring reports (IMRs) on new programmes.

2. **Application of Procedures**
   These procedures apply to staff members and students.

   **Initial Monitoring Reports Process**

3. **Scheduling Initial Monitoring Reports**
   3.1 Initial Monitoring Reports are run after any new programme (qualifications, majors) has been running (teaching students) for one full calendar year.

   3.2 Programmes will be scheduled based on their date of approval by CUAP in the year prior. In cases where the programme has delayed its introduction (i.e. it has not begun teaching in the next available academic year), the IMR will be deferred to after the programme has been running for one full calendar year.

4. **Developing the report**
   4.1 Each year, the Academic Office will notify the relevant PVCs, Deans, Associate Deans, Heads of School and Programme Directors of the relevant programmes that will go through an IMR.

   4.2 The Academic Office will compile enrolment and EFTS data on the programme to provide quantitative data for the IMR.

   4.3 The Academic Office will meet with the Programme Director (or equivalent) to discuss the strengths and weaknesses of the programme, to provide qualitative data for the IMR.

   4.4 The Academic Office will combine the quantitative and qualitative data into a draft of the IMR. This draft will be provided to the Programme Director (or equivalent) for comment and discussion before submission to the PVC.

5. **Submission of the report**
   5.1 The IMR will be sent to the relevant PVC for information and comment.

   5.2 All of the IMRs will be provided by the Academic Office to SLT for noting, alongside a covering memo that details some overall observations and if any programmes have delayed their teaching (as per section 3.2) and have been deferred.

   5.3 IMR’s will be provided to programmes when they undergo a GYR process.
Document Management and Control (IMR Procedures)

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