



VICTORIA UNIVERSITY OF
WELLINGTON
TE HERENGA WAKA



ACADEMIC BOARD MEETING
15 APRIL 2025

PART A AND PART B

Academic Board Meeting, 15 April 2025

15 April 2025 01:00 AM - 03:00 PM



Agenda Topic	Presenter	Page
Part A		
The meeting will start with a Karakia:		
Mauri oho (Awaken the spirit)		
Mauri tū (Engage the spirit)		
Mauri ora ki a tātou (The spirit of life amongst us)		
Haumi e, hui e, tāiki e! (Be united in purpose!)		
1. Welcome to New Members and Farewells		
2. Part B of the agenda - to consider requests from members to transfer items from Part B to Part A of the agenda	Chair	
3. Vice-Chancellor's Oral Report	Vice-Chancellor - To receive	
4. AB25-23 - DVC Written Reports: DVC Academic, Deputy Vice-Chancellor Māori and Kaitiakitanga: DVC Research, DVC Students	To receive	4
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[PART C - MEMBERS ONLY](#)

Next meeting - The next ordinary meeting will be held at 1:00 pm on Tuesday 10 June 2025, in the Hunter Council Chamber.

MEMORANDUM

To	Academic Board
From	Professor Robyn Longhurst, Deputy Vice-Chancellor (Academic); Professor Rawinia Higgins, Deputy Vice-Chancellor Māori and Kaitiakitanga; Dr Logan Bannister, Deputy Vice-Chancellor (Students); and Professor Margaret Hyland, Deputy Vice-Chancellor (Research)
Date	15 April 2025
Subject	Written Reports to the Academic Board for April 2025

Executive Summary

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

It is requested that the Academic Board:

To receive: the April 2025 reports from the Deputy Vice-Chancellor (Academic), Deputy Vice-Chancellor (Māori and Kaitiakitanga), Deputy Vice-Chancellor (Research) and Deputy Vice-Chancellor (Students).

DVC ACADEMIC PORTFOLIO

Executive Summary

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

Academic Promotions Review

The Tertiary Education Union (TEU) has ratified changes to the Collective Agreement, allowing the University to proceed with updates to the Academic Promotions process.

On 7 April, Bryony James and Robyn Longhurst conducted a training session for Deans, Heads of Schools, and School Managers on the new process. The session was recorded and is available for staff to view.

Academic Audit

Following the disestablishment of the Academic Quality Agency (AQA), an Interim Academic Audit Committee has been established to oversee the remaining Cycle 6 activities and provide recommendations on the future structure of academic audit and quality functions for Cycle 7. The committee is chaired by Professor Helen Nicholson and supported by the Education Director at UNZ. Other members include a DVC-Academic, a university quality manager, a Māori representative, and a student representative.

Te Herenga Waka – Victoria University of Wellington is required to submit a two-year update report addressing the 11 affirmations and 12 recommendations from the AQA Cycle 6 audit report. To compile this, relevant staff have been contacted for progress updates, with feedback due by 25 April. The final report will be reviewed by Te Hiwa, the DVCA, the Audit and Risk Committee, and the University Council before submission to the Interim Academic Audit Committee at the end of July.

Centre for Academic Development

Academic Integrity Awareness Week saw strong engagement across campus in Week 4 of the trimester. The social media campaign reached approximately 51,000 views across 17 stories, while daily online academic integrity quizzes had an average engagement rate of 15%. In-person activities included 170 student interactions, with Peer Advisors discussing academic integrity topics while distributing over 20kg of cake. Additionally, 40 students participated in a live quiz event. Te Taiako Student Learning delivered workshops on paraphrasing, summarising, and source usage, while the Library reinforced the campaign through promotional screens and digital signage across 37 campus locations. Plans are underway to further enhance engagement next year.

A small change process has been completed, with three CAD staff transitioning to the DVC Students portfolio to focus on student retention and success initiatives. CAD will continue to support course changes aimed at improving first-year student retention.

The Te Arawai Ako Programme continues to attract strong interest. The programme now has 73 fellows (25 Associate Fellows, 30 Fellows, 11 Senior Fellows, and 7 Principal Fellows), with

a full list available [online](#). Additionally, 71 active participants are working toward fellowships, including eight students in the newly introduced student stream.

Course Administration and Timetabling

Preparation is underway for the scheduling and management of mid-year exams.

The first set of constraints for 2026 course and timetabling data has been released for actioning.

Quality and Policy

Operations are continuing as usual. Recent reviews have been conducted in the Architecture Faculty, focusing on Architecture and Building Science.

Policy development is ongoing, with work progressing on the Emeritus Professor Policy and updates to the Academic Grievances Policy.

Library Report – Trimester 1

Library study spaces have experienced high demand since the start of Trimester 1, with nearly 20,000 more entries recorded as of 20 March compared to the same period in 2024 (213,232 in 2024 vs. 232,810 in 2025).

This trimester also marked significant progress in digital accessibility, with all course reading lists—except for two—now available online via *Nuku/Talis*.

Additionally, the Library's Subject Librarians are working closely with academic staff to enhance their *Elements* profiles, focusing on research-related data, including claiming research publications and depositing open-access copies.

Work-Integrated Learning (WIL) System Implementation

The University has signed a contract with QuantumIT to implement *InPlace* as the new Work-Integrated Learning (WIL) administration system. The project is set to run through March 2025, with a phased rollout across all WIL courses in Trimester 2 and Trimester 3 of 2025, and Trimester 1 of 2026. A demonstration session will be available for staff interested in exploring the new system.

To support this transition, a WIL Implementation Lead has been appointed on a one-year term. This role will focus on developing an operational model to integrate WIL experiences into the curriculum across faculties, ensuring alignment with university programs.

Additionally, the WIL Regulation and WIL Procedures are now in effect and have been published on the A-Z Policy pages. The new WIL Procedure replaces the previous *Internships, Placements, and Practicums Course Procedure*.

DVC MĀORI AND KAITIAKITANGA

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

DVC Māori Portfolio

- Our Māori student enrolments continue to grow, with the percentage of Māori students enrolled currently at 13.5%. Māori commencing EFTS are currently 627, up from 529 at the same time last year.
- Ngā Mokopuna and the wharehau continue to be heavily booked out for teaching and tutorials, as well as for events and meetings. We are hearing anecdotally that having teaching back in the whare is helping with student engagement and retention.
- Āwhina hosted study wā for Māori tauira on the evenings of 11 and 26 March. A total of 66 tauira attended across both sessions.
- Professor of Architecture Derek Kawiti hosts a TV show airing on Whakaata Māori examining the influence of Māori design concepts on Aotearoa's contemporary built environment. Episode 8 of the second series of *The Drawing Board* showcases Ngā Mokopuna. The episode can be viewed at:
<https://www.maoriplus.co.nz/show/the-drawing-board/play/6370952099112>.
- Professor Bev Lawton (Ngāti Porou) from Te Tātai Hauora o Hine National Centre for Women's Health Research Aotearoa has been named 2025 Kiwibank New Zealander of the Year. Since founding Te Tātai Hauora o Hine—National Centre for Women's Health Research Aotearoa 20 years ago, the goal of Bev and her colleagues has been the transformation of women's health, and the reduction of health disparities for Māori.

Kaitiakitanga Portfolio

- Toitūroa—Sustainability Office has extended the Pakohe Scholarship to include existing students this year. The scholarship was previously limited to new students. A total of \$40,000 is available for these scholarships.
- The Vice-Chancellor and Sue O'Donnell, Executive Director of the Development and Alumni Relations Office, are currently engaging with alumni at events in Singapore and Malaysia. In March they attended alumni events in Australia.
- A reminder for staff to register for graduations next month. We anticipate some of the largest ceremonies we have ever had in this May round, including two parades. If you wish to volunteer behind the scenes the Events teams would appreciate any support.

DVC RESEARCH PORTFOLIO

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

Wellington UniVentures has successfully launched Bontia Bio, a new biotech startup out of Professor Emily Parker's lab, which raised \$1.25m in seed funding. The round was led by SPROUT and supported by Booster Innovation Fund. Dr Matthew Nicholson, senior Commercialisation Manager with Wellington UniVentures is leaving UniVentures to lead Bontia Bio as its CEO.

The Research Office is monitoring the USA situation with respect to the cuts to research funding, currently the impact is minor, with a couple of small grants terminated (\$20k for a climate project). Other universities with more exposure to USA funding have been more impacted. We will continue to monitor this as it may affect our diversification plans.

Horizon European activity: The Research Office is working with researchers on opportunities in eight different calls. We had Stephen Webb, a Europe-based consortium building consultant here week commencing 17 March to run workshops and get to know our research strengths. Two Research Office staff members are travelling to the European Union in April to further collaborations for Te Herenga Waka and Victoria University, Wellington, and the RNA Platform.

The Royal Society NZ Marsden Fund changes: Despite the removal of the Humanities and Social Sciences panel, Te Herenga Waka–Victoria University Wellington submitted 115 EOIs this year compared with 132 EOIs last year, normally 35+ would be from HUM/SocSci. This year we have seen a boost particularly in science, technology, engineering, and mathematics (STEM) disciplines that were unable to apply for Ministry of Business Innovation, and Employment Smart Ideas because of the institutional cap of 11 applications.

He Whenua Taurikura the National Centre of Research Excellence for Preventing and Countering Violent Extremism will close on May 31st, 2025. The closing plan includes some engagement with stakeholder communities that were impacted in the Christchurch massacre. Work on counter terrorism and violent extremism funded by Department of the Prime Minister and Cabinet will continue to be funded via the Policy Hub.

DVC STUDENTS' PORTFOLIO

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

FUTURE STUDENTS

Recruitment Strategy

- The Future Students Team have finalised our Domestic Recruitment Strategy for 2025, 2026 and 2027 with the objective to increase VUW's domestic National and Wellington market share, and overall EFT numbers. Recruitment objectives include:
 - To build awareness and grow and diversify a future student community eager to join Victoria University (Community);
 - To maximise our collective impact with a joined-up approach to recruitment that meets the needs of future students (Collaboration); and
 - To mature and refine our approach to domestic conversion (Connection).

Enrolment System

- Work has now begun on a major project to replace Te Herenga Waka's enrolment system. This work will deliver significant conversion and retention benefits to the University, as well as improvements to both staff workload and the student experience. This next stage of the work, (which began when admission was split from course enrolment), will provide students with self-service tools to make appropriate course selections and manage their course enrolment and enable better reporting and data insights/analytics.

Shakespeare Globe

- Te Herenga Waka—Victoria University of Wellington is now a naming sponsor of Shakespeare Globe Centre New Zealand festivals. The sponsorship will increase VUW brand awareness and through a range of recruitment initiatives, the aim is to showcase the strength of the University in the creative arts and inspires students to come and study at VUW.

International Experience Grant

- Y13 applicants that applied for enrolment in 2025 via the International Experience Grant have converted at 78% from applied to fully enrolled, which compares to 68% of the general school-leaver cohort. As a pilot in the 2024 recruitment pack, this grant covers a student's tuition fees for a one-trimester Wellington Global Exchange in Y2 of the student's degree (2027) and includes enrolment in our Leadership Programme in 2026. The project is expected to have both recruitment and retention benefits and will continue for 2025 recruitment.

INTERNATIONAL

Staff Updates

- Amy Rutherford started in the position of International Director and Sam Mackay started in the position of Principal Adviser – International on 2 April. Among their immediate priorities is the development of an action plan to grow international student enrolments for T1 2026.

Student Exchange Fair

- The annual Student Exchange Fair held on 3 April saw several hundred students learn about study opportunities at our 150 partner universities. Students had the opportunity to engage with visiting representatives from universities in Asia, Europe and North America; 50 returned and visiting students, 20 staff from across the university, and 15 representatives from the diplomatic community. This student exchange opportunity initiative will continue to be promoted to students throughout the year through our weekly information sessions and drop-in hours.

New International Agreements

- Cape Breton University, Canada (signed on 2 April 2025) – New MoU signed to support student and staff mobility, research collaboration, and dual degree opportunities between Mi'kmaw in Canada and Māori in Aotearoa. Supported by FHSS and signed by Deputy Vice-Chancellor Māori and Kaitiakitanga.
- Colombo Institute of Research and Psychology (CIRP), Sri Lanka (signed on 17 April 2024) – First student transferring to VUW in T2 2025 under articulation agreement into Bachelor of Science (Psychology).
- Manav Rachna International Institute of Research and Studies (MRIIRS), India (finalised and ready for signing) – 1+1 Master of Communication agreement ready to sign. First student transferring in T2 2025.

SCHOLARSHIPS OFFICE

School-leaver

- Following similar trends across the University, we have encountered increasing engagement from our scholarship students. 158 students attended our first connections event in March, an increase of 40 students from last year. At this event, students heard about services across the University and were able to network with each other and staff. The University supports 452 students in this cohort.

Connecting to support Pasifika into postgraduate study

- The 2025 Te Herenga Waka and Fale Malae Pasifika Scholarship is a new co-funded initiative designed specifically to support Pasifika students to complete their undergraduate year and into postgraduate studies. This collaboration between the Fale Malae Trust, Grant Thornton, and the University has enabled six recipients to realise their future goals.

Collaborating to support sustainability at the University

- This month the Scholarship Office and Sustainability office will launch the Pakohe Sustainability Scholarship for up to 10 Current Students. Realised through successful application for the Te-Parahia-Contestable-Fund, the scholarship recognises students who have contributed significant efforts to sustainability in the wider community, or through university initiatives and their studies.

Community engagement

- We recently celebrated the latest cohort of Ngā Hoe a Kupe Pathfinder Scholarship recipients. The event showcased the symbolic handing over of students by their former colleges represented by the principals, with families and donors in attendance. This is our flagship full scholarship providing opportunities for rangatahi from underserved communities.

Quantifying scholarship benefits

- Anecdotal evidence indicates that scholarships support retention. PaMI is currently working with the scholarships office to quantify the academic benefits that scholarships bring. Initial findings show that having a scholarship adds between 0.8 and 1.08 to a students' GPA. These findings help us strategise the best use of our budget.

STUDENT EXPERIENCE AND WELLBEING | TE PŪRENGI

Leadership Programmes

- The University currently has two co-curricular leadership programmes: Wellington Plus, focused on volunteering, civic engagement, social responsibility, and employability skills; and Wellington International Leadership Programme (WILP), focused on global citizenship, intercultural awareness, and employability skills. From 2026, these co-curricular programmes will be replaced with the Kitea Impact Programme which draws upon the strengths of our current offerings and takes a refreshed approach, informed by insights from students and staff, and relevant models, frameworks, and theories.
- The Kitea Impact Programme will contribute to student recruitment and retention. A co-curricular programme that enhances students' employability and global competencies is critical to the recruitment and retention of students at THW. By offering practical, real-world skills and leadership development opportunities, the Kitea Impact Programme provides a unique value proposition that will attract future students seeking to differentiate themselves in a competitive job market. It also supports student retention by fostering engagement, personal growth, and a sense of belonging, contributing to students' overall satisfaction with their university experience.

Careers and Employment - Te Ratonga Rapu Mahi

- Successfully delivered the Commerce and Law Careers Festival, featuring the Careers Expo on 7 March (over 40 employers), coordinated over 35 employer presentations and events, and facilitated 16 careers workshops.
- Launched the Alumni as Mentors programme on 25 March (over 200 students have been matched with a mentor).
- Delivered two successful Careers Coffee Lounge activations at the Te Aro campus with strong engagement (around 40 career conversations with students).
- Supported the first Law Careers in Focus event for this year (partnership with VUWLSS).

Student Wellbeing - Manawa Ora

- Engagement from students accessing The Bubble-Kelburn: We've developed a programme of activities focused on connection and enhancing different aspects of

student wellbeing and this has been very popular. Heartening to have students saying their course coordinator or tutor has encouraged them to come along.

Disability Services - Te Amaru

- A significant increase in numbers of disabled students (YTD numbers have surpassed end 2024 numbers already), and high needs. Strong reputation, increased disability acceptance, and a return to face-to-face course and assessment delivery resulting in increased need are all factors.
 - Total 2023 enrolled students registered with Disability Services: 2562
 - Total 2024 enrolled students registered with Disability Services: 2802
 - 07/04/2025 YTD enrolled students registered with Disability Services: 2761
- We have introduced a new role of Support Navigator role to help meet demand and this is helping.

Rainbow Inclusion - Kahukura

- Sterling Jones, our Rainbow Inclusion Adviser, can provide academic staff training complementary to this guide: Rainbow inclusive course design and teaching | Staff intranet | Victoria University of Wellington (link here <https://intranet.wgtn.ac.nz/support-students/wellbeing-and-equity-course-toolkit/rainbow-inclusive-course-design-and-teaching>).
To book a session for your teaching and learning committee or School contact: rainbow@vuw.ac.nz.

STUDENT SUCCESS | TĪTOKO

- New Students Orientation (NSO) ran from on 17-21 February. The focus for the week was on academic preparedness for study and making new friends and included opportunities for students to meet and hear from faculties and Student Services. This year, in addition to targeted programmes for Māori, Pasifika, International, and Postgraduate students, there was a tailored programme provided at Te Aro and Pipitea.
- All commencing undergraduate students were automatically enrolled in the UNI101 six-week programme, which features interactive sessions designed to provide guidance, resources for academic success, and opportunities to connect with Student Services and fellow students. A report on uptake will be provided to Academic Board when completed.

RETENTION INITIATIVES

First Year Retention Project

- The First Year Retention Project aims to improve the student experience and retention for first-year students starting in 2025. As the first trimester courses progress, the team is collaborating with course coordinators to assess areas for improvement.
- The project has identified key student engagement strategies, such as 'Early and mid-point student feedback' and 'Nudging for assignment reminders,' which are being tested to evaluate their impact on the student experience within seven courses that are under the scope of the project and being taught in T1.
- Case studies will be developed to share key findings with the University.

Learner Journey Mapping

- The Holistic Student Journey Mapping project seeks to create a coordinated approach to mapping the student journey, from university preparation to lifelong engagement.
- The goal is to build on existing documentation of activities, support structures, business processes, and infrastructure that contribute to student success. This map will help guide future strategic projects, identify gaps in support and retention, and drive continuous improvement.
- The cross-functional team has identified key stages of the journey and is developing workshops with staff, students, and external stakeholders to be held across Q2.



New programme cover sheet

Proposal name	Introduction of Certificate and Diploma in Languages	
Proposer	Nicola Gilmour	
Faculty	Humanities and Social Sciences	
Summary	Introduction of a new certificate and diploma in languages	
Proposal year	2025	
Start year	2026	
Reference	BA/1	
CONSULTATION	Person consulted	Summary and reference
Academic Office	Linda Roberts, Heather Day	Feedback incorporated
Associate Dean	Xavier Marquez	Feedback incorporated
CAD	Irina Elgort	Feedback incorporated
Careers & Employment (Work-integrated Learning)	Alice Hodder (Senior Adviser, WIL)	No issues identified
Course Admin.	Teresa Schischka	Feedback incorporated
Titoko—Student Success	Noeleen Williamson	Feedback incorporated
Library	Taeao Filo	No issues identified
Marketing	Nigel Riley	No issues identified
PAMI	Colin Smithies, Ash McPherson	No issues identified
Toihuarewa	Meegan Hall	No issues identified
School Admin.	Lisa Lowe	No issues identified
Future Students	Cathy Powley	No issues identified
Student Finance	Paige Jarman	No issues identified
Student Learning	Louise Falepau	No issues identified
Students	VUWSA/PGSA	Feedback incorporated
Vic. International	Roger Armstrong	No issues identified
Possible employers/ Professional/ employer groups (See A4)	See separate consultation appendix	

APPROVAL	Authority	Date	Recorded by
Concept proposal	Te Hiwa (not required due to being part of an AFS plan)	14/01/25	Nicola Gilmour (Heather Day)
Head of School	Nicola Gilmour	5/2/2025	Catherine Townsend
Fac. Acad. Cttee.	Xavier Marquez	13/2/2025	Catherine Townsend
Faculty Board	Averil Coxhead	27/2/2025	Catherine Townsend
Acad. Prog. Committee	Robyn Longhurst	25/3/2025	Carol Morris
Te Hiwa*			
Academic Board			
CUAP			

* SLT will not approve any proposal without a business case.



New programme

Proposal name	Introduction of Certificate and Diploma in Languages
Faculty	Humanities and Social Sciences
CUAP Category	6.1.1

Section A

A1 Purpose

1. To introduce a new 60-pt Certificate in Languages (CertLang)
2. To introduce a new 120-pt Diploma in Languages (DipLang)

A2 Justification

Executive summary justification statement for external audience

1. The Certificate in Languages will offer a qualification of interest to those wishing to pursue part-time language study outside of a full undergraduate degree programme. It will also provide students enrolled in other qualifications with an opportunity to acquire an additional qualification certifying their language proficiency.
2. The Diploma in Languages will enable students to gain intermediate to advanced knowledge in one or two languages without having to be enrolled in a Bachelor's degree. It will also be of use to students who wish to take one or two languages alongside another degree programme and graduate with an additional qualification.

Justification statement for internal audience

These qualifications offer an opportunity to attract part-time students for whom language study will enhance their employability or professional and personal development but who are not able to enrol in full-time study. They also offer options for students who find they are unable to continue with a full undergraduate degree but can complete the requirements for these qualifications. Finally, existing students who are already undertaking a limited number of optional courses in one or more languages could opt to take additional points of study in order to obtain the Cert/Dip alongside their core qualification and major, thus enhancing their CV and showcasing their language learning in their academic transcript.

Te Kawa a Māui are supportive of this initiative and see it as an attractive option for students studying te reo Māori. The new qualifications will also provide new opportunities for students to study Samoan.

Furthermore, setting up these two additional qualifications for language study forms part of the Achieving Financial Sustainability Plan for Asian and European Languages and Cultures in that it is estimated that it will encourage more students to take more language courses, as well as bringing in new students from the wider community. They will enable a wider cohort of students to gain a THW—VUW qualification. It is worth noting that other New Zealand universities offer similar qualifications to these, and these qualifications could serve to capture students who might otherwise not continue to study languages.

A3 Qualification

The proposed NZQCF level 5 certificate meets the CUAP definition of a coherent qualification at the pre-degree level with a total value of not fewer than 60 credits (0.5 EFTS) and typically not more than 120 credits (1 EFTS), which is designed to provide a student with a basic tertiary level qualification in a particular area of study. The Certificate will require a minimum of 60 credits, with at least 20 credits at level 6.

The proposed NZQCF level 6 diploma meets the CUAP definition of a qualification at the undergraduate or pre-degree level (NZQCF level 5 or 6) with a total value of not fewer than 120 credits (1 EFTS), of which at least 72 credits must be at the level assigned to the diploma or above. Our configuration of the Diploma will require 120 credits, of which at least 80 must be at level 6 or above.

A4 Acceptability of the programme and consultation

These qualifications already exist in other New Zealand universities. Comments on the proposal have been sought from the people listed in the consultation appendix.

Transitional arrangements

As this programme will be offered for the first time in 2026, it is not envisaged that transitional arrangements will be necessary. However, where current or past students want to enrol in this qualification and have one or more of the requisite courses, they will be advised on a case-by-case basis by Titoko Centre for Student Success staff. The new options will be communicated to existing students internally.

A5 Te Tiriti o Waitangi

This proposal has been developed in consultation with Te Kawa a Māui. One major benefit of the proposed certificate and diploma is that they will offer new options for students wishing to develop and enhance their knowledge of te reo Māori without having to commit to a three-year degree. In addition, all of our language programmes develop students' intercultural awareness and are grounded in an understanding of what it means to study languages other than English in our particular context of Aotearoa New Zealand. We encourage our students to share their own cultural knowledge and seek to incorporate Māori perspectives and examples wherever possible. This will continue to be the case within the new qualifications, and we plan to promote them as an option for speakers of te reo Māori.

A benefit of the proposed change is that it will make it easier to gain a qualification in a language or languages, either alongside another major or degree or part-time, which we hope will make it possible for more students to study both te reo Māori and one of the other modern languages offered at the university.

A6 Goals of the Programme

The Diploma and Certificate of Languages are designed to serve students who wish to develop language skills that help them communicate with people who speak languages other than English and learn more about the cultures where those languages are spoken and who wish to gain a qualification in those languages, but are not in a position to enrol in a major or minor in a language.

A7 Outcome statements

Outcome Statement for the Certificate in Languages (CertLang)

Graduate profile

Students who graduate with a Certificate in Languages will have acquired a level of language skill in their desired language appropriate to the level of the courses they have studied. For some students an assessment of their prior knowledge may mean that they achieve a higher level than those who start ab initio. They will also have an understanding of how to learn a language and how to continue developing those skills after their study is completed. Furthermore, they will have required a practical awareness of key issues in communication across cultures.

Content

Students enrolled in the Certificate will take a minimum of 60 points in a single language, including at least 20 points above 100-level. These courses will familiarise students with the language they are studying to at least an intermediate level, equipping them with a basis in the four key skills of reading, writing, listening and speaking, a basic grounding in the culture(s) in which their language is embedded, and an awareness of basic issues in intercultural communication.

Education pathways

While the Certificate in Languages is a standalone qualification, it is designed to support students to become lifelong language learners and to continue to build language competencies that will enable them to carry out further study and research using those competencies.

Employment pathways

As a certificate comprising 60 points of study in languages, it is envisaged that the CertLang could serve as a useful complement to another course of study or provide an extra qualification for a CV. The Certificate or the Diploma could prove very useful in particular for those students of te reo Māori who are seeking a recognised qualification in the language for professional purposes, such as teaching. These qualifications could also constitute an opportunity for salary recognition.

Outcome Statement for the Diploma in Languages (DipLang)

Graduate profile

Students who graduate with a Diploma in Languages will have acquired a level of language skill in their desired language or languages appropriate to the higher level of the courses they have completed. For some students an assessment of their prior knowledge may mean that they achieve a higher level than those who start ab initio, but it is anticipated that most will have at least an intermediate level of competency in two languages, or an upper intermediate level of competency in one language. They will have an understanding of how to learn a language and how to continue developing those skills after their study is completed. They will also have required a practical awareness of key issues in communication across cultures.

Content

Students enrolled in the Diploma will take a minimum of 120 points in either one or two languages, enabling them to either progress to upper-intermediate/advanced knowledge of a single language and its culture(s), or develop intermediate-level competency in two languages, with concomitant knowledge of the related cultures.

Education pathways

While the DipLang is a standalone qualification, it is designed to support students to become lifelong language learners and to continue to build language and intercultural competencies that will enable them to carry out further study and research using those competencies.

Employment pathways

As a diploma comprising 120 points of study in languages, it is envisaged that the DipLang could serve as a useful complement to another course of study or provide an extra qualification to enhance students' career prospects as it documents a significant level of study in a language other than English. For example, students who take the Certificate or Diploma in te reo Māori will be able to demonstrate more easily to employers who are looking for those skills that they have a tertiary-level qualification in the language. The same applies to students of other languages seeking employment in a wide range of fields where those skills are relevant.

Entry requirements

Before enrolment, a candidate for the CertLang or DipLang must satisfy the Admission Regulations for the University.

Assessment

These programmes are made up of existing courses which will continue to be delivered as they are now, i.e. through a combination of assignments, quizzes, in-class tests and presentations.

A8 Graduate profile

Scholarly attributes developed through the formal curriculum

Te Herenga Waka—Victoria University of Wellington'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 at the level appropriate for the certificate (normally foundational) and the diploma (intermediate/upper intermediate).

Scholarly attributes developed through the formal curriculum for the CertLang and the DipLang

NOTE: The principal difference between the scholarly attributes developed in the CertLang and the DipLang is one of level of study (foundational versus intermediate) rather than any fundamental difference in kind.

Scholarly attribute for the qualification / subject	Discipline knowledge	Critical & Creative Thinking	Communication	Intellectual autonomy	Intellectual integrity
Develop appropriate reading and writing proficiency in the target language or languages	√		√		
Develop appropriate listening and speaking proficiency in the target language or languages	√		√		
Have appropriate knowledge of key cultural and societal elements related to the language or languages studied	√	√	√		
Communicate meaning effectively in the target language or languages	√	√	√	√	√
Understand and appreciate cultural nuances when communicating in the target language or languages	√	√	√		
Acquire skills in life-long language learning				√	

Personal qualities

NOTE: The level of scholarly attributes will normally be foundational (Certificate) or intermediate (Diploma)

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.

Personal qualities developed through the formal and informal learning opportunities through the CertLang and the DipLang

NOTE: the personal qualities developed through the CertLang and the DipLang are the same.

Personal quality for the qualification / subject	International perspective	Engagement	Independence & collaboration	Goal-setting
Respect for diverse cultural perspectives	√	√		
Willingness to engage with local and global communities where the studied language/s are spoken	√	√	√	
Desire to continue developing language skills and cultural awareness			√	√
Willingness to critically evaluate their personal strengths and weaknesses in intercultural communication and awareness				√

A9 Programme overview

Students will be able to enter their language study either at *ab initio* level or they will be able to be assessed for prior knowledge and placed at higher levels. Regardless of where the student starts, they will take a minimum of 60 points to complete a Certificate and 120 points to complete a Diploma.

A10 Proposed regulations

Diploma in Languages and Certificate in Languages

DipLang (120 points) and CertLang (60 points)

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

General Requirements

1. The course of study for the **CertLang** shall consist of
 - a. at least 60 points in one of the following languages: Chinese, French, German, Japanese, Te Reo Māori, Samoan and Spanish, including
 - b. at least 20 points above 100-level.
2. The course of study for the **DipLang** shall consist of:
 - a. 120 points in one or two of the following languages: Chinese, French, German, Japanese, Te Reo Māori, Samoan and Spanish, including
 - b. At least 80 points of language study above 100-level.
 - c. If the Diploma is in one language only, a maximum of 20 points of approved non-language courses can be included from: ASIA, ICOM, LANG, MAOR, PASI and SAMO.

- d. Students who have completed the CertLang will be permitted to cross-credit 100- and 200-level courses worth up to 30 points from the CertLang to an approved Bachelor's degree.
 - e. Students who have completed the DipLang will be permitted to cross-credit 100- and 200-level courses worth up to 60 points from the Diploma to an approved Bachelor's degree.
3. Students cannot be awarded a major or minor in a language and a CertLang or DipLang in the same language.

A11 Proposed teaching/delivery methods

These programmes are made up of existing courses which will continue to be delivered as they are now.

A12 Prescriptions for courses

***All courses are existing- there are no new courses proposed.**

Language /Culture	Course	Title	Prescription
Culture	ASIA 101	Aotearoa New Zealand and Asia	An interdisciplinary introduction to the study of aspects of Asia, via a focus on the relationship between Asia and New Zealand. Topics include historical contacts, economic and political relations, cultural globalisation, and immigrant communities.
Culture	ASIA 111	Introduction to Asian Histories and Cultures	Asia is significant to New Zealand's future. But how much do you know about this incredibly vast, dynamic and diverse region? In this course we will discuss key societal aspects of Northeast, Southeast and South Asia. You will learn about the basic characteristics of the cultures including geographical locations, peoples, religions, histories and traditions. This course will allow you to understand the challenges and opportunities that lie in the region and will prepare you to continue study in many areas with an international focus, such as International Relations, International Business, Languages, Security Studies, or Global Studies. This course will suit all students who are interested in an internationally focussed degree and future career.
Culture	ASIA 201	Contemporary Asian Society	An in-depth look at contemporary Asian societies with particular attention to economic, political and social change within the region and how these changes have been manifested in cultural productions.

Culture	ASIA 203	Modern Korean Society	This course offers a study of contemporary Korean society and popular culture and draws on primary sources from literature, film and music. Co-taught with ASIA 304.
Culture	ASIA 208	East Asian Society and Culture through Film	This course examines East Asian cinema from the early twentieth century to the present. Selected East Asian films are studied in their historical, political and cultural context with special emphasis on issues related to nationhood, modernity, gender roles and globalisation. This course is to be taught in English and has a film viewing component.
Culture	ASIA 301	Nation and Nationalism in Asia	What is a nation? What is nationalism? This course provides an interdisciplinary context within which students explore these important questions as they relate to Asian Studies.
Culture	ASIA 304	Modern Korean Society	This course offers a study of contemporary Korean society and popular culture and draws on primary sources from literature, film and music. Co-taught with ASIA 203.
Language	CHIN 101	Chinese Language 1A	This is a beginners Chinese (Mandarin) course developing basics in reading, writing, speaking and listening in Modern Standard Chinese, using pinyin and simplified characters. Various aspects of Chinese culture will also be introduced. This course is designed for students with no previous knowledge of the language.
Language	CHIN 102	Chinese Language 1B	This course is a continuation of CHIN 101, further developing students' Chinese (Mandarin) language skills in reading, writing, speaking and listening at an elementary level. Various aspects of Chinese culture will also be introduced.
Language	CHIN 201	Chinese Language 2A	This course builds on the listening, speaking, reading and writing skills acquired in CHIN 102. Special attention is placed on developing students' ability to communicate in Chinese in basic social interactions and in further understanding Chinese society and culture through discussions on selected topics.
Language	CHIN 202	Chinese Language 2B	As for CHIN 201, with further development of students' Chinese communication skills and their understanding of Chinese language and culture.

Language	FREN 101	French Language 1A	An intensive course designed for beginners and those with little prior knowledge of French, covering all four skills: reading, writing, listening, speaking. On completing this course, students will have gained knowledge of basic French grammar and vocabulary equivalent to proficiency level A1 in the Common European Framework, or to NCEA level 1.
Language	FREN 102	French Language 1B	An intensive course that continues the work begun in FREN 101 in all four language skills: reading, writing, listening, speaking. On completing this course, students will have knowledge of basic French grammar and understand a range of vocabulary approximately equivalent to level A2 in the Common European Framework, or to NCEA level 2; or NCEA Level 3 credits (with merit or excellence).
Language	FREN 201	French Language 2A	This course builds on work done in FREN 102 in all four language skills: reading, writing, listening, speaking. By the end of the course, students will have acquired a sound knowledge of French syntax and vocabulary approximately equivalent to level A2-B1 in the Common European Framework or to more than 20 credits at NCEA level 3 with merit or excellence.
Language	FREN 202	French Language 2B	This course develops skills in reading, writing, listening and speaking to an intermediate level while preparing students for more advanced language learning. By the end of this course, students will acquire knowledge of French syntax and vocabulary approximately equivalent to level B1 in the Common European Framework.
Language	GERM 101	Introduction to the German Language	This course is designed as an introduction to German language and culture specifically for beginners. In the course, you will cover the basics of the German language in speaking, listening, writing and reading through a communicative, intercultural approach. Through audio-visual materials and readings, you will gain insight into the contemporary German way of life and Germany's vibrant culture. This course is perfect for you if you are an absolute beginner. If you already have prior knowledge of German, you may take a placement test and begin at a more advanced level.

Language	GERM 102	Elementary German	This course builds on the skills acquired in GERM 101. It aims to further develop students' knowledge and understanding of the German language in an interactive way.
Language	GERM 201	German Language 2A	Revision of basic German grammar. Practice of reading and listening to authentic German at an advanced level, building of German vocabulary knowledge pertaining to a number of different word fields.
Language	GERM 202	German Language 2B	This course is designed to provide practice of speaking, reading and listening to authentic German texts at the intermediate level of B1 in the Common European Reference Framework for Language Learning, as well as consolidation of intermediate German grammar. We'll also delve into German, Austrian and Swiss culture, learning words and expressions, and examining cultural and societal norms that will help you participate in everyday conversations and demonstrate cultural sensitivity in your interactions with native speakers of German.
Culture	ICOM 101	Introduction to Intercultural Communication	This course introduces students to the theories and practices of Intercultural Communication. Students will develop skills that are increasingly important to communicate effectively and appropriately when engaging in intercultural interactions. Considering local and global case studies, the course places particular emphasis on the way in which linguistic and cultural differences influence the production, transmission and reception of communications in all forms.
Culture	ICOM 201	Approaches to Intercultural Communication	This course explores theories and practices of intercultural communication. Students will apply these theories and practices in case studies with a view to identifying effective communicative strategies in intercultural interactions. Topics covered include stereotyping and cross-cultural social media.
Culture	ICOM 202	Intercultural Communication and Global Citizenship	This course focuses on how intercultural communication is central to global citizenship, using real and potential communication breakdowns caused by linguistic and cultural diversity. Students will develop skills and strategies to negotiate difference and address communication impasse or conflict productively.

Culture	ICOM 301	Moving Meanings: Translation as Intercultural Communication	This course treats translation not only as it is conventionally understood (as linguistic substitution) but in its broader sense of cross-cultural communication. Analysing a range of case studies (including crowd-translation, fan-subbing, localization) students will engage with translation as interpretation and communication of linguistic and cultural diversity.
Culture	ICOM 302	Topic in Intercultural Communication in Global Contexts	This course provides students with strategies for engaging in intercultural communication in international contexts. Topics may include: global citizenship and intercultural communication; intercultural communication in situations of conflict and crisis; language, culture and mobility; digital intercultural communication and localization; indigenous perspectives on intercultural communication.
Language	JAPA 101	Introduction to the Japanese Language	This course is designed for those with no knowledge of Japanese. It covers basic oral and written skills including hiragana, katakana and 58 kanji. This course is for absolute beginners. It may not be taken by students with prior knowledge of the language.
Language	JAPA 102	Elementary Japanese	This course increases basic proficiency in oral and written Japanese. 150 Kanji are covered.
Language	JAPA 201	Japanese Language 2A	This course is a continuation of the work done in JAPA 102 in all four language skills; reading, writing, listening and speaking. By the end of this course, students will acquire the knowledge of basic Japanese grammar and will understand approximately 380 kanji.
Language	JAPA 202	Japanese Language 2B	This course is a continuation of the work done in JAPA 201 in all four language skills; reading, writing, listening and speaking. By the end of this course, students will acquire the knowledge of basic Japanese grammar and will understand approximately 500 kanji.
Culture	LANG 101	Shaping the World: Cultural Forces in Europe and Latin America	This course introduces students to themes central to the study of the cultures of the French, German, Italian and Spanish-speaking worlds. Cultural case studies will allow students to draw out commonalities without losing sight of historical, political and socio-cultural specificities. The course is taught and assessed entirely in English.

Culture	LANG 110	Exploring the World through Languages and Cultures	How do languages and cultures interrelate, and how can we read them in the world around us? This course provides students with insights into how languages and cultures shape and reflect identity by critically engaging with a wide variety of global texts and objects located in New Zealand's capital city and beyond. Texts are studied in English translation.
Culture	LANG 201	Capital Cities: Their Cultures and Stories	A course that charts the physical and cultural landscapes of some of the world's most exciting cities and explores the changing histories of their peoples. This course is recommended for all students interested in cultural exchange. It is taught entirely in English and fulfils major requirements for students of European Languages and Cultures.
Culture	LANG 202	Moving the World: Artistic Movements in Context	This course introduces students to major artistic movements that represent key moments in the cultural histories of the French, German, Italian and Spanish-speaking worlds. Artefacts such as literary texts and art works will be studied in relation to historical and political contexts and prevailing intellectual currents in the source-language community. The course is taught and assessed entirely in English.
Culture	LANG 301	Languages and Cultures for Global Communication	This course covers all 300-level Asian and European languages, offering language instruction in Chinese, French, German, Japanese, or Spanish along with a rich exploration of cultural and intercultural topics. You will enhance your language proficiency and language-learning skills at an advanced level. You will also join fellow students and staff across the languages in fortnightly seminars to discuss themes like Language and Gender, Language and Identity, Languages of Diplomacy, and Languages and Colonisation. This integrated approach will help you develop global communication skills to thrive in diverse, multicultural environments.
Language	MAOR 101	Te Timatanga / Introduction to Māori Language	This course is an introduction to the Māori language for those who have little or no previous experience of the Māori language or culture. In MAOR 101 students work to develop a foundation of basic Māori language speaking, reading and writing skills, approximately equivalent to NCEA Level 1. The course covers

			the fundamentals of Māori pronunciation, learning vocabulary and basic sentence structures, karakia, waiata, and mihi.
Language	MAOR 102	Te Arumanga / Elementary Māori Language	This course is designed for students with some basic Māori language experience, and extends upon the foundations laid in MAOR 101. In MAOR 102, students work to improve their oral and written Māori language competence, reaching a level approximately equivalent to NCEA Level 3. Students are introduced to new vocabulary and extend their knowledge of the structures of te reo Māori, and begin to engage in basic conversations on everyday topics.
Language	MAOR 111	Wana te Wanawana / Māori Language 1A	This course focuses upon developing a foundation of tertiary level Māori language learning and academic skills. Throughout MAOR 111 students will work to develop oral and aural confidence in te reo Māori. They will also encounter a range of Māori language literature, and will work to expand their vocabulary and develop accuracy in reading and writing in te reo Māori. Students with NCEA Level 2, Sixth Form Certificate, NCEA Level 3, University Entrance Māori or an equivalent should begin with this course. This course includes a noho marae component.
Language	MAOR 112	Wanawana te Tū / Māori Language 1B	This course focuses upon further developing listening, speaking, reading and writing skills in te reo Māori. There is a focus upon oral performance. Students will further develop their language proficiency by beginning to evaluate, edit, and critically analyse their use of te reo Māori. They will begin to develop awareness of register and formality in te reo Māori.
Culture	MAOR 123	Te Iwi Māori me āna Tikanga/Māori Society and Culture	This course introduces students to a broad range of Māori beliefs, concepts and structures that are important to the foundations and development of Māori society and culture. The course will cover aspects of pre-European Māori society, cultural change, present-day developments as well as visions for the future.
Culture	MAOR 126	He Herenga Tāngata / Engaging with Māori in Professional Practice	This course prepares students to deal with the opportunities and nuances of engaging with the Māori world and Māori communities in professional practice. It provides a broad introduction to te reo Māori, tikanga Māori and te Tiriti o Waitangi, with a focus on

			decolonisation, partnership between tangata whenua and tangata Tiriti, and implications for professional practice in Aotearoa.
Language	MAOR 211	Tū Te Wana Wana / Māori Language 2A	This Māori language course extends oral, aural, reading and writing skills, with a particular focus on the relationship between language and Māori worldviews. It develops these language skills by drawing on literature from a range of time periods and genres, including narratives contained within Te Tumu Herenga Waka. Kīwaha (colloquialisms), whakataukī/whakatauāki (aphorisms) and mita (dialect) are examined in developing creative writing abilities.
Culture	MAOR 216	Te Tiriti o Waitangi/The Treaty of Waitangi	This course examines Te Tiriti o Waitangi/ The Treaty of Waitangi, developing an understanding of its impact on the people of Aotearoa from its conception to the current day and beyond.
Language	MAOR 221	Tū Tū Te Wana / Māori Language 2B	This Māori language course further extends oral, aural, reading and writing skills, with a particular focus on modern language contexts. It draws on a number of literary genres and situations that develop an understanding of language acquisition and use in modern contexts. Kīwaha (colloquialisms), whakataukī/whakatauāki (aphorisms) and mita (dialect) are further extended for modern use. Translation theories are also examined in the development of modern language corpora.
Culture	MAOR 222	Te Aukorimiha, Te Auripomiha o te Reo/The Social and Political Development of the Māori Language	MAOR 222 explores the socio-linguistic landscapes related to language revitalisation, planning and policy. The course also probes the current climate of Māori language revitalisation and the impact different initiatives have made on the social and political development of the language.
Language	MAOR 311	Tiri Te Wana Wana / Māori Language 3	In this course students test their advanced Māori language oral, aural, reading and writing skills, through engaging in a variety of advanced level Māori language tasks. This includes delving into the use of figurative language (kōrero whakaniko) and colloquialisms (kīwaha) and discussing and analysing examples of literature rich in these language features. Students are also challenged to demonstrate their competence in te reo Māori through

			debating current issues related to te reo and te ao Māori, and crafting quality translations with sensitivity to key translation principles and language features such as subtlety, formality, and grammatical accuracy.
Culture	MAOR 321	Te Reo Karanga, Te Reo Whaikōrero/The Language of Karanga and Whaikōrero	This course examines the classical language of the Māori with an emphasis on the composition of original narrative and lyrical material.
Culture	MAOR 322	Te Tāhū o te Reo/Topics in the Structure of Māori Language	This course provides an introduction to linguistic themes and the linguistic description of the Māori language, through the medium of te reo Māori, for competent Māori speakers. It concentrates on the analysis of the structure of Māori sentences and the critical analysis of elements of grammar fundamental to the fabric of the Māori language. MAOR 322 focuses on aspects of linguistic themes and concepts particularly relevant to speakers of Māori, including language change.
Culture	PASI 101	The Pacific Heritage	This is a survey course on a range of Pacific nations, covering socio-cultural, geographical, economic, and historical issues including indigenous perspectives.
Culture	PASI 201	Comparative History in Polynesia	This course compares and contrasts pre-colonial, colonial and 'post-colonial' experiences of eastern and western Polynesian societies. Students are introduced to a range of sources for historical research, including indigenous sources.
Culture	PASI 202	Globalisation and Popular Culture in the Pacific	Why do popular cultures matter? How might they be important for learning about Pacific places and peoples in an era of globalisation? In this course, students examine popular cultures as dynamic sites for Pacific engagements with processes of globalisation.
Culture	PASI 301	Framing the Pacific: Theorising Culture and Society	This course examines a number of critical issues in the contemporary Pacific through a detailed consideration of the work, ideas, and writings of Pacific writers, artists, film makers, activists and scholars. It also encourages critiques of established historical and narrative accounts.
Culture	PASI 302	Special Topic	Not currently offered

Culture	PASI 303	Migration, Diaspora and Identity in the Pacific	This course explores the concept of diaspora alongside indigenous Pacific ways of conceptualising migration, movement, socio-spatial relationship, and attachments to place. Throughout the course, we use these conceptual tools to engage with specific examples of culture and identity in a variety of Pacific contexts, developing students' abilities to discuss issues of population movement, cultural change, and identity formation with nuance and intellectual rigour.
Language	SAMO 101	Introduction to Samoan Language	An introduction to speaking, understanding, reading and writing Samoan with emphasis on spoken language skills.
Language	SAMO 102	Conversational Samoan	A course aimed at developing oral skills and confidence in pronunciation of Samoan vocabulary, speaking and understanding conversational Samoan. There are no prerequisites for entry.
Culture	SAMO 111	Samoan Society and Culture	An introduction to Samoan culture and society with a focus on key Samoan concepts, values, practices, and socio-political institutions.
Language	SAMO 201	Samoan Language and Customs	A course that concentrates on developing oral and written skills in the Samoan language. Oral skills refers to exposing the students to and building their knowledge of vocabulary, phrases and customary concepts.
Language	SAMO 202	Faasinomaga ma Tusitusiga Samoa / Samoan Literature	A further development and extension of Samoan language and scholastic understanding in reading, writing, listening and speaking skills about Samoan literature.
Language	SAMO 301	Samoan Language and Customs	An advanced course which will further develop oral, written, and reading skills in the Samoan language (particularly in Samoan history, customs and oral history) and with continuing attention given to speaking the language.
Language	SAMO302	Faauigaga ma Faaliliuga / Interpreting and Translation	Interpreting and translating English to Samoan and Samoan to English concepts, theories and models with particular emphasis on exploring social, cultural and methodological contexts.
Language	SPAN 101	Introduction to the Spanish Language	This course teaches the basics of the Spanish language through practice in speaking, listening, reading and writing. As it is designed for absolute beginners, it may not be taken by students with prior knowledge of the language.

Language	SPAN 102	Elementary Spanish	This course builds on SPAN 101, consolidating and increasing students' knowledge of and proficiency in both written and oral Spanish.
Language	SPAN 201	Spanish Language 2A	An intermediate level course, SPAN 201 builds on the skills developed in SPAN 102 or NCEA Level 3 in Spanish to enable students to achieve greater oral and written accuracy in the Spanish language. The teaching of the language is reinforced through written exercises, reading comprehension activities, set assignments and audio-visual work.
Language	SPAN 202	Spanish Language 2B	SPAN 202 further develops the language skills taught in SPAN 201. The teaching of the language is reinforced through written exercises, reading comprehension activities, set assignments and audio-visual work.

A13 Assessment and moderation procedures

As currently delivered.

A14 Resources

No new resources are required.

A15 Plans for monitoring programme

The monitoring of the quality of the Certificate and Diploma programmes will follow the guidelines for all the preexisting courses. The monitoring of enrolments will be carried out by the relevant Heads of School and Programme Directors, meeting once a year for that purpose. The same group will be responsible for the Graduating Year Reviews and any self-review reports required.

A16 Review of the programme

These programmes will be reviewed in line with the usual monitoring practices of the university and will be included within Programme reviews, graduating year reviews and teaching evaluation processes.

A17 Statement regarding Section B

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

A18 EFTS value

The Certificate in Languages would consist of a minimum of 0.5 EFTS and the Diploma in Languages will usually consist of 1 EFTS.

A19 Statement regarding funding

N/A

A20 Information about the agreement

N/A

AO-5cs

Section B

B1 Learning objectives and assessment for each new course

No new courses will be offered.

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

There are no new courses being offered, therefore the workload, mandatory course requirements and assessment will continue in those courses as usual.

B3 Availability of teaching and support staff

Academic staff

All courses offered as part of these two qualifications are already offered within current staffing and will continue to be so. Any significant increase in student numbers would be handled through the usual workforce planning process.

Teaching support staff

As these courses are already being taught, they have already been developed in conjunction with CAD, ITS and all have Nuku pages and so on. No qualification-specific changes are anticipated to the way the courses are currently offered.

Administration support

We are in the process of consulting with the SLC School Manager, Titoko and Future Students staff.

Website, marketing and publications

All publications and systems (web and enrolment, Banner/Student Records, MyDegree, etc.) will need to be updated to reflect the introduction of the new programmes. Staff in the School will promote the new qualifications informally across their courses, and during trimester two 2025 an engagement plan will be developed with Future Students and Communications and Marketing teams.

B4 Availability of teaching space and other required facilities

Facilities

These programmes are made up of existing courses, so no additional facilities are needed.

IT implications

These programmes are made up of existing courses, so no additional IT resources are needed.

Equipment

N/A

B5 Availability of library resources

These programmes are made up of existing courses, so no additional library resources are needed.

B6 Timetabling arrangements

These programmes are made up of existing courses, which will continue to be timetabled as they are now.

B7 Memorandum of understanding

N/A



Appendix: Consultation

Proposal name	Introduction of Certificate and Diploma in Languages
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(In the table below, provide evidence of consultation that has been undertaken and how the advice has been incorporated. The table should capture external consultation and internal consultation other than that recorded on the cover sheet, e.g. feedback from other schools and faculties. The completion of this template is required for new programmes and is optional for programme amendments. Add more rows if needed. Remove these instructions.)

Consultation	Response to feedback
[Person consulted, including role and organisation (external); role and/or School/CSU (internal).]	[Summary of feedback and how it has been or will be incorporated.]
Mike Ross, HoS Te Kawa a Māui	Mike was very supportive of this initiative and felt it could be of great interest to students of te reo Māori who might be seeking some kind of certification of their study of the language for personal or professional development.
Dr Rory McKenzie	



New programme cover sheet

Proposal name	Bachelor of Politics		
Proposer	Xavier Marquez		
Faculty	Humanities and Social Sciences		
Summary	Introduction of a new Bachelor of Politics		
Proposal year	2024		
2018	2026		
Reference	BPols/1, BC/2, BA/6		
CONSULTATION	Person consulted	Summary and reference	
Academic Office	Linda Roberts	Feedback incorporated	
Associate Dean	Sally Hill	Feedback incorporated	
CAD	Irina Elgort	Feedback incorporated	
Careers & Employmt (WIL)	Alice Hodder	No issues identified	
Course Admin.	Teresa Schischka	Feedback provided	
Faculty Admin.	Noeleen Williamson	Feedback incorporated	
Library	Justin Cargill	Feedback incorporated	
Marketing	Nigel Riley	No issues identified	
PAMI	Ash McPherson	No issues identified	
Toihuarewa	Brian Tunui	No issues identified	
School Admin.	Jonette Crysell	No issues identified	
Future Students	Cathy Powley	No issues identified	
Student Finance	Paige Jarman	No issues identified	
Student Learning	Louise Falepau	No issues identified	
Students	VUWSA	Feedback incorporated	
Vic. International	Roger Shew	No issues identified	
Other Faculties	Jane Bryson WSBG	WSBG supports BPols	
Possible employers/ Professional/ employer groups (See A4)	See consultation appendix	Feedback sought	
APPROVAL	Authority	Date	Recorded by
Concept proposal	SLT		
Head of School	Simon Keller	29/11/2024	Catherine Townsend

Fac. Acad. Cttee.	Sally Hill	5/12/2024	Catherine Townsend
Faculty Board	Averil Coxhead	27/2/2025	Catherine Townsend
Fac. Board WSBG	Jane Bryson	19/2/2025	Catherine Townsend
Acad. Prog. Committee	Robyn Longhurst	25/02/2025	Carol Morris
Te Hiwa*	Robyn Longhurst	01/04/2025	Carol Morris
Academic Board			
CUAP			

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



New programme

Proposal name	Bachelor of Politics
Faculty	Humanities and Social Sciences
CUAP Category	6.1.1

Section A

A1 Purpose

1. To introduce a new Bachelor of Politics (BPols)
2. To introduce two new majors within the degree
3. To introduce ten new minors within the new degree
4. To introduce three specialisations to the POLS and INTP majors within the new degree and the Bachelor of Arts
5. To introduce ten new major/minor codes
6. To introduce one new course code (POLI (Political Studies)), and a course POLI 101 *Introduction to Politics*
7. To make five special topics permanent and retain the special topic slots (HIST 235, INTP 365, PCOM 303, POLS 355, POLS 378) as:
 - HIST 209 *Telling NZ-Pacific Lives*
 - INTP 305 *International Politics of Forced Migration*
 - PCOM 306 *Campaign Skills*
 - POLS 306 *The Politics of China*
 - POLS 307 *Social Movements, People Power, and Populism*
8. To delete PCOM 302
9. To amend the prerequisites for a range of 200- and 300-level courses in the minors
10. To amend the regulations of the Bachelor of Global Studies to allow the Human Rights, Justice and Peace (HRJP) minor to be included in the Bachelor of Politics

A2 Justification

Executive summary justification statement for external audience

The Bachelor of Politics (BPols) responds to a need for graduates who can think critically about pressing political issues through a range of disciplinary perspectives. The proposed degree responds to Te Herenga Waka—Victoria University of Wellington’s strategic vision of being “a university for a better future” as well as its strategic goal of deepening engagement with communities and stakeholders and its commitments to Te Tiriti o Waitangi. The BPols will:

1. prepare students to be globally minded, civically engaged citizens with a deep understanding of both national and international political dynamics and encourage them to understand big problems from a variety of perspectives;
2. equip students to both contribute to policymaking and to challenge existing policies with a view to tackling the complex problems of the future, through its focus on both theoretical knowledge and practical skills in civic action and research;

3. emphasise understanding and honouring Te Tiriti o Waitangi, reflecting the university's commitment to ensuring that all students have an understanding of what it means to be Tangata Whenua and Tangata Titiri in the Aotearoa New Zealand political context;
4. bring together expertise from various disciplines and offer a range of specialized minors to equip students to find interdisciplinary solutions to complex problems;
5. equip students with the skills and knowledge needed to address pressing societal issues, including climate change, human rights, and the complexities of modern governance in a rapidly changing world.

By bringing together both new and existing majors around a politics core, requiring interdisciplinary study, and enabling work-integrated learning opportunities, the BPols provides study pathways that are different from existing BA options. The degree is also designed with clear pathways to postgraduate study, aligning with student preferences for programs that offer defined academic progression.

The degree makes the most of our location in the capital city and responds to needs expressed through existing relationships with the public sector, government departments and ministries, the diplomatic community, NGOs, and public and private international organisations. It also reflects our academic strengths in key areas of Political Studies across the University, and particularly in the Faculty of Humanities and Social Sciences and the Wellington School of Business and Government. These include (but are not limited to) Politics and International Relations, Philosophy, Māori Studies, Economics, and Public Policy.

Justification statement for internal audience

Te Herenga Waka—Victoria University of Wellington is ideally placed to offer the proposed Bachelor of Politics as a distinctive, geographically unique, multi-Faculty degree housed in the Wellington Faculty of Humanities and Social Science. The Bachelor of Politics (BPols) degree aligns closely with Te Herenga Waka —Victoria University of Wellington's strategic vision of being a world-leading capital city university, a great civic university, and a "University for a better future".

The points above align with university goals of leading thinking on major issues affecting the environmental, societal, cultural, and economic wellbeing of Aotearoa New Zealand, the Asia-Pacific, and the wider world from transdisciplinary perspectives. The degree reflects our strategy of being a "University for a Better Future" that addresses societal challenges and has a deep commitment to Te Tiriti and to Mai i te iho ki te pae.

It also aligns with the University's strategy for growth. PAMI analysis shows a gap in the market that we are uniquely well-placed to fill. The BPols takes advantage of our unique market position and responds to the changing landscape of tertiary education in New Zealand. As demonstrated by the success of named bachelor qualifications at other institutions, this degree positions Te Herenga Waka—Victoria University of Wellington to compete effectively in the market for specialized undergraduate programs, capitalizing on our existing strengths in Politics and International Relations (top 100 in the QS rankings) and Public Policy, and on our position as a Capital City University with unparalleled access to political institutions, policymakers, and civic organizations. The degree also offers flexibility for students to make the most of the University's multidisciplinary strengths by allowing for inclusion of an outside major from any other undergraduate degree.

A3 Qualification

The proposed Bachelor of Politics meets the approved CUAP definition of a bachelor's programme. Students who complete the degree will have completed a coherent and structured course of study with a total value of not less than 360 points (3 EFTS), with a minimum of 72 points at NZQF level 7 (300-level).

A4 Acceptability of the programme and consultation

The proposed degree complements existing politics, government, and international relations and global studies programmes here and abroad. The Faculty of Humanities and Social Sciences has prepared this proposal in consultation with other Faculties across the University, and in particular the School of Business and Government and Te Kawa a Māui, which will contribute some of the proposed majors and core courses.

This degree offers a distinctive structure (core disciplinary majors plus interdisciplinary minors around a politics core) and a deep connection to THW—VUW's location in the capital city and at

the heart of politics and government. All students will take a shared Political Studies course, a Māori Studies course, a course in Political Science and a course in International Relations in their first year. This provides a strong foundation and equips them for their majors (which reflect the key subfields of the discipline and the scope of the study of politics at THW—VUW) and interdisciplinary minors, which allow them to build understanding of key political issues across different domains. Students may also select an additional major or minor in another subject.

This framework builds on established areas of disciplinary expertise at Te Herenga Waka—Victoria University of Wellington and provides a unique set of pathways for students. Analysis so far indicates that there would be student demand for a stand-alone degree of this kind with this structure and range of distinctive majors and minors.

Stakeholders and contacts in government agencies and department, iwi-related organisations, the Wellington diplomatic community, Wellington City Council and national and international organisations and NGOs were asked to provide feedback on the proposed programme, both via a survey and through in-person meetings. (A summary of that feedback is found in the consultation appendix). A range of potential employers, primarily in the public sector, expressed broad support for the new degree. They noted how the programme provides a solid understanding of Te Tiriti o Waitangi, which is viewed as essential within New Zealand's public sector; commended its interdisciplinary approach, incorporating insights from diverse fields such as public policy, economics, political science, international relations, Māori studies, and political communication; and praised the inclusion of regional and security studies in the minors, recognizing their growing importance in contemporary policy and international affairs. Employers also highlighted the value of strong analytical writing and effective oral communication skills, underscoring their necessity for graduates entering careers involving policy analysis, diplomacy, strategic planning, and governance. Practical collaboration opportunities, including internships, guest lectures, and case studies, were also strongly endorsed as valuable for preparing graduates for the complexities and challenges of professional roles in politics and governance. Such opportunities will be made available to students both via the internship, as well as in other forms in POLI101 and other courses.

Transitional arrangements

The student success team will advise students on transferring into the BPols on a case-by-case basis making sure that there is limited impact to the student and making sure that they are not completing an excess of points in order to complete.

A5 Te Tiriti o Waitangi

The new degree program will foster an understanding of the significance of Te Tiriti o Waitangi within the framework of the various disciplines it includes. It places a strong emphasis on understanding and honouring Te Tiriti o Waitangi and will ensure all students have an understanding of what it means to be Tangata Whenua or Tangata Tiriti, and are introduced to mātauranga Māori and the Aotearoa New Zealand political context. Some of the majors are already part of existing degree programs and have established content related to Te Tiriti. The creation of new majors, as well as the revision of existing ones, provides an opportunity to broaden their content and enhance awareness of Māori and different cultural values, principles, and practices that underpin the political systems of Aotearoa NZ.

A6 Goals of the Programme

The Bachelor of Politics aims to prepare students to understand and be able to contribute to politics at local, national, and global levels. It brings together the research expertise of programmes across the University to provide a multidisciplinary approach to the study of political phenomena. Its core courses provide a foundation on political systems, theories, and power dynamics, with a particular emphasis on the Aotearoa New Zealand context; its majors draw on core research on politics to give students a strong education in the field of political studies; and its interdisciplinary minors integrate multiple understandings of politics to give students skills to tackle complex challenges in innovative and informed ways. The degree also offers opportunities for work-integrated learning and provides well-defined pathways for further study in a variety of politics-related fields.

A7 Outcome statements

Graduate profile (qualification)

Graduates with a Bachelor of Politics (BPols) from Te Herenga Waka—Victoria University of Wellington will be equipped to navigate and shape the complex landscape of modern governance in an era of rapid social and environmental change. Grounded in a deep understanding of New Zealand's political context and Te Tiriti o Waitangi, aware of the possibilities of civic action in the current context, and educated in leading research methods, they will possess a nuanced appreciation of global political dynamics and their interconnections with local issues, and will be able to both contribute to and challenge the politics of Aotearoa New Zealand.

BPols graduates will:

1. Demonstrate comprehensive knowledge of political systems, theories, and processes, including an understanding of New Zealand politics, tino rangatiratanga and kāwanatanga in the context of Te Tiriti, and Aotearoa's place in the world.
2. Apply interdisciplinary and transdisciplinary perspectives to analyse and address pressing political challenges.
3. Exhibit strong critical thinking and research skills, enabling them to evaluate complex political issues, policies, and proposed solutions, and to contest existing political structures when necessary.
4. Communicate effectively across various media and to diverse audiences, articulating political ideas and analyses with clarity and persuasiveness.
5. Effectively understand principles of civic engagement and political participation.
6. Demonstrate cultural competence and an appreciation for diverse perspectives, including being Tangata Whenua or Tangata Tiriti.
7. Show proficiency in a cognate field through their selected minor, enhancing their ability to approach political issues from multiple angles and contribute to interdisciplinary solutions.
8. Apply ethical reasoning to political decision-making and understand the moral dimensions of public policy, with a focus on creating a more just world.
9. Develop leadership skills and the ability to work collaboratively in diverse team settings, preparing them for roles in public service, politics, political activism, or academic research.

Content

All students will take the core Political Studies course, a Māori Studies course, a course in Politics and one in International Relations in their first year. They will select at least one of the following majors:

1. International Relations (existing major)

2. Political Communication (existing major)
3. Politics of Aotearoa New Zealand (new major)
4. Politics, Philosophy, and Economics (new major)
5. Public Policy (existing major)
6. Political Science (existing major)

In addition, students will be required to take at least one additional interdisciplinary minor. The interdisciplinary minor subject areas for the degree are the following:

1. Asian Politics
2. Civic Engagement
3. Environmental Politics
4. International Political Economy
5. Māori Politics
6. Pacific Politics
7. Politics of Aotearoa New Zealand
8. Politics of Migration
9. Politics, Philosophy, and Economics
10. Science and Politics
11. Human Rights, Justice, and Peace (existing minor)

Students can opt to complete an additional major or minor from one of the majors in the degree or from outside the BPols schedule. Alternatively, they will be able to choose elective courses, which may be taken from inside or outside the BPols schedule. All students will be eligible to apply to do an internship and will be encouraged to take up opportunities for overseas exchange.

Education pathways

The degree will help prepare students for further study in a range of fields related to politics and international relations. It offers pathways to a wide array of taught Master's programmes, both at THW—VUW and at other universities nationally and internationally. For example, the Politics of Aotearoa New Zealand and Political Science majors are pathways to the MPols; the International Relations major is a pathway to the MIR; the International Security specialisation is a pathway to the MSS; the PPE major is a pathway to the MPPE; and the Political Communication major is a pathway to the MC. All BPols Graduates will also be prepared to enter the BA(Hons), and thus the MA (via the honours pathway). Finally, students pursuing specific minors – such as the Politics of Migration minor, the Environmental Politics minor, or the Māori Politics minor – are well prepared to enter other Master's programmes, such as the Master of Migration Studies, the Master of Development Studies, and the Master of Indigenous studies.

Employment pathways

Graduates will be prepared for careers in government, public service, non-governmental organizations, international relations, political consulting, policy analysis, and political activism. BPols graduates are prepared to make meaningful contributions to political discourse and decision-making in Aotearoa New Zealand and beyond.

Entry requirements

A New Zealand university entrance qualification or equivalent.

Assessment

A combination of assignments, including online exercises and activities, essays, in-class tests, oral presentations, individual and group research and problem-based or case study-focused learning projects, reflective e-portfolios and research projects. Courses in some majors or minors may also require examinations.

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

Scholarly attribute for the qualification / subject	Discipline knowledge	Critical & Creative Thinking	Communication	Intellectual autonomy	Intellectual integrity
Comprehensive knowledge of political systems, theories, and processes	✓	✓		✓	
Ability to apply interdisciplinary and transdisciplinary perspectives to analyse and address pressing political challenges.	✓	✓		✓	
Strong critical thinking and research skills to evaluate complex political issues, policies, and proposed solutions, and to contest existing political structures when necessary.		✓			
Effective communication across various media and to diverse audiences, to articulate political ideas and analyses with clarity and persuasiveness.			✓		
Ability to understand principles of civic engagement and political participation.	✓				✓
Cultural competence and appreciation for diverse perspectives.				✓	✓
Proficiency in a cognate field through their selected minor.	✓	✓			
Ability to apply ethical reasoning to political decision-making and understand the moral dimensions of public policy.		✓			✓
Leadership skills and the ability to work collaboratively in diverse team settings.			✓	✓	✓

Personal qualities

Personal quality for the qualification / subject	International perspective	Engagement	Independence & collaboration	Goal-setting
Ability to apply ethical reasoning to political decision-making and understand the moral dimensions of public policy.		✓		✓
Comprehensive knowledge of political systems, theories, and processes	✓			
Leadership skills and the ability to work collaboratively in diverse team settings.		✓	✓	✓
Cultural competence and appreciation for diverse perspectives.	✓	✓		

A9 Programme overview

In their first year, students will complete a core course, POLI 101 *Introduction to Politics*, a compulsory Māori Studies course to ensure a focus on political issues in the context of Aotearoa New Zealand, a Political Science course and an International Relations course. Those not taking the PPE major will have the opportunity to take two additional courses toward an outside major or minor or as electives. The structure is as follows:

- **Core course** (20 points): POLI 101, a course focused on both disciplinary and transdisciplinary approaches to political studies.
- **One 100-level Māori studies course** (20 points): MAOR 126
- **One 100-level INTP and one 100-level POLS course** (40 points)
- **At least one major from the BPols** (at least 120 pts, including 40 pts from the above 100-level courses)
- **At least one interdisciplinary minor from the BPols** (at least 60 pts)
- **Further points from electives or additional majors and minors** : Students can use their remaining points to broaden their interdisciplinary knowledge in a variety of ways, including strengthening the focus in their major or minor, adding an additional BPols or external major or minor, or by selecting a range of elective courses. Students also have the option to complete an internship in their third year of study: FHSS 302 *FHSS Internship*.

BPols students will also be actively encouraged to take part in a suite of relevant co-curricular activities and career-development/work-related learning, benefitting from THW—VUW's capital city location and/or to participate in opportunities for overseas study.

A10 Proposed regulations**Bachelor of Politics****BPols (360 points)**

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

General requirements

1. (a) The personal course of study of a candidate for the BPols degree shall, except as provided in the Credit Transfer and Recognition of Prior Learning Regulations, consist of courses from the

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BPols schedule and the schedules of any first degree of this university. The total points value shall be at least 360 points, of which:

- (i) at least 180 points shall be for courses numbered 200–399; and
 - (ii) at least 75 points shall be numbered 300–399.
- (b) Every personal course of study shall include:
- (i) POLI 101,
 - (ii) 20 points from INTP 100–199, 20 points from POLS 100–199; and
 - (iii) MAOR 126.

Major subject requirements

2. A candidate shall satisfy the requirements for at least one major subject selected from the list below. A candidate may present an additional major for the BPols by satisfying the major requirements as specified in the regulations for any first degree of this university. No course numbered 300–399 may be counted towards more than one major subject. The head of school may approve substitutions and exemptions to 100-level requirements of a major and may approve up to 20 points of substitutions at 200 level and up to 20 points of substitutions at 300 level, as long as the substitute courses are complementary to the major.

Politics of Aotearoa New Zealand (ANZP)

- (a) POLS 111, MAOR 126;
- (b) 40 points from POLS 206, 218, HIST 204, 249, 209, INTP 244, LSCI210, MAOR 216, PUBL 201, including at least 20 points from POLS, INTP, MAOR or PUBL;
- (c) 40 points from POLS 353, HIST 312, MAOR 316, PUBL 304.

Politics, Philosophy, and Economics (PHPE)

- (a) ECON 130, PHIL 106, one of (POLS 112 or POLS 114), QUAN 111;
- (b) ECON 201;
- (c) 20 points from POLS or INTP 200–299;
- (d) 20 points from PHIL 200–299;
- (e) 20 points from POLS or INTP 300–399
- (f) 20 points from PHIL 300–399
- (g) 15 points from ECON 314, 328, 330, 340, 361

International Relations (INTP)

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

For a specialisation in International Security (ISEC), students must include the following courses: INTP 115, two courses from INTP 243, 244, 245, 248, at least one course from INTP 363, 371, 379.

Political Science (POLS)

- (a) 40 points from POLS 100–199
- (b) 40 points from POLS 200–299
- (c) 20 points from POLS 300–399

- (d) 20 further points from POLS 300–399, INTP 300–399, HIST 336, MAOR 316, PHIL 303, PUBL 304,
- (e) 20 further points from POLS 200–399, INTP 200–399, HIST 249, 336, MAOR 216, 316, PHIL 264, 303, PUBL 304

For a specialisation in Comparative Politics (CPOL), students must include POLS 114 and three courses from the following, including at least one course at 200-level and one at 300-level: POLS 203, 205, 209, 210, 231, 232, 352, 354, 357.

For a specialisation in Political Ideas (POID) students must include the following courses: POLS 112, and three courses from POLS 214, 362, INTP 261, 303, PHIL 264, 303 including at least one 200-level course and one 300-level course.

Political Communication (PCOM)

- (a) COMS 101, 40 points from POLS 101–199, INTP 101–199
- (b) COMS 201, 40 points from PCOM 200–299
- (c) 40 points from PCOM 300–399, MDIA 303

Public Policy (PUBL)

- (a) POLS 111 or PUBL 113
- (b) PUBL 201, 210; 15 further points from PUBL 200–299
- (c) 40 points from PUBL 300–399
- (d) At least 15 further points from PUBL 200–399

Minor requirements

3. (a) A candidate shall satisfy the requirements for at least one minor subject selected from the list in (b) below. A candidate may present an additional minor for the BPols from those listed in (c) or from INTP, PCOM, POLS or PUBL, or with approval of the Director of the BPOLS, by satisfying the minor requirements as specified in the regulations for any first degree of this university.

Note: As stated in the General Programmes of Study Regulations 6.2(a)(ii), no course numbered 300–399 may be counted towards more than one minor subject.

(b) Asian Politics (ASPO). 40 points from POLS 203, 208, 306, INTP 243, 354, and 20 further points from ASIA 201, 203, 301, 304. At least one of the included courses must be at 300-level.

Civic Engagement (CIVE) One of POLS 353 or FHSS 302, 40 points from ANTH 302, GEOG 314, HIST 204, PCOM 306, POLS 206, 307, SOSC 317.

Environmental Politics (ENPO). 60 points including at least 15 points at 300-level from ARTH 201, ANTH 210, CRIM 304, ECON 201, 340, EHUM 201, EHUM 301, GEOG 214, 314, HIST 219, INTP 302, PUBL 307, SCIS 315.

International Political Economy (IPEC). INTP 247, 40 points from ECON 342, GEOG 212, 316, IBUS 201, 303, INTP 302, POLS 384, including at least 15 points from any of the 300 level courses listed.

Māori Politics (MAPO). MAOR 216, MAOR 316 and 20 further points from (HIST 203, 204, 312), MDIA 308, POLS 206.

Pacific Politics (PAPO). POLS 354; 20 points from ARTH 305, ANTH 308, GEOG 322, HIST 219, 235, 336; 20 points from PASI 201, 202, 301, 303.

Politics of Migration (POLM) INTP 305 or POLS 352; 40 points from ANTH 317, GEOG 322, PASI 201, 202, 303.

Science and Politics (SCPO) 20 points from HIST 301, PHIL 201, 209, 325, and 45 points from SCIS 211-213, 311-313, 315, 317, GEOG 214, 314. At least one of the included courses must be at 300-level.

(c) Politics of Aotearoa New Zealand (ANZP)

20 points from (POLS 206, 218, INTP 244, PUBL 201, 304); 20 points from HIST 204, 209, 249, 312; 20 points from MAOR 216, 316. At least one of the included courses must be at 300-level.

Politics, Philosophy and Economics (PHPE)

One course at 300-level, one course from POLS or INTP 200-399, one course from ECON 201, 314, 328, 330, 340, 361, one course from PHIL 200-399, and one further course from any of the courses listed for the minor. At least one of the included courses must be at 300-level.

Human Rights, Justice and Peace (HRJP)

At least 60 points (including 15 pts at 300-level) from ANTH 208, 209, 302, ENGL 330, GEOG 312, 314, HIST 216, 302, 332, HWLB 208, ICOM 202, 302, INTP 204, 303, 363, MDIA 204, MAOR 216, PHIL 303, POLS 209, RELI 232, SACS 202, SOSC 223, SPOL 210.

Note: Students taking the HRJP minor in the Bachelor of Politics will need to take GBL 201 in addition to the 60 points required for the minor.

(d) With permission of the BPols director, students may substitute 15 or 20 200- or 300-level points from their minor with any approved 200- or 300-level course.

4. Conjoint degrees

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

Amend the Combined Undergraduate Schedule:

Course	Title	Pts	P/X/C	Schedule
ECON 361	Disasters and Economic Policy	15	P 30 200-level pts X-ECON 351 in 2013-2016	BCom, BA(B), BEnvSoc
GEOG 212	Worlds of Development	20	P GEOG 112 or GBL 101 or POLS 111 or TOUR 101 or approved course	BSc, BA(B)
GEOG 214	Environment and Resources: New Zealand Perspectives	20	P GEOG 114 or GBL 101 or POLS 111 or 15 approved pts; X ENVI 214	BSc, BA(B)
GLBL 201	Leading Global Change	20	P GBL 101 or POLI 101; ICOM 101; one of (MAOR 101, 123, 126) and at least 15 further pts	BGS

HIST 209	Telling NZ-Pacific Lives	20	P 40 points from HIST 100-199, CLAS 106, POLI 101; X HIST 235, 329 in 2020, 2022, 2025	BA(A)
IBUS 303	Contemporary Issues in International Business	15	P IBUS 201, or 212 or 30 300-level BCom pts; X IBUS 308 in 2018–2021	BCom
INTP 305	International Politics of Forced Migration	20	P 40 pts 200 level INTP or POLS points; X INTP 365 in 2019– 2025	BA(A)
MAOR 126	He Herenga Tāngata / Engaging with Māori in Professional Practice	20		BA(A), BPols, BPsysc, BEnvSoc, BSc, LLB, LLB (Hons)
PCOM 302	Political Speech Writing	20	P 40 points from PCOM 200-299	BC
PCOM 306	Campaign Skills	20	P 40 points from PCOM 200-299; X PCOM 303 in 2022, 2023, 2025	BC
POLI 101	Introduction to Politics	20	P Enrolment into the Bachelor of Politics	BPols
POLS 306	The Politics of China	20	P 40 points from POLS or INTP 200–299; X POLS 355 in 2025	BA(A)
POLS 307	Social Movements, People Power, and Populism	20	P 40 pts from INTP/POLS 200–299, MAOR 216; X POLS 378 in 2025	BA(A)

Amend the regulations for the Bachelor of Global Studies (page 367 of the 2025 VUW Calendar):

(b) The BGS minors listed in section 2(a) are not available for credit towards any other Bachelor's degree **with the exception of Human Rights, Justice and Peace (HRJP) which may be credited towards the Bachelor of Politics.**

Amend the POLS and INTP majors in the Bachelor of Arts (pages 319 and 321 of the 2024 VUW Calendar):

International Relations (INTP)

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

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

For a specialisation in International Security (ISEC), students must include the following courses: INTP 115, two courses from INTP 243, 244, 245, 248, at least one course from INTP 363, 371, 379.

Political Science (POLS)

- (f) 40 points from POLS 100–199
- (g) 40 points from POLS 200–299
- (h) 20 points from POLS 300–399
- (i) 20 further points from POLS 300–399, INTP 300–399, MAOR 316, PHIL 303, PUBL 304, HIST 336
- (j) 20 further points from POLS 200–399, INTP 200–399, HIST 249, 336, MAOR 216, 316, PHIL 264, 303, PUBL 304

For a specialisation in Comparative Politics (CPOL), students must include POLS 114 and three courses from the following, including at least one course at 200-level and one at 300-level: POLS 203, 205, 209, 210, 231, 232, 352, 354, 357.

For a specialisation in Political Ideas (POID) students must include the following courses: POLS 112, and three courses from POLS 214, 362, INTP 261, 303, PHIL 264, 303 including at least one 200-level course and one 300-level course.

A11 Proposed teaching/delivery methods

Organisation of teaching

Most courses on the BPols schedule will be taught through lectures and tutorials, workshops and blended learning formats.

Mode of teaching

Predominantly face-to-face courses with some blended/online teaching elements in terms of content, activities, competency building, engagement and assessment. Some course options are fully online.

Formative feedback

Feedback on many assessment items is specifically designed to assist students with future assessment tasks. In other cases, students will be given the opportunity for formative feedback on draft work and/or through tutorial discussions, online platforms and peer assessment.

Interaction

Interaction with academic staff and other students will occur through participation and group work in face-to-face class settings and online via our learning platform. The structured first-year programme is designed to foster interaction amongst students completing different majors and to create a sense of cohort that can be maintained throughout the degree.

Independent study

Independent study will be integrated through the programme and fostered by students' preparation for tutorials, lectures, lectorials, presentations, workshops and assessments, as well as through the management of group projects and peer accountability.

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

A12 Prescriptions for courses

The table below contains titles and prescriptions for the specified core course and the new courses that the degree introduces.

	<i>Course</i>	<i>Prescription</i>	<i>Points</i>
<i>New</i>	POLI 101 <i>Introduction to Political Studies</i>	This course introduces students to the study of politics, beginning with the central question of “what is politics?”. It discusses key concepts like power, sovereignty, the state, international order, security, legitimacy, representation, pluralism, justice, and democracy. It also introduces some of the key ideas that have shaped political systems today, from liberalism to colonialism to Marxism. The course provides interdisciplinary perspectives on these themes to prepare students for other courses in the Bachelor of Politics	20
<i>Existing</i>	MAOR 126 <i>He Herenga Tāngata / Engaging with Māori in Professional Practice</i>	This course prepares students to deal with the opportunities and nuances of engaging with the Māori world and Māori communities in professional practice. It provides a broad introduction to te reo Māori, tikanga Māori and te Tiriti o Waitangi, with a focus on decolonisation, partnership between tangata whenua and tangata Tiriti, and implications for professional practice in Aotearoa.	20
<i>New</i>	HIST 209 <i>Telling NZ-Pacific Lives</i>	We examine the history of New Zealand’s relations with the Pacific islands from the 1890s to the 1990s through the life histories of Pacific peoples in Aotearoa and NZers in the Pacific (e.g., travellers, traders, “chiefs”, missionaries, students, performers, workers, administrators, politicians, soldiers, families, activists, subalterns, etc.). In so doing we explore how the study of life histories in written, visual and oral forms	20

		allows us to reflect on, illuminate and/or challenge perspectives on Aotearoa's place in, and relations with, the Pacific islands. The course will both examine lives that have been recorded and provide the opportunity to research others.	
New	INTP 305 <i>Politics of Forced Migration</i>	This course will analyse the political causes and consequences of contemporary forced migration, as well as national, regional and international efforts to manage it. Students will study a range of causes of forced migration, including conflict, human rights abuses, land degradation, poverty and climate change. They will also examine the variety of circumstances facing forced migrants after they have left their homes, and consider the political factors that determine such circumstances. Case studies will be drawn from contemporary examples of forced migration around the world.	20
New	PCOM 306 <i>Campaign Skills</i>	This course introduces students to a range of campaign skills to help equip them for future employment in political communication, including work for political parties, interest groups and think tanks. Part of the course will cover formulating and implementing election and civil society campaigns, including such elements as lobbying and advocacy, mobilising public opinion, media and social media strategies, and political marketing. The other part of the course will introduce students to basic research methods used in campaigns. Topics include basic surveys, interviews and focus groups, and quantitative and qualitative content analysis. Case studies and guest speakers will also feature.	20
New	POLS 306 <i>The Politics of China</i>	This course examines the contemporary Politics of the People's Republic of China. It introduces the	20

		key approaches to studying elite, military and party politics, social movements and economic development, and explores state-society relations, ideology, media, political economy and the structure of the modern Chinese state.	
New	POLS 307 <i>Social Movements, People Power, and Populism</i>	This course examines political movements, organisations, and ideologies. Students will examine contemporary issues related to representation, sovereignty, citizenship, and indigenous self-determination. Case studies from a range of countries will be used to explore these themes.	20

A13 Assessment and moderation procedures

The programme will be subject to the regular Te Herenga Waka—Victoria University of Wellington and Faculty of Humanities and Social Sciences moderation processes and will be subject to the rules and guidelines outlined in Victoria's Assessment Handbook (<https://www.victoria.ac.nz/documents/policy/staff-policy/assessment-handbook.pdf>).

A14 Resources

A Business Case has been submitted to Te Hiwa that confirms that the university will have the capability and capacity to support sustained delivery of this programme and that Te Herenga Waka—Victoria University of Wellington is committed to providing the resources necessary for delivering the programme successfully.

Resourcing to allow for a course coordinator for POLI 101 will be required, as well as support for course design, collaboration with the Centre for Academic Development (consultation is already underway). Resourcing will also need to be provided to manage staff workload in existing courses that see significant additional enrolment because of the introduction of the degree, such as for example the MAOR 126 course that is a requirement for all BPols students.

The BPols will require an investment over time to support the programme, as student numbers grow. Tutorial support will need to be provided for all the 100- and 200-level courses and some of the 300-level courses. Other short to medium term resource implications could be sustained within the relevant schools, except in areas that see significant increases in enrolments because of the new degree (see above).

Facilities required to teach the new courses already exist and will be available for use. Over time, office space for new staff is likely to be required and will be provided as needed.

A15 Plans for monitoring programme

Student feedback on teaching in the programme will be collected with the assistance of the Academic Office. The BPols Steering Group will be responsible for collecting information in respect of student numbers, pass rates, retention and student satisfaction, to prepare any self-review

reports and to compile the associated Graduating Year Review (GYR). All programmes will undergo an Interim Programme Report (IPR) after the first full year of delivery.

A16 Review of the programme

The programme will be subject to a Graduating Year Review by 2029 and will be part of the regular cycle of academic programme reviews conducted by the Academic Office.

A17 Statement regarding Section B

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

A18 EFTS value

The Bachelor of Politics is 3.0 EFTS.

A19 Statement regarding funding

THW—VUW will be seeking DQ7+ funding.

A20 Information about the agreement

N/A

Section B

B1 Learning objectives and assessment for each new course

Please refer to the Course Descriptions (Appendix 1).

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

Please refer to the Course Descriptions (Appendix 1).

B3 Availability of teaching and support staff

Academic staff

There will be a net increase of 1 new course in the first year the degree is offered, with options for additional new courses over time. An existing academic staff member will be assigned to coordinate the new core course and help oversee the degree. As the degree grows, new appointments may be made according to student numbers; any such appointments will be subject to the usual workforce planning process within the Faculty of Humanities and Social Sciences.

Increased enrolments in existing courses will require further resourcing to manage workloads.

Teaching support staff

Consultation with Information Technology Services (ITS) Learning and Research and the Centre of Academic Development (CAD) is underway and CAD have indicated that learning support will be available for the development of POLI 101. They recommend allowing sufficient time for the staff member coordinating the course to meet with them regarding course and assessment design. No additional technological support staff will be required to support the programme so long as the enrolments do not significantly exceed projections.

Administration support

The Titoko Student Success team will be responsible for the student advice and administration of the programme as with other undergraduate programmes and as per standard processes. The BPols cohort will be assigned to Titoko staff members as part of their overall cohort management for all student advice and administration processes (e.g., enrolment processing, student advice and degree planning, degree audits, completion processing, etc.). It will need to be fully determined closer to the time of the degree being offered whether this can be done within existing resources, with additional resources provided as necessary.

Website, marketing and publications

The Faculty Manager, Student Success Titoko - Centre for Student Success, the Senior Communications and Marketing Adviser in FHSS, and the University's Director of Marketing and Director, Future Students will all be consulted. Some marketing and communication through our various websites and publications can be done within existing resources, but a budget will need to be allocated for advertising of a new degree and a Marketing and Communications strategy developed for the new programme. Resourcing for this is built into the business case for the BPols.

B4 Availability of teaching space and other required facilities

Facilities

We anticipate sufficient space to accommodate the projected new students and to offer a high-quality programme based on EFTS projections.

IT implications

Feedback sought.

Equipment

n/a

B5 Availability of library resources

The relevant Subject Librarians are kindly asked to confirm that the degree can be accommodated with existing Library resources.

Existing collection and services

The Subject Librarian has confirmed that this program complements existing programmes which have been solidly supported through the decades. It will not require additional new material other than would be expected in the normal course of collection building.

New resources and services

n/a

B6 Timetabling arrangements

As with any new degree, the programme will need to consider carefully which courses cannot clash with others and which courses should be prioritised for optimal times and spaces. Timetabling will be consulted about this.

B7 Memorandum of understanding

n/a

Appendix 1: Course Description Forms

Course Description: POLI 101 (2026,T1)

Course title	Introduction to Politics		
Short title	Intro to Politics	Point value	20
Course coordinator	[Course Coordinator]	NZQF level	5
Qualification schedule:	BPols		
Prerequisites, corequisites, restrictions			
Prescription	This course introduces students to the study of politics, beginning with the central question of "what is politics?". It discusses key concepts like power, sovereignty, the state, international order, security, legitimacy, representation, pluralism, justice, and democracy. It also introduces some of the key ideas that have shaped political systems today, from liberalism to colonialism to Marxism. The course provides interdisciplinary perspectives on these themes to prepare students for other courses in the Bachelor of Politics.		
Student workload hours	200	Contact Hours	
Teaching/learning summary This course is taught in two 50-minute lectures per week and a weekly tutorial (starting in the second week of term).		Lectures	24
		Tutorials	11
		Seminars	
		Labs/Studios	
		TOTAL	35
Course learning objectives (CLOs)		Students who pass this course should be able to:	
1	Articulate and explain foundational concepts of politics		
2	Apply political concepts to analyse and interpret political systems, institutions, and events		
3	Critically assess the basic ideas that structure politics and their influence on contemporary political systems		
4	Identify and integrate perspectives from related disciplines to understand political phenomena		
Assessment items and workload per item		%	CLO(s)
1	Weekly reflections on contemporary issues (3% each, up to 10, due in tutorials)	30%	1, 2
2	Change proposal, 1500 words (discussion of a potential change to an existing institution, drawing on relevant concepts)	30%	1, 2, 3
3	Perspective essay, 1000 words (interdisciplinary perspectives on single concept)	25%	1, 4
4	Written test	15%	3, 4
Mandatory course requirements		None	

Course Description: HIST 209 (TX,2026)

Course title		Telling NZ-Pacific Lives		
Short title		Telling NZ-Pacific Lives	Point value	20
Course coordinator		[Course Coordinator]	NZQF level	6
Qualification schedule:		BA(A), BPols		
Prerequisites, corequisites, restrictions		(P) 40 pts from HIST 100–199, CLAS 104-106, POLI 101; (X) HIST 235, 329 in 2020, 2022, 2025		
Prescription	We examine the history of New Zealand’s relations with the Pacific islands from the 1890s to the 1990s through the life histories of Pacific peoples in Aotearoa and NZers in the Pacific (e.g., travellers, traders, “chiefs”, missionaries, students, performers, workers, administrators, politicians, soldiers, families, activists, subalterns, etc.). In so doing we explore how the study of life histories in written, visual and oral forms allows us to reflect on, illuminate and/or challenge perspectives on Aotearoa’s place in, and relations with, the Pacific islands. The course will both examine lives that have been recorded and provide the opportunity to research others.			
Student workload hours		200		Contact Hours
Teaching/learning summary			Lectorials	36
The course comprises twelve 3-hour “lectorials”. In general, each 3-hour lectorial includes a 50 min lecture followed by interactive discussions, documentary screenings or source-based activities.			Tutorials	
			Seminars	
			Labs/Studios	
			TOTAL	36
Course learning objectives (CLOs)		Students who pass this course should be able to:		
1	recognise and critically analyse different kinds of life histories relevant to the NZ-Pacific region;			
2	relate accounts of lives lived in the NZ-Pacific to key themes and debates in the history of NZ’s relations with the Pacific islands region;			
3	conduct primary and secondary source research into a life history relevant to the course themes.			
Assessment items and workload per item			%	CLO(s)
1	6 weekly response tasks (each requiring 300 words);		30%	1
2	A “biographical” review essay (1700 words);		30%	1, 2
3	Research essay (2200 words).		40%	2, 3
Mandatory course requirements		None		

Course Description: INTP 305 (TX,2026)

Course title		International Politics of Forced Migration	
Short title		Intl. Pols Forced Migration	Point value 20
Course coordinator		[Course Coordinator]	NZQF level 7
Qualification schedule:		BA(A), BPols	
Prerequisites, corequisites, restrictions		P 40 pts 200 level INTP or POLS points; X INTP 365 (2019-2025)	
Prescription	This course will analyse the political causes and consequences of contemporary forced migration, as well as national, regional and international efforts to manage it. Students will study a range of causes of forced migration, including conflict, human rights abuses, land degradation, poverty and climate change. They will also examine the variety of circumstances facing forced migrants after they have left their homes and consider the political factors that determine such circumstances. Case studies will be drawn from contemporary examples of forced migration around the world.		
Student workload hours		200	Contact Hours
Teaching/learning summary			Lectures 24
The teaching format for this class is two 50 minute lectures per week, plus one 50 minute workshop. Lectures will be recorded and available via NUKU. Remote students may participate in the workshops via zoom.			Workshop 12
			Seminars
			Labs/Studios
			TOTAL 36
Course learning objectives (CLOs)		Students who pass this course should be able to:	
1	Critically analyse the range of factors that lead to forced migration.		
2	Apply international relations theories to analyse and evaluate international responses to contemporary forced migration in at least three case studies.		
3	Write a critical and coherently argued essay that engages with theory and draws from multiple sources of evidence on forced migration.		
4	Work collaboratively with other students in the class to explore class materials on forced migration.		
Assessment items and workload per item			% CLO(s)
1	Engagement with and participation in weekly student-led workshops: 1% per workshop x 10	10%	1, 2, 3
2	Plan and facilitate a whole-class 40 minute workshop with other students in class: 10% group work, 5% individual contribution	15%	1, 2, 3
3	Forced migration profile (2,500 words)	25%	1
4	Essay (2,500-3,000 words excluding references)	30%	1, 2, 4
5	15 minute in-person oral test	20%	2, 4
Mandatory course requirements		None	

Course Description: PCOM 306, TX 2026

Course title		Campaign Skills			
Short title		Campaign Skills	Point value	20	
Course coordinator		[Course Coordinator]	NZQF level	7	
Qualification schedule:		BC, BPols			
Prerequisites, corequisites, restrictions			P 40 points from PCOM 200-299; X PCOM 303 in 2023		
Prescription	This course introduces students to a range of campaign skills to help equip them for future employment in political communication, including work for political parties, interest groups and think tanks. Part of the course will cover formulating and implementing election and civil society campaigns, including such elements as lobbying and advocacy, mobilising public opinion, media and social media strategies, and political marketing. The other part of the course will introduce students to basic research methods used in campaigns. Topics include basic surveys, interviews and focus groups, and quantitative and qualitative content analysis. Case studies and guest speakers will also feature.				
Student workload hours		200	Contact Hours		
Teaching/learning summary			Lectures	24	
This course is taught face to face in two 50-minute lectures and one 50 minute workshop per week.			Workshop	12	
			Seminars		
			Labs/Studios		
			TOTAL	36	
Course learning objectives (CLOs)		Students who pass this course should be able to:			
1	explain the key considerations and steps involved in producing a political campaign;				
2	make use of key research methods in campaign research and analysis;				
3	use practical information research skills to inform political campaigning;				
4	plan a campaign project.				
Assessment items and workload per item				%	CLO(s)
1	Research Methods Task (2,000 words)			50%	2, 3
2	Group Presentation on Original Political Campaign (10 minutes)			15%	1,2,3,4
3	Individual log of work on Original Political Campaign (2,000 words)			35%	1,2,3,4
Mandatory course requirements				None.	

Course Description: POLS 306 (2026,TX)

Course title		The Politics of China		
Short title		Politics of China	Point value	20
Course coordinator		[Course Coordinator]	NZQF level	7
Qualification schedule:		BA(A), BPols		
Prerequisites, corequisites, restrictions		(P) 40 pts from POLS or INTP 200–299; (X) POLS 355 in 2025		
Prescription	This course examines the contemporary politics of the People’s Republic of China. It introduces the key approaches to studying elite, military and party politics, social movements and economic development, and explores state-society relations, ideology, media, political economy and the structure of the modern Chinese state.			
Student workload hours		200		Contact Hours
Teaching/learning summary			Lectures	24
This course is taught in one two-hour lecture and one 50-minute workshop per week.			Workshops	12
			Seminars	
			Labs/Studios	
			TOTAL	36
Course learning objectives (CLOs)		Students who pass this course will be able to:		
1	Apply political theory and concepts to the study of Chinese politics;			
2	Critically assess and locate relevant information in the study of Chinese politics;			
3	Critically discuss some of the major trends and challenges in contemporary Chinese politics;			
4	Identify the key debates in Chinese politics.			
Assessment items and workload per item			%	CLO(s)
1	Workshop presentation		10%	2, 4
2	Reading report (1,500 words)		25%	1, 2, 4
3	Op-ed on a contemporary issue (800 words)		20%	2, 3, 4,
4	Briefing paper on a contemporary issue (1,000 words)		20%	1, 2, 3, 4
5	Professional reflection paper (1000 words)		25%	1, 3, 4
Mandatory course requirements		In addition to achieving an overall pass mark of 50%, students must:		
None				

Course Description: POLS 307 (TX,2026)

Course title	Social Movements, People Power, and Populism		
Short title	People Power	Point value	20
Course coordinator		NZQF level	7
Qualification schedule:	BA(A), BPols		
Prerequisites, corequisites, restrictions	(P) 40 pts from INTP/POLS 200-299, MAOR 216; (X) POLS 378 in 2025		
Prescription	This course examines political movements, organisations, and ideologies. Students will examine contemporary issues related to representation, sovereignty, citizenship, and indigenous self-determination. Case studies from a range of countries will be used to explore these themes.		
Student workload hours	200	Contact Hours	
Teaching/learning summary		Lectures	12
The course will consist of one 2-hour seminar and one 1-hour lecture.		Tutorials	
		Seminars	24
		Labs/Studios	
		TOTAL	36
Course learning objectives (CLOs)	Students who pass this course should be able to:		
1	Broaden an understanding of the contemporary political experiences of minority groups and Indigenous peoples around the world.		
2	Demonstrate an understanding of the tension between majoritarian appeals and the liberal rights-based principles of modern democracy.		
3	Exhibit how human subject research might be conducted with appropriate consideration of the positionality and reflexivity of the researcher.		
Assessment items and workload per item		%	CLO(s)
1	Essay (2,500 words)	30 %	1, 2
2	Online Quizzes	25 %	1, 2
3	Literature Review & Positionality Statement (2,500 words)	30 %	3
4	Group Research Proposal (1,200 words)	15 %	3
Mandatory course requirements	None.		



Appendix 2: Consultation

Proposal name	Bachelor of Politics
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Consultation with external stakeholders occurred primarily via a web form and online and in-person meetings. A few emails were also received. Stakeholders were asked not only about whether they supported the degree, but about the forms of collaboration they would be willing to provide – from internships to student projects.

Consultation	Response to feedback
1. Suz Jessep, Chief Executive, Asia New Zealand Foundation	Generally support. Likes the broad content but worries “politics” may deter students. Recommends a compulsory paper on Asia given its growing importance. Open to guest lectures and occasionally bringing in leading thinkers.
2. Tim Ng, Strategic Economic Advisor, Treasury	Do not support. Prefers existing degrees plus more cross-crediting rather than a new degree title. Finds the content valuable but sees proliferation of degree titles as confusing. Treasury is open to guest lectures and internships.
3. James To, Manager South Island & Track II Programme, Asia NZ Foundation	Generally support. Emphasizes the need for humanities, area studies, and critical thinking. Offers guest lectures, Track II Masterclasses, and roundtable activities.
4. John Subritzky, MFAT	Generally support. MFAT values strong research and analytical skills, objectivity, and comparative politics knowledge. Collaboration is possible, e.g., guest speakers with overseas-post experience, though opportunities may be limited.
5. Stephanie Rowe, Deputy Director-General, DOC	Generally support. Favors broad interdisciplinary study, solid Te Tiriti knowledge, and strong communication skills. Emphasizes dealing with “wicked problems” (e.g., climate change). Open to collaboration (guest lectures, internships).
6. Kate Smith, Senior Policy Advisor, Civil Aviation Authority	Generally support. Backs a core course introducing diverse perspectives, more regulatory content, and a requirement like MAOR126. Notes that hiring managers often focus on skills. Open to guest lectures/internships.
7. Simon Randall, Local Government New Zealand	Generally support. Advocates for more local government content. Councils often need generalists, though bigger councils can

	accommodate specialists. LGNZ is open to internships/collaboration.
8. Samara Fischer, MFAT	Generally support. MFAT hires generalists who can research, write, and think critically. Sees any liberal arts grounding as suitable. Open to collaboration but little additional detail.
9. Nancy Ford, Department of Internal Affairs	Generally support. Likes a common core plus vertical specialisation but urges flexibility in how minors are chosen. Over-prescribing minors could lessen the value of a combined degree structure.
10. Shelley Stephens, MSD	Generally support. Finds emphasis on “political participation” slightly confusing for a neutral public service. However, sees potential for coaching new hires to handle impartiality. Open to guest lectures, case studies, and internships.
11. Aphra Green, Deputy Chief Executive, Social Investment Agency	Generally support. Suggests clarifying career pathways (vs. Political Science/Public Policy), including data/evidence skills and strategic thinking. Internships in real political/community settings would be valuable. SIA is small but interested in hosting interns and providing guest lectures/case studies.
12. Kerryn Merriman, Team Leader Strategy, Wellington City Council	Generally support. WCC sees collaboration possibilities (guest lectures, internships, projects). Urges training in communication skills for engaging with councilors who hold diverse perspectives. Suggests more local government content.
13. Carine Stewart, Principal Adviser (Early in Career), Ministry for Primary Industries	Generally support. MPI’s Grad Programme values IR, data analysis, environmental politics, te Ao Māori, and economics—well aligned with the new degree’s majors/minors. Interested in internships, guest speakers, projects, and other collaborations.
14. Major Jack Seabrook, NZDF	Generally support. Views the qualification as a good fit for intelligence, policy, IR, and leadership roles. Suggests adding security/strategic studies. NZDF can offer guest lectures, senior officers as speakers, and summer intern placements.
15. Enquiries Team – Te Kawa Mataaho Public Service Commission	Generally support. Values wide qualifications; sees Politics as somewhat relevant but notes that Public Management/Public Policy tracks may be more closely aligned to their work. They have provided guest lectures to other

	programmes and could do so for a Bachelor of Politics. No further specific feedback at this stage.
16. Emma Godwin, Director, Youth Employability Aotearoa	Generally support. Appreciates the degree's interdisciplinary nature, focus on Te Tiriti, and civic engagement. Emphasizes young people's interest in new ways of engaging with the world. Advises staying adaptable to community feedback and current events. Open to various collaboration opportunities (e.g., internships).
17. Mark Te Punga (Principal Analyst) & Anthony Smith, Department of the Prime Minister and Cabinet	Generally support. DPMC has a need for geographic/thematic analysts, as well as oral briefing and concise writing skills. Regional studies are key; the minor in Asian politics is very welcome in particular. Both hard and soft skills matter; staff at DPMC should create strong, succinct (2-page) analyses, work well in teams, and handle peer review effectively. Bias/motivated reasoning training would be useful. Open to offering guest lectures on professional practice, foreign policy, or job applications, plus potential short skill-focused tutorials. Language skills not essential but beneficial. Looking for students able to sift publicly available info and defend positions clearly.



New programme cover sheet

Proposal name	Master of Construction	
Proposer	Robin Phipps	
Faculty	Architecture and Design Innovation	
Summary	To introduce a new programme Master of Construction	
Proposal year	2024	
Start year	2026	
Reference	MConst/1	
CONSULTATION	Person consulted	Summary and reference
Academic Office	Linda Roberts	Feedback incorporated
Associate Dean	Bruno Marques	Feedback incorporated
CAD	CAD-Contact@vuw.ac.nz	No issues identified
Careers & Employment (Work-integrated Learning)	Alice Hodder	No issues identified
Course Admin.	Teresa Schischka	Feedback incorporated
Titoko Student Success	Greg Ambrose	Feedback incorporated
Student Operations	Stephanie Hunter	No issues identified
Faculty Admin.	Anne Keogh	No issues identified
Faculty Operations Manager	Marita Lotz	No issues identified
Library	Juliet Aabryn	No issues identified
Marketing	Cameron Steel	Feedback incorporated
PAMI	info-unit@vuw.ac.nz	Feedback incorporated
Toi huarewa	Meegan Hall	Feedback incorporated
Future Students	Cathy Powley	Feedback incorporated
Student Finance	Paige Jarman	Feedback incorporated
Student Learning	Louise Falepau	No issues identified
Students	Joseph Habgood	Feedback incorporated

Student Experience and Wellbeing	Kirsty McClure	Feedback incorporated	
Vic. International	Alsu Swarder	Feedback incorporated	
Faculty of Graduate Research	Philippa Race	No issues identified	
Other Faculties	Health, Sciences, Engineering	Feedback incorporated	
Possible employers/ Professional/ employer groups (See A4)	See Section A4		
APPROVAL	Authority	Date	Recorded by
Concept proposal	SLT	30-06-2024	Yang Liu
Head of School	Rod Barnett	19-02-2025	Yang Liu
Fac. Acad. Cttee.	Bruno Marques	19-02-2025	Yang Liu
Faculty Board	Robyn Phipps	26-02-2025	Yang Liu
Acad. Prog. Committee	Robyn Longhurst	25-03-2025	Carol Morris
Te Hiwa*	Robyn Longhurst	01-04-2025	Carol Morris
Academic Board			
CUAP			

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



New programme

Proposal name	Master of Construction
Faculty	Architecture and Design Innovation
CUAP Category	6.1.1

Section A

A1 Purpose

The main purpose of this proposal is to introduce a new degree, the Master of Construction (MConst). Four new majors are developed and added to this degree. Revisions to the existing Master of Architectural Science (MArchSc), Master of Architectural Science (Research) [MArchSc(Res)], Master of Construction Law (MConsLaw), and Postgraduate Certificate and Diploma in Architectural Sciences (PGCert/PGDipArchSc) are made to better align with the proposed Master of Construction (MConst). A Graduate Certificate in Construction and Building Science and a Graduate Diploma in Construction and Building Science are also introduced to better align with the Bachelor of Construction and the Bachelor of Building Science.

1. Introduce a new master's degree, the Master of Construction / Te Tohu Paerua o te Hanganga (MConst), that will include four new majors:
 - a. Construction Advanced Technologies / Hangarau Hanganga Whatutoto (CATE)
 - b. Construction Health and Safety / Hauora me te Haumarua ā-Hanganga (CHAS)
 - c. Construction Procurement and Logistics / Haha me te Whakahaere ā-Hanganga (CPRL)
 - d. Māori Land and Development / Whakawhanake ā-Whenua Māori (CMLD)
2. Change the name of the existing qualifications:
 - i. Master of Architectural Science to Master of Building Science / Te Tohu Paerua o te Mātai ā-Hangatanga (MBildSc)
 - ii. Master of Architectural Science (Research) to Master of Construction and Building Science (Research) / Te Tohu Paerua o te Mātai (Rangahau) ā-Hanganga (MCBSc(Res)),
 - iii. Postgraduate Certificate and Diploma in Architectural Sciences to Postgraduate Certificate in Construction and Building Science / Te Tohu Pōkaitahi Tāura o te Mātai ā-Hanganga (PGCertCBSc)
 - iv. Postgraduate Diploma in Construction and Building Science / Te Tohu Pōkairua Tāura o te Mātai ā-Hanganga (PGDipCBSc).
3. As part of the changes proposed in 2, above, revise the existing Master of Architectural Science subject area requirements:
 - a. Project Management / Whakahaere Kaupapa (BPGT)
 - b. Sustainable Engineering Systems / Pūnaha Pūhanga Toitū (BSEG)
4. Revise the subject area requirement regulations in the Postgraduate Certificate and Diploma of Architectural Sciences
5. As part of the postgraduate suite of qualifications in construction and building science above, to introduce a Graduate Certificate in Construction and Building Science / Te Pōkaitahi Paetahi o te Mātai ā-Hanganga (GCertCBSc) and Graduate Diploma in

Construction and Building Science / Te Pōkairua Paetahi o te Mātai ā-Hanganga (GDipCBSc), with eight subject requirements aligned with the Bachelor of Construction and the Bachelor of Building Science:

- a. Building Surveying / Aromātai Hanganga (BSUR)
 - b. Built and Natural Heritage Conservation / Te Whāomotanga o te Hanga ā-Ringa me te Hanga ā-Taiao (BNHC)
 - c. Construction Management / Whakahaere Hanganga (CMGT)
 - d. Construction Health and Safety / Hauora me te Haumarū (CHAS)
 - e. Project Management / Whakahaere Kaupapa (BPGT)
 - f. Smart Cities and Digital Built Environments / Tāone Atamai me ngā Whaitua Hanga Matihiko (BSCD)
 - g. Sustainable Construction / Hanganga Toitū (CSUS)
 - h. Sustainable Engineering Systems / Pūnaha Pūhanga Toitū (BSEG)
6. Delete two existing courses, modify nine existing courses, introduce five new courses and create Special Topic and DIS codes:
- i. Delete the following courses
 - BILD 451 *Project Management in the Digital Environment / Ngā Kaupapa Whakahaere o te Ao Hangarau*
 - BILD 452 *Future of Project Management / Te Mahi Whakahaere ā Mua*
 - ii. Modify the following courses
 - BILD 411 *Integration Design Project / Hinonga ā-Hoahoa Whakauruuru*
 - BILD 421 *Advanced Building Technologies / Hangarau Hangatanga Whatutoto*
 - BILD 422 *Sustainable Building Design and Performance / Hangatanga Hoahoa Toitū me ngā Tohu ā-Hangatanga*
 - BILD 431 *Green Building Assessment and Carbon Footprint / Te Arotake i ngā Whare Toitū me te Tapuwae Waro*
 - BILD 462 *Innovation and Technology in Project Management / Auahatanga me te Hangarau i te Whakahaere Hinonga*
 - BILD 463 *Building Services and Facilities Management / Ngā Ratonga Hangatanga me ngā Whakahaere ā-Whare*
 - BILD 491 *Research Methods for Construction and Building Science / Ngā Tikanga Rangahau o te Pūtaiao ā-Hanganga*
 - BILD 581 *Practicum in Construction and Building Science / Wheako ā-Mahi i te Ao Pūtaiao ā-Hanganga*
 - BILD 582 *Industry Project for Construction and Building Science / He Hinonga Ahumahi mō te Pūtaiao ā-Hanganga*
 - iii. Create the following courses
 - CONM 401 *Construction Planning and Scheduling / Whakamahere me te Hōtaka ā-Hanganga*
 - CONM 402 *Construction Value Engineering and Quality Assurance / Pūkaha Uara Hanganga me te Whakaū Kōunga*
 - CONM 403 *Construction Digital Tools and Documentation / Taputapu Matihiko me te Mauhanga ā-Hanganga*
 - CONM 404 *AI and Automation Technologies in Construction / Te Atamai me te Hangarau Aunoa i te Hanganga*

- COMN 590 *Construction Research Thesis / Tuhinga Whakapae Rangahau ā-Hanganga*
- iv. Create Special Topic and DIS codes
 - CONM 481-486 *Special Topics / Kaupapa Motuhake*
 - CONM 487-489 *Directed Individual Studies / Kaupapa Rangahau Motuhake*
 7. Modify the prerequisites and restrictions for a number of courses in the Schedule to the new degree. The modifications reflect the introduction of the new degree, changes in the courses being offered, and removal of outdated prerequisites or restrictions.
 8. Amend the regulations of the Master of Construction Law to account for the introduction of this new degree.

A2 Justification

Executive summary justification statement for external audience

Aotearoa New Zealand's construction sector faces significant challenges, including a severe housing shortage, an urgent need for infrastructure investment, and low productivity. The country requires an estimated \$1 trillion in infrastructure investment over the next 30 years and must double its annual housing output to meet demand. Climate change adaptation, including community relocation, demands innovative building and construction solutions. A shortage of skilled professionals exacerbates these issues, leading to high costs, project delays, and compromised quality. This highlights the critical need for graduates with expertise in construction management, health and safety, and sustainable building practices.

To address these challenges and contribute to sector growth, the proposed Master of Construction (MConst) programme will equip students with advanced research skills and knowledge for managing complex projects. The 180-point, one-year programme will focus on modern construction methods, digitisation, contemporary land use issues, risk allocation, health and safety, legal aspects, surveying, and cutting-edge technologies like AI, big data, drones, and remote sensing. It caters to both those seeking a deeper understanding of construction and experienced professionals looking to upskill and enhance their career prospects more quickly. Four subject area specialisations—Construction Advanced Technologies, Construction Health and Safety, Construction Procurement and Logistics, and Māori Land and Development—will further enhance relevance and address specific Aotearoa New Zealand challenges.

To further enhance the relevance and distinctiveness of Building Science within the domestic market as well as with accreditation requirements, the Master of Architectural Science (MArchSc) will be renamed Master of Building Science (MBildSc). This reflects the programme's emphasis on scientific and technical advanced knowledge of the built environment, particularly buildings, improving clarity, recognition, marketability, and connection to industry needs in Aotearoa New Zealand. This name change also supports research objectives by emphasising technology's role in addressing industry challenges, attracting research funding and partnerships, and leading to impactful research outcomes.

To streamline postgraduate pathways and consolidate subject areas within the Wellington School of Architecture, a restructuring of certain programmes is being implemented. Specifically, the Master of Architectural Science (Research) [MArch(Res)] will be renamed the Master of Construction and Building Science (Research) [MCBSc(Res)]. Additionally, the Postgraduate Certificate/Diploma in Architectural Science (PGCert/PGDipArchSc) will also transition to the

Postgraduate Certificate/Diploma in Construction and Building Science (PGCert/PGDipCBSc). This consolidation at the postgraduate level aims to enhance programme efficiency by combining related fields into a single and cohesive structure. This will give students a more transparent and integrated understanding of construction and building science, providing clear pathways from undergraduate to postgraduate studies while allowing flexibility and choice between taught and research-oriented degrees.

Recognising the increasing professional demand for specialised skills, the Wellington School of Architecture also proposes a new Graduate Certificate and Diploma in Construction and Building Science. These qualifications will provide pathways for graduates from diverse backgrounds (e.g., engineering, architecture, environmental science) to gain expertise in one of the subject areas from the Bachelor of Construction (BConst) and the Bachelor of Building Science (BBSc). The GCertCBSc will serve as an entry-level qualification, allowing students to build foundational knowledge in construction and building science, particularly in areas such as building science, sustainable design, and building performance analysis. The GDipCBSc extends this knowledge further, providing students with advanced skills in areas such as in-depth research and analysis of building performance, innovative design solutions for sustainable and high-performance buildings, and the application of advanced simulation and analysis tools. The GCertCBSc and the GDipCBSc will run alongside the BConst and the BBSc as a pathway to continuous education at the postgraduate level.

The distinct MConst and MBildSc programmes cater to specific career aspirations. The MConst provides a broad perspective across the construction industry, exploring management principles, sustainable practices, and advanced technologies. It equips graduates to oversee complex projects, ensuring timely, on-budget completion while adhering to sustainability and utilising cutting-edge technologies. The MBildSc focuses on applying building science and technologies to enhance building performance and management, delving into the science behind building design and emphasising energy efficiency, occupant comfort, and durability, along with in-depth project management skills. Accreditation of the MConst and the MBildSc will be sought with the Royal Institute of Chartered Surveyors (RICS) and the Chartered Institute of Architectural Technologists (CIAT).

This suite of postgraduate qualifications will be only offered at Te Herenga Waka—Victoria University of Wellington and distinctive from similar programmes elsewhere. It will leverage the extensive interdisciplinary portfolio of the School of Architecture, which includes Architecture, Building Science, Interior Architecture, Landscape Architecture, and Urban and Regional Planning as well as other areas in Engineering, Health and Sciences across the wider University. In addition, the proposed new postgraduate qualification and revision of existing postgraduate offerings align with Te Herenga Waka—Victoria University of Wellington's strategic goals of academic excellence, impactful research, student success, engagement, and internationalisation. It will also contribute to the University's commitment to Te Tiriti o Waitangi by providing opportunities for Māori students and incorporating Māori perspectives and knowledge into the curriculum.

Justification statement for internal audience

The proposed Master of Construction (MConst) programme aligns with Victoria University of Wellington's Strategic Plan and the Learning and Teaching Strategy Te Rautaki Maruako 2017–2022 in several key ways:

Strategic Plan Alignment

- **Academic Excellence:** The MConst programme will foster a research-led teaching environment, attracting high-calibre students and academics who will contribute to the University's reputation for impactful research and innovation in the built environment sector.
- **Impactful Research:** The programme will generate research outputs that address critical industry challenges, such as sustainability, productivity, and resilience, thereby enhancing Te Herenga Waka's research profile and its contribution to national development.
- **Student Success:** The programme will enhance student employability and career prospects by equipping graduates with in-demand skills and knowledge, aligning with Te Herenga Waka's commitment to producing work-ready graduates. In addition, this degree will interest those graduating at our future Joint Institute of Zhengzhou University-Victoria University of Wellington, attracting them to come and study in Wellington.
- **Engagement:** The programme will foster strong partnerships with industry stakeholders, government agencies, and Māori communities, enriching the University's engagement efforts and ensuring the relevance and responsiveness of its academic offerings.
- **Internationalisation:** The programme is expected to attract international students, contributing to the University's internationalisation goals. Construction professionals have been listed on the NZ Immigration Skills Shortage List for over 15 years, and this demand is likely to continue.

Te Rautaki Maruako Alignment

- **Akoranga (Collective Responsibility for Learning):** The programme fosters a collaborative learning environment where students engage with diverse perspectives and knowledge systems, including mātauranga Māori. It encourages active participation, critical thinking, and knowledge sharing among students and staff.
- **Kaitiakitanga (Guardianship):** The programme emphasises sustainable construction practices, responsible resource management, and environmental stewardship. It instils in students a sense of responsibility for protecting and enhancing the natural and built environments for future generations.
- **Rangatiratanga (Leadership and Self-Determination):** The programme empowers students to become leaders and innovators in the construction sector. It fosters a sense of self-determination by equipping students with the knowledge, skills, and confidence to tackle complex challenges. It encourages graduates to drive positive change in the industry and society.

A3 Qualification

This new postgraduate qualification meets the CUAP definitions of a master's degree by building on a bachelor's degree in a relevant discipline and requires 180 points of study, including 60 points at Level 9. The programme will also require revising existing programmes, such as the Master of Architectural Science, Master of Architectural Science (Research) and Postgraduate Certificate and Diploma in Architectural Science. New subject areas will also be included in the revised

Postgraduate Certificate in Construction and Building Science (PGCertCBSc) and Postgraduate Diploma in Construction and Building Science (PGDipCBSc) qualifications.

The proposed Graduate Diploma in Construction and Building Science (GDipCBSc) meets the CUAP definition of a qualification open to graduates or to those who have been able to demonstrate equivalent practical, professional or scholarly experience of an appropriate kind, comprising a coherent programme with a total value of not fewer than 120 credits (1 EFTS). Of these, 72 credits (0.6 EFTS) must be at NZQCF level 7 (300-level) or higher. The Graduate Certificate in Construction and Building Science (GCertCBSc) comprises a coherent programme with a total value of not fewer than 60 credits (0.5 EFTS), which includes the requirement that 40 of the prescribed credits (0.33 EFTS) must be at NZQF level 7 (300-level) or higher.

A4 Acceptability of the programme and consultation

The Master of Construction (MConst) proposal has been discussed with relevant academic, industrial, professional, and other communities, including employers, to ensure its relevance and responsiveness to industry needs and societal challenges.

Industry and Government Consultation

Feedback was sought from key industry players, such as construction companies, project management consultancies, and technology firms. These consultations highlighted the critical need for graduates with expertise in advanced construction technologies, sustainable practices, and culturally appropriate development. The industry's positive response to the proposed programme underscores its potential to address the skills shortage and contribute to the sector's growth and transformation.

Māori Community Engagement

Engagement with Māori communities and iwi has been crucial in shaping the programme's focus on Māori land development and culturally sensitive construction practices. These consultations emphasised the importance of mātauranga Māori (Māori knowledge) and tikanga (Māori customs and protocols) in construction projects. The positive feedback from Māori communities indicates the programme's potential to empower Māori graduates and contribute to the well-being of Māori communities.

Professional Bodies

The Wellington School of Architecture will seek accreditation of the MConst with the Chartered Institute of Architectural Technologists (CIAT) and the Royal Institute of Chartered Surveyors (RICS). Consultation with these professional bodies has been initiated to ensure the programme meets their standards and produces graduates who are eligible for professional registration.

Internal Consultation

Various faculties, schools, and departments across Architecture, Design Innovation, Engineering, Health, and Sciences have been consulted within the university to ensure the programme's alignment with existing offerings and identify opportunities for collaboration. The positive feedback and support from internal stakeholders highlight the programme's potential to enhance the University's academic profile and contribute to its strategic goals.

Consultation with Student and Academic Services managers has been ongoing throughout the programme development process. Their feedback has been instrumental in shaping the transitional arrangements and ensuring adequate support for students and staff during the implementation

phase. They have also provided valuable insights into potential impacts on related programmes and the need for curriculum adjustments.

Summary of Feedback and Incorporation into the Proposal

The feedback received during the consultation process has been carefully considered and incorporated into the design of the MConst programme. Key themes from the feedback include:

- **Need for Advanced Technology Skills:** The industry emphasised the importance of equipping graduates with expertise in cutting-edge technologies, such as virtual reality, augmented reality, BIM, robotics, and drones. The MConst programme has incorporated these technologies into its curriculum, particularly within the Construction Advanced Technologies subject area.
- **Focus on Sustainability:** Stakeholders highlighted the growing demand for sustainable construction practices. The MConst programme addresses this need by incorporating sustainability principles throughout its curriculum and offering a subject area specialisation in Construction Health and Safety.
- **Importance of Māori Land Development:** Māori communities and iwi emphasised the need for culturally sensitive and sustainable approaches to Māori land development. The MConst programme includes a subject area specialisation in Māori Land and Development, which focuses on the cultural and legal considerations involved in developing Māori land.
- **Collaboration and Interdisciplinary Learning:** Internal stakeholders stressed the importance of collaboration and interdisciplinary learning. The MConst programme is designed to foster collaboration between students from various disciplines, such as architecture, building science, construction law and planning.

A detailed record of the feedback received and how it has been incorporated into the proposal will be provided as an appendix.

Transitional arrangements

As this programme will be offered for the first time in 2026, we do not expect transitional arrangements to be necessary. The new 400-level courses for the MConst will be introduced gradually in 2026, allowing for the development of new course materials, recruitment of additional staff, and adjustment of content to existing programmes. Current students enrolled in related programmes, such as the Master of Architectural Science (MArchSc) and the Master of Construction Law (MConsLaw), can transfer into the MConst programme if they meet the entry requirements. Students already taking the MArchSc can complete the degree following the old regulations. This will be communicated to students through various channels, including emails, information sessions, and one-on-one advising. In addition, current or former students from other programmes who wish to change to this qualification and have completed one or more prerequisite courses will be advised case-by-case by both Faculties' student success teams in consultation with the Programme Director.

A5 Te Tiriti o Waitangi

The Wellington School of Architecture is deeply committed to upholding the principles of Te Tiriti o Waitangi and promoting Māori success in the construction sector. This commitment is manifested in several key aspects of the programme's design and implementation:

Curriculum Design

The MConst programme will embed mātauranga Māori (Māori knowledge) and tikanga (Māori customs and protocols) into the curriculum, particularly in the subject area of Māori Land and

Development as well as Construction Health and Safety. The subject area specialisations will give students an in-depth understanding of the unique legal, cultural, and economic considerations involved in developing Māori land. Courses like HLWB 520 and LAWS 514 will cover topics such as Māori land law, resource management, customary development models, cultural heritage protection, community engagement and health and wellbeing. By including these perspectives, the programme will ensure that graduates are equipped to engage effectively with Māori communities and contribute to culturally appropriate development.

The programme will also emphasise the protection of Māori cultural heritage, values, and intellectual property. Courses like LAWS 512 and ENVI 525 will address the legal and ethical considerations related to construction on Māori land, including the Resource Management Act 1991, Te Ture Whenua Māori Act 1993, and relevant case law. Students will learn to navigate the complexities of cultural heritage assessments and develop strategies for protecting wāhi tapu (sacred sites) and other taonga (treasures). In addition, courses such as CONM 401 and SARC 464 will incorporate tikanga Māori principles, such as kaitiakitanga (guardianship), manaakitanga (hospitality and respect), and whanaungatanga (relationships). Students will learn how to apply these principles in their professional practice.

Māori Staff Involvement

The programme will actively seek to support Māori-related outcomes for Māori staff as outlined in Mai te iho, ki te Pae and will seek to recruit and involve Māori academics and professionals in teaching, research, and advisory roles. This will ensure that Māori perspectives and knowledge are embedded throughout the programme and that Māori students receive culturally relevant support and mentorship. In addition, the programme will build and maintain strong partnerships with iwi and hapu. These partnerships will inform the curriculum, provide research opportunities, and ensure that the programme remains relevant and responsive to the needs of Māori.

Māori Research Opportunities

The MConst programme will create opportunities for research that explores the intersection of construction practices and mātauranga Māori. The programme will encourage and support Māori students to undertake research projects that address issues of importance to Māori communities. Students will have the opportunity to work with Māori researchers and organisations through courses like BILD 491, BILD 581, BILD 582 and through the CONM 591 thesis option. This research will contribute to the development of culturally sensitive and sustainable construction approaches that benefit Māori communities.

Student Support

The programme will build on existing support systems and culturally inclusive initiatives to ensure the successful recruitment and retention of Māori students. This includes partnerships with Āwhina to provide mentoring and support services.

Alignment with Māori Strategic Outcomes Framework (Mai i te Iho ki te Pae)

The MConst and MBildSc programmes, as well as the PGCert/DipCBs and the GCert/GDipCBs, align with the key outcomes outlined in Mai i te Iho ki te Pae, the University's Māori Strategic Outcomes Framework, supporting Māori-related outcomes for Māori students in the following ways:

- **Manaakitanga (The Generous Fostering of Knowledge):** The programme will provide a supportive and inclusive learning environment for Māori students, fostering their academic success and personal growth.

- Kaitiakitanga (Responsibility for and Guardianship of Knowledge): The programme will promote environmental stewardship and responsible resource management, incorporating mātauranga Māori into construction practices to ensure sustainable and culturally appropriate development.
- Whai mātauranga (Intellectual Curiosity): The programme will encourage intellectual curiosity and exploration of the intersection between construction and mātauranga Māori, fostering innovation and new knowledge creation.
- Akoranga (Collective Responsibility for Learning) & Whanaungatanga (Collaboration & Collectiveness): The programme will foster collaboration and knowledge sharing between Māori and non-Māori students and staff, creating a culturally rich and inclusive learning environment.

A6 Goals of the Programme

The proposed Master of Construction (MConst) programme aims to cultivate graduates equipped with the comprehensive knowledge, skills, and attributes essential for success in the dynamic construction industry. These graduates will demonstrate:

- Critical thinking and problem-solving abilities.
- The ability to assess information from diverse sources.
- A deep understanding of the construction sector and its impact on society and the environment.
- The ability to navigate the complexities of the construction industry, including regulatory frameworks and cultural considerations.
- A strong foundation in construction management principles, sustainable practices, and advanced technologies.
- The ability to effectively manage projects, implement innovative solutions, and promote sustainable development in Aotearoa New Zealand and beyond.

The Postgraduate Diploma in Construction and Building Science provides an advanced understanding of construction, building science, and technologies, focusing on managing built environment development and performance. Graduates can access, interpret, and apply research, communicate professionally, and use their knowledge to improve the built environment. They'll be prepared for management roles or further research-based master's degrees (e.g., Master of Construction and Building Science (Research)). The Postgraduate Certificate in Construction and Building Science equips graduates to apply construction and building science knowledge to improve the built environment and communicate effectively.

The Graduate Certificate and Diploma in Construction and Building Science will provide specialised skills for practising professionals in building surveying, built and natural heritage, construction management, project management, smart cities, digital built environments, sustainable construction, health and safety and sustainable engineering systems. The GCertCBs and the GDipCBs will run alongside the BConst and the BBSc as a pathway to continuous education at the postgraduate level, leading into the Master of Building Science, the Master of Construction or the Master of Construction Law.

Academic Rationale

The MConst programme is designed to address the critical need for highly skilled construction experts in Aotearoa New Zealand. It is grounded in a thorough understanding of the challenges and opportunities facing the industry, including:

- The increasing demand for large-scale infrastructure projects.

- A significant housing deficit, that requires existing buildings to be refurbished and increased quantity and quality of new homes.
- The need for sustainable and culturally appropriate construction practices.
- The integration of advanced technologies into construction processes.

Connection with Research

The MConst programme is research-led, ensuring that students are exposed to the latest research findings and have opportunities to engage in research projects. The programme will foster collaboration between students and academics, promoting a culture of inquiry and innovation.

Overall Programme Coherence

The MConst programme's coherence is achieved through:

- A carefully designed curriculum that integrates core construction management principles with specialised knowledge in areas such as Construction Advanced Technologies, Construction Health and Safety, Māori Land and Development, and Construction Procurement and Logistics.
- A focus on practical skills and industry-relevant knowledge, ensuring that graduates are work-ready and can contribute effectively to the sector's growth and development.
- An emphasis on critical thinking and problem-solving, challenging students to analyse complex situations and develop innovative solutions to construction challenges.
- A commitment to fostering diversity and inclusion, actively encouraging the participation of Māori and Pasifika students and women who are currently underrepresented in the industry.

A7 Outcome statements

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

Graduate profile (qualification)

Master of Construction / Te Tohu Paerua o te Hanganga (MConst) (new)

Graduates will demonstrate the advanced knowledge, skills, and attributes necessary to excel in the dynamic and demanding construction industry, enabling them to contribute effectively to the planning, design, and execution of construction projects with rigorous academic and professional demands. They will possess a comprehensive understanding of construction management principles, sustainable practices, and cutting-edge technologies, enabling them to recognise the impact and importance of Māori knowledge and Te Tiriti of Waitangi in construction projects, critically analyse complex challenges and contribute to innovative solutions within the built environment sector. Graduates will demonstrate autonomy, critical thinking, problem-solving, professional integrity, and communication skills, as well as be able to navigate the complexities of the construction industry, including regulatory frameworks and cultural considerations.

Master of Building Science / Te Tohu Paerua o te Mātai ā-Hangatanga (MBildSc) (existing)

Graduates will have advanced knowledge of building science and technologies, with an emphasis on managing the development and ongoing performance of the built environment at different scales and in different contexts. They will be able to access, interpret, critique and apply relevant research and disciplinary tools within a professional context. Graduates will be able to write and present their ideas in a professional manner and will be able to use their advanced knowledge to improve the quality of the built environment. Graduates will be well qualified to take on leadership roles in building performance and management sectors.

Master of Construction and Building Science (Research) / Te Tohu Paerua o te Mātai (Rangahau) ā-Hanganga (MCBSc(Res)) (existing)

Graduates will have an advanced-level understanding of construction, building science and technologies in a range of contexts and scales, with an emphasis on research into a selected aspect of the built environment. They will be able to access, interpret, critique and apply relevant research and disciplinary tools within an academic context. Graduates will use their advanced knowledge to undertake and communicate research on aspects of the built environment and the construction industry. Graduates will be well qualified to take on roles in academic units and research organisations related to the built environment and may be able to continue to doctoral study.

Postgraduate Diploma in Construction and Building Science / Te Tohu Pōkairua Tāura o te Mātai ā-Hanganga (PGDipCBSc) (existing)

Graduates will have a good level of understanding of construction, building science and technologies, with an emphasis on managing the development or ongoing performance of the built environment. They will be able to access, interpret and apply relevant research and disciplinary tools within the professional context. Graduates will also be able to write and present their ideas in a professional manner and be able to use their advanced knowledge to improve the quality of the built environment. They will have the skills for management roles in the construction and building performance sectors. Some graduates may choose to continue to a research-based master's degree, such as the Master of Construction and Building Science (Research).

Postgraduate Certificate in Construction and Building Science / Te Tohu Pōkaitahi Tāura o te Mātai ā-Hanganga (PGCertCBs) (existing)

Graduates will use their knowledge of construction and building science to improve the quality of the built environment, and will be able to write and present their ideas in a professional manner.

Graduate Diploma in Construction and Building Science / Te Pōkairua Paetahi o te Mātai ā-Hanganga (GDipCBSc) (new)

Graduates will possess knowledge and skills in construction and building science, specialising in a chosen area. They will be able to analyse building performance issues, develop and evaluate innovative construction solutions for sustainable and high-performance buildings, and apply simulation and analysis tools to optimise building design, construction and operation.

Graduate Certificate in Construction and Building Science / Te Pōkaitahi Paetahi o te Mātai ā-Hanganga (GCertCBSc) (new)

Graduates will possess a foundation in construction and building science, emphasising sustainable design, building performance, construction techniques and technology integration in the built environment.

Content

The Master of Construction (MConst) programme offers a 180-point pathway designed to be completed in one year. The degree offers a combination of taught courses, including research methods, and a 60-point research project or Work-Integrated Learning (WIL) practicum. Alternatively, students can undertake a 90-point research thesis. The programme will include four areas of specialisation:

- Construction Advanced Technologies: This major focuses on the use of cutting-edge technologies, such as virtual reality, augmented reality, AI, BIM/digital twins, robotics,

- drones, modular construction, and 3D printing, to optimise construction processes and promote sustainability.
- **Construction Health and Safety:** This major addresses the critical need for improved health and safety practices in the construction industry, focusing on hazard identification, risk assessment, and safety management.
 - **Construction Procurement and Logistics:** This major explores the complexities of construction procurement, contract management, risk mitigation, and dispute resolution.
 - **Māori Land and Development:** This major focuses on the cultural and legal considerations involved in developing Māori land, embracing mātauranga Māori (Māori knowledge) and tikanga (Māori customs and protocols) into construction techniques and practices.

The Master of Building Science includes courses focusing on either project management or sustainable engineering systems, together with a research methods course. Students then continue to an industry-related project or practicum in project management or sustainable engineering systems.

The Master of Construction and Building Science (Research) contains a research thesis within the broad field of construction or building science and technologies, including topics relating to the production, construction, management and performance of buildings and places.

The Postgraduate Certificate in Construction and Building Science provides a set of courses (60 points) in construction and building science, including topics in advanced construction technologies, construction health and safety, construction law, Māori land and development, project management, procurement and logistics, or sustainable engineering systems.

The Postgraduate Diploma in Construction and Building Science offers a range of courses (120 points) focusing on advanced construction technologies, construction health and safety, construction law, Māori land and development, project management, procurement and logistics, or sustainable engineering systems together with a research methods course.

The Graduate Certificate in Construction and Building Science consists of four courses (60 points) that provide a foundation in building science principles, sustainable design, building performance analysis, and the application of building codes and standards. At least two courses must be from a selected list of courses in relation to the subject requirement.

The Graduate Diploma in Construction and Building Science builds upon the Graduate Certificate by adding four additional courses (total of 120 points), allowing students to specialise in areas of interest within construction and building science. Students must take 60 points from a prescribed list of courses within each of the seven subject requirements. The remaining courses can be selected from various elective offerings focusing on advanced building simulation, energy-efficient design, building acoustics, and structural analysis.

Education pathways

During their postgraduate studies, students in the MConst will be able to transfer to the Master of Building Science (MBildSc) or the Master of Construction Law (MConsLaw).

Upon completion of the Master of Construction (MConst) or Master of Building Science (MBildSc) programmes, graduates will be well-equipped to pursue further education or professional development opportunities. These may include:

- Doctor of Philosophy (PhD) in Construction: For graduates interested in advanced research and contributing to the body of knowledge in the field.
- Professional Certifications: Such as those offered by the Project Management Institute (PMI) or the Royal Institute of Chartered Surveyors (RICS), to enhance their professional credentials and career prospects.
- Industry-Specific Training Programmes: To gain specialised knowledge in areas such as sustainable construction, Building Information Modelling (BIM), or construction law.

Upon graduation, the following standard postgraduate pathways within Te Herenga Waka—Victoria University of Wellington are envisaged for both the GCertCBSc and GDipCBSc graduates:

- Master of Building Science, Master of Construction, Master of Construction Law, Master of Urban and Regional Planning; or appropriate postgraduate certificates and diplomas in these subjects, such as the Postgraduate Certificate and Diploma in Construction and Building Science.
- Postgraduate Certificate and Diploma in Design Innovation or Master of Design, Master of Design Innovation, Master of Design Technology, Master of User Experience Design; or appropriate postgraduate certificates and diplomas in these subjects.
- Graduate Diploma in Designed Environments, Master of Architecture (Professional), Master of Interior Architecture, or Master of Landscape Architecture.
- Master of Science in Geography, Master of Development Studies, Master of Environmental Studies, and Master of Climate Change Science and Policy.

Employment pathways

The Master of Construction (MConst) programme will empower graduates with the advanced skills and knowledge to pursue diverse and rewarding careers in the construction sector, actively contributing to the development of a sustainable and resilient built environment in Aotearoa New Zealand and beyond.

MConst graduates will be well-prepared to embark on fulfilling careers in various professional settings within the construction and infrastructure sectors. These may include roles in construction companies, project management consultancies, property development firms, government agencies, consulting engineering firms, quantity surveying firms, building surveying firms, and heritage conservation organisations.

The programme's emphasis on diverse construction perspectives will enable graduates to contribute meaningfully to projects that consider the wider social and environmental context.

Potential career pathways for MConst and the MBildSc graduates may include:

- Construction Management: Construction manager, project manager, site engineer, estimator, contract administrator.
- Building Surveying: Building surveyor, building inspector, building code consultant, compliance officer.
- Project Management: Project manager, project coordinator, project planner, project scheduler, risk manager, procurement specialist.
- Sustainable Construction: Sustainability consultant, environmental compliance officer, waste management coordinator, and materials specialist.
- Sustainable Engineering Systems: Sustainability engineer, building performance analyst, energy consultant, green building advisor.

The Graduate Certificate and Diploma in Construction and Building Science offer graduates the following career pathways:

- **Building Scientist:** entry-level positions in building science consulting firms, assisting with building performance assessments, energy audits, and sustainable design recommendations.
- **Sustainability Assistant:** supporting sustainability initiatives in architectural or construction firms, focusing on material selection, waste reduction, and energy efficiency.
- **Technical Assistant:** providing technical support to architects and engineers, including drafting, modelling, and analysis of building systems.
- **Building Code Compliance Officer:** Assisting with building code compliance checks and documentation.
- **Building Performance Analyst:** conducting detailed building performance simulations and analysis to optimise energy efficiency, thermal comfort, and indoor environmental quality.
- **Sustainability Consultant:** providing expert advice on sustainable building design and construction practices, including material selection, energy modelling, and green building certifications.
- **Building Researcher:** conducting research on building science topics, such as thermal performance, moisture control, and acoustics.
- **Building Code Specialist:** providing expert advice on building code compliance and contributing to the development of building regulations.

Entry requirements

The entry requirement for the Master of Construction (MConst), Master of Building Science, Postgraduate Diploma and Certificate in Construction and Building Science programmes is a completed Bachelor's degree (e.g., BAS, BBSc, or BConst) with an average grade of B or better in relevant subjects.

The entry requirement for the Master of Construction and Building Science (Research) is a Postgraduate Diploma in Construction and Building Science from Victoria University of Wellington, or equivalent, with an average grade of at least B.

The entry requirement for the Graduate Certificate and Diploma in Construction and Building Science is a completed undergraduate degree or an equivalent qualification.

Assessment

A combination of individual and group assignments, including online exercises and activities, essays, laboratory and field assessments, in-class tests, examinations, oral presentations, and simulation exercises, together with work-integrated learning opportunities through a practicum or industry project that is assessed through a written report and oral presentation to supervisor and peers. Alternatively, a research thesis that demonstrates the student's mastery of the topic.

A8 Graduate profile

Scholarly attributes developed through the formal curriculum

Master of Construction (new)

Graduates of the Master of Construction should be able to:

Scholarly attribute for the qualification / subject	Discipline knowledge	Critical & Creative Thinking	Communication	Intellectual autonomy	Intellectual integrity
Advanced understanding of construction principles, theories, and their application in project planning, management, execution, and evaluation	✓	✓		✓	✓
Capacity to critically analyse and evaluate complex construction projects and propose innovative solutions	✓	✓		✓	✓
Ability to apply research methodologies and analytical techniques to investigate construction problems	✓		✓	✓	✓
Skill in using advanced construction management tools and technologies to optimise construction processes and outcomes	✓		✓	✓	✓
Ability to communicate complex technical information effectively in written and oral formats to diverse audiences	✓	✓	✓		✓
Have an understanding of the importance and impact of Māori knowledge and its influence on construction and the built environment.	✓	✓		✓	✓
Understanding of the ethical, sustainable, and culturally appropriate considerations in construction practice	✓	✓		✓	✓
Ability to critically evaluate industry standards and best practices, contributing to their ongoing development		✓	✓	✓	✓

Master of Building Science (existing)

Graduates of the Master of Building Science should be able to:

Scholarly attribute for the qualification / subject	Discipline knowledge	Creative & critical Thinking	Communication	Intellectual autonomy	Intellectual integrity
Demonstrate high-level knowledge about building science and technologies and how development and ongoing performance of the built environment can be managed.	✓	✓	✓	✓	✓
Demonstrate a high level of analytical skill, drawing on a range of building performance or management materials	✓	✓		✓	✓
Work effectively in a problem-solving team through participation and leading discussions	✓	✓	✓	✓	✓
Propose, develop and test a hypothesis in the fields of building performance or management	✓	✓	✓	✓	✓
Research, plan and produce written reports and assignments at the level of publication quality	✓	✓	✓	✓	✓

Master of Construction and Building Science (Research) (existing)

Graduates of the Master of Construction and Building Science (Research) should be able to:

Scholarly attribute for the qualification / subject	Discipline knowledge	Creative & critical Thinking	Communication	Intellectual autonomy	Intellectual integrity
Demonstrate advanced knowledge about construction, building science and technologies and how development and ongoing performance of the built environment can be managed.	✓	✓	✓	✓	✓
Demonstrate an advanced level of analytical skill, drawing on a range of construction, building performance or management materials	✓	✓		✓	✓
Propose, develop and test a hypothesis in the fields of construction, building performance or management	✓	✓	✓	✓	✓
Research, plan and produce written reports and assignments at the level of publication quality	✓	✓	✓	✓	✓

Postgraduate Diploma in Construction and Building Science (existing)

Graduates of the Postgraduate Diploma in Construction and Building Science should be able to:

Scholarly attribute for the qualification / subject	Discipline knowledge	Creative & critical Thinking	Communication	Intellectual autonomy	Intellectual integrity
Demonstrate knowledge at postgraduate level about construction, building science and technologies and how the development and ongoing performance of the built environment can be managed.	✓	✓	✓	✓	✓
Demonstrate at postgraduate level interpretive skills, drawing on a range of building performance or management materials.	✓	✓	✓	✓	
Work effectively in a team through participation and leading discussions.		✓	✓	✓	✓
Research, plan and produce written reports and assignments at a high level.	✓	✓	✓	✓	✓

Postgraduate Certificate in Construction and Building Science (existing)

Graduates of the Postgraduate Certificate in Construction and Building Science should be able to:

Scholarly attribute for the qualification / subject	Discipline knowledge	Creative & critical Thinking	Communication	Intellectual autonomy	Intellectual integrity
Demonstrate introductory knowledge at postgraduate level about construction, building science and technologies and how the development and ongoing performance of the built environment can be managed.	✓	✓	✓	✓	✓
Demonstrate introductory postgraduate level interpretive skills, drawing on a range of building performance or management materials.	✓	✓		✓	
Work effectively in a team through participation and leading discussions.		✓	✓	✓	
Research, plan and produce written reports and assignments.	✓	✓	✓	✓	

Graduate Diploma in Construction and Building Science (new)

Graduates of the Graduate Diploma in Construction and Building Science should be able to:

Scholarly attribute for the qualification / subject	Discipline knowledge	Critical & Creative Thinking	Communication	Intellectual autonomy	Intellectual integrity
Advanced understanding of construction and building science principles, theories, and their application in building design and performance.	✓				
Capacity to critically analyse and evaluate complex building performance issues and propose innovative solutions.		✓		✓	
Ability to apply research methodologies and analytical techniques to investigate construction and building science problems.	✓	✓		✓	
Skill in using advanced simulation and analysis tools to optimise building design and operation.	✓				
Ability to communicate complex technical information effectively in written and oral formats to diverse audiences.			✓		
Understanding of the ethical and sustainability considerations in construction and building science and practice.	✓				✓
Ability to critically evaluate building codes and standards and contribute to their development.	✓	✓		✓	✓
Awareness and responsiveness to obligations under Te Tiriti o Waitangi, particularly in relation to social and cultural impacts in the construction sector while developing sustainable solutions	✓	✓			✓

Graduate Certificate in Construction and Building Science (new)

Graduates of the Graduate Certificate in Construction and Building Science should be able to:

Scholarly attribute for the qualification / subject	Discipline knowledge	Critical & Creative Thinking	Communication	Intellectual autonomy	Intellectual integrity
A foundational understanding of construction and building science principles, theories, and their application in building design and performance.	✓			✓	
Capacity to analyse and evaluate building performance issues and propose solutions.	✓	✓	✓	✓	
Ability to apply basic building codes and standards to ensure compliance with regulatory requirements.	✓				
Skill in using building simulation software and other digital tools to model and predict building performance.	✓				
Ability to communicate technical information effectively in written and oral formats to diverse audiences.	✓	✓	✓		
Awareness of ethical and sustainability considerations in construction and building science and practice.	✓	✓			✓
Awareness of the obligations under Te Tiriti o Waitangi in relation to the construction sector	✓	✓			✓

Personal qualities**Master of Construction (new)**

Graduates of the Master of Construction should have the following personal attributes:

Personal quality for the qualification / subject	International perspective	Engagement	Independence & collaboration	Goal-setting
Cross-cultural competence and a capacity to respect diverse perspectives	✓	✓	✓	
An awareness of the global dimensions of issues and professional practices	✓	✓		
A commitment to contributing positively to the community in which they choose to live and work		✓	✓	✓
Willingness to accept social and civic obligations and to make informed and responsible contributions to public debate	✓	✓	✓	
A capacity to initiate and put into effect constructive change in their communities, including workplaces and professional communities		✓	✓	✓
An understanding of the distinctive features of social and community engagement in Aotearoa/New Zealand, including its distinctive communication styles and protocols		✓	✓	
An ability to work in a self-directed way			✓	✓
A capacity to work with and/or lead others in ways that recognise the value of their diversity and contribute to the wider community		✓	✓	
A capacity to work within a team, including sharing ideas and information, taking responsibility, showing respect for the strengths and contributions of others and negotiating solutions to differences of view			✓	✓
A commitment to continuous reflection, including self-reflection			✓	✓
Professional integrity and a commitment to ethical behaviour		✓	✓	
Able to demonstrate the importance of the principles of Te Tiriti o Waitangi in all the above attributes.		✓	✓	✓

Master of Building Science (existing)

Graduates of the Master of Building Science should have the following personal attributes:

Personal quality for the qualification / subject	International perspective	Engagement	Independence & collaboration	Goal-setting
Demonstrate awareness of the global dimensions of issues and professional practices	✓		✓	✓
Demonstrate awareness of how tikanga Māori influences legal, social environmental contexts that are significant to Māori		✓	✓	
Able to initiate and put into effect constructive change in their communities, including workplaces and professional communities		✓	✓	✓
Able to work in a self-directed way			✓	✓
Able to work productively within a team, including sharing ideas and information, taking responsibility, showing respect for the strengths and contributions of others and negotiating solutions to differences of view	✓	✓	✓	✓

Personal quality for the qualification / subject	International perspective	Engagement	Independence & collaboration	Goal-setting
Confident to respond positively and flexibly to change and to challenge		✓	✓	✓

Master of Construction and Building Science (Research) (existing)

Graduates of the Master of Construction and Building Science (Research) should have the following personal attributes:

Personal quality for the qualification / subject	International perspective	Engagement	Independence & collaboration	Goal-setting
Cross-cultural competence and a capacity to respect diverse perspectives	✓	✓	✓	
An awareness of the global dimensions of issues and professional practices	✓	✓		
A capacity to initiate and put into effect constructive change in their communities, including workplaces and professional communities		✓	✓	✓
An understanding of the distinctive features of social and community engagement in Aotearoa/New Zealand, including its distinctive communication styles and protocols		✓	✓	
An ability to work in a self-directed way			✓	✓
A commitment to continuous reflection, including self-reflection			✓	✓
Professional integrity and a commitment to ethical behaviour		✓	✓	
Able to demonstrate the importance of the principles of Te Tiriti o Waitangi in all the above attributes.		✓	✓	✓

Postgraduate Diploma in Construction and Building Science (existing)

Graduates of the Postgraduate Diploma in Construction and Building Science should have the following personal attributes:

Personal quality for the qualification / subject	International perspective	Engagement	Independence & collaboration	Goal-setting
Demonstrate awareness of the global dimensions of issues and professional practices.	✓	✓	✓	
Demonstrate an understanding of the role of tikanga and Te Tiriti o Waitangi in Aotearoa New Zealand, in particular in the built environment.		✓	✓	✓
Able to initiate and put into effect constructive change in their communities, including workplaces and professional communities.	✓	✓	✓	
Able to work in a self-directed way.		✓	✓	✓
Able to work productively within a team, including sharing ideas and information, taking responsibility, showing respect for the strengths and contributions of others and negotiating solutions to differences of view.	✓	✓	✓	✓
Confident to respond positively and flexibly to change and to challenge.	✓	✓	✓	✓

Postgraduate Certificate in Construction and Building Science (existing)

Graduates of the Postgraduate Certificate in Construction and Building Science should have the following personal attributes:

Personal quality for the qualification / subject	International perspective	Engagement	Independence & collaboration	Goal-setting
Demonstrate awareness of the global dimensions of issues and professional practices.	✓	✓	✓	
Demonstrate an understanding of the role of tikanga and Te Tiriti o Waitangi in Aotearoa New Zealand, in particular in the built environment.		✓	✓	
Able to initiate and put into effect constructive change in their communities, including workplaces and professional communities.	✓	✓	✓	
Able to work in a self-directed way.		✓	✓	✓
Able to work productively within a team, including sharing ideas and information, taking responsibility, showing respect for the strengths and contributions of others and negotiating solutions to differences of view.		✓	✓	✓
Confident to respond positively and flexibly to change and to challenge.	✓	✓	✓	✓

Graduate Diploma in Construction and Building Science (new)

Graduates of the Graduate Diploma in Construction and Building Science should have the following personal attributes:

Personal quality for the qualification / subject	International perspective	Engagement	Independence & collaboration	Goal-setting
Cross-cultural competence and a capacity to respect diverse perspectives	✓	✓	✓	
An awareness of the global dimensions of issues and professional practices	✓			
A commitment to contributing positively to the community in which they choose to live and work		✓		
Willingness to accept social and civic obligations and to make informed and responsible contributions to public debate		✓		
A capacity to initiate and put into effect constructive change in their communities, including workplaces and professional communities		✓	✓	✓
An understanding of the distinctive features of social and community engagement in Aotearoa/New Zealand, including its distinctive communication styles and protocols			✓	✓
An ability to work in a self-directed way			✓	✓
A capacity to work with and/or lead others in ways that recognise the value of their diversity and contribute to the wider community			✓	
A capacity to work within a team, including sharing ideas and information, taking responsibility, showing respect for the strengths and contributions of others and negotiating solutions to differences of view			✓	
A commitment to continuous reflection, including self-reflection				✓
The confidence to respond positively and flexibly to change and to challenge				✓
Professional integrity and a commitment to ethical behaviour	✓	✓	✓	✓
Able to demonstrate the importance of the principles of Te Tiriti o Waitangi in all the above attributes.		✓	✓	✓

Graduate Certificate in Construction and Building Science (new)

Graduates of the Graduate Certificate in Construction and Building Science should have the following personal attributes:

Personal quality for the qualification / subject	International perspective	Engagement	Independence & collaboration	Goal-setting
Cross-cultural competence and a capacity to respect diverse perspectives	✓	✓	✓	
An awareness of the global dimensions of issues and professional practices	✓			
A commitment to contributing positively to the community in which they choose to live and work		✓		
Willingness to accept social and civic obligations and to make informed and responsible contributions to public debate		✓		
A capacity to initiate and put into effect constructive change in their communities, including workplaces and professional communities		✓	✓	✓
An understanding of the distinctive features of social and community engagement in Aotearoa/New Zealand, including its distinctive communication styles and protocols	✓	✓		
An ability to work in a self-directed way			✓	✓
A capacity to work with and/or lead others in ways that recognise the value of their diversity and contribute to the wider community			✓	
A capacity to work within a team, including sharing ideas and information, taking responsibility, showing respect for the strengths and contributions of others and negotiating solutions to differences of view			✓	
A commitment to continuous reflection, including self-reflection				✓
The confidence to respond positively and flexibly to change and to challenge				✓
Professional integrity and a commitment to ethical behaviour	✓	✓	✓	✓
Able to demonstrate the importance of the principles of Te Tiriti o Waitangi in all the above attributes.	✓	✓	✓	

A9 Programme overview

The Master of Construction will take three trimesters. This proposal introduces four new courses, deletes two existing courses and modifies eight existing courses. From the existing courses, two will be shared across the Master of Architectural Science and the Master of Construction Law. The combined total of the required taught courses is 120 points, which includes an allowance for two electives (30 points), plus a research project (60 points) or replace those with a research thesis (90 points). Online pre-recorded lectures, block mode teaching, and after-work tutorials will be considered while structuring the curriculum content to attract qualified professionals to this programme. Special topics will be available for specialist content to be delivered from time to time. Electives can be selected from the postgraduate programmes currently offered by the Faculty of Architecture and Design Innovation and across selected subject areas within the University. Accreditation will be sought from the UK's Royal Institute of Chartered Surveyors (RICS) and the

Chartered Institute of Architectural Technologists (CIAT), both of which provide international accreditation for programmes.

New or existing	Usual or intended trimester	Course code, number and title	Point value
Existing	T1	BILD 402 Construction Economics and Project Management / Ōhanga ā-Waihanga me te Whakahaere Kaupapa	15
Existing	T1	BILD 403 Construction Procurement and Contract Administration / He Whiwhinga ā-Waihanga, Whakahaere ā-Tūraru, ā-Kirimana hoki	15
Existing	T2	BILD 404 Dispute Resolution in Construction / Whakatau tuatohe i ngā Kaupapa Waihanga	15
Existing	T2	BILD 491 Research Methods for Construction and Building Science / Ngā Tikanga Rangahau o te Pūtaiao ā-Hanganga	15
New	T1	CONM 401 Construction Planning and Scheduling / Whakamahere me te Hōtaka ā-Hanganga	15
New	T2	CONM 402 Construction Value Engineering and Quality Assurance / Pūkaha Uara Hanganga me te Whakaū Kouna	15
New	T1	CONM 403 Construction Digital Tools and Documentation / Taputapu Matihiko me te Mauhanga ā-Hanganga	15
New	T2	CONM 404 AI and Automation Technologies in Construction / Te Atamai me te Hangarau Aunoa i te Hanganga	15
New	N/A	CONM 481-486 Special Topics / Kaupapa Motuhake	15
New	N/A	CONM 487-489 Directed Individual Studies / Kaupapa Rangahau Motuhake	15
Existing	T2	ENVI 525 Māori Environmental and Resource Management	15
Existing	T1	HLWB 507 Principles of Health and Safety Management	15
Existing	T2	HLWB 509 Identification, Assessment and Control of Hazards and Risks	15
Existing	T1	HLWB 510 Principles of Occupational Health and Hygiene	15
Existing	T2	HLWB 511 Health and Safety Management and Leadership	15
Existing	T1	HLWB 520 Pae Ora - Māori Health and Wellbeing	15
Existing	T1	LAWS 512 Introduction to Building Act and Resource Management Act / Ture ā-Hangahanga me te Ture Whakahaere Rawa	15
Existing	T1	LAWS 513 Modern and International Construction Contracts / He Whakaritenga Kirimana o nāiane me ngā Kirimana nō Tāwāhi	15
Existing	T2	LAWS 514 Māori Land Law and Indigenous Land Rights / He Ture Whenua Māori me te Mana Whenua Taketake	15
Existing	T1	SARC 464 Building Code Compliance / Ngā Ture Whakaruruhau	15
Existing	T3	BILD 581 Practicum in Construction and Building Science / Wheako ā-Mahi i te Ao Pūtaiao ā-Hanganga	60

Existing	T3	BILD 582 Industry Project for Construction and Building Science / He Hinonga Ahumahi mō te Pūtaiao ā-Hanganga	60
New	N/A	COMN 590 Construction Research Thesis / Tuhinga Whakapae Rangahau ā-Hanganga	90

While the Master of Architectural Science (MArchSc) will be renamed Master of Building Science (MBildSc), the programme remains to be completed in three trimesters, with 60 points of coursework in both trimesters one and two, followed by a 60-point industry-based practicum or industry-based project in trimester three. The main changes to the existing programme were in relation to the subject area specialisation in project management, with the deletion of two courses. The subject area specialisation in sustainable engineering systems has one minor change, reducing one course from 30 to 15 points.

Students can use the revised Postgraduate Certificate in Construction and Building Science (PGCertCBSc) after 60 points or a Postgraduate Diploma in Construction and Building Science (PGDipCBSc) after 120 points as exit points for the Master of Construction (MConst) or the Master of Building Science (MBildSc). For students willing to continue their research pathway, the renewed Master of Construction and Building Science (Research) [MCBSc(Res)] programme consisting of a 120-point thesis may be completed within three trimesters, with students receiving regular support from an academic supervisor.

The Graduate Certificate in Construction and Building Science (GCertCBSc) is a 60-point qualification to be completed in half a year of full-time study or a full year part-time. Students can take up to four courses across one term, where 30 points should be courses from a specific subject area. The Graduate Diploma in Construction and Building Science (GDipCBSc) is a 120-point qualification designed to be completed in one year of full-time study or two years part-time. Students can take up to eight courses across two trimesters. The programme comprises eight courses, of which four courses are part of the subject requirement, providing a comprehensive foundation in construction and architectural principles and practices.

A10 Proposed regulations

Proposed Regulations for the Master of Construction

After the Master of Architectural Science regulations (p. 222 of the 2025 Calendar), add the following:

Master of Construction

MConst (180 points)

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

Entry requirements

1. (a) Before enrolment, a candidate for the MConst degree shall have:
 - (i) completed a BBSc, BConst or BAS degree or equivalent, with an average grade of at least B; and
 - (ii) been accepted by the head of school as capable of proceeding with the proposed course of study.
- (b) Requirement (a)(i) may be waived by the Associate Dean (Students) of the Faculty of Architecture and Design Innovation for a candidate who has practical, professional, or scholarly experience that provides equivalent preparation.

General requirements

2. (a) The course of study for the MConst shall consist of courses worth at least 180 points, including:

Part 1: BILD 491, one of (BILD 402, 403, SARC 464); 60 further points from one of the major requirements in section 5.

Part 2: (i) BILD 581 or 582; and

(ii) 30 further points at 400- or 500-level from ARCI, BILD, CONM, DSDN, HLWB, INTA, LAND, LAWS, MDDN, PLAN, SARC or SIDN courses.

(b) Entry to Part 2 (i) requires completion of Part 1 with at least a B average, or permission of the Head of School.

(c) With the Head of School's permission, a candidate may replace Part 2 with CONM 590.

(d) With the permission of the Associate Dean, a candidate who has completed a relevant Honours degree, or equivalent qualification at an appropriate standard, may cross credit or transfer credit courses worth up to 60 points of the required courses at 400 level.

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

Note: A student who does not complete the MConst may be able to transfer the courses to a Postgraduate Certificate in Construction and Building Science or Postgraduate Diploma in Construction and Building Science. Refer to the PGCertCBSc and PGDipCBSc regulations.

4. A candidate who has been awarded the PGCertCBSc or PGDipCBSc shall abandon that qualification upon being awarded the MConst.

Major requirements

5. A candidate shall meet the requirements for one major as listed below.

Construction Advanced Technologies (CATE): CONM 401, 402, 403, 404

Construction Health and Safety (CHAS): CONM 401, 402, two of (HLWB 507, 509, 510, 511)

Construction Procurement and Logistics (CPRL): BILD 404, CONM 401, 402, (LAWS 512 or 513)

Māori Land and Development (CMLD): CONM 401, 402, two of (ENVI 525, HLWB 520, LAWS 512, 514)

Substitution of courses

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

Award of Distinction or Merit

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

Schedule to the MConst Regulations

Course	Title	Pts	Prerequisites (P), Restrictions (X)
BILD 402	Construction Economics and Project Management / Ōhanga ā-Waihanga me te Whakahaere Kaupapa	15	
BILD 403	Construction Procurement and Contract Administration / He Whiwhinga ā-Waihanga, Whakahaere ā-Tūraru, ā-Kirimana hoki	15	
BILD 404	Dispute Resolution in Construction / Whakatau tuatohe i ngā Kaupapa Waihanga	15	
BILD 491	Research Methods for Construction and Building Science / Ngā Tikanga Rangahau o te Pūtaiao ā-Hanganga	15	
CONM 401	Construction Planning and Scheduling / Whakamahere me te Hōtaka ā-Hanganga	15	
CONM 402	Construction Value Engineering and Quality Assurance / Pūkaha Uara Hanganga me te Whakaū Kounga	15	

CONM 403	Construction Digital Tools and Documentation / Taputapu Matihiko me te Mauhanga ā-Hanganga	15	
CONM 404	AI and Automation Technologies in Construction / Te Atamai me te Hangarau Aunoa i te Hanganga	15	
CONM 480-486	Special Topics / Kaupapa Motuhake	15	
CONM 487-489	Directed Individual Studies / Kaupapa Rangahau Motuhake	15	
ENVI 525	Māori Environmental and Resource Management	15	
HLWB 507	Principles of Health and Safety Management	15	
HLWB 509	Identification, Assessment and Control of Hazards and Risks	15	
HLWB 510	Principles of Occupational Health and Hygiene	15	
HLWB 511	Health and Safety Management and Leadership	15	
HLWB 520	Pae Ora - Māori Health and Wellbeing	15	
LAWS 512	Introduction to Building Act and Resource Management Act / Ture ā-Hangahanga me te Ture Whakahaere Rawa	15	
LAWS 513	Modern and International Construction Contracts / He Whakaritenga Kirimana o nāiane me ngā Kirimana nō Tāwāhi	15	
LAWS 514	Māori Land Law and Indigenous Land Rights / He Ture Whenua Māori me te Mana Whenua Taketake	15	
SARC 464	Building Code Compliance / Ngā Ture Whakaruruhau	15	P one of INTA/LAND/SARC 321 60 300-level pts from the BAS, BBSc or BConst schedules; X BBSC 365, BILD 364, SARC 364
BILD 581	Practicum for Construction and Building Science / Wheako ā-Mahi i te Ao Pūtaiao ā-Hanganga	60	P completion of Part 1 of the MArchBSc or MConst
BILD 582	Industry Project for Construction and Building Science / He Hinonga Ahumahi mō te Pūtaiao ā-Hanganga	60	P completion of Part 1 of the MArchBSc or MConst
CONM 590	Construction Research Thesis / Tuhinga Whakapae Rangahau ā-Hanganga	90	

Subsequent Changes to the Master of Architectural Science (MArchSc) Regulations

In the Master of Architectural Science regulations (p. 222 of the 2025 Calendar), make the following changes:

Master of Architectural Science **Building Science**

MArchBldSc (180 points)

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

Entry requirements

1. (a) Before enrolment, a candidate for the MArchBldSc degree shall have:
 - (i) completed a BBSc, BConst or BAS degree or an equivalent qualification, with an average grade of at least B; and
 - (ii) been accepted by the head of school as capable of proceeding with the proposed course of study.
- (b) Requirement (a)(i) may be waived by the Associate Dean (Students) of the Faculty of Architecture and Design Innovation for a candidate who has practical, professional, or scholarly experience that provides equivalent preparation.

General requirements

2. (a) The course of study for the MArchBldSc shall consist of courses worth at least 180 points, including:

Part 1: BILD 491, one of (BILD 402, 403, SARC 464); and 105-90 further points from 400-level BILD or CONM courses or, with approval of the programme director, 400-level SARC courses

Part 2: BILD 581 or 582.

(b) Entry to Part 2 requires completion of Part 1 with at least a B average, or permission of the Head of School.

(c) With the permission of the associate dean, a candidate who has completed a relevant Honours degree, or equivalent qualification at an appropriate standard, may **cross credit or transfer credit courses worth be exempt** up to 60 points of the required courses at 400 level.

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

Note: A student who does not complete the MArchBldSc may be able to transfer the courses to a Postgraduate Certificate in Construction and Architectural Building Science or Postgraduate Diploma in Construction and Architectural Building Science. Refer to the PGCertArchCBSc and PGDipArchCBSc regulations.

4. A candidate who has been awarded the PGCertArchCBSc or PGDipArchCBSc shall abandon that qualification upon being awarded the MArchBldSc.

Subject requirements

5. A candidate shall meet the requirements for one subject as listed below.

Project Management (BILDBPGT): BILD 411, 421, **460, 462, 463** at least 60 points from BILD 451, 452, 460, 462, 463

Sustainable Engineering Systems (SBSEG): BILD 411, 421, 422, 423, and 431

Substitution of courses

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

Award of Distinction or Merit

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

Schedule to the MArchBldSc Regulations

Course	Title	Pts	Prerequisites (P), Restrictions (X)
BILD 402	Construction Economics and Project Management / Ōhanga ā-Waihangā me te Whakahaere Kaupapa	15	
BILD 403	Construction Procurement and Contract Administration / He Whiwhinga ā-Waihangā, Whakahaere ā-Tūraru, ā-Kirimana hoki	15	
BILD 411	Integration Design Project / Hinonga ā-Hoahoa Whakauruuru	15	
BILD 421	Integrated Advanced Building Technologies / Hangarau Hangatanga Whatutoto	15	
BILD 422	Sustainable Engineering Systems Project Building Design and Performance / Hangatanga Hoahoa Toitū me ngā Tohu ā-Hangatanga	30 15	
BILD 423	Buildings and Energy / Ngā Whare me te Pūngao	15	
BILD 431	Green Building Assessment and Carbon Footprint / Te Arotake i ngā Whare Toitū me te Tapuwae Waro	15	
BILD 451	Project Management in the Digital Environment / Ngā Kaupapa Whakahaere o te Ao Hangarau	15	
BILD 452	Future of Project Management / Te Mahi Whakahaere ā Mua	15	P BILD 451
BILD 460	Building Project Management / Te Whakahaere i te Hanga Whare	15	X BILD 461
BILD 462	Advanced Contemporary Innovation and Technology in Project Management / Auahatanga me te Hangarau i te Whakahaere Hinonga	15	P BILD 460

BILD 463	Build Building Services and Facilities Management / Ngā Ratonga Hangatanga me ngā Whakahaere ā-Whare	15	
BILD 470-479	Special Topics / Kaupapa Motuhake	15	
BILD 480-484	Directed Individual Studies / Kaupapa Rangahau Motuhake	15	
BILD 491	Research Methods for Architectural Construction and Building Science / Ngā Tikanga Rangahau o te Pūtaiao ā-Hanganga	15	
SARC 464	Building Code Compliance / Ngā Ture Whakaruruhau	15	P one of INTA/LAND/SARC 321 60 300-level pts from the BAS, BBSc or BConst schedules; X BBSC-365 , BILD 364, SARC 364
BILD 581	Practicum in Architectural Construction and Building Science / Wheako ā-Mahi i te Ao Pūtaiao ā-Hanganga	60	P completion of Part 1 of the ArchBSc or MConst
BILD 582	Industry Project for Construction and Building Science / He Hinonga Ahumahi mō te Pūtaiao ā-Hanganga	60	P completion of Part 1 of the ArchBSc or MConst

Subsequent Changes to the Postgraduate Certificate and Diploma in Architectural Science Regulations

In the Postgraduate Certificate and Diploma in Architectural Science regulations (p. 224 of the 2025 Calendar), make the following changes:

Postgraduate Certificate and Diploma in **Construction and Architectural Building Science** PGCertArch**CBSc** (60 points), PGDipArch**CBSc** (120 points)

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

Entry requirements

1. (a) Before enrolment, a candidate for the PGCertArch**CBSc** or PGDipArch**CBSc** shall have:
 - (i) completed a BBSc, **BConst** or BAS degree or an equivalent qualification, with an average grade of at least B; and
 - (ii) been accepted by the Head of School as capable of proceeding with the proposed course of study.
- (b) Requirement (a)(i) may be waived by the Programme Director for a candidate who has had extensive practical, professional, or scholarly experience that provides equivalent preparation.

General requirements

2. (a) The course of study for the PGCertArch**CBSc** shall consist of 60 400-level points from the ~~MArchBSc~~, **MConst** or MConsLaw Schedule.
- (b) The course of study for the PGDipArch**CBSc** shall consist of 120 400-level points from the ~~MArchBSc~~, **MConst** or MConsLaw Schedule.
3. (a) A candidate for the PGCertArch**CBSc** shall normally be enrolled for at least one trimester and shall complete the certificate within two years of first enrolling in it.
- (b) A candidate for the PGDipArch**CBSc** shall normally be enrolled for at least two trimesters and shall complete the diploma within four years of first enrolling in it.
- (c) The Associate Dean may extend the maximum period in special cases.
- (d) A candidate who has been awarded a PGCertArch**CBSc** shall abandon that qualification upon being awarded a PGDipArch**CBSc** unless the PGCertArch**CBSc** is in a different major.

Major requirements

4. The PGCertArch**CBSc** and PGDipArch**CBSc** may be awarded with a major by including courses as shown below:

Construction Advanced Technologies (CATE):**PGCertCBSc:** CONM 403, 404; plus 15 points from CONM 401, 402**PGDipCBSc:** CONM 403, 404; plus 60 points from BILD 402, 403, 491, CONM 401, 402, and SARC 464**Construction Health and Safety (CHAS):****PGCertCBSc:** At least 30 points from HLWB 507, 509, 510, 511; plus 15 points from CONM 401, 402**PGDipCBSc:** At least 30 points from HLWB 507, 509, 510, 511; plus 60 points from BILD 402, 403, 491, CONM 401, 402, and SARC 464**Construction Law (CLAW):****PGCertArchCBSc:** At least 45 points from BILD 401, 402, 403, 404, LAWS 511, 512, 513 and 514. At least 30 points from (BILD 401, 402) or (LAWS 511, 512); plus 15 points from BILD 403, 404, LAWS 513, 514**PGDipArchCBSc:** At least 90 points from BILD 401, 402, 403, 404, LAWS 511, 512, 513 and 514. At least 30 points from (BILD 401, 402) or (LAWS 511, 512); plus BILD 403, 404, LAWS 513, 514**Construction Procurement and Logistics (CPRL):****PGCertCBSc:** At least 30 points from BILD 404, LAWS 512, 513; plus 15 points from COMD 401, 402,**PGDipCBSc:** At least 30 points from BILD 404, LAWS 512, 513; plus 60 points from BILD 402, 403, 491, CONM 401, 402, and SARC 464**Māori Land and Development (CMLD):****PGCertCBSc:** At least 30 points from ENVI 525, HLWB 520, LAWS 512, 514; plus 15 points from CONM 401, 402**PGDipCBSc:** At least 30 points from ENVI 525, HLWB 520, LAWS 512, 514; plus 60 points from BILD 402, 403, 491, CONM 401, 402, and SARC 464**Project Management (BILDPGT):****PGCertArchCBSc:** At least 30 points from BILD 460, 462, 463; plus 15 points from BILD 411, 421 and 491.**PGDipArchCBSc:** At least 30 points from BILD 460, 462, 463; BILD 411, 421 and 491; plus 60 points from BILD 451, 452, 460, 462 and 463 402, 403, 411, 421, 491 and SARC 464.**Sustainable Engineering Systems (SBSEG):****PGCertArchCBSc:** At least 45 points from BILD 411, 421, 422, 423, 431 and 491. At least 30 points from BILD 422, 423, 431; plus 15 points from BILD 411, 421, 491.**PGDipArchCBSc:** At least 90 points from BILD 411, 421, 422, 423, 431 and 491. At least 30 points from BILD 422, 423, 431; plus 60 points from BILD 402, 403, 411, 421, 491 and SARC 464.**Subsequent Changes to the Master of Architectural Science (Research) Regulations**

In the Master of Architectural Science (Research) regulations (p. 225 of the 2025 Calendar), make the following changes:

Master of Construction and Architectural Building Science (Research)**MArchCBSc(Res) (120 points)**

These regulations are to be read in conjunction with the General Programmes of Study Regulations and the Master's Thesis Regulations.

Entry requirements

1. (a) Before enrolment, a candidate for the MArchCBSc(Res) degree shall have:
 - (i) completed the PGDipArchCBSc or an equivalent qualification, with an average grade of at least B; and
 - (ii) been accepted by the Head of School as capable of proceeding with the proposed course of study.
- (b) In exceptional circumstances, requirement (a)(i) may be waived by the Associate Dean (Postgraduate Research) for a candidate who has had extensive practical, professional, or scholarly experience that provides equivalent preparation.

General requirements

2. (a) The course of study for the MArchCBSc(Res) shall consist of a 120-point thesis, comprising one of BILD 591–593 or COMN 591–593.
- (b) The minimum and maximum periods of enrolment are specified in the Master's Thesis Regulations.

Award of Distinction or Merit

3. The MArchCBSc(Res) may be awarded with Distinction or Merit as described in the *Assessment Handbook*.

Schedule to the MArchCBSc(Res) Regulations

Course	Title	Pts	Prerequisites (P), Restrictions (X)
BILD 591	Building Science Research Thesis / Tuhinga Rangahau o Te Whare Hangahanga	120	
BILD 592	Building Science Research Thesis / Tuhinga Rangahau o Te Whare Hangahanga (Science)	120	
BILD 593	Building Science Research Thesis / Tuhinga Rangahau o Te Whare Hangahanga (Ecology and Sustainability)	120	
COMN 591	Construction Research Thesis / Tuhinga Whakapae Rangahau ā-Hanganga	120	
COMN 592	Construction Research Thesis / Tuhinga Whakapae Rangahau ā-Hanganga (Science)	120	
COMN 593	Construction Research Thesis / Tuhinga Whakapae Rangahau ā-Hanganga (Ecology and Sustainability)	120	

Subsequent Changes to the Master of Architecture (Professional) Regulations

In the Schedule to the MArch(Prof) Regulations (p. 211 of the 2025 Calendar), amend:

Course	Title	Pts	Prerequisites (P), Corequisites (C), Restrictions (X)
SARC 464	Building Code Compliance / Ngā Ture Whakaruruhau	15	One of INTA/LAND/SARC 321, 60 300-level pts from the BAS, BBS or BConst schedules; X BBS-365 , BILD 364, SARC 364

Subsequent Changes to the Master of Construction Law Regulations

In the Master of Construction Law regulations (p. 226 of the 2025 Calendar), make the following changes:

Master of Construction Law**MConsLaw (180 points)**

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

Entry requirements

1. (a) Before enrolment, a candidate for the MConsLaw degree shall have:
- (i) completed a degree or graduate or postgraduate diploma in law or a relevant built environment discipline of this university or a comparable institution accepted from this purpose, with an average grade or at least B; and
 - (ii) been accepted by the ~~Programme Director~~ **Head of School** as capable of proceeding with the proposed course of study.
- (b) Requirement (a)(i) may be waived by the ~~Joint Committee~~ **Associate Dean (Students) of the Faculty of Architecture and Design Innovation or the Faculty of Law** for a candidate who has had sufficient practical, professional, or scholarly experience that provides equivalent preparation.

General requirements

2. (a) The course of study for the MConstLaw shall consist of courses worth at least 180 points, including:
 Part 1: BILD 403, 404, LAWS 513, 514; (BILD 401, 402) or (LAWS 511, 512)
 Part 2: (i) BILD 501 and LAWS 583; and
 (ii) 30 further points at 400- or 500-level from ARCI, BILD, CCDN, **CONM**, DSDN, INTA, LAND, LAWS, PLAN, SARC or SIDN courses.
- (b) A candidate may proceed to Part 2 only with permission of the programme director.
- (c) With the programme director's permission, a candidate may replace Part 2 with BILD 594 or LAWS 594.
- (d) With the permission of the ~~Joint Committee~~ **Associate Dean (Students) of the Faculty of Architecture and Design Innovation or the Faculty of Law**, a candidate who has completed a degree with Honours or other graduate study to an appropriate level may be exempted from up to 120 points from Part 1 and Part 2(ii).
3. (a) A candidate shall normally be enrolled for at least three trimesters, and shall complete the degree within five years. The ~~Joint Committee~~ **Associate Dean (Students) of the Faculty of Architecture and Design Innovation or the Faculty of Law** may extend the maximum period in special cases.
- (b) The minimum and maximum periods of enrolment for BILD 594 and LAWS 594 are specified in the Master's Thesis Regulations.
4. (a) A candidate who passed 120 points in Part 1 and Part 2(b) but does not proceed to Part 2(a) may be awarded a Postgraduate Diploma in **Construction and Architectural Building Science** (PGDipArchCBSc) in Construction Law or a Postgraduate Diploma in Construction Law (PGDipConsLaw) ~~by the Joint Committee~~.
- (b) At the discretion of the ~~programme director~~ **Head of School**, a candidate who holds a PGDipArchCBSc in Construction Law or a PGDipConsLaw may credit those courses to the MConstLaw provided the candidate abandons the Postgraduate Certificate or Postgraduate Diploma upon being awarded the MConstLaw.

Subsequent Changes to the Postgraduate Certificate in Professional Studies Regulations

In the Postgraduate Certificate in Professional Studies regulations (p. 501 of the 2025 Calendar), make the following changes:

Specialisations

- (b) A candidate for the PGCertPS in Architecture and Design Innovation may complete a specialisation from the following list.

Built Heritage (BHER)	SARC 454, 402, 453; at least one further course from SARC 452, 464, SIDN 412, or approved substitutes
Building Compliance (BCMP)	SARC 464, SARC 465, PLAN 462; at least one further course from BILD 421, 431, 463, SIDN 412, or approved substitutes
Construction Management (CMAN)	BILD 454 , 460, 463, CONM 401 ; at least one further course from BILD 452 , 402, 403, 462, SIDN 412, or approved substitutes
Critical Design Studies (CDSA)	UXDN 406, SIDN 412; plus a further 30 points from DSDN 451, MDDN 403, one of ARCI 451, INTA 451, LAND 451, PLAN 451, or approved substitutes
Design Practice in Aotearoa (DPAO)	MDDN 417, SIDN 412; at least one further course from MDDN 403, 413, or approved substitutes
Digital Tools and Visualisation (DTVl)	PLAN 413, CONM 403, 404 , SARC 462; plus a further 30 points from BILD 451, COMD 411, UXDN 423, MDDN 421, 431, SARC 401, 463, SIDN 412, or approved substitutes
User Experience Design Foundations (UXDF)	UXDN 404, 416, or approved substitutes
Sustainable Buildings (SBIL)	BILD 431, CONM 402 , SARC 465; at least two further courses from BILD 422, 423, 460, 463, SIDN 412, or approved substitutes
Urban Policy and Economics (UPEC)	PLAN 453 , 455, 462; at least two one further courses from LAND 421, LAWS 512, 514 , PLAN 451, 421, SIDN 412, or approved substitutes

Proposed Regulations for the Graduate Certificate and Diploma in Construction and Building Science

Before the Postgraduate Certificate and Diploma in Architectural Science regulations (p 224 of the 2025 Calendar), add the following:

Graduate Certificate in Construction and Building Science GCertCBSc (60 points)

Graduate Diploma in Construction and Building Science GDipCBSc (120 points)

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

Entry requirements

1. (a) Before enrolment, a candidate for the GDipCBSc or the GCertCBSc shall have:
 - (i) completed a BAS, BBSc, or BConst degree or an equivalent qualification; and
 - (ii) been accepted by the Head of School as capable of proceeding with the proposed course of study.
- (b) Requirement (a)(i) may be waived by the Head of School for a candidate who has practical, professional, or scholarly experience that provides equivalent preparation.

General requirements

2. (a) The personal course of study for the GCertCBSc shall consist of a coherent programme of study approved by the Associate Dean (Students) of the Faculty of Architecture and Design Innovation on the recommendation of the Head of School. Except as provided in (c), it shall include at least 60 points from courses listed on the BAS, BBSc, BConst, BDI, MArch(Prof), MBildSc, MConst, MConsLaw, MIA, MLA or MURPlan schedules, of which at least 45 points shall be in courses numbered 300 or above.
- (b) The personal course of study for the GDipCBSc shall consist of a coherent programme of study approved by the Associate Dean on the recommendation of the Head of School. Except as provided in (c), it shall include at least 120 points from courses listed on the BAS, BBSc, BConst, BDI, MArch(Prof), MBildSc, MConst, MConsLaw, MIA, MLA or MURPlan schedules, of which at least 75 points shall be in courses numbered 300 or above.
- (c) At the discretion of the Associate Dean, up to 15 points in the GCertCBs or 30 points in the GDipCBSc may be replaced with approved courses from other programmes offered at this university.
3. (a) A candidate for the GCertCBSc shall be enrolled for at least one trimester and shall complete the requirements of the certificate within two years of first enrolling in it.
- (b) A candidate for the GDipCBSc shall be enrolled for at least two trimesters and shall complete the requirements of the diploma within four years of first enrolling in it.
- (c) The Associate Dean may extend the maximum period in either (a) or (b) in special cases.

Subject requirements

4. The GDipCBSc or GCertCBSc can be endorsed with, at most, one subject if the candidate's personal course of study includes courses as listed below.

Building Surveying (BSUR)

For GDipCBSc: BILD 301, 302, SARC 301; one of (SARC 321, 362)

For GCertCBSc: BILD 301, 302

Built and Natural Heritage Conservation (BNHC)

For GDipCBSc: BILD 361, SARC 354, one of (BILD 322, 362, 363, 364, SARC 331, 363); one of (SARC 321, 362)

For GCertCBSc: BILD 361, SARC 354

Construction Management (CMGT)

For GDipCBSc: BILD 362, 364, CONM 321; one of (SARC 321, 362)

For GCertCBSc: BILD 364, CONM 321

Construction Health and Safety (CHAS)

For GDipCBSc: CONM 312, HLWB 207, SARC 224; one of (HLWB 206, 306, 307, 309)

For GCertCBSc: CONM 312, HLWB 207

Project Management (BPGT)

For GDipCBSc: BILD 361, 362, 364; one of (SARC 321, 362)

For GCertCBSc: BILD 361, 364

Smart Cities and Digital Built Environments (BSCD)

For GDipCBSc: MDDN 333, 342, one of (GEOG 315, MDDN 314, NWEN 301, SARC 301, 315, 351, 363); one of (SARC 321, 362)

For GCertCBSc: MDDN 333, 342

Sustainable Construction (CSUS)

For GDipCBSc: CONM 311, 322, one of (CONM 212, 222, SARC 232); one of (SARC 321, 362)

For GCertCBSc: CONM 311, 322

Sustainable Engineering Systems (BSEG)

For GDipCBSc: BILD 321, 322, SARC 331; one of (SARC 321, 362)

For GCertCBSc: BILD 322, SARC 331

A11 Proposed teaching/delivery methods**Organisation of teaching**

The courses will primarily entail a combination of lectures, tutorials, demonstrations, seminars and critiques sessions.

Mode of teaching

Courses will be taught as a mix of face-to-face, block mode or blended, depending on the needs of the student cohort. Additional materials will be supplied via Canvas.

Formative feedback

Work in all courses is assessed at regular intervals by various methods that depend on the nature of the course. Formative feedback will be provided through Canvas or other platforms used by VUW. Students will be required to present their work at critique sessions with staff and guest reviewers, including professional or industry sponsors, adjunct academics and visiting academics, where students receive feedback to strengthen and reflect on their work. Students also receive formative feedback through discussions in class, individual sessions, or consultation with teaching staff; students also receive written feedback on each piece of submitted work.

Interaction

Students will interact with academic staff during tutorials, seminars, critiques, group projects and internet-based alternatives (email, blog, forum). Group work and workshop-type engagements will be an integral part of the postgraduate courses where students can interact with and learn from each other.

Independent study

Articulated briefs will include homework, research, and interactive discussion sessions to address legal issues and self-reflection assignments on construction outcomes. In addition, some of the postgraduate courses will include individual assignments and research essays that demonstrate independent, critical, analytical and design skills as appropriate.

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

A12 Prescriptions for courses

This section presents courses that are required in the degree requirements, which includes core courses, courses for the new subject areas, and significantly modified courses. Following the guidance notes for this section, prescriptions are required only for the new or significantly modified courses, however we have also included prescriptions for courses that are required by the core of the degree.

New Courses

Code	Title and Prescription	Pts
CONM 401	Construction Planning and Scheduling / Whakamahere me te Hōtaka ā- Hanganga <i>This course examines the principles and practices of construction planning and scheduling within the context of the New Zealand construction industry, while incorporating global perspectives. It covers topics such as project scope definition, work breakdown structures, critical path method, resource allocation, and schedule compression techniques.</i>	15
CONM 402	Construction Value Engineering and Quality Assurance / Pūkaha Uara Hanganga me te Whakaū Kounga <i>This course explores the concepts and methodologies of value engineering and quality assurance in construction projects, drawing upon international best practices and standards. Students will learn how to identify and analyse project requirements, optimise design and construction processes, and implement quality control measures to ensure project success.</i>	15
CONM 403	Construction Digital Tools and Documentation / Taputapu Matihiko me te Mauhanga ā- Hanganga <i>This course provides students with hands-on experience in using digital tools and technologies for construction documentation and project management, aligning with global trends in digital construction.</i>	15
CONM 404	AI and Automation Technologies in Construction / Te Atamai me te Hangarau Aunoa i te Hanganga <i>This course explores the emerging applications of artificial intelligence (AI) and automation technologies in the construction industry, examining global trends and research advancements. Students will learn about AI-powered tools for tasks such as site analysis, risk assessment, and project optimisation.</i>	15
CONM 480- 486	Special Topics / Kaupapa Motuhake	15
CONM 487- 489	Directed Individual Studies / Kaupapa Rangahau Motuhake	15
CONM 590	Construction Research Thesis / Tuhinga Whakapae Rangahau ā- Hanganga <i>Independent research thesis. With the approval of academic staff and under supervision, students undertake a major research-based investigation that makes an original contribution to construction theory</i>	90

	<i>and practice. The final research proposal should demonstrate mastery of construction thinking, resolution, development and expression from a built environment point of view.</i>	
BILD 480-484	Directed Individual Studies / Kaupapa Rangahau Motuhake	15

Existing Courses Required as part of the Degree

Edits in **red** indicate changes to the 2025 titles and/or prescriptions.

Code	Title and Prescription	Pts
BILD 402	Construction Economics and Project Management / Ōhanga ā-Waihanga me te Whakahaere Kaupapa <i>This course introduces core principles, techniques and skills required at different levels of project management and the economic factors affecting the construction industry's efficiency, capacity, productivity and profitability.</i>	15
BILD 403	Construction Procurement and Contract Administration / He Whiwhinga ā-Waihanga, Whakahaere ā-Tūrarū, ā-Kirimana hoki <i>This course covers the policies, strategies and procedures associated with contract administration and construction procurement in the built environment, nationally and internationally, including contractual risk analysis, comparative construction contracts, subcontracting and dispute.</i>	15
BILD 404	Dispute Resolution in Construction / Whakatau tuatohe i ngā Kaupapa Waihanga <i>An overview of a range of dispute resolution techniques used in construction disputes and developing skills in negotiation and mediation to increase the effectiveness in resolving disputes and enhance problem-solving abilities in the construction industry.</i>	15
BILD 411	Integration Design Project / Hinonga ā-Hoahoa Whakauruuru <i>Studio course in which students demonstrate application of a range of sustainable engineering systems and project management skills to project development. Assignments will be advanced to allow assessment of programmatic, spatial, scale and material implications.</i>	15
BILD 421	Integrated Advanced Building Technologies / Hangarau Hangatanga Whatutoto <i>Advanced construction theory, practice and technology integration. Integrated modules incorporate advanced instruction in servicing, construction and structures, documentation practices and detailing for commercial and domestic construction.</i>	15
BILD 422	Sustainable Engineering Systems Project Building Design and Performance / Hangatanga Hoahoa Toitū me ngā Tohu ā-Hangatanga <i>Studio-based course focusing on the integrated design and performance of buildings, exploring key factors that contribute to both occupant comfort and environmental responsibility. considering the interaction between buildings and the environment at the urban scale and the design of appropriate sustainable engineering systems to achieve sustainable urban development.</i>	30 15
BILD 423	Buildings and Energy / Ngā Whare me te Pūngao <i>The interaction of energy with buildings. The focus is on energy performance and energy management in practice.</i>	15

BILD 431	<p>Green Building Assessment and Carbon Footprint / Te Arotake i ngā Whare Toitū me te Tapuwae Waro</p> <p><i>An in-depth exploration of green building assessment systems worldwide, including their history, practice, and future development. The course places special emphasis on the NZ Green Star building assessment system, alongside a comprehensive examination of carbon accounting, carbon footprinting, and carbon reduction strategies within the context of building design, construction, and operation. The history, practice and future development of worldwide green building assessment systems, with special emphasis on an in-depth exploration of the NZ Green Star building assessment system.</i></p>	15
BILD 460	<p>Building Project Management / Te Whakahaere i te Hanga Whare</p> <p><i>This course provides students with a comprehensive understanding of project management principles and practices in New Zealand, incorporating international perspectives, advances student knowledge of the principles and practices of project management, from conception through to completion including constraints, cost planning and control, planning and managing tasks, administration and quality control, including awareness of how tikanga Māori influences legal, social and environmental contexts. that are significant to Māori. Students solve problems in a group setting.</i></p>	15
BILD 462	<p>Advanced Contemporary Innovation and Technology in Project Management / Auahatanga me te Hangarau i te Whakahaere Hinonga</p> <p><i>This course explores the transformative role of innovation and technology in modern project management. Students will examine cutting-edge tools, methodologies, and trends that enhance project delivery, efficiency, and outcomes. Topics include agile and hybrid project management, digital tools, risk and resilience planning, sustainability-driven innovations, and the impact of technology on global project delivery. The course emphasises critical thinking, problem-solving, and decision-making in leveraging technology to address complex project challenges and drive innovation.</i></p> <p><i>Examination of construction project management from conception to completion, utilising tools and techniques that are consistent with current industry practices.</i></p>	15
BILD 463	<p>Built Building Services and Facilities Management / Ngā Ratonga Hangatanga me ngā Whakahaere ā-Whare</p> <p><i>An introduction to the principles and practices of both building services and facilities management, emphasising the integration of building services with overall facility operations to achieve optimal performance and user satisfaction. Introduction to best practice in the management of built facilities, with an emphasis on achieving a good fit between a facility and its users.</i></p>	15
BILD 470-479	Special Topics / Kaupapa Motuhake	15
BILD 491	<p>Research Methods for Architectural Construction and Building Science / Ngā Tikanga Rangahau o te Pūtaiao ā-Hanganga</p> <p><i>Scientific methodologies are presented for application in research undertaken in construction and architectural building science fields. A research proposal or identification of a professional project, with each</i></p>	15

	<i>focussing on a methodological approach, is developed under the direction of academic staff in preparation for the development of a thesis, research project or practicum project.</i>	
BILD 581	<p>Practicum in Architectural Construction and Building Science / Wheako ā-Mahi i te Ao Pūtaiao ā-Hanganga</p> <p><i>This course enables students to gain professional work experience in an area of construction or architectural building science. Each student is supervised by an academic staff member and a host organisation involved in construction or architectural building science research or applications in the public or private sectors. Each student will critically reflect on their experiences in a report and by presenting a seminar.</i></p>	60
BILD 582	<p>Industry Project for Construction and Building Science / He Hinonga Ahumahi mō te Pūtaiao ā-Hanganga</p> <p><i>This course enables students to gain knowledge about construction or architectural building science industry issues through supervised research. Students will analyse an aspect of the design, production, use or maintenance of the built environment in practice and prepare a professional quality report.</i></p>	60
ENVI 525	<p>Māori Environmental and Resource Management</p> <p><i>This course aims to build an understanding of Māori perspectives of the environment through an in-depth look at the complex interplay between social, political, environmental and cultural factors that impact on Aotearoa New Zealand's built and natural environments. The course considers the role Māori environmental perspectives could, and do, play in the creation of uniquely Aotearoa New Zealand places by drawing on case studies across Aotearoa New Zealand. Strategies and methods for ensuring the adequate consideration of these perspectives are evaluated.</i></p>	15
HLWB 507	<p>Principles of Health and Safety Management</p> <p><i>This course will provide advanced knowledge of management systems, organisational culture, and the integration of legal, regulatory and societal factors in the context of health and safety management.</i></p>	15
HLWB 509	<p>Identification, Assessment and Control of Hazards and Risks</p> <p><i>This course provides advanced knowledge about practice and performance in workplace health and safety risk management.</i></p>	15
HLWB 510	<p>Principles of Occupational Health and Hygiene</p> <p><i>This course will provide advanced knowledge of the principles and practice of work related health – health protection, health promotion and wellbeing. It provides knowledge and understanding of the main work-related health hazards, and the practices to recognise, assess, control and monitor risks.</i></p>	15
HLWB 511	<p>Health and Safety Management and Leadership</p> <p><i>This course provides insights into organisational behaviour, structures, functions, roles and responsibilities and accountabilities. The approach to workplace health and safety strategies is discussed. The principles of effective project management and human resource management are also covered.</i></p>	15
HLWB 520	<p>Pae Ora - Māori Health and Wellbeing</p> <p><i>This course supports students to develop their knowledge and understanding of Māori health and wellbeing. They will learn to critically</i></p>	15

	<i>analyse strategic approaches to Māori health improvement by examining past and present efforts to achieve equitable health and social outcomes for Māori. The course will focus on Māori engagement, and the development of tangible actions for implementation across the health sector.</i>	
LAWS 512	Introduction to Building Act and Resource Management Act / Ture ā-Hangahanga me te Ture Whakahaere Rawa <i>This course will be an introduction to the Resource Management Act 1991 (RMA) and the framework it creates for the sustainable management of New Zealand's natural and physical resources. The course will consider the application and operation of the RMA in a variety of contexts. The course will also give an overview of the Building Act 2004.</i>	15
LAWS 513	Modern and International Construction Contracts / He Whakaritenga Kirimana o nāianeī me ngā Kirimana nō Tāwāhi <i>The course will examine the different contractual models used in the construction industry in New Zealand and overseas. It will compare the different standard form contracts, including a Standards New Zealand contract and FIDIC contract. Issues such as payment methods, construction risk, and remedies will be canvassed.</i>	15
LAWS 514	Māori Land Law and Indigenous Land Rights / He Ture Whenua Māori me te Mana Whenua Taketake <i>This course will introduce students to the subject of Māori Land Law in its historical, cultural, and political contexts and will also provide an introduction to the current claims negotiation and settlement process.</i>	15
SARC 464	Building Code Compliance / Ngā Ture Whakaruruhau <i>Means of compliance with the New Zealand Building Code, building on technical knowledge gained in other courses. Means of compliance are: Acceptable Solutions, Verification Methods and Certification, and Performance Based Design.</i>	15

Other Existing Courses (titles and point values)

Code	Title and Prescription	Pts
BILD 401	The Built Environment and Construction / He Timatanga Kōrero mō ngā Whare Hanagahanga me te Waihanga <i>An introduction to key principles and concepts related to materials, structures, construction technologies, environmental-sensitive design and services related to the design and management of the built environment.</i>	15
LAWS 511	Introduction to Law / He Timatanga Kōrero mō ngā Ture <i>An introduction to the New Zealand legal system and its relationship to government, Parliament and the Courts; the place of Te Tiriti o Waitangi in the legal system; and an introduction to the constitutional framework and private law as it pertains to construction. An introduction to critical, theoretical and cultural perspectives on the legal system, including race and gender issues</i>	15
PLAN 462	Construction and Planning Law / Ture Waihanga me te Ture Whakamahere <i>A critical understanding of Aotearoa-New Zealand's bicultural mandate for planning legislation and our obligations to Te Tiriti o Waitangi, including key legal concepts and processes, government organisation and</i>	15

	<i>institutional structures, resource and environmental legislation, and case law.</i>	
SARC 402	Prison Architecture: Buildings, Policy and Representation / Ngā Mahi Waihangā Whare Herehere <i>This course examines built and non-built aspects of prisons including architectural history (e.g., planning and interior environmental qualities), policy, and cultural images of prisons. International examples will be drawn on. Particular attention will be paid to New Zealand prison architecture.</i>	15
SARC 412	Advanced Furniture Design / Ngā Tikanga Matua me Ngā Tukanga Waihangā Taputapu Whare <i>Studio-based and independent study of advanced concepts, processes, and materials used in the furniture industry. Students extend their knowledge of theory, development, prototyping and production methods, and business models available to professional designers for the design, production and promotion of furniture</i>	15
SARC 452	History of the City in Landscape <i>Critical exploration of concepts and practices which have influenced the form and meaning of Australasian cities. Contemporary urban development issues and their relationship to historical and contemporary paradigms for urban form.</i>	15
SARC 454	Heritage Conservation / Ngā Mahi Tiaki i ngā Whare Whakaniko <i>This course introduces the why, what and how of heritage conservation. Historic and contemporary approaches to heritage conservation are discussed with recent case studies (including building visits) used as vehicles for the discussion. The purpose and role of a Conservation Plan is explored, and a plan prepared. Research methods for eliciting historical information specific to a building or interior are introduced and practised. Methods of assessing heritage significance and value, and of making recommendations for conservation activity are explored.</i>	15
SARC 455	House and Home / He Whare, He Kāinga <i>Ideas and issues surrounding house and home will be presented across a broad range of disciplines ranging from technical aspects to theoretical, with the idea that the accommodation of intra-related disciplines reaches most complexity in the design of a house.</i>	15
SARC 462	Digital Design Methodologies / Ngā Tikanga Rangahau a Te Ao Hangarau <i>The relationship of building design to numerically or geometrically definable design goals.</i>	15
SARC 463	Digital Representation and Documentation / Te Mahi a te Ao Hangarau <i>Computer applications as aids to visualisation and information management.</i>	15
SARC 465	Building Performance Assessment / He Aronga Hoahoa Whare <i>An introduction to strategies and methods of assessing the performance of buildings and the manner in which they support user groups and organisations.</i>	15

SARC 488	<p>Advanced Psychology and Behaviour in the Built Environment / He Āta Wānanga i te Mātai Hinengaro me te Whanonga i ngā Whare Hangahanga</p> <p><i>Application of advanced psychological theory, principles and research to the study of human interaction with the built environment across a range of settings. This course focuses on how to improve usability, health, well-being and work performance in relationship to space and place. The course covers human and environment interaction theory, systems theory, psychology and design research methods, environmental stressors and consequences of poorly informed design decisions.</i></p>	15
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A13 Assessment and moderation procedures

Assessment procedures will follow the rules and policies set out in Te Herenga Waka—Victoria University of Wellington’s Assessment handbook. Moderation processes for the programme are subject to the Wellington Faculty of Architecture and Design Innovation Assessment and Moderation Requirements. These moderation requirements include peer review of assessment briefs before being released to students and oversight of results by the Wellington School of Architecture Examination Committee, which meets after each trimester when results are considered.

A14 Resources

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

A15 Plans for monitoring programme

The Master of Construction will be monitored at programme and course levels. Courses will be subject to moderation of pass rates and student feedback questionnaires of teaching quality, which are monitored by the school and faculty. Graduating Year Reviews will be undertaken for the new degree. Finally, all components will be reviewed through programme reviews, which occur in approximately 6-year cycles. These reviews cover whether programmes remain fit for purpose, are delivering on graduate attributes, there are no equity-related failings, and whether the programme remains underpinned by research-led teaching.

The MConst programme will be provisionally accredited with the Royal Institute of Chartered Surveyors (RICS) and the Chartered Institute of Architectural Technologists (CIAT) in 2028 and fully accredited with RICS and CIAT in 2030.

A16 Review of the programme

The Master of Construction will be subject to a Graduating Year Review and will be part of the regular cycle of discipline reviews at Te Herenga Waka—Victoria University of Wellington. If the first intake of students is in 2026, it is expected that the Graduating Year Review will be undertaken in 2030.

A17 Statement regarding Section B

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

A18 EFTS value

Master of Construction Law – 180 points, 1.5 EFTS

Master of Building Science – 180 points, 1.5 EFTS

Postgraduate Diploma in Construction and Building Science – 120 points, 1.0 EFTS

Postgraduate Certificate in Construction and Building Science – 60 points, 0.5 EFTS

Graduate Diploma in Construction and Building Science – 120 points, 1.0 EFTS

Graduate Certificate in Construction and Building Science – 60 points, 0.5 EFTS.

A19 Statement regarding funding

Te Herenga Waka—Victoria University of Wellington will be seeking DQ (previously SAC) funding at the postgraduate level.

Tuition Fees: Fees for the new courses should be set in line with their discipline and will require approval by the Council. We expect little variation in fees between the different courses of the MConst.

Domestic students enrolled in the Master of Construction degree will be eligible for student loans and will be eligible for student allowances 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

Please refer to the Course Descriptions (Appendix 1).

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

Please refer to the Course Descriptions (Appendix 1).

B3 Availability of teaching and support staff

Academic staff

The programme will utilise existing staff and resources for approximately half of the delivered courses. An additional seven academic staff members will be required to cover specific areas of expertise within the construction sector, including both the Bachelor of Construction and the Master of Construction. Staff will be recruited as required to achieve an acceptable student-staff ratio. We propose to appoint a new Professor with specialist expertise in Construction aligned with an area of distinctiveness for the programme, such as Construction Advanced Technologies or Procurement and Logistics or Development of Māori Land, to provide leadership. Alongside the Professor, we will appoint six new academic staff members and two new technical staff members to provide the appropriate capabilities for delivering new courses. One or more of the new academics will identify as Māori. The seven academic positions will have staggered starts between 2025 and 2029.

As student numbers in the core courses increase, these courses will require matching increases in SLP support and, eventually, additional permanent staffing. This is factored into the business case.

Teaching support staff

Courses will be reviewed and aligned to the Threshold Standards for the Online Student Learning Experience. As a new programme, it is expected that courses will meet the [‘Good Practice’ threshold standard and associated design principles](#). This will provide students with a modern, consistent experience in Canvas and ensure key student success and retention principles are developed and built into each course.

The Centre for Academic Development will support the development of these courses, with the initial review occurring as soon as possible post-approval to allow a meaningful development timeframe before the first running of each course.

Additional resources from CAD, Titoko, The Library and Digital Solutions may be required to develop this programme depending on the defined mode of delivery, curriculum flexibility, and success and retention requirements for each course.

Based on the required programme of courses for the Master of Construction, it is envisioned that course review and development projects will occur at the following times:

- Q2 2025: CONM 401, CONM 403
- Q2 2026: CONM 402, CONM 404

Administration support

The following staff have been consulted and provided support for this proposal:

- Greg Ambrose – Manager, Student Success, Faculties of Science, Health, Engineering, Architecture and Design Innovation.
- Eleonora Bello – Team Leader, Student Success, Faculty of Architecture and Design Innovation
- Marita Lotz – Faculty Operations Manager, Faculty of Architecture and Design Innovation
- Stephanie Hunter – Associate Director, Student Operations
- Cathy Powley – Director, Future Students
- Leon Bakker – Director, Strategy and Planning
- Andy Newman – Director, Strategic Development Academic
- David Stevenson – Director, Property Services
- Heather Day – Senior Adviser, Curriculum Development
- Kirsty McClure – Director, Student Experience and Wellbeing and Director, Titoko
- Paul Teesdale-Spittle – Associate Dean (Academic Programmes), Faculty of Sciences
- Stuart Marshall – Associate Dean (Academic Programmes), Faculty of Engineering
- Natalie Lindsay – Associate Dean (Academic Programmes), Faculty of Health
- Joanne Crawford – Programme Director (Workplace, Health, and Safety)

Adrienne McGovern-Faircloth, Associate Director, Student Success, notes that during the first couple of years, the workload of the Student Success teams will be impacted, as they will need to provide degree advice, assist students in utilising MyDegree for self-service, and manage the enrolment of both transitioning and new students entering the degree programme.

The Faculty of Architecture and Design Innovation will have administrative responsibility for the new degree and associated majors and minors. Existing courses and majors will retain their current academic home.

Website, marketing and publications

This proposal will require updating the University website, and discipline-specific marketing will be beneficial to fully take advantage of introducing a new degree—at minimum, the recommendations include an advertising campaign (including capturing new video and imagery), updating the University website, recruitment materials, and new marketing publications.

The following have been consulted in developing this proposal:

- Nigel Riley – Director, Marketing;
- Cameron Steel – Senior Marketing Adviser, Faculty of Architecture and Design Innovation;
- Alexis Watts – Senior Student Recruitment Advisor, Faculties of Science, Health, Engineering, Architecture, and Design Innovation;
- Eleonora Bello – Team Leader, Student Success, Faculty of Architecture and Design Innovation;

B4 Availability of teaching space and other required facilities

Facilities

The Master of Construction programme will utilise a variety of teaching spaces and facilities, some under the direct control of the School of Architecture and others shared with other programmes within the Faculty of Architecture and Design Innovation. A dedicated construction teaching workshop will be established for hands-on learning experiences related to construction methods,

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materials, and technologies. This workshop will be created by converting an existing teaching workshop and will be under the Faculty's control. The programme will also utilise existing lecture theatres within the Faculty, shared with other programmes, and existing computer labs equipped with standard software for design, modelling, and analysis, commonly used in architecture and building science programmes. The programme will include field trips to construction sites, manufacturing facilities, and other relevant locations to provide students with practical experience and exposure to real-world construction practices. Some courses may utilise studio spaces within the Faculty, shared with other design-related programmes, and students will have access to the University's library resources, including online databases, journals, and books related to construction and the built environment.

Infrastructure development and refurbishment will be necessary to accommodate the programme, including converting the existing teaching workshop to the new construction teaching workshop and refreshing some existing classroom spaces. An initial estimate of the new floor area needed is between 420 – 650sqm, with approximately 80 sqm potentially re-purposed by refurbishing existing space on the Te Aro campus. It is expected that additional space will be required in the Te Auaha Building for this programme, or a reshuffling of existing FADI programmes may be necessary. This would also address the need for office space for new staff, which can be accommodated either in the existing spaces at Te Aro or in the nearby Te Auaha Building. The programme will work closely with the Faculty and the University to ensure that adequate teaching spaces and facilities are available to meet the programme's needs and provide students with a high-quality learning experience.

IT implications

The Master of Construction programme will have some impact on the University's IT systems and facilities, although it is not expected to be major. Students will utilise existing computer labs equipped with standard software for design, modelling, and analysis, commonly used in architecture and building science programmes. However, increased student numbers may require expanding access to these labs or adjusting schedules to accommodate higher demand. Training in specialised construction-related software, such as Building Information Modelling (BIM) software will be integrated into the curriculum through dedicated workshops and lab sessions, which may require additional software licenses and support resources. The programme will leverage the University's e-learning platform (Nuku) for course materials, online assessments, and communication, and increased student numbers will lead to a higher volume of users and online resources on the platform.

The programme has secured funding for start-up costs, including investments in the computer lab and specialised software, to ensure adequate IT resources are available for students. The programme will also work closely with the IT department to monitor system usage and address any potential issues related to increased demand for IT facilities and support services.

Equipment

For the proposed Master of Construction programme, no major new equipment is anticipated beyond the standard lecture-room essentials like whiteboards, data projectors, and document readers. The programme will utilise existing computer labs and software commonly used in architecture and building science programmes. As mentioned previously, there will be the need to bulk up the number of computers and software licences, which is part of the business case of this proposal.

In addition, the establishment of a dedicated construction teaching workshop is proposed, which may require some specialised equipment for hands-on learning experiences. This could include tools and materials for building construction, surveying equipment, and potentially equipment for demonstrating advanced construction technologies like 3D printing or robotics. The specific equipment needs will be determined during the detailed programme development phase and can be claimed through the contested rounds of CapEX funding.

Any anticipated problems with equipment acquisition or maintenance will be addressed through the established procurement and facilities management processes of the School of Architecture and the Faculty of Architecture and Design Innovation.

B5 Availability of library resources

Existing collection and services

Consultation with the subject librarian indicates that there are no major implications for library resources and services. This proposal introduces new courses but on subject areas that are widely covered in relation to our other building environment programmes. Content provision is not expected to require any substantially new library resources. The existing Library teaching and Learning support services, including the current level of subject librarian, can support the proposal.

New resources and services

The University's School of Architecture is unique in New Zealand, and it has access to a dedicated Architecture and Design Innovation Library. Existing Library services can support this proposal. The Library houses a substantial range of resources that will support this proposal and has systems in place for teachers and researchers to request new resources required for coursework and research. In addition to the substantial range of resources available, acquiring new books related to undergraduate-level construction education would be beneficial.

B6 Timetabling arrangements

There are no unusual timetabling requirements from this proposal, but the school is aware that complicated constraint requests may impact on scheduling.

B7 Memorandum of understanding

N/A

Course Description: CONM 401 (2026,T1)

Course title		Construction Planning and Scheduling / Whakamahere me te Hōtaka ā-Hanganga			
Short title		Const. Planning & Scheduling	Point value	15	
Course coordinator		TBC	NZQF level	8	
Qualification schedule:		MConst, MBildSc, MArch(Prof), PGCertCBs, PGDipCBs			
Prerequisites, corequisites, restrictions					
Prescription	This course examines the principles and practices of construction planning and scheduling within the context of the New Zealand construction industry, while incorporating global perspectives. It covers topics such as project scope definition, work breakdown structures, critical path method, resource allocation, and schedule compression techniques.				
Student workload hours		150	Contact Hours		
Teaching/learning summary Students will develop the skills necessary to manage project timelines and resources effectively. This course will be taught as block mode lectures and tutorials. Students are expected to attend all lectures and tutorials and actively participate in class discussions. Additional time is expected outside of class for the completion of course assessment.			Lectures	24	
			Tutorials	24	
			Seminars		
			Labs/Studios		
			TOTAL	48	
Course learning objectives (CLOs)		Students who pass this course should be able to:			
1	Apply the principles of construction planning and scheduling to real-world project scenarios.				
2	Utilise industry-standard scheduling software to develop and manage project timelines.				
3	Analyse and optimise project schedules to meet specific objectives and constraints.				
4	Evaluate the impact of resource allocation,schedule compression techniques and tikanga Māori principles on project outcomes.				
5	Communicate project schedules and related information effectively to stakeholders.				
Assessment items and workload per item				%	CLO(s)
1	Project 1: Develop a comprehensive construction schedule for a given project, including a detailed work breakdown structure, critical path analysis, and resource allocation plan (2,000-word report) [workload 51 hours]			50%	1, 2, 5
2	Project 2: Analyse and optimise the project schedule developed in Project 1, considering factors such as schedule compression techniques, risk mitigation strategies, and stakeholder requirements (2,000-word report) [workload 51 hours]			50%	3, 4, 5
Mandatory course requirements		In addition to achieving an overall pass mark of 50%, students must:			
N/A					

Course Description: CONM 402 (2026,T1)

Course title		Construction Value Engineering and Quality Assurance / Pūkaha Uara Hanganga me te Whakaū Kounga		
Short title		Value Eng. & Qual. Assurance	Point value	15
Course coordinator		TBC	NZQF level	8
Qualification schedule:		MConst, MBildSc, MArch(Prof), PGCertCBs, PGDipCBs		
Prerequisites, corequisites, restrictions				
Prescription	This course explores the concepts and methodologies of value engineering and quality assurance in construction projects, drawing upon international best practices and standards. Students will learn how to identify and analyse project requirements, optimise design and construction processes, and implement quality control measures to ensure project success.			
Student workload hours		150	Contact Hours	
Teaching/learning summary This course will be taught as block mode lectures and tutorials. Students are expected to attend all lectures and tutorials, and actively participate in class discussions. Additional time is expected outside of class for the completion of course assessment.			Lectures	24
			Tutorials	24
			Seminars	
			Labs/Studios	
			TOTAL	48
Course learning objectives (CLOs)		Students who pass this course should be able to:		
1	Apply the principles of value engineering to optimise construction project design and costs.			
2	Implement quality assurance and quality control procedures throughout the project lifecycle.			
3	Analyse project requirements and identify opportunities for value improvement.			
4	Evaluate the effectiveness of quality management systems in achieving project objectives.			
5	Communicate value engineering and quality assurance recommendations to project stakeholders.			
Assessment items and workload per item			%	CLO(s)
1	Project 1: Develop a value engineering proposal for a given construction project, outlining opportunities for cost optimisation and value improvement (2,000-word report) [workload 51 hours]		50%	1, 3, 5
2	Project 2: Develop a quality assurance plan for a given construction project, outlining procedures for quality control and monitoring throughout the project lifecycle (2,000-word report) [workload 51 hours]		50%	2, 4, 5
Mandatory course requirements		In addition to achieving an overall pass mark of 50%, students must:		
N/A				

Course Description: CONM 403 (2026,T1)

Course title		Construction Digital Tools and Documentation / Taputapu Matihiko me te Mauhanga ā-Hanganga		
Short title		Const. Digital Tools & Doc.	Point value	15
Course coordinator		TBC	NZQF level	8
Qualification schedule:		MConst, MBildSc, MArch(Prof), PGCertCBs, PGDipCBs		
Prerequisites, corequisites, restrictions				
Prescription	This course provides students with hands-on experience in using digital tools and technologies for construction documentation and project management, aligning with global trends in digital construction.			
Student workload hours		150	Contact Hours	
This course will consist of block-mode lectures and tutorials. Students are expected to attend all lectures and tutorials and actively participate in class discussions. Additional time is expected outside of class for completing course assessments.			Lectures	24
			Tutorials	24
			Seminars	
			Labs/Studios	
			TOTAL	48
Course learning objectives (CLOs)		Students who pass this course should be able to:		
1	Utilise BIM software to create and manage 3D building models and construction documentation.			
2	Apply digital tools for project management tasks such as scheduling, cost estimation, and risk assessment.			
3	Evaluate the benefits and challenges of implementing digital technologies in construction projects.			
4	Analyse and interpret construction documentation generated using digital tools.			
5	Communicate effectively using digital platforms and tools in a construction project context.			
Assessment items and workload per item			%	CLO(s)
1	Project 1: Develop a comprehensive BIM model for a given construction project, including architectural, structural, and MEP components (2,000-word report) [workload 51 hours]		50%	1, 4, 5
2	Project 2: Develop a project management plan for a given construction project using digital tools and platforms (2,000-word report) [workload 51 hours]		50%	2, 4, 5
Mandatory course requirements		In addition to achieving an overall pass mark of 50%, students must:		
N/A				

Course Description: CONM 404 (2026,T1)

Course title		AI and Automation Technologies in Construction / Te Atamai me te Hangarau Aunoa i te Hanganga			
Short title		AI & Automation in Const.	Point value	15	
Course coordinator		TBC	NZQF level	8	
Qualification schedule:		MConst, MBildSc, MArch(Prof), PGCertCBs, PGDipCBs			
Prerequisites, corequisites, restrictions					
Prescription	This course explores the emerging applications of artificial intelligence (AI) and automation technologies in the construction industry, examining global trends and research advancements. Students will learn about AI-powered tools for tasks such as site analysis, risk assessment, and project optimisation.				
Student workload hours		150	Contact Hours		
Teaching/learning summary			Lectures	24	
This course will be taught in block mode with lectures and tutorials. Students are expected to attend all lectures and tutorials, and actively participate in class discussions. Additional time is expected outside of class for the completion of course assessment.			Tutorials	24	
			Seminars		
			Labs/Studios		
			TOTAL	48	
Course learning objectives (CLOs)		Students who pass this course should be able to:			
1	Analyse the applications of AI and automation technologies in various construction tasks.				
2	Evaluate the potential benefits and challenges of adopting AI and automation in construction projects.				
3	Apply AI-powered tools for site analysis, risk assessment, and project optimisation.				
4	Assess the impact of AI and automation on the efficiency, safety, and sustainability of construction projects.				
5	Communicate the findings and recommendations related to AI and automation in construction to stakeholders.				
Assessment items and workload per item				%	CLO(s)
1	Project 1: Research and analyse a specific AI or automation technology used in the construction industry, evaluating its potential benefits and challenges (2,000-word report) [workload 51 hours]			50%	1, 2, 5
2	Project 2: Develop a proposal for implementing an AI-powered solution for a specific construction project task, outlining the expected benefits and potential challenges (2,000-word report) [workload 51 hours]			50%	2, 3, 5
Mandatory course requirements		In addition to achieving an overall pass mark of 50%, students must:			
N/A					

Course Description: BILD 411 (2026,T1)

Course title		Integration Design Project / Hinonga ā-Hoahoa Whakauruuru	
Short title		Integration Design Project	Point value 15
Course coordinator		[Course Coordinator]	NZQF level 8
Qualification schedule:		MBildSc	
Prerequisites, corequisites, restrictions			
Prescription	Studio course in which students demonstrate application of a range of sustainable engineering systems and project management skills to project development. Assignments will be advanced to allow assessment of programmatic, spatial, scale and material implications.		
Student workload hours		Contact Hours	
Teaching/learning summary		Lectures	12
<p>BILD 411 is a studio-based course with tutorial/studio sessions. There will be an individual programme of study.</p> <p>In 2025, the course will be offered in a block format.</p> <p>Participation in these seminars will be assessed – not just the fact of attending and presenting, but also participating in critique of their colleague’s work. Documentation associated with the seminar presentations will be lodged on the course Nuku page.</p> <p>BILD411 Lectures and tutorials are primarily delivered in-person and are livestreamed via Zoom. Lecture recordings will be made available in Nuku for subsequent revision.</p>		Tutorials	36
		Seminars	
		Labs/Studios	
		TOTAL	48
Course learning objectives (CLOs)		Students who pass this course should be able to:	
1	Engage in the conceptual development stage of a complex building that extends through design development and informs technical detailing of the building.		
2	Engage project resources and implementation strategies at different phases of project development.		
3	Present verbally, visually and in writing, and critically discuss topics relevant to project development.		
Assessment items and workload per item			% CLO(s)
1	Preparation of a 50 min seminar on an assigned topic [expected workload: 15 hours outside of teaching time].		15% 3
2	Report: Building Systems, Service and Structures Mapping (2,500 words) [expected workload: 40 hours outside of teaching time].		40% 1, 3
3	Report: Project Change Plan (2,500 words) [expected workload: 45 hours outside of teaching time].		45% 2, 3
Mandatory course requirements		In addition to achieving an overall pass mark of 50%, students must:	
N/A			

Course Description: BILD 421 (2026,T2)

Course title	Integrated Advanced Building Technologies / Hangarau Hangatanga Whatutoto		
Short title	Integrated Technologies- Adv Building Tech	Point value	15
Course coordinator	[Course Coordinator]	NZQF level	8
Qualification schedule:	MBildSc		
Prerequisites, corequisites, restrictions			
Prescription	Advanced construction theory, practice and technology integration. Integrated modules incorporate advanced instruction in servicing, construction and structures, documentation practices and detailing for commercial and domestic construction.		
Student workload hours		Contact Hours	
Teaching/learning summary		Lectures	12
<p>This course is delivered through lecture sessions (1-hours per week) & tutorial classes (3-hours per week).</p> <p>BILD421 Lectures and tutorials are primarily delivered in-person and are livestreamed via Zoom. Lecture recordings will be made available in Nuku for subsequent revision.</p> <p>Course materials and announcements are given out in the lecture sessions. Because of the significant number of demonstrations and use of visual images in this course, students are expected to attend all scheduled classes. While attendance at tutorials is not monitored, these sessions assist students with their learning and so we encourage full attendance.</p>		Tutorials	36
		Seminars	
		Labs/Studios	
		TOTAL	48
Course learning objectives (CLOs)		Students who pass this course should be able to:	
1	Link structural design concepts and relate these to current construction practices.		
2	Demonstrate familiarity with advanced building technologies and systems and identify key integrative elements.		
3	Research and analyse construction methods and products.		
4	Propose and evaluate alternative systems.		
Assessment items and workload per item			% CLO(s)
1	Phase 1: Pre-Design: Key Design Parameters An illustrated report researching key parameters that affect design for a specific site area, spanning cultural issues to carbon concerns, to site constraints. (25 hours expected outside of studio time).	20%	1, 2, 4
2	Phase 2: Concept Development One research document incorporating text, drawings and diagrams recording early design explorations for a building with a specific site and programme, exploring implications of key parameters researched in phase 1. (50hours expected outside of studio time).	40%	1, 3
3	Phase 3: Part Developed Design: Envelope A comprehensively resolved developed design of the building envelope, documented and described to a professional level (50 hours expected outside of studio time).	40%	2, 3, 4
Mandatory course requirements		In addition to achieving an overall pass mark of 50%, students must:	
N/A			

Course Description: BILD 422 (2026,T1)

Course title	Sustainable Engineering Systems Project Building Design and Performance / Hangatanga Hoahoa Toitū me ngā Tohu ā-Hangatanga		
Short title	Sustainable Engineering Systems Sust. Bldg. Design & Perf.	Point value	30 15
Course coordinator	[Course Coordinator]	NZQF level	8
Qualification schedule:	MBildSc		
Prerequisites, corequisites, restrictions			
Prescription	Studio-based course focusing on the integrated design and performance of buildings, exploring key factors that contribute to both occupant comfort and environmental responsibility considering the interaction between buildings and the environment at the urban scale and the design of appropriate sustainable engineering systems to achieve sustainable urban development.		
Student workload hours	300 150	Contact Hours	
Teaching/learning summary The course consists of 4 block sessions, each comprising activities over 3 days. Students are expected to present work in at least one of these sessions per week, and often in two. BILD422 Lectures and tutorials are primarily delivered in-person and are livestreamed via Zoom. Lecture recordings will be made available in Nuku for subsequent revision. The 5-hour workshops will not be recorded.		Lectures	12
		Tutorials	36
		Seminars	
		Labs/Studios	
		TOTAL	48
Course learning objectives (CLOs)		Students who pass this course should be able to:	
1	Select appropriate building design and research responses to their choice of sustainable engineering systems and associated building performance topic .		
2	Present their work orally in a succinct, but detailed manner appropriate to a situation.		
3	Present their work graphically and in writing in reports that convey technical concepts in a manner appropriate to the audience.		
4	Critique others' and their own work, using evidence, logic and appropriate professional behaviour.		
Assessment items and workload per item		%	CLO(s)
1	Report of approximately 2000 1000 words reviewing the literature on a Sustainable Engineering Issue for Investigation. Contents to include: literature review, conclusions, and possible research question.	20%	1, 2, 3
2	Report of approximately 4000 2000 words documenting the results of a Sustainable Engineering Systems Investigation of a Design. Contents to include: analysis of the lessons learned during the design analysis about what might be the research gap in the topic area.	40%	1, 3
3	Report of approximately 4000 2000 words documenting the results of a Sustainable Engineering Systems Investigation.	30%	3

	Contents to include: research implementation/analysis response, recommendations.		
4	Contribution to the online Nuku "participation" forums: recording progress with skills tutorials; in note form recording what was learned and what are unresolved questions from each class seminar.	10%	4
Mandatory course requirements		In addition to achieving an overall pass mark of 50%, students must:	

Course Description: BILD 431 (2026,T2)

Course title	Green Building Assessment and Carbon Footprint / Te Arotake i ngā Whare Toitū me te Tapuwae Waro			
Short title	Green Building Assessment	Point value	15	
Course coordinator	[Course Coordinator]	NZQF level	8	
Qualification schedule:	MBildSc			
Prerequisites, corequisites, restrictions				
Prescription	<p>An in-depth exploration of green building assessment systems worldwide, including their history, practice, and future development. The course places special emphasis on the NZ Green Star building assessment system, alongside a comprehensive examination of carbon accounting, carbon footprinting, and carbon reduction strategies within the context of building design, construction, and operation.</p> <p>The history, practice and future development of worldwide green building assessment systems, with special emphasis on an in-depth exploration of the NZ Green Star building assessment system.</p>			
Student workload hours	150	Contact Hours		
Teaching/learning summary		Lectures	24	
<p>Teaching and learning in this course is delivered through 2 x 1-hour lectures delivered as video recordings and 2 x 1-hour tutorial sessions per week, delivered in blocks of varying size suitable to support learning progress.</p> <p>Students are expected to participate in scheduled tutorial sessions, presentations and discussions.</p> <p>BILD431 Lectures and tutorials are primarily delivered in-person and are livestreamed via Zoom. Lecture recordings will be made available in Nuku for subsequent revision.</p>		Tutorials	24	
		Seminars		
		Labs/Studios		
		TOTAL	48	
Course learning objectives (CLOs)		Students who pass this course should be able to:		
1	Appreciate the purposes, scope, utilisation, differentiation and limitations of international green building assessment systems. Critically evaluate green building assessment systems worldwide, including their history, practice, future development, and application in New Zealand			
2	Comprehend, analyse and critique the content and functioning of the main green building assessment systems used in New Zealand. Apply carbon accounting and footprinting methodologies to building design, construction, and operation, and develop and evaluate carbon reduction strategies for building projects			
3	Access, study, critically analyse and insightfully interpret relevant material to successfully carry out a research project and develop credible and defensible conclusions and recommendations.			
4	Conduct themselves appropriately in an environment in which they are required to interact appropriately with a wide range of building professionals.			
Assessment items and workload per item			%	CLO(s)
1	Project 1: International GBA 500 words plus 10 min presentation (including time for questions).		15%	1, 2, 3, 4
2	Project 2: Research Report		45%	1, 2, 3, 4

	2,500 words and Presentation (15 min).		
3	Project 3: Mock Assessment 1,000 words plus time reviewing documents against Green Star requirements and forming an opinion.	40%	2, 4
Mandatory course requirements		In addition to achieving an overall pass mark of 50%, students must:	
N/A			

Course Description: BILD 460 (2026, T1)

Course title		Building Project Management / Te Whakahaere i te Hanga Whare	
Short title		Building Project Management	Point value 15
Course coordinator		[Course Coordinator]	NZQF level 8
Qualification schedule:		MBildSc	
Prerequisites, corequisites, restrictions		X BILD 461	
Prescription	This course provides students with a comprehensive understanding of project management principles and practices in New Zealand, incorporating international perspectives, advances students' knowledge of the principles and practices of project management from conception through to completion including constraints, cost planning and control, planning and managing tasks, administration and quality control, including awareness of how tikanga Māori influences legal, social and environmental contexts. that are significant to Māori. Students solve problems in a group setting.		
Student workload hours		150	Contact Hours
Teaching/learning summary		Lectures	24
BILD460 Lectures and tutorials are primarily delivered in-person and are livestreamed via Zoom. Lecture recordings will be made available in Nuku for subsequent revision. This course is structured as a series of lectures and seminars/tutorials delivered in block format. These sessions will focus on strategies and practices of managing projects. Students will conduct independent research and work in gr		Tutorials	24
		Seminars	
		Labs/Studios	
		TOTAL	48
Course learning objectives (CLOs)		Students who pass this course should be able to:	
1	Evaluate and apply the key tools and activities that are required to ensure appropriate coordination of projects in the construction industry.		
2	Conceive of appropriate management strategies for successful delivery of built environment projects.		
3	Apply appropriate research methods and analytical skills to gain detailed knowledge of a particular contemporary project management issue through independent research.		
4	Work effectively towards a shared goal in a group setting.		
5	Demonstrate awareness of how tikanga Māori influences legal, social and environmental contexts that are significant to Māori.		
Assessment items and workload per item			% CLO(s)
1	Individual Project Plan (3000 words)		40% 1, 2
2	Individual Report — developed in a group setting (3000 words)		40% 1, 3, 4, 5
3	Reflective Report (2000 words)		20% 1, 3, 5
Mandatory course requirements		In addition to achieving an overall pass mark of 50%, students must:	

Course Description: BILD 462 (2026, T2)

Course title	Advanced Contemporary Innovation and Technology in Project Management / Auahatanga me te Hangarau i te Whakahaere Hinonga		
Short title	Advanced Tech in Project Mgmt	Point value	15
Course coordinator	[Course Coordinator]	NZQF level	8
Qualification schedule:	MBildSc		
Prerequisites, corequisites, restrictions	P BILD 460		
Prescription	<p>This course explores the transformative role of innovation and technology in modern project management. Students will examine cutting-edge tools, methodologies, and trends that enhance project delivery, efficiency, and outcomes. Topics include agile and hybrid project management, digital tools, risk and resilience planning, sustainability-driven innovations, and the impact of technology on global project delivery. The course emphasises critical thinking, problem-solving, and decision-making in leveraging technology to address complex project challenges and drive innovation.</p> <p>Examination of construction project management from conception to completion, utilising tools and techniques that are consistent with current industry practices.</p>		
Student workload hours	150	Contact Hours	
Teaching/learning summary	<p>Students will choose individual research projects to adapt a point of view and to justify their position in project delivery.</p> <p>The tutorials and seminar sessions will involve individual reports and group work.</p> <p>BILD462 Lectures and tutorials are primarily delivered in-person and are livestreamed via Zoom. Lecture recordings will be made available in Nuku for subsequent revision.</p>	Lectures	24
		Tutorials	24
		Seminars	
		Labs/Studios	
		TOTAL	48
Course learning objectives (CLOs)	Students who pass this course should be able to:		
1	Demonstrate advanced understanding of project management tools and activities.		
2	Apply appropriate strategies and techniques to enhance productivity and reduce risk in complex construction projects.		
3	Work effectively toward a shared goal in a group setting.		
4	Give critical and insightful oral presentations.		
Assessment items and workload per item		%	CLO(s)
1	Individual Research Report I This is an individual research report (approximately 3,000 words for the body of the report — excluding title page, executive summary, table of contents, appendices, etc).	40%	1, 2, 3
2	Individual Research Report II This is an individual research report (approximately 3,000 words for the body of the report — excluding title page, executive summary, table of contents, appendices, etc).	40%	3, 4
3	Research Presentation This is an individual assessment on a real-time case study review work (approximately 15 mins in duration).	20%	1, 2, 3

Mandatory course requirements	In addition to achieving an overall pass mark of 50%, students must:
N/A	

Course Description: BILD 463 (2026, T2)

Course title		Built Building Services and Facilities Management / Ngā Ratonga Hangatanga me ngā Whakahaere ā-Whare			
Short title		Built Facility Management Bldg. Serv. & Fac. Mgmt	Point value	15	
Course coordinator		[Course Coordinator]	NZQF level	8	
Qualification schedule:		MArchTec			
Prerequisites, corequisites, restrictions					
Prescription	<p>An introduction to the principles and practices of both building services and facilities management, emphasising the integration of building services with overall facility operations to achieve optimal performance and user satisfaction.</p> <p>Introduction to best practice in the management of built facilities, with an emphasis on achieving a good fit between a facility and its users.</p>				
Student workload hours		150	Contact Hours		
Teaching/learning summary			Lectures	24	
BILD463 Lectures and tutorials are primarily delivered in-person and are livestreamed via Zoom. Lecture recordings will be made available in Nuku for subsequent revision.			Tutorials	24	
			Seminars		
			Labs/Studios		
			TOTAL	48	
Course learning objectives (CLOs)		Students who pass this course should be able to:			
1	Explain the principles of building services and facilities management.				
2	Develop management strategies to make buildings perform smoothly, cheaply and environmentally responsibly for their intended users.				
3	Address potential issues regarding buildings operations and building occupation.				
4	Present facility management strategies to stakeholders, final users and government representatives.				
Assessment items and workload per item				%	CLO(s)
1	Industry Issues Investigation and Seminar Presentation: Review of case studies on FM industry advancement practices and the issues at SME level implementation (word count: max. 2,000 words) with 10 min presentation.			45%	1, 2, 4
2	Facility Management Plan: A simulated SOP development of building services (operation and maintenance) for the Te Aro Campus Vivian Street Building (word count: max. 1,000 words) with 15 min presentation.			55%	2, 3, 4
Mandatory course requirements		In addition to achieving an overall pass mark of 50%, students must:			
N/A					

Course Description: BILD 491 (2026, T2)

Course title		Research Methods for Architectural Construction and Building Science / Ngā Tikanga Rangahau o te Pūtaiao ā-Hanganga		
Short title		Research Methods for AS Const & Build	Point value 15	
Course coordinator		[Course Coordinator]	NZQF level 8	
Qualification schedule:		MBildSc, MConst		
Prerequisites, corequisites, restrictions				
Prescription	Scientific methodologies are presented for application in research undertaken in construction and architectural building science fields. A research proposal or identification of a professional project, with each focussing on a methodological approach, is developed under the direction of academic staff in preparation for the development of a thesis, research project or practicum project.			
Student workload hours		150	Contact Hours	
Teaching/learning summary			Lectures 24	
<p>This course is structured as a series of lectures delivered in block format and a series of seminars/tutorials conducted on-campus and through the digital platform. These sessions will focus on research methodologies.</p> <p>BILD491 Lectures and tutorials are primarily delivered in-person and are livestreamed via Zoom. Lecture recordings will be made available in Nuku for subsequent revision.</p>			Tutorials 24	
			Seminars	
			Labs/Studios	
			TOTAL	48
Course learning objectives (CLOs)		Students who pass this course should be able to:		
1	Demonstrate knowledge through critique of different approaches to conducting research in the domains of construction and architectural building science.			
2	Critically adopt a theoretical understanding of specific issues.			
3	Conceive of a strategy and methods for answering a research question through independent research.			
4	Communicate effectively in written format.			
Assessment items and workload per item			% CLO(s)	
1	Project 1: Mine		25% 1, 4	
2	Project 2: Craft+		25% 1, 2	
3	Project 3: Launch — Part I		20% 2, 3	
4	Project 3: Launch — Part II		20% 2, 3	
5	Tutorial Engagement		10% 1, 3	
Mandatory course requirements		In addition to achieving an overall pass mark of 50%, students must:		

Course Description: BILD 581 (2026,T3)

Course title	Practicum in Architectural Construction and Building Science / Wheako ā-Mahi i te Ao Pūtaiao ā-Hanganga		
Short title	Practicum	Point value	60
Course coordinator	[Course Coordinator]	NZQF level	9
Qualification schedule:	MBildSc, MConst		
Prerequisites, corequisites, restrictions		Completion of Part 1 of the MArchBSc or MConst	
Prescription	This course enables students to gain professional work experience in an area of construction or architectural building science. Each student is supervised by an academic staff member and a host organisation involved in construction or architectural building science research or applications in the public or private sectors. Each student will critically reflect on their experiences in a report and by presenting a seminar.		
Student workload hours	600	Contact Hours	
Teaching/learning summary		Lectures	(e.g. 36 hrs)
On-campus reporting seminars, in conjunction with time spent in placement with an industry host. Where possible this placement will be at collaborating partners' place of business. On-campus lectures will be delivered based on the needs of the cohort.		Tutorials	
		Seminars	
		Labs/Studios	
		TOTAL	
Course learning objectives (CLOs)		Students who pass this course should be able to:	
1	Demonstrate through written reports and oral presentation highly specialised knowledge and critical awareness of the built environment and construction industry.		
2	Communicate effectively with others and present architectural construction or building science findings.		
3	Apply architectural construction or building science methodologies in practice.		
4	Extend knowledge of architectural construction or building science research and ability to apply it to new situations.		
Assessment items and workload per item			% CLO(s)
1	5,000 word report on the finding from the workplace projects and placement experience	75%	1, 2, 3, 4
2	30 minute oral presentation	25%	1, 2, 3, 4
Mandatory course requirements		In addition to achieving an overall pass mark of 50%, students must:	

Course Description: BILD 582 (2026, T3)

Course title		Industry Project for Construction and Building Science / He Hinonga Ahumahi mō te Pūtaiao ā-Hanganga		
Short title		Industry Project	Point value	
Course coordinator		[Course Coordinator]	NZQF level	9
Qualification schedule:		MBildSc, MConst		
Prerequisites, corequisites, restrictions		Completion of Part 1 of the MArchBSc or MConst		
Prescription	This course enables students to gain knowledge about construction or architectural building science industry issues through supervised research. Students will analyse an aspect of the design, production, use or maintenance of the built environment in practice and prepare a professional quality report.			
Student workload hours		600	Contact Hours	
Teaching/learning summary			Lectures	(e.g. 36 hrs)
Weekly face-to-face or on-line meetings with their project supervisor. Tutorials/seminar sessions conducted on-campus in block format.			Tutorials	
			Seminars	
			Labs/Studios	
			TOTAL	
Course learning objectives (CLOs)		Students who pass this course should be able to:		
1	Demonstrate knowledge of literature relevant to architectural building science projects, built environment and construction industry.			
2	Apply construction or architectural building science methodologies to analyse an aspect of the built environment.			
3	Communicate effectively with others and present architectural construction and building science findings.			
Assessment items and workload per item			%	CLO(s)
1	5,000 word research report		75%	1, 2, 3
2	30 minute oral presentation		25%	3
Mandatory course requirements		In addition to achieving an overall pass mark of 50%, students must:		

Course Description: SARC 464 (2026,T1)

Course title	Building Code Compliance / Ngā Ture Whakaruruhau		
Short title	Building Code Compliance	Point value	15
Course coordinator	[Course Coordinator]	NZQF level	8
Qualification schedule:	MArch(Prof), MBildSc, MConst		
Prerequisites, corequisites, restrictions	P 60 300-level pts from the BAS, BBSc or BConst schedules; X SARC 364, BILD 364 One of INTA/LAND/SARC 321; X BBSC 365, SARC 364, BILD 364		
Prescription	Means of compliance with the New Zealand Building Code, building on technical knowledge gained in other courses. Means of compliance are: Acceptable Solutions, Verification Methods and Certification, and Performance Based Design.		
Student workload hours	150	Contact Hours	
Teaching/learning summary		Lectures	24
<p>SARC464 Lectures and tutorials require in-person attendance. Lecture recordings will be made available in Nuku for subsequent revision.</p> <p>Teaching and learning in this course will be delivered through 2 x 1-hour lecture/tutorial sessions per week (details will be provided on Nuku).</p> <p>Written material and associated readings will be made available on Nuku and you are expected to spend time to review these and comprehension of this and other material will be tested with online tests.</p> <p>One of the weekly sessions (1-hour) will be lecture-based while the other (1-hour) a mixture of tutorial and lecture. See the course schedule on NUKU for more information.</p> <p>There will be a field trip to BRANZ in lieu of one lecture and one tutorial session.</p> <p>Tutorial and assignment briefing sessions are expected to be interactive and will mostly consist of lecturer-led discussion.</p>		Tutorials	24
		Seminars	
		Labs/Studios	
		TOTAL	48
Course learning objectives (CLOs)	Students who pass this course should be able to:		
1	Explain the requirements for and the development of Building Codes.		
2	Critically understand and assess the New Zealand Building Code.		
3	Understand, in practical terms, the various methods for compliance with the Building Code, including tikanga Māori principles.		
4	Utilise technical skills and knowledge developed in other courses to critically assess creative, innovative and complex efficient design solutions that meet the New Zealand Building Code.		
5	Produce coordinated documentation for complex building projects.		
Assessment items and workload per item		%	CLO(s)
1	Individual Report (1,000-2,000 word annotated timeline).	35%	1, 2

2	Online Tests (30 mins in duration).	20%	1, 2, 3, 4, 5
3	Individual Final Report (1,000-2,000 words).	45%	2, 3, 4, 5
Mandatory course requirements		In addition to achieving an overall pass mark of 50%, students must:	



Appendix: Consultation

Proposal name	Master of Construction
Consultation	Response to feedback
Adrienne McGovern-Faircloth – Associate Director, Student Success, Victoria University of Wellington	Feedback incorporated on workload concerns for the Titoko team.
Alexis Watts – Senior Student Recruitment Advisor, Faculties of Science, Health, Engineering, Architecture, and Design Innovation	Feedback included strategies to address student recruitment and the future student team.
Brendon Dwyer – General Manager, Building Services, Beca	Feedback incorporated.
BBSec and MArchSc Students	Feedback incorporated regarding the alignment of the MArchTec and MConst
Cathy Powley – Director, Future Students, Victoria University of Wellington	Feedback included strategies to address student recruitment and the future student team.
Fabricio Chicca – Programme Director, Building Science, School of Architecture	Feedback incorporated.
David Clifton – Director, New Zealand Institute of Building Surveyors	Feedback received on the proposed degree.
Eleonora Bello – Team Leader, Student Success, Faculty of Architecture and Design Innovation	Feedback was incorporated regarding degree auditing and planning as well as course prerequisites.
Greg Ambrose – Manager, Student Success, Faculties of Science, Health, Engineering, Architecture and Design Innovation	Feedback regarding degree structure was incorporated.
Guy Marriage – Programme Director, Architecture, School of Architecture	Feedback incorporated.
Jake Woolgar – Director, ASJ Property Consultancy	Feedback incorporated.
Kirsty McClure – Director, Student Experience and Wellbeing and Director, Titoko	Feedback incorporated regarding the Titoko team.
Cameron Steel – Senior Engagement Adviser, Faculties of Science, Health, Engineering, Architecture, and Design Innovation	Feedback was received about marketing campaigns, promotional materials, and other strategies for degree visibility.
Matthew Bell – Associate Professor and Co-Director of the Master of Construction Law at Melbourne Law School	Feedback was incorporated concerning the degree structure.
Michelle Manley – Partner Development and Public Affairs Manager and Jill Behrens – Education and Accreditation Executive at the Royal Institute of Chartered Surveyors	Feedback incorporated about degree structure and potential accreditation requirements
Mark Shaw – Technical Services Manager, Faculty of Architecture and Design Innovation	Feedback received regarding space planning, IT requirements and teaching facilities at the Te Aro campus
Marita Lotz – Faculty Operations Manager, Faculty of Architecture and Design Innovation	Feedback received concerning the implementation of the programme and financials.
Natalie Lindsay – Associate Dean (Academic Programmes), Faculty of Health	Feedback incorporated about the HWLB courses as part of the specialisation in health and safety.

Nigel Riley – Director, Marketing, Victoria University of Wellington	Feedback was received about marketing campaigns, promotional materials, and other strategies for degree visibility.
Pamela Bell – CEO, New Zealand Institute of Building	Feedback incorporated about degree structure
Paul Teesdale-Spittle – Associate Dean (Academic Programmes), Faculty of Sciences	Feedback was incorporated concerning the degree structure
Stephanie Hunter – Associate Director, Student Operations, Victoria University of Wellington	Feedback received about student enrolments.
Stuart Marshall – Associate Dean (Academic Programmes), Faculty of Engineering	Feedback was incorporated concerning the degree structure.



New programme cover sheet

Proposal name	Master of Nat Hazards	
Proposer	Paul Teesdale-Spittle	
Faculty	Paul Teesdale-Spittle	
Summary	New postgraduate programme in Natural Hazard Science and Policy	
Proposal year	2025	
Start year	2026	
Reference	MNHSP/1	
CONSULTATION	Person consulted	Summary and reference
Academic Office	Heather Day	Feedback received and incorporated
Associate Dean	Paul Teesdale-Spittle	Proposer
CAD	Stephen Marshall	No email response. Many responders provided comments boxes on the proposal, which were gratefully received. These have been responded to, and have improved the proposal.
Careers & Employment (Work-integrated Learning)	Alice Hodder	No email response. Many responders provided comments boxes on the proposal, which were gratefully received. These have been responded to, and have improved the proposal.
Course Admin.	Teresa Schischka	Feedback received and incorporated.
Titoko – Student Success	Greg Ambrose	Feedback received and incorporated.
Library	Rohini Biradavolu	Feedback received and incorporated.
Marketing	Nigel Riley	Also Kate Schollum. Advice provided on marketing budget limitations. No email response. Many responders provided comments boxes on the proposal, which were gratefully received. These have been responded to, and have improved the proposal.
PAMI	Colin Smithies	EFTS analysis for concept proposal. Also advice on providing a professional entry pathway allowing for a 120-point completion.
Toi huarewa	Meegan Hall	Feedback received and incorporated.
School Admin.	Belinda Behle	Feedback sought.

Future Students	Cathy Powley	No email response. Many responders provided comments boxes on the proposal, which were gratefully received. These have been responded to, and have improved the proposal.	
Student Finance	Paige Jarman	No email response. Many responders provided comments boxes on the proposal, which were gratefully received. These have been responded to, and have improved the proposal.	
Student Learning	Louise Falepau	No email response. Many responders provided comments boxes on the proposal, which were gratefully received. These have been responded to, and have improved the proposal.	
Students	Joseph Hapgood	No email response. Many responders provided comments boxes on the proposal, which were gratefully received. These have been responded to, and have improved the proposal.	
Vic. International	Alsu Swarder	No email response. Many responders provided comments boxes on the proposal, which were gratefully received. These have been responded to, and have improved the proposal.	
Other Faculties	Arch & Design, SOG, Sci & Soc		
Possible employers/ Professional/ employer groups (See A4)			
APPROVAL	Authority	Date	Recorded by
Concept proposal	Robyn Longhurst	26/11/2024	Paul Teesdale-Spittle
Head of School	Monica Handler	12/02/2025	Leigh Torode
Fac. Acad. Cttee.	Robin Fulton	12/02/2025	Paul Teesdale-Spittle
Faculty Board	Nicola Nelson	27/02/2025	Leigh Torode
Acad. Prog. Committee	Robyn Longhurst	25/03/2025	Carol Morris
Te Hiwa	Robyn Longhurst	01/04/2025	Carol Morris
Academic Board			
CUAP			



New programme

Proposal name	Master of Natural Hazard Science and Policy
Faculty	Science
CUAP Category	6.1.1 the introduction of a new academic qualification.

Section A

A1 Purpose

1. To introduce a new postgraduate programme suite in Natural Hazard Science and Policy with the following qualifications: Master of Natural Hazard Science and Policy (180 points), Postgraduate Diploma in Natural Hazard Science and Policy (120 points), and Postgraduate Certificate in Natural Hazard Science and Policy (60 points).
2. To introduce four new courses (GEOS 403, GEOS 404, GEOS 560, and GEOS 561) and make changes to two existing courses (ESCI 451 and PHYG 419) that are being relabelled as GEOS 401 and GEOS 402).

A2 Justification

Executive summary justification statement for external audience

Aotearoa New Zealand's location on the Australia-Pacific plate boundary exposes it to a range of natural perils, notably earthquakes, tsunamis, volcanoes, flooding, and landslides, the effects of which are increasingly recognised as being exacerbated by climate change. Assessing the hazards posed by different perils and appropriately mitigating these with policy instruments is complex and draws on multiple fields of expertise. No degree offered at an Aotearoa New Zealand university currently addresses the complete *process* ® *hazard* ® *risk* ® *economics* ® *policy* ® *planning* knowledge chain required to comprehensively assess and mitigate natural hazards.

Wellington is the epicentre of Aotearoa New Zealand's research and teaching in the processes that cause natural hazards (Te Herenga Waka Victoria—University of Wellington (VUW), GNS Science, NIWA, MetService), natural hazard social science and emergency management (Massey), and planning and policy (VUW, Massey, Natural Hazards Commission Toka Tū Ake/NHC, National Emergency Management Agency/NEMA). By involving specialists from several Wellington-based organisations (NHC, GNS Science, NIWA), the programme will provide students with first-hand multidisciplinary expertise not obtainable elsewhere in Aotearoa New Zealand.

Building on the successful "science and policy" model used in the Master of Climate Change Science and Policy, the Master of Natural Hazard Science and Policy will take advantage of VUW's location and connections in Wellington and VUW-wide expertise in complementary aspects of natural hazards science, economics, planning and policy development. In linking underpinning natural hazards science to hazard assessment and mitigation via policy and planning, the Master of Natural Hazard Science and Policy is distinct from but complements existing 180-point programmes. It will also provide a postgraduate option for professionals or recent graduates from a range of disciplines seeking further vocationally focussed training and/or not wishing to do a two-year research MSc.

Justification statement for internal audience

Aotearoa New Zealand's location on the Australia-Pacific plate boundary exposes it to a range of natural perils, notably earthquakes, tsunamis, volcanoes, flooding, and landslides, the effects of which are increasingly recognised as being exacerbated by climate change. Assessing the hazards posed by different perils and appropriately mitigating these hazards with policy instruments is complex and draws on multiple fields of expertise. No degree offered at an Aotearoa New Zealand university currently addresses the complete *process* ® *hazard* ® *risk* ® *economics* ® *policy* ® *planning* knowledge chain required to comprehensively assess and mitigate natural hazards. In spanning this knowledge chain, the new programme embodies the strategic priority of 'Connection' by linking ideas and concepts across disciplines to address one of Aotearoa New Zealand's most pressing challenges.

Wellington is the epicentre of Aotearoa New Zealand's research and teaching in the processes that cause natural hazards (Te Herenga Waka Victoria—University of Wellington (VUW), GNS Science, NIWA, MetService), natural hazard social science and emergency management (Massey), and planning and policy (VUW, Massey, Natural Hazards Commission Toka Tū Ake/NHC, National Emergency Management Agency/NEMA). By involving specialists from several Wellington-based organisations (NHC, GNS Science, NIWA), the programme will provide students with first-hand multidisciplinary expertise not obtainable elsewhere in Aotearoa New Zealand, providing an exemplar of 'Collaboration' by working with partners nationally to advance shared kaupapa.

The new programme showcases how Mātauranga Māori research enhances understanding of natural hazards, and how Tikanga Māori approaches to disaster risk reduction promote resilience across Aotearoa New Zealand's diverse communities. In doing so it promotes 'Community' by creating pathways for Māori and Pasifika success.

We elaborate below on specific links to the University's Strategic Plan:

Connection

This programme delivers on our commitment to Te Tiriti o Waitangi, building distinctively on developments in mātauranga- and tikanga-informed natural hazards research and management. It connects areas of disciplinary strength within the University, as well as cementing connections with the natural hazards professional community. These connections deliver to a priority area for communities and government in New Zealand.

Collaboration

This programme has been designed in collaboration with leaders in the Natural Hazards sector and will be delivered in partnership with them. This includes opportunities for work-integrated learning in courses and internships.

The programme facilitates internal collaborations, through connections between the Hazards team in SGEES with other areas of the University, including in Government, Policy, Planning, and Science Communication.

Community

Natural hazards affect all communities in Aotearoa New Zealand, directly or indirectly. This new programme in Natural Hazard Science and Policy seeks to equip professionals with the skills and knowledge required to support diverse community needs, via the first programme in Aotearoa New Zealand that connects the science of the perils of natural hazards through to practice and policy. It further connects the professional communities to our research expertise in Earth and

climate hazards, and in so doing adds to national and regional resilience through the training of new professionals and the sharing of expertise between researchers and practitioners.

A3 Qualification

The new postgraduate programme centres on a Master of Natural Hazard Science and Policy (MNHSP) that will meet the CUAP definitions of a master's degree: it builds on a three-year bachelor's degree attained at a sufficient level (a B+ average grade in the relevant coursework) and requires 180 points of study, including 60 points at Level 9. The proposed PGDipNHSP consists of 120 points at Level 8 and the proposed PGCertNHSP consists of 60 points at Level 8.

A4 Acceptability of the programme and consultation

Informal external consultation began in September 2024 with senior hazard, risk, and emergency management specialists from GNS Science, University of Canterbury, the Natural Hazards Commission Toka Tū Ake (NHC), Massey University, and the National Emergency Management Agency (NEMA).

More structured external consultation was conducted in early November 2024 via a 90-minute focus group involving the following organisations: GNS Science, Massey University, MetService, NEMA, NHC, NIWA, Wellington City Council, and AF8. The participants provided enthusiastic support for the proposal. Key topics discussed included the importance of graduates understanding the processes that cause the major perils in Aotearoa New Zealand's hazardscape, the economic consequences of addressing the hazards posed, and the machinery of government; the value in the natural hazard science and policy environment of group-based learning and assessment; the need for graduates to be familiar with risk communication; and the likely uptake of micro-credentials, whole courses, and the 60-/120-point options by people already in employment.

Internal consultation took place with staff teaching geophysics and earth science in the School of Geography, Environment and Earth Science in October 2024, and with staff in the School of Architecture and Design (Prof Claire Freeman), the School of Government (Prof Barbara Allen), the School of Economics and Finance (Professor Ilan Noy and Assoc Prof Eric Ulm), the School of Information Management (Prof Markus Luczak-Roesch), and the School of Science and Society (Prof Rewi Newnham) between November 2024 and January 2025. The programme structure outlined in Section 4 incorporates feedback from those colleagues.

Transitional arrangements

There are no transitional arrangements because this is a new programme. However, students who have passed any of ESCI 402, 451 or PHYG 419 will be allowed to credit them to these qualifications, and will be exempted from GEOS 401 and/or 402 as appropriate.

A5 Te Tiriti o Waitangi

The proposed programme embodies Te Herenga—Waka Victoria University of Wellington's commitment to the principles of Te Tiriti o Waitangi by weaving Mātauranga Māori – Māori knowledge systems, Tikanga Māori – Māori practices and principles, and Mana Māori – the value of Māori self determination through the four core courses of the new programme. These courses will support students to understand their responsibilities in relation to Te Tiriti as natural hazards practitioners in Aotearoa New Zealand as briefly summarised below and in the course learning objectives.

The two courses addressing the major underlying perils (GEOS 401) and contemporary approaches to quantifying hazard and risk (GEOS 402) will each incorporate case studies illustrating ways in which mātauranga Māori complements geophysical and geological knowledge to provide a more holistic understanding of natural perils and the rates at which they occur. For example, how pūrākau of tsunami align with geological reconstructions to better inform tsunami hazard, and co-creation of new knowledge on volcanic hazard through iwi-researcher collaboration on current research projects.

The course showcasing emerging developments and perspectives in natural hazard and risk (GEOS 403) will showcase emerging developments in mātauranga- and tikanga-informed natural hazards research and management. For example, the value of tikanga-informed alternatives to the Co-ordinated Incident Management System (CIMS) developed by our partners Hono – Māori Emergency Management Network.

In the natural hazards planning and policy course (GEOS 404), tikanga Māori approaches to natural hazards management will be reviewed alongside those enshrined in existing statutory frameworks, providing an opportunity for students to critically engage with how broader adoption of tikanga informed approaches gives effect to Te Tiriti. For example, understanding the role of iwi management plans and the value they bring over business as usual planning.

Each core course will take advantage of existing research collaborations to involve Māori practitioners and scholars in the teaching delivery in recognition of their distinctive and essential perspectives and in acknowledgement of Mana Māori in the natural hazards and emergency management sector.

A6 Goals of the Programme

The proposed qualifications are designed to produce graduates with the skills and knowledge necessary to contribute to the assessment and mitigation of natural hazards — including earthquakes, volcanoes, landslides, and flooding — in New Zealand and South Pacific. In doing so, the qualifications address a national gap in vocationally focussed postgraduate training by familiarising graduates with the *process* ® *hazard* ® *risk* ® *economics* ® *policy* ® *planning* knowledge chain required to comprehensively assess and mitigate natural hazards. The programme also gives effect to Te Tiriti o Waitangi by showcasing how Mātauranga Māori informs knowledge of Aotearoa New Zealand's hazardscape, and how Tikanga Māori approaches to natural hazard management provide more holistic approaches to resilience for all of Aotearoa New Zealand.

The content, delivery, and structure of the programme address the need for students to become familiar with essential concepts, with material that augments and extends those concepts, and with experiential learning or research that reflects best practice; these three components of the programme are delivered by four core courses, four supplementary courses, and a practicum or research project. Students completing the Master of Natural Hazard Science and Policy complete all three components, those completing the Postgraduate Diploma of Natural Hazard Science and Policy complete the first two, and those doing the Postgraduate Certificate of Natural Hazard Science and Policy complete the first. Students completing the Master's or Postgraduate Diploma will be able to choose supplementary courses in a broad range of topics that, depending on their interests, provide either the opportunity for focussed study in a particular field or broader study via courses in different subjects. Illustrative examples of course combinations students may wish to study are provided in Section A9.

In recognition of the different academic backgrounds and levels of professional experience students entering this programme are likely to have, the four core courses underpinning all three qualifications

have minimal prerequisites and are intended to be accessible to students with widely varying disciplinary knowledge. Noting that the vocational focus of the programme will likely be attractive to professionals already in employment, the course delivery will enable both in-person and remote engagement.

The programme will be based in the School of Geography, Environment and Earth Science, reflecting the underlying geological and hydrometeorological processes that cause the major natural perils it addresses, but has been designed to take advantage of expertise spanning the University and in organisations throughout Wellington. By involving subject-matter experts, including practitioners working in non-academic roles within Crown Research Institutes and regional and national government, the programme will capitalise on VUW's location in Wellington and existing strong collaborative links.

A7 Outcome statements

Graduate profile (qualification)

Master of Natural Hazard Science and Policy

Graduates will have a comprehensive understanding of the natural hazards affecting Aotearoa New Zealand and the South Pacific, the data and methods with which different perils' short- and long-term impacts can be assessed, the political and social frameworks within which hazard mitigation takes place, and the research foundation on which decision-making is made in workplace settings. They will have an appreciation of how Mātauranga Māori informs the hazardscape.

Graduates will also understand the complementary roles played by government agencies, the engineering and insurance sectors, community organisations, and individuals in planning for and responding to natural hazards.

In addition to their technical knowledge, graduates will possess strong critical thinking and communication skills that reflect the diverse spatiotemporal scales and effects of the hazardscape, and the exacerbating effects of climate change on natural hazards.

Graduates will have a deep appreciation of the geoscientific, psychosocial, economic and governance factors influencing natural hazard decision-making by individuals, communities, and nations. They will also understand and appreciate the value of Tikanga Māori approaches to natural hazards management, and how these improve the resilience of all Aotearoa New Zealanders. This will make them well-rounded and effective leaders of national and international geohazard assessment and mitigation.

Postgraduate Diploma in Natural Hazard Science and Policy

Graduates will understand the natural hazards affecting Aotearoa New Zealand and the South Pacific, the data and methods with which different perils' short- and long-term impacts can be assessed, and the political and social frameworks within which hazard mitigation takes place. They will have an appreciation of how Mātauranga Māori informs the hazardscape.

Graduates will also understand the complementary roles played by government agencies, the engineering and insurance sectors, community organisations, and individuals in planning for and responding to natural hazards.

In addition to their technical knowledge, graduates will possess strong critical thinking and communication skills that reflect the diverse spatiotemporal scales and effects of the hazardscape, and the exacerbating effects of climate change on natural hazards.

Graduates will be familiar with the geoscientific, psychosocial, economic and governance factors influencing natural hazard decision-making by individuals, communities, and nations. They will also understand and appreciate the value of Tikanga Māori approaches to natural hazards management, and how these improve the resilience of all Aotearoa New Zealanders. This will make them well-rounded and effective contributors to national and international geohazard assessment and mitigation.

Postgraduate Certificate in Natural Hazard Science and Policy

Graduates will understand the natural hazards affecting Aotearoa New Zealand and the South Pacific, the data and methods with which different perils' short- and long-term impacts can be assessed, and the political and social frameworks within which hazard mitigation takes place. They will have an appreciation of how Mātauranga Māori informs the hazardscape.

Graduates will also understand the complementary roles played by government agencies, the engineering and insurance sectors, community organisations, and individuals in planning for and responding to natural hazards.

Graduates will be familiar with the geoscientific, psychosocial, economic and governance factors influencing natural hazard decision-making by individuals, communities, and nations. They will also understand and appreciate the value of Tikanga Māori approaches to natural hazards management, and how these improve the resilience of all Aotearoa New Zealanders. This will enable graduates to undertake further vocational or academic study in aspects of geohazard assessment and mitigation.

Content

Master of Natural Hazard Science and Policy

Compulsory courses comprehensively cover active earth processes, concepts of hazard and risk, contrasting perspectives on hazard and risk in New Zealand, and natural hazard policy and planning. They also highlight the importance of Mātauranga Māori for natural hazards research and Tikanga Māori approaches to natural hazards management. These compulsory courses are supplemented by courses in geoscience, economics, law, policy, and planning that address aspects of natural hazard assessment and mitigation through different disciplinary lenses, and a research project or a vocational practicum.

Postgraduate Diploma in Natural Hazard Science and Policy

Compulsory courses comprehensively cover active earth processes, concepts of hazard and risk, contrasting perspectives on hazard and risk in New Zealand, and natural hazard policy and planning. They also highlight the importance of Mātauranga Māori for natural hazards research and Tikanga Māori approaches to natural hazards management. These compulsory courses are supplemented by

courses in geoscience, economics, law, policy, and planning that address aspects of natural hazard assessment and mitigation through different disciplinary lenses.

Postgraduate Certificate in Natural Hazard Science and Policy

Compulsory courses comprehensively cover active earth processes, concepts of hazard and risk, contrasting perspectives on hazard and risk in New Zealand, and natural hazard policy and planning. They also highlight the importance of Mātauranga Māori for natural hazards research and Tikanga Māori approaches to natural hazards management.

Education pathways

The Master of Natural Hazard Science and Policy is intended primarily to provide graduates with vocational skills and knowledge but would serve as an appropriate preparation for Master's thesis or PhD research in natural hazard science, planning, or policy.

Students completing the Postgraduate Diploma in Natural Hazard Science and Policy or the Postgraduate Certificate in Natural Hazard Science and Policy will have received appropriate preparation to enrol in vocational or research degrees at Master's or Postgraduate Diploma levels, respectively.

Employment pathways

Master of Natural Hazard Science and Policy

Graduates will be well-prepared to take on leadership roles in public- and private-sector agencies conducting hazard assessments across a broad suite of natural perils; in regional and national organisation tasked with geohazards monitoring and natural hazard management; and in policy development and planning within local, regional and national government agencies.

Postgraduate Diploma in Natural Hazard Science and Policy

Graduates will be well-prepared to undertake analysis in one or more areas of science (including geohazard monitoring), planning, or policy development related to natural hazards.

Postgraduate Certificate in Natural Hazard Science and Policy

Graduates will have the skills and knowledge required to analyse observational data and relate hazard and risk concepts to policy and planning processes in the public or private sectors.

Entry requirements

A bachelor's degree with an average grade of B+ or better and approval by the Programme Director.

Assessment

Students will be assessed via a combination of assignments (including essays and group-based exercises), in-class presentations, a research or practicum report, and examinations.

A8 Graduate profile

The proposed programme will equip graduates with knowledge of the natural perils affecting New Zealand and the South Pacific, the hazards and risks those perils pose to individuals, communities, and society at large, and the policy and planning instruments with which those hazards and risks can

be mitigated.

Scholarly attributes developed through the formal curriculum

Scholarly attribute for the qualification / subject	Discipline knowledge	Critical & Creative Thinking	Communication	Intellectual autonomy	Intellectual integrity
Describe and explain natural hazard processes, the risks they pose, and the policy and planning instruments used to mitigate those risks	✓		✓		
Critically analyse and describe the ethical, scientific, and legislative strengths and weaknesses of national, regional, and local natural hazard policy	✓	✓	✓	✓	
Recognise the different roles played by local, regional, national, and international agencies, including community groups, in assessing and responding to natural hazards	✓	✓		✓	
Demonstrate awareness of Te Tiriti o Waitangi and Mātauranga Māori in the collection, analysis, and communication of natural hazard and risk information, and their incorporation in policy development and planning	✓	✓		✓	✓
Demonstrate awareness of Tikanga Māori approaches to natural hazards management, and how these complement or could even replace existing frameworks	✓	✓		✓	✓
Apply appropriate quantitative techniques to derive, interpret and communicate hazard curves, hazard maps, and other forms of hazard information	✓	✓	✓		
Identify, analyse, synthesize and communicate information using written, oral, and graphical methods		✓	✓		✓
<i>In addition to the attributes above, PGDipNHSP graduates will have the following attributes:</i>					
Undertake independent learning with critical enquiry in relation to natural hazard science and policy	✓	✓		✓	✓
Undertake high-level enquiry of specific topics related to natural hazard science and policy	✓	✓		✓	
<i>In addition to the attributes above, MNHSP graduates will have the following attributes:</i>					
Demonstrate the personal, interpersonal, and technical skills necessary to transfer knowledge from the postgraduate learning environment to the workplace		✓	✓	✓	
Demonstrate leadership in the analysis, interpretation, and communication of natural hazard concepts	✓	✓	✓	✓	✓

Conduct research with ethical and academic integrity and communicate research findings to different groups	✓	✓	✓	✓	✓
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Personal qualities

Personal quality for the qualification / subject	International perspective	Engagement	Independence & collaboration	Goal-setting
Ability to work independently			✓	
Ability to work collaboratively and make constructive contributions to group discussions and activities			✓	✓
Understanding of the distinctive features of social and community engagement in Aotearoa New Zealand, including its distinctive communication styles and protocols	✓	✓		
Ability to apply the methodology of the field of study or profession in local and international contexts	✓			
Capacity to initiate and put into effect constructive change in their communities, including workplaces and professional communities		✓	✓	✓
Confidence to respond positively and flexibly to change and to challenge			✓	✓

A9 Programme overview

The Master of Natural Hazard Science and Policy will normally be completed over 12 months, commencing at the start of Trimester 1 and finishing at the end of Trimester 3. The content consists of three parts of equal size (60 points each): core content consisting of four taught courses, two developed from existing earth sciences courses; supplementary content consisting of four taught courses selected from a broad list; and vocational or research content, delivered as a 60-point placement or research project in Trimester 3.

The Postgraduate Diploma and Certificate programmes will involve students completing the four core and four supplementary courses, and the four core courses, respectively.

The core content will be delivered via four courses:

- Two existing and revised courses (GEOS 401 and GEOS 402) delivered in Trimester 1 and also available to students doing the MSc (Geology, Geophysics), MCCSP, MEnvSc and associated certificate and diploma programmes; and
- Two new courses (GEOS 403 and GEOS 404) delivered in Trimester 2 and involving substantial teaching delivery by non-VUW subject-matter experts from partner institutes in Wellington (NHC, GNS Science, NIWA).

The four core courses are expected to appeal to natural hazards practitioners seeking further professional education. The prescriptions for the new programmes recognize advanced standing for those already in professional practice, exempting them from up to 60 points of the taught component of the degree and thereby providing a 120-point pathway through the Master's programme for professionals in the field.

The list of supplementary courses from which each student will choose four courses is indicative but intended to provide opportunities across the University.

Example programmes of study	Trimester 1	Trimester 2	Trimester 3
MNHSP (with research project and a policy emphasis)	GEOS 401, GEOS 402, GOVT 542	GEOS 403, GEOS 404, ENVI 522, ECON 361	GEOS 561
MNHSP (with practicum and a hazard analysis emphasis)	GEOS 401, GEOS 402, GPHS 445, ESCI 414	GEOS 403, GEOS 404, GEOG 415, PHYG 420	GEOS 560
PGDipNHSP (with a planning emphasis)	GEOS 401, GEOS 402, PLAN 455	GEOS 403, GEOS 404, ENVI 522, GEOG 415	PECO 520
PGCertNHSP	GEOS 401, GEOS 402	GEOS 403, GEOS 404	

A list of Part 2 (supplementary) courses is provided in the Schedule below.

A10 Proposed regulations

Master of Natural Hazard Science and Policy

MNHSP (180 points)

Postgraduate Certificate and Diploma in Natural Hazard Science and Policy

PGCertNHSP (60 points), PGDipNHSP (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 MNHSP degree shall have:
 - (i) completed an undergraduate degree with a B+ grade average or better in a relevant subject; and
 - (ii) been accepted by the Programme Director as capable of proceeding with the proposed course of study.
- (b) Requirement (a)(i) may be waived by the Associate Dean (Students) of the Faculty of Science for a candidate who has had extensive practical, professional or scholarly experience that provides equivalent preparation.

General Requirements

2. (a) The course of study for the MNHSP shall consist of courses worth 180 points, comprising:
 - Part 1: GEOS 401, 402, 403, 404
 - Part 2: 60 further points from the Schedule to the MNHSP, or other courses approved by Programme Director, other than GEOS 560 and GEOS 561
 - Part 3: GEOS 560 or 561
- (b) A candidate who has had extensive professional or scholarly experience may be exempted up to 60 points from the qualification requirements, as long as the student attains at least 40 points at NZQF Level 9.

3. A full-time candidate whose course of study includes all parts shall be enrolled for at least three trimesters. The degree must be completed within three years. The Associate Dean may extend the maximum period in special cases.
4. Continuation to Part 3 requires a B+ (or better) average in Part 1, or permission of the Head of School.
5. A candidate who has completed Parts 1 and 2 but not Part 3 may be awarded a Postgraduate Diploma in Natural Hazard Science and Policy.
6. A candidate who has completed Part 1 but not Parts 2 and 3, may be awarded a Postgraduate Certificate in Natural Hazard Science and Policy.
7. (a) A candidate who has previously completed a Postgraduate Certificate in Natural Hazard Science and Policy with a B+ (or better) average, shall abandon that qualification on being awarded the PGDipNHSP.
(b) A candidate who has previously completed a Postgraduate Diploma in Natural Hazard Science and Policy or a Postgraduate Certificate in Natural Hazard Science and Policy with a B+ (or better) average, shall abandon that qualification on being awarded the MNHSP.

Award of Distinction or Merit

8. The MNHSP may be awarded with Distinction or Merit as described in the Assessment Handbook.

Schedule to the MNHSP Statute

Course	Title	Pts	Prerequisites (P), Corequisites(C), Restrictions (X), Double labelling (D)
AIML 427	Big Data	15	See note 1 below
ENVI 522	Environmental and Planning Law	15	
ESCI 414	Physics and Chemistry of Volcanoes	15	
GEOS 401	Active Earth	15	X ESCI 402, 451
GEOS 402	Natural Hazards and Risk	15	X PHYG 419
GEOS 403	Contemporary perspectives on natural hazards and risk in Aotearoa New Zealand	15	
GEOS 404	Natural Hazard Policy and Planning	15	
GEOS 560	Natural Hazard Science and Policy Practicum	60	
GEOS 561	Natural Hazard Science and Policy Research Project	60	
ESCI 580	Research Preparation	15	
GEOG 415	Introduction to Geographic Information Science and its Applications	15	X GEOG 215
GOVT 501	Government and Governing	15	

Course	Title	Pts	Prerequisites (P), Corequisites(C), Restrictions (X), Double labelling (D)
GOVT 505	An Introduction to Quantitative Analysis for Public Policy	15	
GOVT 523	Policy Methods	15	
GOVT 542	Governance for Sustainability and Resilience	15	
GPHS 445	Observational Earthquake Seismology	15	P MATH 323; X GPHS 409
PECO 520	Economics of Disasters	15	Permission of PD-P permission of programme director; X MMPE 510; MMPE 520 in 2014, MMPE 522 in 2016
PHYG 413	Climate Dynamics	15	P GEOG 220 or 321; X GPHS 426
PHYG 420	Hydrology and Water Resources	15	
PLAN 411	Urban Planning Design Studio / Whakamahere Tāone Taupuni Hoahoa	30	
PLAN 412	Regional Planning Design Studio / Whakamahere ā-Rohe Taupuni Hoahoa	30	PLAN 411
PLAN 451	Planning Theory, Culture and Critique / Ariā Whakamahere, Ahurea me te Arohaehae	15	
PLAN 455	Planning Practice / Te Mahi Kaupapa Here	15	
SCIS 410	Science Communication	15	P permission of programme director; X SCIS 311, SCIE 311 in 2014–2017

¹Prerequisites for AIML 427: one of (AIML 231, 232, 320, 331-335, 420, 421, COMP 307, 309, DATA 301, 303, 305, STAT 393, 394); one of (ENGR 123, MATH 177, QUAN 102, STAT 193) or approved background in statistics; X COMP 424.

Subsequent Changes to Other Qualifications

Amend the regulations for the Master of Climate Change Science and Policy (2025 Calendar, pp. 472-473):

Master of Climate Change Science and Policy

MCCSP (180 points)

- The course of study for the MCCSP shall consist of courses worth 180 points, comprising:
Part 1: CCSP 401, 402, 403, 404

Part 2: 60 points from BIOL 420, 423, CCSP 405, 408, 409, ENVI 520, 522, 524, 525, 526, 530, GEOG 415, 416, **GEOS 401-479**, GOVT 542, GPHS 420, 423, 425, 426, PECO 517, 520, PHYG 413, 414, 419, 420, PSYC 405, or other courses approved by the head of school

Part 3: CCSP 510 or 511.

Amend the regulations for the Master of Environmental Science (2025 Calendar, pp. 486-487):

Master of Environmental Science

MEnvSc (180 points)

2. (a) The course of study for the MEnvSc shall consist of courses worth at least 180 points, including:

Part 1:

(i) ENSC 401, 402, 485; and

(ii) 60 further points from BIOL 403–431, CCSP 401, 402, CHEM 421–423, ENSC 410–421, ENVI 520, ESCI 401–488, **GEOS 401-479**, GPHS 441–448, PHYG 413–423, PHYS 415–447, and STAT 431–452

Part 2:

(i) ENSC 510 or 511.

A11 Proposed teaching/delivery methods

Organisation of teaching

The courses will include a mix of in-person lectures (which will also be streamed and recorded), tutorials, computer-based lab exercises, and seminars. Students enrolled in the Master of Natural Hazard Science and Policy will additionally complete either an off-campus placement or a supervised research project.

Mode of teaching

The courses will be taught in person with provision for synchronous and asynchronous off-campus participation in Trimesters 1 and 2, with additional material supplied via the University's online learning management system.

Work-based placements and research projects will be hosted by Wellington-based organisations or in other parts of Aotearoa New Zealand for students studying remotely.

Formative feedback

Students will be provided with formative feedback verbally during tutorials, labs, lectures, and seminars. Formative feedback on the research project or placement completed by Master of Natural Hazard Science and Policy students will be provided by the project advisor in regular meetings.

Interaction

Students will interact with staff during lectures, tutorials, seminars, and laboratories, and through the University's online learning management system. Group work and workshop-type engagements will be an integral part of the core courses and provide students with opportunities to interact with and learn from each other.

Independent study

The courses will include individual assignments and research essays that demonstrate independent, critical analytical and design skills (as appropriate for the respective courses).

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

A12 Prescriptions for courses

New courses

GEOS 403, *Contemporary perspectives on natural hazards and risk in Aotearoa New Zealand*, 15 pts: In this course, students are introduced to and encouraged to critically engage with emerging issues in natural hazards research, hazard and risk assessments, and management across the Aotearoa New Zealand hazardscape. Seminars from leading natural hazards scientists, practitioners, and managers showcase current best practice, emerging challenges, the importance of Te Tiriti and partnerships with Māori, and future directions in the natural hazards knowledge chain. Direct engagement with specialists from across the sector enables students to develop a practical understanding of the challenges to effectively managing risk from natural hazards, and emerging solutions to these challenges.

GEOS 404, *Natural Hazard Policy and Planning*, 15 pts: This course introduces students to the legislative framework used to manage, mitigate, and improve resilience to Natural Hazards in Aotearoa-New Zealand and the Pacific. It involves a critical analysis of the current legislative framework for managing natural hazards and places this in the context of global and tikanga Māori best practices. It also introduces the relevant policy development and planning theory, and skills required to advance the state-of-the-art of Natural Hazards management in Aotearoa-New Zealand and the Pacific.

GEOS 560, *Natural Hazard Science and Policy Practicum*, 60 pts: This course provides students with workplace-based experiential learning about one or more aspects of natural hazard science and policy. The foundation of the course is an 8-week placement in an organisation, during which the student takes part in vocational activities and engages in a particular aspect of the organisation's work.

GEOS 561, *Natural Hazard Science and Policy Research Project*, 60 pts: This research project provides students with the opportunity to design, conduct, and report on a natural hazard-related topic over the course of Trimester 3. The research will focus on an aspect of natural hazard science or policy, broadly interpreted, and consist of a literature review, some primary research, analysis, and synthesis, and a seminar-style presentation of the project findings.

Revised courses

GEOS 401, *Active Earth* (relabelled from ESCI 451), 15 pts: The physical and chemical phenomena governing tectonism, magmatism, and active margin processes in general interact on a wide variety of timescales. This course explores the observations on which modern understanding of active earth processes is based, the interaction between those processes, and the implications they have for hazard. Using global and Aotearoa New Zealand examples, this course explores how we make and evaluate geoscientific observations and effectively communicate our findings. The topics addressed include theoretical and empirical models of plate boundary processes, including subduction, magmatism and volcanism, faulting, landsliding, and fluid migration.

GEOS 402, *Natural Hazards and Risk* (relabelled from PHYG 419), 15 pts: This course provides an understanding of the nature, distribution and frequency of natural hazards both within Aotearoa New Zealand and globally. It analyses the causes of natural hazards across Aotearoa New Zealand's hazardscape, the processes driving these hazards, and the methodologies used to quantify their magnitude and frequency, including Mātauranga Māori. Using examples from Aotearoa New Zealand, this course critically evaluates the impacts of natural hazards and how these are quantified by risk assessments that inform natural hazards policy and planning.

A13 Assessment and moderation procedures

As described in the respective course descriptions, assessment in the four core courses (GEOS 401, GEOS 402, GEOS 403 and GEOS 404) will be undertaken via exams, reports, group work, student led seminars, and debates.

GEOS 560 and GEOS 561 will both be internally assessed and moderated by the programme director to ensure consistency between different supervisors or host organisations.

Grades in all courses will be moderated using existing Faculty of Science and Engineering (or the responsible Faculty's) procedures.

To accommodate students needing to take exams while studying remotely, appropriate invigilation measures will be put in place along the lines of those developed for other programmes (e.g., Master of Actuarial Science). Depending on circumstances, these will involve students sitting exams under supervision at VUW's Auckland campus, another university, or a New Zealand embassy.

A14 Resources

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

A15 Plans for monitoring programme

The programme will undergo a Graduating Year Review, following the University's standard process, which includes the appointment of an evaluation group and a review of the self-review by a panel including at least two Associate Deans. The programme will also be subject to the School of Geography, Environment and Earth Science's regular monitoring of course delivery, and ongoing review of courses and programmes.

A16 Review of the programme

This postgraduate programme would be subject to a formal Graduating Year Review (GYR) within three years of the first graduates. In addition, it would also be subject to any Academic Programme Reviews, which occur every seven or so years at Te Herenga Waka—Victoria University of Wellington. The next such review is tentatively scheduled for some time in 2026.

A17 Statement regarding Section B

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

A18 EFTS value

Master of Natural Hazard Science and Policy — 180 points, 1.5 EFTS

Postgraduate Diploma in Natural Hazard Science and Policy — 120 points, 1.0 EFTS

Certificate in Natural Hazard Science and Policy — 60 points, 0.5 EFTS

A19 Statement regarding funding

The qualifications of the postgraduate programme, and the associated courses, meet the criteria to be fully funded at the postgraduate level.

A20 Information about the agreement

N/A.

Section B

B1 Learning objectives and assessment for each new course

Please refer to the Course Descriptions (Appendix 1).

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

Please refer to the Course Descriptions (Appendix 1).

B3 Availability of teaching and support staff

Academic staff

GEOS 401 and GEOS 402 are existing courses coordinated by permanent academic staff who are expert in earth science and natural hazard teaching and research, with input from other staff from within the Earth Science programme. Consequently, no substantive changes to teaching loads are envisaged in their delivery.

GEOS 403 is a new course that will be co-ordinated by existing academic staff in the earth science programme who are leaders in natural hazards research and teaching. The course involves a series of seminars from experts at the forefront of natural hazards research and management from our partner organisations. Consequently, while there is some additional teaching load associated with course co-ordination, this is kept to a minimum because the face-to-face teaching is covered by collaborating individuals.

GEOS 404 is a new course that will be co-ordinated and taught in collaboration with the Natural Hazards Commission Toka Tū Ake. The course will be augmented with teaching contributions from experts in other faculties. Consequently, the additional teaching load for VUW staff has been minimised.

Teaching support staff

In view of the forecast enrolments, the small number of new courses being introduced, and the postgraduate nature of these courses, no teaching support is required. Should enrolments exceed expectations then the need for teaching support will be reevaluated.

Administration support

In view of the forecast enrolments, no administrative assistance beyond that currently provided for delivery of postgraduate courses in geology and geophysics is required.

Website, marketing and publications

The Director, Marketing and Associate Director Engagement, Academic have been consulted about this programme. The business case includes a provision for a modest marketing budget.

B4 Availability of teaching space and other required facilities

Facilities

All required teaching spaces and other physical resources are available in the School of Geography, Environment, and Earth Sciences or elsewhere on the University's Kelburn campus. Access to shared teaching spaces is provided via the University's centralized timetabling processes.

IT implications

The IT resources required for teaching delivery, lecture recording, and online student management are maintained by the University. The School of Geography, Environment, and Earth Sciences operates computer laboratories that may be used for teaching, particularly in ESCI 451 and PHYG 419, and high-performance computing equipment that some students may use for GIS or data analysis.

Equipment

No new equipment is required.

B5 Availability of library resources

The Earth Sciences subject librarian has been consulted with and provided feedback via email on this proposal and the text below.

Existing collection and services

The University's library maintains extensive physical and online collections of journals and reference books, subject-specific databases (notably GeoRef, GeoScienceWorld, the Lyell Collection of the Geological Society, the ProQuest Earth, Atmospheric, and Aquatic Science Database, Springer Link, Wiley and Taylor and Francis), and other bibliographic and citation databases (e.g., Scopus and Dimensions). The library also provides access to the NZ Science database and the Bridget William Book Collection.

These existing resources and the support of the subject librarian are adequate for the new programme.

New resources and services

No new resources or services are required.

B6 Timetabling arrangements

The Manager – Course Administration and Timetabling has been consulted with and provided feedback.

B7 Memorandum of understanding

N/A



Appendix: Consultation

Proposal name	[Proposal Name] Master of Natural Hazard Science and Policy
Consultation	Response to feedback
External consultations	
<p>Informal external consultation began in September 2024 with senior hazard, risk, and emergency management specialists from GNS Science, University of Canterbury, the Natural Hazards Commission Toka Tū Ake (NHC), Massey University, and the National Emergency Management Agency (NEMA). These consultations highlighted the value proposition of a Masters programme that covered the entire natural hazards knowledge chain from process; through hazard, risk and economic analysis, to policy and planning. It led to detailed consultation with key stakeholders through focus groups.</p>	
<p>Johnathan Jull — Senior Natural Hazards Risk Analyst for NEMA (the National Emergency Management Agency) as a Hazard Risk Analyst</p>	<p>Jonathan liked the degree's focus on practical application and real-world experiences, which he felt would better prepare students for the complexities of natural hazards management. He appreciated the interdisciplinary nature of the program, believing it would foster collaboration among various fields, such as policy, planning, and emergency management. He also valued the emphasis on understanding the broader context of natural hazards, including the economic and social implications, which he felt was crucial for effective decision-making in the sector.</p> <p>Jonathan emphasized the need for graduates to have a deep understanding of public policy and planning, particularly regarding natural hazards. He recommended that the program focus on producing graduates who can effectively navigate the complexities of legislation and the machinery of government. Additionally, he suggested incorporating institutional analysis into the curriculum to help students grasp the broader context of natural hazard policy-making. He also highlighted the importance of developing strong communication skills, particularly in articulating arguments related to risk management and natural hazards.</p> <p>These recommendations have been incorporated into the design of GEOS404 that provides an overview of Natural Hazards Policy and Planning. Electives courses such as GOVT501, 505, 523 and 542 provide an opportunity for students to gain further specialist understanding of policy and machinery of government, while SCIS410 provide the opportunity to develop strong science communication skills.</p>
<p>Joshu Mountjoy — Strategy Manager for Oceans at NIWA (National Institute of Water and Atmospheric Research)</p>	<p>Joshu liked the degree's holistic approach to natural hazards, which he felt would prepare students to understand and address a wide range of perils, including geological and hydrometeorological hazards. He appreciated the emphasis on practical applications and real-world experience, believing these elements would enhance students' readiness for professional roles in the field. Joshu also valued the collaborative nature of the program, which encourages cross-disciplinary interaction, fostering better communication and understanding among various sectors involved in disaster management.</p>

	<p>Joshua Mountjoy emphasized the need for the proposed degree to include a strong focus on community engagement and communication, particularly regarding cultural competency. He recommended that graduates be equipped with skills to effectively communicate risks associated with natural hazards to diverse communities. Mountjoy also highlighted the importance of integrating weather hazards into the curriculum, as these are frequently encountered issues in emergency management. Additionally, he suggested the program should ensure that graduates have a well-rounded understanding of both geological and hydrometeorological hazards.</p> <p>These recommendations have been accommodated by weaving a Te Tiriti responsibilities and the mutual benefit of meaningfully engaging with Iwi/Māori in both research and practise through four core courses. GEOS401 and GEOS402 cover all the major geological and hydrometeorological perils providing students with a well-rounded understanding of these Natural Hazards. electives such as PHYG413, PHYG420, ESCI414, GPHS445 provide the opportunity so develop specialist understanding of individual perils.</p>
Alice Lake-Hammond — AF8 (Alpine Fault Magnitude 8) program manager	<p>Alice liked the degree's emphasis on a multidisciplinary approach, believing it would foster collaboration across various sectors involved in natural hazards management. She appreciated the focus on practical skills and real-world applications, which she felt were essential for students to effectively engage with the challenges in this field.</p> <p>Alice highlighted the need for better understanding and communication of risk in New Zealand, suggesting it as a specialized area of study. Alice also noted the importance of emergency management planning and how it should address both response and pre-event recovery planning. Risk communication will be covered in GEOS402, and students have the opportunity to acquire specialised science communication skill sets through the elective SCIS410. Emergency management is covered by degrees offered in Wellington by Massey University and so will not be a core focus on the MNHSP.</p>
Chris Noble — Chief Meteorologist at MetService	<p>Chris liked the degree's multidisciplinary approach, which he felt would prepare students to tackle the complex challenges associated with natural hazards. He appreciated the emphasis on collaboration between different sectors, such as meteorology and emergency management</p> <p>Chris suggested integrating practical experiences and real-world scenarios into the curriculum to better prepare students for the challenges they may face in the field.</p> <p>This recommendation is accounted for in all key courses where both teaching and assessment are specifically targeted towards practice outcomes across the natural hazards knowledge chain from process through hazard and risk, to policy and planning.</p>
Jamie Sirl — Senior Planner Wellington City Council	Jamie appreciated the degree's focus on practical applications and its relevance to real-world planning

	<p>challenges. He liked the multidisciplinary approach that encourages collaboration between different fields, which he believes is essential for effective urban planning in the context of natural hazards. Jamie also valued the program's potential to provide planners with a deeper understanding of hazard science and risk management, helping them make informed decisions in their roles.</p> <p>Jamie recommended that the degree incorporate a greater emphasis on understanding the practical implications of natural hazard data within urban planning. He suggested including case studies that reflect real-world scenarios to help students apply their knowledge effectively. Additionally, Jamie advocated for the integration of workshops or interactive sessions that foster collaboration among students from different disciplines, enhancing their ability to work together on complex planning issues.</p> <p>Workshops and interactive sessions now form a key content delivery mechanism across the four core courses in the programme. Real world case studies will also be widely applied in both teaching and assessment to allow students to apply their new skillsets in an operational way.</p>
Chris Webster — Meteorologist at the MetService	<p>Chris enjoyed the degree's focus on practical applications. He appreciated the interdisciplinary nature of the program, which encourages collaboration between meteorologists and other professionals involved in disaster management.</p> <p>Chris suggested incorporating collaborative projects that involve multiple disciplines, enhancing the learning experience and fostering teamwork. Chris also highlighted the importance of training students in effective communication strategies for conveying weather-related risks to various audiences. Additionally, he advocated for the inclusion of guest lectures from industry experts to provide students with diverse perspectives on current challenges in the field.</p> <p>The core course GEOS402 includes a collaborative natural hazards and risk project that allows students to work together on a problem that spans the natural hazards knowledge chain. GEOS403 is specifically designed to expose students to a broad swath of current perspectives and challenges from industry experts.</p>
David Burbage — Team Leader (Tsunami) at GNS Science	<p>David liked the program's comprehensive approach to understanding natural hazards, particularly its focus on both the scientific and policy aspects of natural hazard management. Additionally, he valued the interdisciplinary nature of the curriculum, which fosters collaboration among various fields, ultimately leading to more effective hazard mitigation strategies. He did not have any specific recommendations.</p>
Assoc. Prof. Raj Prasanna — Deputy Director of the Joint Centre for Disaster Research (JCDR) at Massey University.	<p>Raj liked the degree's interdisciplinary approach, which he felt is essential for addressing the complexities of disaster management. He especially valued the emphasis on collaboration between different sectors, that will foster a more integrated response to emergencies and enhance resilience in communities.</p>

	<p>Raj recommended that the program incorporate more hands-on training and fieldwork opportunities to provide students with practical experiences in emergency management. He suggested developing partnerships with local organizations and agencies to facilitate real-world projects that students can engage with. He also advocated for the integration of emerging technologies and data analytics into the program to enhance students' understanding of modern disaster management practices.</p> <p>Core courses GEOS402 and GEOS404 now have fieldwork and hands-on real world case studies embedded in both the teaching and assessment to accommodate Raj's point. We have also included the elective AIML427 to give students the opportunity to reflect on how big data technologies might enhance hazard management in Aotearoa.</p>
Michael Duindam — District Planning Manager at Wellington City Council	<p>Michael appreciated the multidisciplinary approach, believing it would equip students with the necessary skills to address complex planning challenges.</p> <p>Michael advocated for the inclusion of courses focused on policy development and implementation, ensuring that students are equipped to navigate the regulatory landscape effectively. He also recommended integrating technology and data analysis into the curriculum to enhance planning practices.</p> <p>GEOS404 provides an overview of Natural Hazards Policy and Planning in Aotearoa, while elective courses such as GOVT501, 505, 523, 542 and PLAN411, 412, 455 provide an opportunity for students to gain further specialist understanding of policy and planning practice.</p>
Dr Wendy Saunders — Principal Advisor at the Natural Hazards Commission/Toka Tū Ake	<p>Wendy liked the program's focus on bridging the gap between science and policy, particularly its emphasis on integrating hazard science into land use planning. She appreciated the multidisciplinary approach, which she believed would prepare students to address complex issues in natural hazard management.</p> <p>Wendy recommended that the program include a stronger focus on land use planning and the practical implications of natural hazard management. She suggested incorporating training on how to effectively communicate risk and engage with communities, which is vital for implementing policies. Additionally, Wendy advocated for collaboration with local councils and agencies to ensure that the curriculum reflects current practices and challenges in the field. She also emphasized the importance of including evidence-based policy development within the program.</p> <p>Wendy has come on board as a partner in the new degree programme and will teach the planning module in GEOS404 ensuring that these recommendations are accommodated</p>
Internal consultations	
Prof Ilan Noy — Chair in the Economics of Disasters and Climate Change, School of Economics and Finance	<p>Ilan commended the multi-disciplinary focus on the programme.</p>

	<p>He recommended the disaster economics be included in the programme as it is critical component informing natural hazards policy.</p> <p>In response to this, we have added PECO520 as an elective to the course schedule.</p>
Prof. Rewi Newnham — Head of School, School of Science and Society.	<p>Rewi liked the multi-disciplinary scope of the programme and commended the use of the successful MCCSP programme structure on which the MNHSP is based. He saw the value proposition of this programme being housed by a 'capital city university'.</p> <p>He recommended that students also be upskilled in science communication as improved communication of natural hazards risk is fundamental to improving resilience.</p> <p>To accommodate Rewi's recommendations, we included SCIS410 as an elective in the programme course schedule.</p>
Prof. Claire Freeman — Director for the Master of Urban and Regional Planning at Victoria University of Wellington, Faculty of Architecture and Design	<p>Claire noted that some the core courses being developed for this programme would likely be of interest to some Master of Urban and Regional Planning seeking hazard-related material. Conversely, several planning courses (e.g., PLAN411, PLAN412, PLAN455) could potentially be taken by MNHSP students wishing to incorporate a specific planning emphasis in their studies. The planning courses have no prerequisites (and nor do the core MNHSP courses), which should facilitate this cross-faculty study.</p>
Assoc. Prof. Barbara Alan — Deputy Head of School, School of Government	<p>Barbara thought the broad scope of the programme was a key strength, and opportunity to break down silos across the university. She also acknowledged that some of our core courses would be great electives for professional master's programmes offered by her school.</p> <p>Barbara recommended that several of their courses would be a good fit (e.g. GOVT501, GOVT505, GOVT523, GOVT542), providing specific training in the machinery of government and policy. We have adopted these recommendations as they are now included as elective courses.</p>
Prof. Markus Luczak-Roesch — Chair in Complexity Science, School of Information Management.	<p>Markus recognised the potential links between courses in this programme (e.g., ESCI451, PHYG419) and research themes in complexity and Te Punaha Matatini. INFO411, which is a research project, may provide a vehicle for students wishing to undertake hazards-related research as part of Information Science studies.</p> <p>Markus also noted the alignment of VUW-led research into natural hazard science with existing Te Punaha Matatini projects focussed on Tairāwhiti and Te Tai Tokerau. These alignments made lead to project opportunities in GEOS561.</p>
Assoc Prof Eric Ulm — Director of the Master of Actuarial Science programme, School of Economics and Finance	<p>Eric recognised the benefits of VUW offering a multi-disciplinary programme in natural hazard science and policy and outlined ways in which it might complement the Master of Actuarial Science programme. The latter involves several courses (e.g., ACTS501, ACTS502) that are</p>

	<p>mostly focussed on aspects of regulation, commissioning, and insurance and that would likely appeal to only a small number of suitably qualified MNHSP students. Eric suggested that AML427 (Big Data) or ACTS503 (Data Science for Actuaries), which applies computing techniques to actuarial analysis, may be a useful supplementary course for students interested in quantitative hazard and risk.</p> <p>Eric also described the Master of Actuarial Science programme's success in delivering teaching remotely, both elsewhere in New Zealand and internationally. This had not been a previous discussion point with the MNHSP but we have since designed the four core courses and GEOS560 and GEOS561 to ensure remote learning is practicable and supported. This extends to invigilation of exams as well, on which Eric provided detailed advice.</p>
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Course Description: GEOS401 (2026, Trimester 1)

Course title		Active Earth	
Short title		Active Earth	Point value 15
Course coordinator		John Townend	NZQF level 8
Qualification schedule:		BSc (Hons), MSc, MNHSP	
Prerequisites, corequisites, restrictions		(P) permission of Earth Sciences Programme Director (X) ESCI 402, PGEO 401	
Prescription	The physical and chemical phenomena governing tectonism, magmatism, and active margin processes in general interact on a wide variety of timescales. This course explores the observations on which modern understanding of active earth processes is based, the interaction between those processes, and the implications they have for hazard. Using global and New Zealand examples, this course explores how we make and evaluate geoscientific observations and effectively communicate our findings. The topics addressed include theoretical and empirical models of plate boundary processes, including subduction, magmatism and volcanism, faulting, landsliding, and fluid migration.		
Student workload hours		150	Contact Hours
Teaching/learning summary		Lectures	12
The course will be taught via one 1-hour lecture and a 2-hour lab or seminar session in each of 12 weeks. The lab and seminar sessions will involve a combination of student-led presentations on assigned scientific publications and independent work on internal assessment tasks, focusing on different aspects of scientific analysis and presentation. These assessment activities are: the creation of a figure and accompanying caption illustrating an appropriate data set and suitable for incorporation in a scientific publication (worked on over two weeks); a quantitative analysis of a data set using appropriate software (worked on in class and independently over six weeks); and participation in one of two in-class debates on a controversial topic.		Tutorials	
		Seminars	12
		Labs/Studios	12
		TOTAL	36
Course learning objectives (CLOs)		Students who pass this course will be able to:	
1	Synthesize and critique the observational basis for modern understanding of ground deformation, earthquakes, volcanism, plate tectonics and continental evolution, and the interactions between them.		
2	Appraise methods by which observations of active earth processes can be incorporated in the assessment of hazard.		
3	Analyse quantitative geoscientific data using appropriate software.		
4	Review scientific publications pertaining to active earth processes and communicate findings orally and in writing.		
5	Compare and critically evaluate different methods of presenting geoscientific data graphically.		
Assessment items and workload per item		%	CLO(s)
1	Data summary assignment (figure and caption)	10%	2, 4
2	Data analysis assignment (calculations and quantitative summaries)	40%	2, 3, 5
3	Debate participation	10%	1, 4
4	Final examination (2 hours)	40%	1-5
Mandatory course requirements		In addition to achieving an overall pass mark of 50%, students must:	
Achieve a minimum average of 40% for items 1, 2, 3 and 4 to demonstrate the achievement of all the CLOs of the course.			

GEOS401 contributes to the graduate attributes of the following degrees: Master of Science, Bachelor of Science with Honours, Postgraduate Diploma of Science, and Postgraduate Certificate of Science (in Geology), and the Master, Postgraduate Diploma, and Postgraduate Certificate of Natural Hazard Science and Policy.

Course Description: GEOS402 (2026, T1)

Course title	Natural Hazards and Risk			
Short title	Natural Hazards and Risk	Point value	15	
Course coordinator	Jamie Howarth	NZQF level	8	
Qualification schedule:	BSc (Hons), MDevStud, BA (Hons), MNHSP			
Prerequisites, corequisites, restrictions				
Prescription	This course provides an understanding of the nature, distribution and frequency of natural hazards both within Aotearoa New Zealand and globally. It analyses the causes of natural hazards across Aotearoa New Zealand’s hazardscape, the processes driving these hazards, and the methodologies used to quantify their magnitude and frequency, including Mātauranga Māori. Using examples from Aotearoa New Zealand, this course critically evaluates the impacts of natural hazards and how these are quantified by risk assessments that inform natural hazards policy and planning.			
Student workload hours	150	Contact Hours		
Teaching/learning summary		Lectures	12	
The course is taught in six modules covering each of the major perils. Each module is composed of two seminars. The first provides an overview of the peril and how hazard and risk are quantified. The second seminar focuses on recent developments at the forefront of research into each peril, beginning with a short presentation (~15-20 minutes) from students providing background for discussion. Alongside the seminar series students conduct a self-directed research project that give them first-hand experience of the methods used to quantify risk from natural hazards.		Tutorials		
		Seminars	12	
		Labs/Studios		
		TOTAL	24	
Course learning objectives (CLOs)		Students who pass this course should be able to:		
1	Explain the Earth system processes that control how, why, where and when natural hazards occur and how these are informed by geoscience and Mātauranga Māori research.			
2	Demonstrate familiarity with methods used to model at least one of the hazard and risk for the major peril in Aotearoa New Zealand’s hazardscape.			
3	Explain how hazard assessments are used by engineers, planners, and insurance specialists.			
4	Design, conduct, and report research on a topic in natural hazard.			
Assessment items and workload per item			%	CLO(s)
1	(e.g. 1,000-word essay; or Completed code and software file; or 2-hour test)		20%	1, 2, 4
2	(e.g. Design output, written description, oral presentation and 2-minute video)			
3	(Insert extra rows if necessary)			
Mandatory course requirements		In addition to achieving an overall pass mark of 50%, students must:		
Pass the exam with a mark of 50% or greater.				

GEOS402 contributes to the graduate attributes of the following degrees: Master of Science, Bachelor of Science with Honours, Postgraduate Diploma of Science, and Postgraduate Certificate of Science (in Geology), and the Master, Postgraduate Diploma, and Postgraduate Certificate of Natural Hazard Science and Policy.

Course Description: GEOS403 (2026, Trimester 2)

Course title		Contemporary perspectives on natural hazards and risk in Aotearoa New Zealand	
Short title		Natural hazards perspectives	Point value 15
Course coordinator		John Townend	NZQF level 8
Qualification schedule:		BSc (Hons), MSc, MNHSP	
Prerequisites, corequisites, restrictions			
Prescription	In this course, students are introduced to and encouraged to critically engage with emerging issues in natural hazards research, hazard and risk assessments, and management across the Aotearoa New Zealand hazardscape. Seminars from leading natural hazards scientists, practitioners, and managers showcase current best practice, emerging challenges, the importance of Te Tiriti and partnerships with Māori, and future directions in the natural hazards knowledge chain. Direct engagement with specialists from across the sector enables students to develop a practical understanding of the challenges to effectively managing risk from natural hazard, and emerging solutions to these challenges.		
Student workload hours	150	Contact Hours	
Teaching/learning summary		Lectures	(e.g. 36 hrs)
<p>This course is taught in four modules, each composed of three two-hour seminars addressing current best practices, challenges, and future directions for managing a range of perils from across the Aotearoa-New Zealand hazard-scape (e.g., geohazards, hydrometeorological hazards, geomorphic hazards, and cascading hazards). The sessions have been designed and optimised for in-person delivery but will be available in dual delivery for students studying remotely.</p> <p>During the first two seminars of each module, leading researchers, practitioners, and managers from our partner organisations (e.g., GNS Science, NIWA, MetService, NHC, NEMA, GWRC, WCC, Iwi) present on the current state of research, practise, and management of the chosen peril. Students are encouraged to critically engage with the literature and present content to identify challenges and solutions to effectively managing the peril. During the third seminar in each module, students design and lead focus groups with the subject-matter experts to discuss and identify future directions for more effective risk management of natural hazards.</p>		Tutorials	
		Seminars	24
		Labs/Studios	
		TOTAL	24
Course learning objectives (CLOs)		Students who pass this course should be able to:	
1	Describe and contrast the different types of expertise and knowledge (including Mātauranga Māori and Tikanga Māori) required to effectively manage and mitigate risk from natural hazards in Aotearoa-New Zealand and the Pacific.		
2	Appreciate how and why risk from natural hazards is continually evolving as cutting-edge research reduces epistemic uncertainty in the hazard, risk, and socio-economic models used in risk assessments.		
3	Explain why tension often exists between natural hazards research findings, the risk assessments conducted by practitioners, and policy and planning instruments.		
4	Demonstrate a practical understanding of the science communication, policy, and planning solutions required to improve natural hazards research, risk assessments and management.		
Assessment items and workload per item		%	CLO(s)
1	Focus group design, implementation, and reporting	30%	1, 2, 4
2	2500-word essay	30%	1,2 ,3
3	Exam	40%	1, 2, 3
Mandatory course requirements		In addition to achieving an overall pass mark of 50%, students must:	

(MCRs are not obligatory; if imposed, the rationale for each MCR must be stated; refer to the Programme and Course Design Handbook for advice and examples)

Course Description: GEOS404 (2026, Trimester 2)

Course title		Natural Hazard Policy and Planning			
Short title		Policy and Planning	Point value	15	
Course coordinator		[Course Coordinator]	NZQF level	8	
Qualification schedule:		BSc (Hons), MSc, MNHSP			
Prerequisites, corequisites, restrictions					
Prescription	This course introduces students to the legislative framework used to manage, mitigate, and improve resilience to Natural Hazards in Aotearoa-New Zealand and the Pacific. It involves a critical analysis of the current legislative framework for managing natural hazards and places this in the context of global and Tikanga Māori best practices. It also introduces the relevant policy development and planning theory, and skills required to advance the state-of-the-art of Natural Hazards management in Aotearoa-New Zealand and the Pacific.				
Student workload hours		150	Contact Hours		
Teaching/learning summary			Lectures	9	
The course is primarily taught through a weekly two-hour session involving a combination of formal lectures, student-led discussions, and practical, group-based exercises. The sessions have been designed and optimised for in-person delivery but will be available in dual delivery for students studying remotely. Lectures provide students with the necessary background to legislative frameworks, policy development theory and planning practice. Outside of taught sessions, students are encouraged to engage with the literature and read widely to critically analyse current practices in natural hazards legislation, policy and planning during the student-led discussion sessions. The group-based exercises introduce students to the complexity of applying best-practice approaches to real-world problems, developing their practical skill sets.			Tutorials		
			Seminars	7	
			Labs/Studios	8	
			TOTAL	24	
Course learning objectives (CLOs)		Students who pass this course will/should (<i>delete one</i>) be able to:			
1	Explain the current legislative framework for managing risk from natural hazards in Aotearoa-New Zealand and the Pacific at local, regional, and national levels.				
2	Critique the current legislative framework for managing risk from natural hazards in Aotearoa-New Zealand and its alignment with international best practice and Tikanga Māori approaches				
3	Describe the machinery of government and how effective natural hazard policy is generated and implemented.				
4	Design risk-based land use planning approaches to effectively manage or mitigate risk from natural hazards.				
Assessment items and workload per item				%	CLO(s)
1	Oral presentation and discussion facilitation			20%	1,2,3
2	2500-word report on natural hazards land use planning case study			40%	1,3,4
3	Exam			40%	1,2,3
Mandatory course requirements		In addition to achieving an overall pass mark of 50%, students must:			

MCR1: students must complete assessments 1 and 2 to pass the class because these develop practical skillsets required for graduates of the NHSP masters to enter the workforce.

Course Description: GEOS560 (2026, Trimester 3)

Course title	Natural Hazard Science and Policy Practicum		
Short title	Natural Hazard Sci and Pol Pract	Point value	60
Course coordinator	John Townend	NZQF level	9
Qualification schedule:	BSc (Hons), MSc, MNHSP		
Prerequisites, corequisites, restrictions			
Prescription	This course provides students with workplace-based experiential learning about one or more aspects of natural hazard science and policy. The foundation of the course is an 8-week placement in an organisation, during which the student takes part in vocational activities and engages in a particular aspect of the organisation's work.		
Student workload hours	600	Contact Hours	
Teaching/learning summary	This course has three components: a 300-hour (8-week) placement at an organisation involved in one or more aspects of natural hazard science, policy, or mitigation; a short research project addressing a particular aspect of the organisation's work; and presentation of a seminar summarising the research project findings for fellow students. * The number of 1-hour seminars scheduled will depend on the number of students enrolled in the course.	Lectures	
		Tutorials	
		Seminars	12*
		Labs/Studios	
		TOTAL	12*
Course learning objectives (CLOs)	Students who pass this course will/should (<i>delete one</i>) be able to:		
1	Demonstrate understanding of natural hazard science and policy development in a commercial or government workplace		
2	Design, conduct, and report on a short research project critically evaluating an aspect of the host organisation's work on natural hazard work.		
3	Critically evaluate the natural hazard work of the host organisation and the broader context of that work		
4	Engage professionally in		
Assessment items and workload per item		%	CLO(s)
1	1500-word reflective report on work undertaken during the 300-hour placement	10%	
2	9000-word research report	60%	
3	30-minute seminar presentation (including 10 minutes of discussion)	30%	
Mandatory course requirements	In addition to achieving an overall pass mark of 50%, students must: (MCRs are not obligatory; if imposed, the rationale for each MCR must be stated; refer to the Programme and Course Design Handbook for advice and examples)		

Course Description: GEOS561 (2026, Trimester 3)

Course title		Natural Hazard Science and Policy Research Project	
Short title		Natural Hazard Sci and Pol Res Proj	Point value 60
Course coordinator		Jamie Howarth	NZQF level 9
Qualification schedule:		BSc (Hons), MSc, MNHSP	
Prerequisites, corequisites, restrictions			
Prescription	This research project provides students with the opportunity to design, conduct, and report on a natural hazard-related topic over the course of Trimester 3. The research will focus on an aspect of natural hazard science or policy, broadly interpreted, and consist of a literature review, some primary research, analysis, and synthesis, and a seminar-style presentation of the project findings.		
Student workload hours		600	Contact Hours
Teaching/learning summary		Lectures	
This course will develop the student’s ability to plan, undertake, and report on research in an aspect of natural hazard science or policy. * The number of 1-hour seminars scheduled will depend on the number of students enrolled in the course.		Tutorials	
		Seminars	4
		Labs/Studios	
		TOTAL	4*
Course learning objectives (CLOs)		Students who pass this course will/should (<i>delete one</i>) be able to:	
1	Formulate an appropriate research question that can be addressed within one trimester.		
2	Conduct a literature review, data collection, analysis, and synthesis.		
3	Write an extended research paper employing conventional academic styles and formatting.		
4	Communicate research findings in a seminar-style presentation.		
Assessment items and workload per item		%	CLO(s)
1	15000-word research report	90%	1–3
2	30-minute seminar presentation (including 10 minutes of discussion)	10%	4
3			
Mandatory course requirements		In addition to achieving an overall pass mark of 50%, students must:	
Complete the seminar to a satisfactory standard, as this is the sole piece of assessment relating to CLO 4.			



Programme amendment cover sheet

Proposal name	Amend entry requirements for PGCertIS and PGDipIS		
Proposer	Anne Goulding		
Faculty	Business and Government		
Summary	To remove admission requirement for Bachelor's degree to be from NZ		
Year	2025		
Reference	PGCertIS/1, PGDipIS/1		
CONSULTATION	Person consulted	Summary and reference	
Academic Office	Academic-office@vuw.ac.nz	No issues raised	
Associate Dean	John Randal	Feedback incorporated	
CAD	Kathryn Sutherland	NA	
Careers & Employment (WIL)	Alice Hodder	NA	
Course Admin.	Teresa Schischka	No issues raised	
Titoko	Tracey Wharakura	No issues raised	
Library	Philip Worthington	NA	
PAMI	Info-unit@vuw.ac.nz	No issues raised	
Toihuarewa	Meegan Hall	Feedback provided	
School Admin.	Helen Hynes	No issues raised	
Student Finance	Paige Jarman	Feedback provided	
Students	Via FB representatives	No issues raised	
APPROVAL	Authority	Date	Recorded by
Head of School	Maja Krtalic	10/02/2025	Kim Hann
Fac. Acad. Cttee.	John Randal	10/02/2025	Kim Hann
Faculty Board	Jane Bryson	19/02/2025	Kim Hann
Acad. Prog. Committee	Robyn Longhurst	25/03/2025	Carol Morris
Academic Board			
CUAP			



Programme amendment

Proposal name	Amend entry requirements for PGCertIS and PGDipIS
Faculty	Business and Government
CUAP Category	6.1.7 Lowering programme minimum entry requirements
Year effective from	2026

A1 Purpose

To amend entry requirements for the Postgraduate Certificate and Postgraduate Diploma in Information Studies by removing the requirement for a New Zealand Bachelor's degree.

A2 Justification

The removal of the requirement for a New Zealand Bachelor's degree for entry into the Postgraduate Certificate and Postgraduate Diploma in Information Studies (PGCertIS/PGDipIS) will align admission criteria with those for the Master of Information Studies (MIS). A Bachelor's degree is still required but removing the need for it to be gained at a New Zealand institution will allow international applicants to apply for the programmes.

A3 Proposed amendments

On page 274 of the 2025 Calendar, amend the entry requirement regulations for the Postgraduate Certificate and Postgraduate Diploma in Information Studies degrees, as below.

Postgraduate Certificate and Diploma in Information Studies PGCertIS (60 points), PGDipIS (120 points)

Entry requirements

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

A4 Implications and resources

Academic staff

Current resources are sufficient to meet an increase in demand.

Library

No impact on library resources is anticipated.

Teaching facilities and support

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

Anticipated enrolments

A small increase in enrolments is anticipated.

Administrative implications

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

Programme or course limitations / selection criteria

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

Fee implications

No impact on fees is anticipated.

Website and publication amendments

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

Transitional arrangements and other consequential changes

Transitional arrangements are not required.

Internships, field trips and other external arrangements

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

A5 Te Tiriti o Waitangi

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

A6 Consultation

The Presidents of the Library and Information Association of New Zealand Aotearoa (LIANZA) and Archives & Records Association of New Zealand (ARANZ) were supportive of the amendment to broaden admission criteria when approved in 2024 for the Master's programme.



Programme amendment cover sheet

Proposal name	Amendment to MEnvStud and PGDipEnvStud regulations		
Proposer	Amanda Thomas		
Faculty	Science		
Summary	Add a Postgraduate Certificate to the Master of Environmental Studies		
Year	2024		
Reference	MEnvStud/3, PGDipEnvStud/3		
CONSULTATION	Person consulted	Summary and reference	
Academic Office	Academic-office@vuw.ac.nz	Feedback sought	
Associate Dean	Paul Teesdale-Spittle		
CAD	cad-contact@vuw.ac.nz	No issues – Stephen Marshall	
Careers & Employment (Work-Integrated Learning)	alice.hodder@vuw.ac.nz	Feedback sought	
Course Admin.	teresa.schischka@vuw.ac.nz	Feedback given	
Faculty Admin.	greg.ambrose@vuw.ac.nz	Feedback given	
Library	rohini.biradavolu@vuw.ac.nz	No additional resource implications	
PAMI	ash.mcpherson@vuw.ac.nz	Feedback sought	
Toi huarewa	meegan.hall@vuw.ac.nz	Feedback sought	
School Admin.	belinda.behle@vuw.ac.nz	Feedback sought	
Student Finance	paige.jarman@vuw.ac.nz	Feedback given	
Students	src@vuwsa.org.nz	Feedback sought	
APPROVAL	Authority	Date	Recorded by
Head of School	Monica Handler	Nov 2024	
Fac. Acad. Cttee.	FALTEC	12-02-2025	Paul Teesdale-Spittle
Faculty Board	Nicola Nelson	27-02-2025	Leigh Torode
Acad. Prog. Committee	Robyn Longhurst	23-05-2025	Carol Morris
Academic Board			
CUAP			

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



Programme amendment

Proposal name	Amendment to MEnvStud and PGDipEnvStud regulations
Faculty	Science
CUAP Category	Report to CUAP under CUAP Handbook Section 6.2.1
Year effective from	2025

A1 Purpose

To amend Part 1 of the MEnvStud /PGDipEnvStud programme

To add a Postgraduate Certificate to the MEnvStud regulations

A2 Justification

The amendment will change the regulations to permit more points to be obtained from courses outside the ENVI 500-level course set. This increases flexibility for our students, and allows access with approval to the ever-growing set of courses available at the University that are relevant to environmental matters. At the moment, students are required to take 90 points in ENVI courses, but limited ENVI offerings give students little flexibility. A change to allow 45 rather than 30 non-ENVI points will mean students can draw more interdisciplinary knowledge while retaining a consistent core of ENVI.

The Master of Environmental Studies has an accompanying Postgraduate Diploma, but no Postgraduate Certificate. With the growth of part time study and linking of postgraduate study to professional development, we now wish to add a Postgraduate Certificate into the regulations.

A3 Proposed amendments

Amend the Regulations of the Master of Environment Studies and Postgraduate Diploma in Environmental Studies (2025 calendar p 474) as follows:

Postgraduate Certificate and Diploma in Environmental Studies

PGCertEnvStud (60 points), PGDipEnvStud (120 points)

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

Entry requirements

1. (a) Before enrolment, a candidate for the MEnvStud degree, ~~or~~ the PGCertEnvStud, or the PGDipEnvStud shall have:
 - (i) completed a degree of a tertiary institution in New Zealand in a relevant subject; and
 - (ii) been accepted by the convenor of the Board of Environmental Studies as capable of proceeding with the proposed course of study.
- (b) Requirement (a)(i) may be waived by the Associate Dean, Academic (Postgraduate) of the Faculty of Science for a candidate who has had extensive practical, professional, or scholarly experience of an appropriate kind.

General requirements

2. (a) The course of study for the MEnvStud shall consist of courses worth at least 240 points, including:

Part 1:

- (i) ENVI 520, 521; and
- (ii) 90 further points from ENVI 501–511, 513–579; up to ~~30~~ 45 of these points may be replaced by approved 400- or 500-level courses

Part 2:

- (i) ENVI 591; or
- (ii) ENVI 593; and ENVI 512 or, for those with relevant work experience, an additional 30 points from the courses listed under Part 1 above.

(b) Practical work shall be carried out in approved organisations under the personal supervision of practitioners approved by the convenor.

(c) Entry to Part 2 requires the acceptance of a thesis proposal by the School of Earth Sciences Graduate Committee and either a B+ average from Part 1 courses or special permission from the director.

3. (a) The course of study for the PGDipEnvStud shall comprise Part 1 of the MEnvStud as described in section 2(a).

(b) The course of study for the PGCertEnvStud shall comprise 60 points from the ENVI 500-level courses of Part 1 of the MEnvStud as described in section 2(a), to include at least one of ENVI 520, 521. Up to 30 of the elective course points may be replaced by approved 400- or 500-level courses.

4. At the discretion of the associate dean, a candidate may credit to the diploma or Part 1 of the degree one course passed for a Certificate of Proficiency before enrolment for either qualification.

5. (a) A full-time candidate for the MEnvStud whose course of study includes both parts shall normally complete the degree within two years and six months of first enrolling in it (extended pro rata up to five years for students who are not full time).

(b) The minimum and maximum periods of enrolment for Part 2 are specified in the Master's Thesis Regulations.

(c) A candidate for the PGDipEnvStud shall normally complete the diploma within two years of first enrolling in the diploma or the MEnvStud. A candidate for the PGCertEnvStud shall normally complete the certificate within 1 year of first enrolling.

(d) The associate dean in consultation with the programme director may extend these maximum periods in special cases.

6. (a) A candidate who has completed Part 1 of the degree and not Part 2 may be awarded a PGDipEnvStud.

(b) With the permission of the Associate Dean, a candidate who holds a PGDipEnvStud may subsequently be admitted to Part 2 of the MEnvStud, provided the candidate abandons the diploma upon being awarded the MEnvStud.

(c) With the permission of the Associate Dean, a candidate who holds a PGCertEnvStud may subsequently be admitted to the PGDipEnvStud or MEnvStud provided the candidate abandons the certificate upon being awarded the PGDipEnvStud or MEnvStud.

A4 Implications and resources**Academic staff**

This change to the MEnvStud regulations will not require additional staff or impact staff workloads.

Library

This change to the MEnvStud regulations will not require additional resources.

Teaching facilities and support

This change to the MEnvStud regulations will not affect teaching facilities or support.

Anticipated enrolments

This change to the MEnvStud regulations will not affect anticipated enrolments.

Administrative implications

This change will reduce the administrative burden by decreasing the number of waiver requests we currently receive. The approval process for access to non-ENVI courses is achieved through the existing CAF approval process.

Programme or course limitations / selection criteria

No change is requested to the current MEnvStud programme or course limitations.

Fee implications

This change to the MEnvStud regulations will not affect fees.

Website and publication amendments

This change to the MEnvStud regulations will require changes to the website and amendments to the publications referring to the MEnvStud programme. **This includes amendment to reflect the availability of the new Certificate.**

Transitional arrangements and other consequential changes

No transitional requirements are needed. Any students currently going through the programme will be able to access the new, more flexible regulations if they wish to.

Internships, field trips and other external arrangements

N/A

A5 Te Tiriti o Waitangi

This change to the MEnvStud regulations will not affect the Programme's commitment to the principles of Te Tiriti o Waitangi. The change will allow access to a wider range of courses of interest to our Māori students, for example many of the courses in the Schedule to the Master of Indigenous Studies would be relevant for approval into the extended optional courses' points range. We anticipate that this would create further opportunities for success for our students.

A6 Consultation

Refer to appendix for consultation details.



Programme amendment cover sheet

Proposal name	Add New MSc/ MBmedSc/ MEnvStud Thesis Codes		
Proposer	Paul Teesdale-Spittle		
Faculty	Science		
Summary	Introducing new Thesis Codes to be used for theses with agriculture-related research.		
Year	2025		
Reference	MSC/3		
CONSULTATION	Person consulted	Summary and reference	
Academic Office	Academic-office@vuw.ac.nz	Feedback sought	
Associate Dean	Paul Teesdale-Spittle	Proposer	
CAD	cad-contact@vuw.ac.nz	Feedback not sought due to limited scope of proposal	
Careers & Employment (Work-Integrated Learning)	alice.hodder@vuw.ac.nz	Feedback not sought due to limited scope of proposal	
Course Admin.	teresa.schischka@vuw.ac.nz	Feedback given	
Faculty Admin. (FGR)	philippa.race@vuw.ac.nz	Feedback sought	
Library	Hannah.Jenkin@vuw.ac.nz	Feedback not sought due to limited scope of proposal	
PAMI	ash.mcpherson@vuw.ac.nz	Feedback sought	
Toi huarewa	Meegan Hall	Feedback not sought due to limited scope of proposal	
School Admin.		Feedback not sought due to limited scope of proposal	
Student Finance	paige.jarman@vuw.ac.nz	Feedback sought	
Students	src@vuwsa.org.nz	Feedback not sought due to limited scope of proposal	
APPROVAL	Authority	Date	Recorded by
Head of School	Nicola Nelson	Nov 2024	
Fac. Acad. Cttee.	Paul Teesdale-Spittle	12-02-2025	Paul Teesdale-Spittle
Faculty Board	Nicola Nelson	27-02-2025	Leigh Torode
Acad. Prog. Committee	Carol Morris	25-03-2025	Carol Morris
Academic Board			



Programme amendment

Proposal name	Add New MSc/ MBmedSc/ MEnvS Thesis Codes
Faculty	Science
CUAP Category	6.3 Proposals that need not be submitted to the committee
Year effective from	2025

A1 Purpose

1. To introduce new thesis codes to the MSc to be used for theses with agriculture-related research.
2. To introduce a new thesis code for the MBmedSc to be used for theses with agriculture-related research.
3. To introduce a new thesis code for the MEnvStud to be used for theses with agriculture-related research.
4. To introduce new thesis codes for the MSc for Computer Science (Engineering, Mathematics (Science), Mathematics (Computer/Data Science), Science in Society (Arts) and Statistics (Computer/Data Science).

A2 Justification

We have previously introduced PhD thesis codes for work which is agriculture-related. These are important, as agriculture is funded at a different level (category H) to other subjects, such as science (category V). It is important that we are able to differentiate between research with different funding categories, as it allows us to appropriately and unambiguously identify theses with these different funding categories. This ensures that the University is appropriately funded for its research, and equally that we do not inappropriately seek category V funding for non-agricultural research. Similarly, we have additional subject codes for arts, computer/data science, and engineering.

Having established this principle for the PhD thesis codes, we are now doing the same at master's level, with new thesis codes for the Master of Science (MSc), Master of Biomedical Science (MBmedSc), and Master of Environmental Studies (MEnvStud). These are introduced for theses in artificial intelligence, biotechnology, cell and molecular bioscience, computer science, data science, development studies, environmental science, environmental studies, geography, mathematics, molecular microbiology, science in society and statistics, as well as biomedical science.

A3 Proposed amendments

Amend the Subject Requirements of the Master of Science (2024 Calendar page 422-425) as shown below.

Subject requirements

5. The requirements for each MSc subject are as follows.

Artificial Intelligence (AIML)

Part 1: AIML 430 and 45 further points from AIML 425–440; 30 further points from AIML 420–489, EEEN 422, 430; 30 further 400-level points from AIML/COMP/SWEN/NWEN/DATA, EEEN 422, 430, STAT 432, 452

Part 2: AIML 591 or 592.

Biotechnology (BTEC)

Part 1: BTEC 580, 435; 75 further points from BTEC/BIOL/BMSC/CHEM/CLNR/DRGD/MBIO 401–479

Part 2: BTEC 591 or 592.

Cell and Molecular Bioscience (CBIO)

Part 1: CBIO 580; 90 points in approved courses from BIOL 430–440, BMSC 433

Part 2: CBIO 591 or 592.

Computer Science (COMP)

Part 1: 120 points in an approved combination from AIML/COMP/CYBR/NWEN/ SWEN 401–479, CGRA 401–459

Part 2: COMP 591 or 592.

Data Science (DATA)

Part 1: AIML 427, STAT 432, 438, one of (AIML 425, 426, 429), 60 further points from AIML 400–479, COMP 400–479, DATA 400–499, 501, MATH 400–483, STAT 400–483

Part 2: DATA 591 or 592.

Development Studies (DEVE)

Part 1: DEVE 515, 516; 30 points from GEOG 401–488; 30 further points from 400- or 500-level ANTH, CCSP, DEVE, EDUC, ENVI, ESCI, GBUS, GEOG, GOVT, HLWB, HLTH, INTP, MAOR, MGMT, PASI, PECO, PHYG, POLS, PSYC, SOSC, TOUR

Part 2: DEVE 592 or 593.

Environmental Science (ENSC)

Part 1: ENSC 401, 402, 485, ESCI 580; 45 points from BIOL 403–431, CCSP 401–402, CHEM 421–423, ENSC 410–421, ENVI 520, ESCI 401–488, GPHS 441–448, PHYG 413–423, PHYS 415–447 and STAT 431–452

Part 2: ENSC 591 or 592.

Geography (GEOG)

Part 1: GEOG 511, 512; 30 points in approved courses from GEOG 401–488, PHYG 401–488; 30 further approved points from 400- or 500-level ANTH, CCSP, DEVE, EDUC, ENVI, ESCI, GEOG, HLWB, MAOR, PASI, PHYG, PLAN, POLS, PSYC, SOSC, TOUR

Part 2: GEOG 591 or 592.

Mathematics (MATH)

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Part 1: 120 points in an approved combination from MATH 401–489

Part 2: MATH 591, 592, or 593.

Molecular Microbiology (MBIO)

Part 1: BIOL 430, MBIO 434, 580; 30 points from BIOL 400–429, 431–439, BMSC 405, 406, CLNR 413, 414, MBIO 440

Part 2: MBIO 591 or 592.

Science in Society (SCIS)

Part 1: SCIS 410, 412 or approved alternatives; one of (SCIS 411, 414); SCIS 588, 589; and 15 further 400-level points approved by the programme director

Part 2: SCIS 591, 592 or 593.

Statistics (STAT)

Part 1: 60 points from MATH 477, STAT 401–489; 60 further points from MATH 401–489, STAT 401–489 or approved alternatives.

Part 2: (a) STAT 591, 593 or 594; or

(b) STAT 592 with the addition of 30 points from approved courses.

Amend Part 2 of the Schedule to the MSc Regulations (2024 Calendar page 426-427) as shown below.

Course Title	Pts	
AIML 591	Thesis in Artificial Intelligence	120
AIML 592	Thesis in Artificial Intelligence (Agriculture or Ecology)	120
BMAR 591	Thesis in Marine Biology	120
BTEC 591	Thesis in Biotechnology	120
BTEC 592	Thesis in Biotechnology (Agriculture or Ecology)	120
CBIO 591	Thesis in Cell and Molecular Bioscience	120
CBIO 592	Thesis in Cell and Molecular Bioscience (Agriculture or Ecology)	120
CBNS 591	Thesis in Cognitive and Behavioural Neuroscience	120
CHEM 591	Thesis in Chemistry	120
CGRA 591	Thesis in Computer Graphics	120
COMP 591	Thesis in Computer Science	120
COMP 592	Thesis in Computer Science (Engineering)	120
CPSY 591	Thesis in Cross-cultural Psychology	120
DATA 591	Thesis in Data Science	120
DATA 592	Thesis in Data Science (Agriculture or Ecology)	120
DEVE 592	Thesis in Development Studies	120
DEVE 593	Thesis in Development Studies (Agriculture or Ecology)	120
EBIO 591	Thesis in Ecology and Biodiversity	120
ELCO 591	Thesis in Electronic and Computer Systems	120
ENSC 591	Thesis in Environmental Science	120
ENSC 592	Thesis in Environmental Science (Agriculture or Ecology)	120

ERES 591	Thesis in Ecological Restoration	120
FPSY 591	Thesis in Forensic Psychology	120
GISC 591	Thesis in Geographic Information Science	120
GEOG 591	Thesis in Geography	120
GEOG 592	Thesis in Geography (Agriculture or Ecology)	120
GEOL 591	Thesis in Geology	120
GPHS 591	Thesis in Geophysics	120
MATH 591	Thesis in Mathematics	120
MATH 592	Thesis in Mathematics (Science)	120
MATH 593	Thesis in Mathematics (Computer/Data Science)	120
MBIO 591	Thesis in Microbiology	120
MBIO 592	Thesis in Microbiology (Agriculture or Ecology)	120
PHYG 591	Thesis in Physical Geography	120
PHYS 591	Thesis in Physics	120
PSYC 591	Thesis in Psychology	120
RESE 591	Thesis in Renewable Energy Systems	120
SCED 591	Thesis in Science Education	120
SCIS 591	Thesis in Science in Society	120
SCIS 592	Thesis in Science in Society (Agriculture or Ecology)	120
SCIS 593	Thesis in Science in Society (Arts)	120
STAT 591	Thesis in Statistics	120
STAT 592	Thesis in Statistics	90
STAT 593	Thesis in Statistics (Agriculture or Ecology)	120
STAT 594	Thesis in Statistics (Computer/Data Science)	120

Course Description Forms have been created for each new thesis course and are available on request.

Amend the General Requirements of the Master of Biomedical Science (2024 Calendar page 436) as shown below.

General requirements

2. (a) Except as provided in (b) or in section 4, the course of study for the MBmedSc shall consist of:

Part 1: (i) BMSC 580

(ii) 30 points from BMSC 401–479, CLNR 401–414, DRGD 401–405

(iii) 60 further points from BIOL 430–435, BMSC 401–449, CLNR 401–414, DRGD 401–405.

Part 2: BMSC 591 **or 592**.

Amend the Schedule to the MBmedSc Regulations (2024 Calendar page 437) as shown below.

BMSC 580	Research Preparation	30
BMSC 591	Thesis	120
BMSC 592	Thesis in Biomedical Science (Agriculture or Ecology)	120

Amend the General Requirements of the Master of Environmental Studies (2024 Calendar page 459) as shown below.

General requirements

2. (a) The course of study for the MEnvStud shall consist of courses worth at least 240 points, including:

Part 1: (i) ENVI 520, 521; and

(ii) 90 further points from ENVI 501–511, 513–579; up to 45 of these points may be replaced by approved 400- or 500-level courses

Part 2: (i) ENVI 591 or 592; or

(ii) ENVI 593; and ENVI 512 or, for those with relevant work experience, an additional 30 points from the courses listed under Part 1 above

Amend the Schedule to the MEnvStud Regulations (2024 Calendar page 460) as shown below.

ENVI 591	Thesis	120
ENVI 592	Thesis in Environmental Studies (Agriculture or Ecology)	120
ENVI 593	Thesis	90

A4 Implications and resources**Academic staff**

The proposal does not change academic staff workloads

Library

The proposal has no implications for the library, as it is only adding new codes for research we are already doing.

Teaching facilities and support

There are no impacts on teaching facilities and support.

Anticipated enrolments

There is no impact on enrolments.

Administrative implications

Schools will have to identify when students should be coded to the new agriculture codes. They have processes in place for the equivalent PhD codes, which can be applied at master's level.

Programme or course limitations / selection criteria

No limitations.

Fee implications

There are no known fees implications

Website and publication amendments

The new thesis codes are really for internal administrative purposes only, and so will not need to be externally advertised.

Transitional arrangements and other consequential changes

None required.

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Internships, field trips and other external arrangements

N/A

A5 Te Tiriti o Waitangi

The changes introduced in this proposal are purely administrative. The master's programmes contained in this proposal are committed to supporting Māori students through their research.

A6 Consultation

Refer to appendix for consultation details.

MEMORANDUM

To	Academic Board
From	Dave Harper – Dean Te Pukenga Wai – Faculty of Education, Health, and Psychological Sciences
Date	15 April 2025
Subject	Proposal to merge the School of Health and School of Nursing, Midwifery, and Health Practice

Executive Summary

It is proposed that the School of Health and School of Nursing, Midwifery, and Health Practice merge to form a single school. The justifications, consultation process, and potential names for a proposed single school are outlined in the accompanying paper.

It is requested that the Academic Board:

Receive the proposal to merge the School of Health and School of Nursing, Midwifery, and Health Practice and **advise** the Dean of the Faculty.

Proposal to Merge the School of Health and School of Nursing, Midwifery, and Health Practice

1. Summary

During the Faculty Realignment consultation in 2024, staff feedback raised the possibility of merging Te Kura Tātai Hauora – School of Health and Te Kura Tapuhi Hauora – School of Nursing, Midwifery, and Health Practice into a single school.

Following the establishment of Te Pukenga Wai – the Faculty of Education, Health, and Psychological Sciences on 1 January 2025, staff engagement on a potential school merger began on 3 February with meetings and a staff survey conducted from 12–19 February. Survey feedback was reviewed by the Faculty Management Team on 27 February, and a formal proposal to merge the two schools was subsequently developed by the Dean (full change proposal [available HERE](#)).

Initial staff feedback identified several advantages to a merged school, including the opportunity to develop operational efficiencies and shared academic initiatives. These opportunities included already-emerging synergies such as joint committees and administrative roles, and the potential for enhanced interdisciplinary teaching and research, especially in light of the planned co-location of both schools on the Kelburn Campus by mid-2026.

As part of the wider consultation process, further feedback is being sought not only from staff in the two affected schools, but also from Faculty Board (27 March) and Academic Board (15 April). This feedback will help inform a final decision by the Decision Panel on whether to proceed with a formal recommendation to Council on 5 May 2025 to establish a new single school—along with a final proposed English name.

Please note - because consultation with impacted staff is currently ongoing any significant updates or items of feedback from that consultation process may be provided as part of the verbal summary to Academic Board when the current paper is presented.

2. Justification

Operationally, the current school structure is not well aligned with student and staff scale. The two health schools are each significantly smaller (student EFTS and staff FTE) than either the School of Education or School of Psychology. Maintaining parallel structures results in relative inefficiencies, higher administrative overhead, and increased vulnerability to change or the impacts of peak workload periods (e.g. enrolment fluctuations, staffing turnover, grade entry, disability support requests, etc.).

Merging the schools would improve resource use, enable streamlined administration, and could facilitate a team-based leadership model. Shared processes are already emerging (e.g. combined research committees), and co-location on the Kelburn Campus (by mid-2026) will further support co-operation and integration.

School FTE and EFTS in Te Pukenga Wai (10 March 2025)

School	Approx. Staff FTE	Student EFTS
Te Kura Mātai Hinengaro—School of Psychology	48.7	793
Te Whānau o Ako Pai —School of Education	47.9	810
Te Kura Tapuhi Hauora—School of Nursing, Midwifery, and Health Practice	29.5	246
Te Kura Tātai Hauora—School of Health	32.7	276

A single school structure may also serve to:

- Foster interdisciplinary collaboration and curriculum innovation

- Provide stronger identity and visibility within the university
- Support a distributed leadership model, enabling career development and reducing Head of School (HoS) overload

Beginning this transition now takes advantage of fixed-term leadership arrangements that expire in June 2025, enabling a new HoS to oversee the merger. Early decision-making also ensures alignment with university systems currently being updated as part of the Faculty Realignment Project.

3. Initial Staff Feedback

Nineteen survey responses (9 from SoH, 10 from SNMHP) highlighted both opportunities and concerns:

Opportunities:

- Increased collaboration and efficiency
- Enhanced interdisciplinary education
- Stronger international profile and marketability
- Improved focus on hauora Māori and workplace health & safety

Concerns:

- Cultural differences and potential identity loss
- Administrative support and visibility of distinct disciplines
- Health sector perceptions of the merger

The full change proposal, currently being consulted on with impacted staff, ([available HERE](#)) incorporates this initial feedback and outlines mitigation strategies which include:

- A clear, consultative change process
- Phased implementation aligned with physical relocation
- A potential model to enable a representative leadership structure
- Continued engagement with stakeholders in clinical and research settings
- Commitment to maintaining disciplinary strengths within a unified structure

As part of consultation, five potential names have been identified for a potential new school:

- School of Nursing, Midwifery, and Health
- School of Health, Nursing, and Midwifery
- School of Health
- School of Advanced Health Studies
- School of Health Sciences

Staff in the schools have been asked to rank their preferences and suggest alternative names. Feedback on names, along with further consideration by the Faculty Management Team, will be considered in any final recommendation to Council should the recommendation be to form a single school.

4. Academic Board is invited to provide advice on:

- a) The proposal to merge the two health schools into a single new school.
- b) The names proposed for the new school

As noted above, the advice of the Academic Board will help inform the broader consultation process already underway within the affected schools, as well as any recommendations—if made—that require Council approval.

Dave Harper

Dean Te Pukenga Wai – The Faculty of Education, Health, and Psychological Sciences

MEMORANDUM

To	Academic Board
From	Carol Morris, Secretary Academic Governance
Date	15 April 2025
Subject	Academic Board Standing Orders – minor amendment

Executive Summary

The Secretary Academic Governance recently received a query on how to enable Te Hiwa members who are not members of the Academic Board attend the Academic Board meetings in full, including its non-public sections. All Te Hiwa members, except for the COO and CFO, are ordinary members of the Academic Board, as outlined in the Academic Board Statute. Therefore, they can attend all sessions without any additional arrangements. The COO and the CFO are currently unable attend the non-public sections of Academic Board meetings without a decision by the Vice-Chancellor in each instance.

The attendance of non-members at the Academic Board is a matter governed by the Academic Board's Standing Orders (please refer to Section 5). Section 15 of the Standing Orders allows for alteration by ordinary resolution except for matters requiring Council approval. An amendment to the Standing Orders that enable the COO and CFO to attend Academic Board meetings in full would have no effect on the current membership composition or decision-making arrangements of the Academic Board. Therefore, it is considered a matter that can be decided by ordinary resolution.

In light of the above, the following two amendments are proposed to the Standing Orders:

- Adding a new clause 5.1: *"Members of Te Hiwa who are not members of the Academic Board are permitted to attend both public and non-public sections of the Academic Board."; and*
- Amending clause 5.2 (which would become 5.3 after the change above) as follows: *"Any attendee who is not a member of the Board may seek leave of the Convenor to speak at the meeting. However, they will not have the right to move or second a motion or any amendment or vote on any matter before the Board."*

The proposed amendments are illustrated as markups in the attached version.

Please note that the Standing Orders are likely to be revised when the Academic Board Statute is formally reviewed later this year.

It is requested that the Academic Board:

Approve the two amendments to the Standing Orders.



STANDING ORDERS OF THE ACADEMIC BOARD

(amendments to be approved by Academic Board and Council)

1 ORDINARY MEETINGS

Ordinary meetings of the Academic Board will be held at such times and places as the Board determines.

2 SPECIAL MEETINGS

Special meetings of the Board:

- 2.1 may be called at any time by:
 - (a) the University Council, or
 - (b) the Vice-Chancellor/Convener of the Board
- 2.2 shall be called by the Convener of the Board on the requisition in writing of six members specifying the business to be transacted.

3 MEMBERSHIP AND QUORUM

- 3.1 The members of the Board are the persons designated or appointed as such under section 4.1 of the Academic Board Statute.
- 3.2 Where a Dean, Pro Vice-Chancellor or Head of School referred to under sections 4.1(a)(v) - 4.1(a)(vii) of the Academic Board Statute will be absent from any meeting of the Board, the Convener of the Board may, where a request is made before the meeting, permit another to attend as a substitute member for that meeting.
- 3.3 At every meeting of the Board **25 members shall form a quorum.** [Section 4.7(c) Academic Board Statute]
- 3.4 No question shall be decided at any meeting of the Board unless a quorum is present. [Section 4.7(c) Academic Board Statute]

4 NOTICE OF MEETING

Notice of every meeting of the Board, specifying the business to be transacted, shall be sent by the Secretary to the Board to each member **at least five business days before the meeting.**

5 ATTENDANCE AT BOARD OF NON-MEMBERS

5.1 Members of Te Hiwa who are not members of the Academic Board are permitted to attend both public and non-public sections of the Academic Board.

5.1.2 Any member of the University staff may apply to the Convener of the Academic Board

to receive agenda papers for the public section of any meeting of the Board. The receipt of papers and attendance of staff for any other item of business from which the public

has been excluded will be decided by the Convener (Section 48(5) Local Government Official Information and Meetings Act 1987).

5.25.3 ~~Any attendee who is not a member of the Board~~ may seek leave of the Convenor to speak at the meeting. ~~However, they will not have the Any person attending a meeting of the Board and who is not a member may seek leave of the Convener to speak at the meeting but will have no~~ right to move or second a motion or any amendment or vote on any matter before the Board.

6 CONVENER

- 6.1 The Vice-Chancellor is the Convener of the Academic Board and shall, if present, preside at every meeting of the Board. [Section 4.7(a) Academic Board Statute]
- 6.2 In the absence from a meeting of the Board of the Convener, the members present shall elect one of their number to be the Convener for the purposes of that meeting. [Section 4.7(b) Academic Board Statute]
- 6.3 At any time during a meeting any member may, at the request of the Convener, take the chair temporarily as Acting Convener.

7 COMMITTEES AND DELEGATIONS

- 7.1 The Board may appoint advisory committees in accordance with section 4.6(b) of the Academic Board Statute, or delegate power to a group of staff members.
- 7.2 The quorum for an advisory committee of the Board or of a group of persons to whom the Board has delegated power shall be a majority of the members of the committee then holding office or a majority of the persons in the group as the case may be.
- 7.3 Every question before a meeting of a committee or group shall be decided by a majority of the votes cast on it by the members of the committee or group.

8 VOTING

- 8.1 Every question before the Board shall be decided by a majority of the votes recorded. [Section 4.7(d) Academic Board Statute]
- 8.2 At every meeting of the Board the Convener has a deliberative vote and, in the case of an equality of votes, also has a casting vote. [Section 4.7(e) of the Academic Board Statute]
- 8.3
 - (a) Voting shall be by voices and the Convener shall declare the result of the voting.
 - (b) Unless a division is called for, the declaration of the vote by the Convener is final.
- 8.4
 - (a) If any member calls for a division the Convener shall call for a show of hands and declare the result.
 - (b) If, instead of a show of hands, any member requests a secret ballot, the question before the meeting shall be determined by secret ballot conducted by the Secretary

to the Board who shall declare the result of the ballot. The Board shall appoint a scrutineer, who is not a member of the Board, on the recommendation of the Convener.

- 8.5 If a member so requests, immediately after a vote has been taken on any question, the minutes shall record how that member voted or the fact that he or she abstained from voting.

9 BUSINESS

- 9.1 (a) Committees or members of the Board wishing to have items discussed should provide relevant papers to the Secretary to the Board **at least eight business days before the meeting.**
- (b) Subject to any directions given by the Convener of the Board, the Secretary to the Board shall determine the order of business.
- (c) The Board may at any time during a meeting vary the order of its business.
- 9.2 (a) Unless objection is raised by at least three members present, a member may introduce a subject for discussion or decision at any ordinary meeting without previous notice and without express mention in the agenda for the meeting.
- (b) This order shall be read subject to orders 10.5 and 13.
- 9.3 At any special meeting of the Board no business shall be transacted other than the business specified in the notice of the meeting and the matters reasonably incidental to it.

10 MOTIONS AND AMENDMENTS

- 10.1 (a) A member may bring a matter before the Board in the form of a subject for discussion or as a proposal in the form of a motion or amendment.
- (b) If so required by the Convener, the mover of a motion or amendment shall put it in writing.
- 10.2 The mover of a motion may speak in support of the motion before or after it has been seconded.
- 10.3 (a) A motion moved on the recommendation of a committee of the Board or of a person to whom the Board has delegated power in respect of that matter need not be seconded.
- (b) All other motions shall, if not seconded, lapse and not be discussed further.
- 10.4 (a) After a motion has been accepted by the Convener and seconded, it may be withdrawn with the agreement of the mover and seconder.
- (b) If a motion is withdrawn, a similar motion may be moved later at the same meeting.
- 10.5 A motion to rescind a resolution passed at an earlier meeting of the Board may not be proposed unless notice of intention to do so has been given in the notice convening the meeting.
- 10.6 (a) A question that has been determined by the meeting may be recommitted by a majority vote later in the same meeting.

- (b) Unless the question is so recommitted, no motion or amendment may be proposed which is the same in substance as any question that has already been determined during the meeting.
- 10.7 No amendment shall be proposed which is in direct negation of the proposal before the meeting.
- 10.8 Any member other than the mover or seconder of a motion may propose an amendment to the motion, but the mover may, with the concurrence of the seconder and the consent of the Convener, modify the original motion, or accept an amendment without a vote being taken.
- 10.9 While any amendment is before the meeting no further amendment shall be proposed.
- 10.10 If an amendment is carried the amendment (or the motion as amended as the case may require) shall be stated from the chair as the substantive motion before the meeting, and a further amendment may then be proposed.
- 10.11 The mover of a motion (but not the mover of an amendment) shall have the right of reply before the question is put to the vote.

11 DEBATE

- 11.1 Members who speak shall address their remarks to the Convener.
- 11.2 When two or more members wish to speak, the Convener shall call upon the member who, in the opinion of the Convener, first indicated the desire to speak.
- 11.3 The Convener may at any stage of a meeting:
 - (a) impose a time limit of not less than five minutes on each member who speaks to any motion or amendment before the meeting then or later;
 - (b) rule that no member shall speak more than once on a motion or amendment apart from the right of reply or in accordance with order 10.4.
- 11.4
 - (a) By permission of the Convener, a member who has already spoken and who claims to have been misunderstood or misrepresented on a material point or whose conduct has been criticised may make an explanation.
 - (b) The member must state concisely the point to be explained and must keep to that point.
 - (c) The member may not interrupt other speakers in order to explain nor may additional arguments be introduced.
- 11.5
 - (a) Members may at any time raise a point of order.
 - (b) A member who raises a point of order must state at once that a point of order is being raised and must confine remarks to the point of order raised.
 - (c) A point of order shall be considered immediately.
 - (d) Before ruling any member out of order when a point of order has been raised, the

Convener shall give the member the opportunity to speak and may give other

members the opportunity to speak briefly, but new matters may not be introduced.

- (e) The ruling of the Convener on a point of order shall not be discussed unless it is moved that the ruling of the Convener be disagreed with.

12 MINUTES

Accurate minutes of the proceedings shall be kept at every meeting of the Board, and at the next ordinary meeting the Convener shall sign the minutes after they have been accepted as a true and correct record of the proceedings.

13 SUSPENSION OF STANDING ORDERS

Standing Orders relating to motions, amendments and debates may, with the unanimous consent of the meeting, be suspended in regard to any item of business.

14 MATTERS NOT PROVIDED FOR

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

15 ALTERATION OF STANDING ORDERS

Except where they embody statutory provisions, these Standing Orders may be altered by addition, amendment or deletion, by ordinary resolution at any meeting of the Board, if notice of intention to propose an alteration of Standing Orders and of the terms of the proposed alteration has been included in the notice of the meeting.

MEMORANDUM

To	Academic Board
From	Secretary Academic Governance
Date	15 April 2025
Subject	Resolution concerning exclusion of non-members

Executive Summary

That the public be excluded from the following parts of the proceedings of this meeting, namely agenda item numbers 18 and 19.

The general subject of each matter to be considered while the public is excluded, the reason for passing this resolution in relation to each matter, and the specific grounds under section 48(1) of the Local Government Official Information and Meetings Act 1987 for the passing of this resolution are as follows:

General subject of each matter to be considered	Reason for passing this resolution in relation to each matter The public conduct of each item below would be likely to result in the disclosure of information for which good reason for withholding would exist under the sections of the OIA identified below.	Ground(s) under section 48(1) for the passing of this resolution
Agenda item 18: Minutes of the previous meeting held on 25 February 2025	s9(2)(a) and s9(2)(ba)(i) and 9(2)(ba)(ii)	LGOIMA s48(1)(a)(ii)
Agenda item 19: Honorary degree nomination	9(2)(a) and s9(2)(ba)(i)	LGOIMA s48(1)(a)(ii)

This resolution is made in reliance on section 48(1)(a) of the Local Government Information and Meetings Act 1987 and the particular interest or interests protected by section 6 or section 7 or section 9 of the Official Information Act 1982, as the case may require, which would be prejudiced by holding of the whole or the relevant part of the proceedings of the meeting in public are set out above.

It is requested that the Academic Board:

Resolve that the public be excluded from the following parts of the proceedings of this meeting, namely agenda items 18 and 19.

ACADEMIC BOARD TE TAUMATA

Minutes of the meeting of the Academic Board held on Tuesday, 25 February 2025 at 1.00pm in the Hunter Council Chamber

The meeting was held face-to-face in the Kelburn Council Chamber and was convened by the Vice-Chancellor Professor Nic Smith. The meeting was opened with a karakia and everyone was welcomed to the meeting.

PART A

25.01 Apologies, acknowledgements and welcomes

Apologies were taken as read (see Appendix 1).

The convenor welcomed the following staff promoted to professors:

Title	Name	Faculty/School
Professor	Ben Ruck	School of Chemical and Physical Sciences
Professor	Janet Pitman	School of Biological Sciences
Professor	Jenny Ritchie	School of Education
Professor	Gina Grimshaw	School of Psychology
Professor	Ivy (I Ming) Liu	School of Mathematics and Statistics
Professor	Leon Gurevitch	School of Design Innovation
Professor	Ocean Mercier	Te Kawa a Māui
Professor	Rebecca Bednarek	School of Management

A welcome was also given to student member representatives for 2025

VUWSA President	Liban Ali
Academic V-P	Ethan Rogacion
Ngāi Tauira	Mairangi Campbell-Academic Officer (Āpiha Matauranga)
PGSA President	Rebekah Senanyake
Vice-Presidents	Vladislav Ilin and Muhammad Ramzan Sajid
V-ISA President	Emily Tedjojuwono
Pasifika Students' Council	Tanumia Matega

25.02 Part B of the agenda – items brought forward

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

25.03 Vice-Chancellor Oral Report

The Vice-Chancellor's oral report was received.

Enrolment figures to date are strong, with EFTS increases as follows: Domestic students have almost reached 600, reflecting a 5% increase; International students have risen to almost 120, showing an 11% increase; Postgraduate students, across both taught and research are up by 166, which is a 6% increase. These numbers reflect the hard work and sustained effort from across the university.

While EFTS remain a critical component of the university's funding model, the positive EFTS growth is mirrored by a strong and engaged student body and an increase in accommodation numbers. This was particularly evident during the Halls Orientation and Orientation Week.

The VC attended several events that Liban Ali, the VUWSA President, and his team organised. Feedback from the halls indicates a strengthened sense of community and an uplift in student positivity compared to last year. Appreciation was also extended to Logan Bannister and her team for their coordination and dedicated mahi in this space.

In other areas:

- The Freedom of Speech policy has now been confirmed and incorporates the feedback from the Academic Board.
- The Applied Doctoral Scheme was launched by the Hon. Dr Shane Reti, Minister of Science, Innovation and Technology last week. It is a national programme developed to equip research graduates to be industry ready and is led by a consortium consisting of ourselves and the University of Auckland, along with the University of Otago, and Massey University.
- The opening of Ngā Mokopuna and the reawakening of the marae is a significant day in our history and the building provides a wonderful new space for the university. Staff were encouraged to visit the building if they hadn't done so already.
- The new Minister for Universities, the Hon. Dr Shane Reti, visited the university recently and was interested in areas largely aligned with the government's agenda. Discussion with the minister included fostering growth in economically advantageous areas, particularly those driven by technology and science.
- The Prime Minister envisions universities as hubs for individuals with bright ideas, aiming to commercialise innovations and play a significant role in society. It was noted that while commercialisation often arises from large communities with technological expertise, the added value to society frequently comes from individuals who understand the context and practical applications of these innovations.
- We have a new chancellor Alan Judge following the appointment of John Allen to ombudsman. The Hon. Maryan Street has been re-elected and appointed to a further term as Pro-Chancellor. Appreciation was extended to John Allen for all his hard work as Chancellor.

We are living in a time when technology is changing our lives more quickly than before, and while change is positive, there is risk that we will get to a destination we do not want to be at unless we consider social science which gives us context, and humanities which looks at the values that underpin them.

The VC attended a breakfast with the Prime Minister and business leaders. Many of them agreed we are at a time where this is going to be challenging.

A discussion is being planned for a debate with politicians, preferably at Parliament, to at least be participants in that process along with some academics. The hard part now is to get politicians who are wanting to stand up and talk about the relentless focus is on STEM.

25.04 Written Report

AB25/01

The February 2025 DVC report was received from the Deputy Vice-Chancellor (Academic), Deputy Vice-Chancellor (Māori and Engagement), Deputy Vice-Chancellor (Research), and Deputy Vice-Chancellor, Students.

Deputy Vice-Chancellor, Academic Report

Professor Robyn Longhurst spoke to her report which was taken as read.

Sharing Academic Information with students: A positive discussion took place at the recent Learning and Teaching Committee, and guidance information is being collated for staff with the aim of reducing the number of OIAs as they are creating a significant workload for legal. This is a significant opportunity to ensure that students enrolled in our programmes and courses can access all relevant academic information.

The academic promotions process: We have formally written to the TEU to commence a variation in the academic staff collective. In addition, a short video will be provided outlining what those changes are. This is available online, but a recap will be circulated.

The curriculum mapping project was outlined in the Oko— University News of 18 February 2025 with details on what is in scope.

In brief, there was a 15 vs 20-point paper discussion and while it has been discussed in the past, it is important we revisit this as a university. Within the project, we are also looking at Mataranga Māori, sustainability, and work integrated learning. We will look at delivery modes, and at major, minors and specializations, assessments modes and our understanding of requisites and finally courses that have pass/fail assessment with and without percentage attributed. We have tight deadlines in order for this to be progressed quickly.

The floor was opened for comment.

- It was suggested that the curriculum mapping was smaller in scope than expected. Robyn advised a useful discussion took place recently at learning and teaching, and there will be a lot of this information pulled from our new curriculum system (MATA) and they will be talking to people and sense-testing so as to not rely solely on data.
- It is intended that a clean copy be put on the website.
- It was asked what the next steps are regarding the promotions process. Robyn advised

they are currently working on this and not waiting for a TEU decision, and work is cascading down.

- Regarding the initial pitch for academic approvals, we are currently trialling with staff to see how it is working.
- Information requested for more about the relationship between the Curriculum Mapping Project and the Curriculum Transformation Project, and if there will be a discussion regarding any major changes. Robyn advised we are collecting information and will write a paper for feedback before deciding on a starting point.
- Until we know more about that information, we are not able to go forward with a more major curriculum project.

Deputy Vice-Chancellor, Research Report

Professor Margaret Hyland was an apology. Professor Neil Dodgson spoke to her report taking it as read.

We have been successful with the University of Auckland, Massey University and Otago University in securing the MB Applied Doctorate Scheme valued at \$20M over five years. This university could reasonably expect to see around two or three million dollars in funding from that for doctoral students, given MBIE's benefit to the new faculty of science and engineering, but we are going to see if we can broaden how that works. We are grateful to our health researchers who were extremely successful in the most recent research round with the Health Research Council. There were 12 of the 13 successful applications, bringing in another \$1.8 million in new funding.

The research office advised that last year's milestone grants are now starting, and we were successful in getting 20 projects worth \$12 million.

Our community is successfully bringing in funding but with Callahan Innovation closing, we are looking at commercialisation approaches. The removal of funding for humanities and social sciences from the Marsden fund has been an enormous disappointment, especially to people in FHSS.

Neil, as Dean of FGR, wanted to acknowledge that it is not just the staff who are affected, but also research students and their future careers. Margaret is working with the new dean of FHSS to look at ways in which we can replace some of that funding.

It was pointed out that it is not only FHSS that are impacted by the withdrawal tranche of Marsden funding, but also the Wellington School of Business and Government.

The intention is that in addition to having those science engineering researchers who would be doing new science and engineering, we would also be looking at social science and business researchers who are looking at policy settings.

The Minister, Dr Shane Reti, was very focused on STEM in both his press release and in what he said at the launch.

There are some good synergies for example a student signing up for this will be committing to four to six hours a month of professional development work. The University of Auckland

have some good areas that they have developed in terms of training and entrepreneurship, and we are also looking to Massey and Otago Universities and ourselves to provide some of the training as well.

The PGSA has run the Three Minute Thesis competition for many years but were unable to do this last year. We have been speaking with the new president and agreed that it is appropriate for the PGSA to focus on creating a good community amongst the research students and on advocacy. We are therefore looking into FGR running this on behalf of the university like the other New Zealand universities do.

Deputy Vice-Chancellor, Students Report

The report was taken as read.

Enrolments have picked up and are looking positive. The census date for T1 is 10 March and around 12 March is when our position will be known, particularly for T1 on confirmed enrolments.

A small number of enrolments for domestic and late applications for T1 are still being received. Online applications close 27 February but a steady number of students are finalising their enrolments. With regards to international, the T1 application and enrolment process closed slightly earlier as there is a different pattern that happens with international enrolments. For domestic, we see most enrolments come in T1. For international, there is a large cohort in T2 so numbers may seem a little further off.

Congratulations to Liban Ali and his team for O-Week and for a good night.

There is a longer transition period for students post O-Week this year. Historically we have delivered a significant amount of information to students. With regards to academic preparedness, that is being extended over a six-week period so they are not overwhelmed and can get information in time.

It was noted that students seem more focused and calmer this year, which is attributed both to this intake of students and to the university providing the leadership and getting the systems right.

Concern was raised over caps for the number of students who can enrol in courses. This was possibly due to room sizing. A conversation will be held to try and work out how to extend numbers as the preference is to welcome as many students as possible.

Focus is on retention this year for our student body and student numbers.

Deputy Vice-Chancellor, Māori and Engagement Report

The report was taken as read.

Appreciation was given to all who participated and attended the opening of the Ngā Mokopuna and it was acknowledged that it was good to have the wider university community be part of that. The following week over a thousand people visited, and the next week two graduation ceremonies were held.

The occupants are settling into Ngā Mokopuna and the new room booking system is being worked through for meetings and events, as well as timetabling classes and tutorials. The booking system gets busy, so people are encouraged to book if keen to incorporate the building as part of their curriculum. It was noted that a booking form can be used to make [Bookings](#). The occupants are still learning about the building, but most areas are working well.

It was hoped to start the certification period in T1 but because there is still some commissioning of the works, the process has been delayed, although information is still being collected. It was a good orientation with welcoming our new Māori and international students in Orientation Week. It is encouraging to see so many students.

Acknowledgement was given to all the staff who continue to do great work in the media and the communications team.

25.05 CUAP Round 1 Proposals 2025

The following two new programme proposals were endorsed by the Academic Board for submission to CUAP Round 1:

AB25-02 Proposal to create a Mechatronics (MECA) major in the Bachelor of Engineering with Honours (BE(Hons))

Dr Stuart Marshall introduced the new major in the Bachelor of Engineering with Honours.

There are currently three majors in the Bachelor of Engineering with Honours, which is a four-year accredited degree being software engineering, electronic engineering and cybersecurity engineering. The idea behind this major is not a radical departure from what we currently do.

This new major would tie in well with the existing electrical and electronic engineering major and will build on some of our existing strengths. We already have a couple of mechatronics courses and mechatronics focused staff but there has been demand from the existing electrical and electronic students, as well as students we have met at recruitment events for a mechatronics major. We are therefore confident that, along with the predictions that Leon provided courtesy of PAMI, there would be strong demand for this.

AB24 -03 Proposal for a new undergraduate degree, the Bachelor of Construction (BConst), and new Graduate Certificate (GCertCAT) and Diploma (GDipCAT) in Construction and Architectural Technology.

Professor Robin Phipps as Dean of FADI introduced the new Bachelor of Construction. The version in the papers is a revised document sent last week as there was a matter that needed to be resolved. There is an addendum amended version which was circulated, and we also have a late addendum which arose from a hui in relation to the naming of the GradCert and the GradDip. We have pulled those two items so that is the proposed five from this proposal. With that element removed, we wanted to put forward a QA proposal for a Bachelor of Construction, and for some revisions to the current existing Bachelor of Building Science.

The rationale for this new degree is that New Zealand has a huge need for affordable housing and the requirement to catch up on a lot of infrastructure with high spend to make

this happen. We need a large number of upskilled people. This is a new area of teaching and will flow onto research.

This is mainly about the teaching now for the university and is predicted to draw in a number of full fee students because construction has had a skill shortage with New Zealand immigration for the last 20 years or more. This will be a drawcard as has been evidenced by the other two providers of construction degrees, Massey University and AUT.

It's been discussed significantly within the faculty and has been voted on by faculty with a vast majority in favour, and has been through our Industry Advisory Board who are highly enthusiastic.

There has been a lot of discussion about how the Bachelor of Construction and the Bachelor of Building Science fit together and construction is a key component, which is why these two proposals are going forward together because they're highly interrelated. A related proposal for postgraduate collocation will be coming to the next Academic Board meeting.

25.06 Programme Amendments

The following programme amendments were endorsed by the Academic Board:

Faculty	Faculty Reference Number	Proposal Title	Reference
WSBG	WSBG/12 VUW/24– PGCertPA/1	Deletion of references to PGCertPA with an endorsement in Chartered Accounting	AB25-04 (APC24-93)
WSBG	WSBG/13 VUW/ 24–BCom/5	Amend the 300-level requirements in the Public Policy major	AB25-05 (APC24-94)
FOS	PGDipClinRes/1	PGDipClinRes internship	AB25-06 (APC24-95)
FOS	BPsyc/6	Amend the BSMH major	AB25-07 (APC24-96)
FOS	BSc/11, BEnvSoc/5	Amend the ESCI and CLIM majors	AB25-08 (APC24-97)
FOH	FOH/24/5 - MPAH/1	Amend the Course Codes in the MPAH and BHIth Programmes	AB25-09 (APC24-98)
FHSS	BPM/1	Amend regulations for the Bachelor of Popular Music	AB25-10 (APC24-99)
FHSS	BMus/1	Amend requirements for the DMAP major/minor	AB25-11 (APC24-100)
EDUC	BA/25, BPsych/4	Amend the Educational Psychology (EDPS) major	AB25-12 (APC25-07)
FoH	MNS/1	Amend the MNS (Master of Nursing Science) Programme	AB25-13 (APC25-08)

FHSS	BMus/2, BA/2, BPM/1	Introduction and deletion of courses and amendment of various NZSM majors and minors	AB25-14 (APC25-09)
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25.07 Work Programmes

AB25-15

Derek White and Professor Karen Smith gave a presentation in relation to *Work Integrated Learning (WIL) and career development*.

Derek gave an overview of the frameworks and policy implications for work integrated learning and then handed over to Professor Smith who picked up on the strategic discussion via a presentation. At the end of 2023, work integrated learning was highlighted as a significant opportunity for us and an area that we have done quite a lot of work on as an institution.

We are looking at curricular work integrated learning where there is a tripartite relationship between the university, the student and an external organisation with some procedural changes. Regulation is a high-level document that explains the principles that would govern this space and the high-level rules. Information in terms of the consultation that was undertaken, and the consultation feedback and responses were outlined in the document.

The WIL work programme was endorsed by Academic Board. This can be found on [Work-integrated learning](#).

Appreciation was given to the Victoria Teaching group and to Alice Hodder in developing the work integrated learning aspects of the global studies program.

Part C of the agenda

It was resolved that non-members be excluded from this meeting for consideration of agenda items 14 in accordance with s9(2)(a) LGOIMA s48(1)(a)(ii).

PART B OF THE AGENDA

The following items, not having been brought forward, were confirmed.

25.08 Minutes of the last meeting

The minutes of the Academic Board meeting held on 5 November 2024 (numbers 62.24 to 72.24) were confirmed.

AB25-16

Note: Part C of meetings are excluded for reasons of confidentiality where applicable.

25.09 Report of the Academic Programmes Committee

The Academic Programmes Committee reports of 19 November 2024 and 11 February 2025 were noted.

AB25-17

25.10 Quality Assurance Outputs

The Quality Assurance Outputs summary and schedule report providing an update on the Quality Assurance Outputs (Academic Programme Reviews and Graduating Year Reviews) completed in 2024, as well as those scheduled for 2025 and beyond (2026-2027), was noted.

25.11 New Faculty Names

Two new faculties were formed and launched in January 2025 combining both the Faculties of Education and Health, and School of Psychology; and the Faculties of Science and Engineering. Each new faculty ran a staff consultation to generate new names. The new names selected are Te Wāhanga a Manaia - Faculty of Science and Engineering; and Te Pukenga Wai - Faculty of Education, Health, and Psychological Sciences. These names are still to be approved by Council.

25.12 Reviewed approvals process for new academic programmes

Further to the consultation that began in mid-2024, it was decided that minor changes to processes will be made that should lead to improvement. A set of principles informing the university's academic process for new programmes was developed to help set the foundation for work in this area. Based on these principles, the following are four stages to the academic approval process for new programmes:

1. Initial pitch
2. Brief Concept Proposal
3. Full Proposal and Business Case; and
4. CUAP Proposal.

This revised process will be communicated to staff and will take effect from 1 July 2025.

It was noted the changes to the Academic Approval Process for new programmes following consultation that began in June 2024 be implemented from 1 July 2025.

APPENDIX 1

Academic Board attendance 25 February 2025

Liban Ali	Assoc Professor Meegan	Professor Ocean Mercier
Professor Richard Arnold	Hall	Professor Joanna
Dr Logan Bannister	Dr Monica Handler	Merwood-Salisbury
Professor Brigitte Bonisch-Brednich	Monika Hanson	Professor Nicola Nelson
Professor Jane Bryson	Dr John Haywood	Professor Rewi Newnham
Associate Professor Sasha Calhoun	Professor Rawinia Higgins	Professor Sally-Jane Norman
Professor Juan Canales	Professor Sally Hill	Professor Wayne Patrick
Assoc Professor Sue Cherrington	Dr Linda Hogg	Professor Robyn Phipps
Dr Tim Corballis	Dr Nigel Isaacs	Professor Janet Pitman
Professor Alberto Costi	Professor Bryony James	Professor John Randal
Professor Averill Coxhead	Professor Annemarie Jutel	Ethan Rogacion
Dr Matt Crawford	Associate Professor Maja Krtalic	Dr Ina Reichenberger
Professor Stephen Cummings	Associate Professor Robert Keyzers	Dr Helen Rook
Dr Nathaniel Davis	Professor Simon Keller	Dr Mike Ross
Professor Kevin Dew	Professor Dean Knight	Professor Martha Savage
Professor Neil Dodgson	Professor Anne La Flamme	Professor Paul Teesdale-Spittle
Dr Noelle Donnelly	Associate Professor	Director Kate Tibbitts
Professor Alejandro Frery	Spencer Lilley	Professor Yvette Tinsley
Associate Professor Robin Fulton	Professor Ivy (I-Ming) Liu	Professor John Townend
Dr Nicola Gilmour	Professor Robyn Longhurst	Rebekah Senanayake
Professor Gina Grimshaw	Professor Stephen Marshall	Professor Karen Smith
Professor Leon Gurevitch	Dr Burno Marques	Amandie Weerasundara
Dr Caz Hales	Christine McCarthy	Trish Wilson
Professor Dave Harper	Stella McIntosh	
	Professor Katherine McKinnon	
	Professor Geoff McLay	

Non-members in attendance

Mairangi Campbell
Associate Professor Toby Daglish
Lynn Grindell
Heather Day
Joseph Habgood
Dr Yang Liu
Dr Stuart Marshall
Professor Fiona McDonald
Reece Moors
Carol Morris
Varsha Narasimhan
Linda Roberts
Robert Stratford
Associate Professor Kathryn Sutherland
Leigh Torode
Derek White
Dr Jill Wilkinson

Apologies

Dr Andrew Lensen
Professor Anne Goulding
Antoinette Ahilakumaran
Professor Bev Lawton
Professor Carmen Dalli
Professor Catherine Iorns
Professor Claire Freeman
Professor Elizabeth Stanley
Professor Gary Evans
Professor Graeme Austin
Professor Jenny Ritchie
Professor Joanna Mossop
Professor Joanne Crawford
Dr Luke Chu
Marc Wilson
Professor Margaret Hyland
Professor Michael Winikoff
Professor Nancy Bertler
Professor Neil Dodgson

Professor Nicola Nelson
Pelesa Semu
Rachel Bruce
Professor Rebecca Priestly
Professor Sara Kindon
Professor Sara Leggott
Professor Sarah Ross
Professor Todd Bridgman



VICTORIA UNIVERSITY OF WELLINGTON
ACADEMIC BOARD

Date	15 April 2025
Proposer	Professor Robyn Longhurst, Deputy Vice-Chancellor (Academic)
Reference	AB25-36
Title	Reports of the Academic Programmes Committee for 25 March 2025
Author (memorandum)	Carol Morris, Secretary Academic Governance

It is requested that the Academic Board:

Approve:	Approve for submission the 7 CUAP proposals summarised in the report;
Approve:	and the 1 non-CUAP proposals; and
Note:	the other items discussed and/or approved by the Academic Programmes Committee at its 25 March 2025 meeting.

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



Memorandum

To	Academic Board
From	Carol Morris, Secretary Academic Governance
Date	15 April 2025
Subject	Report of the Academic Programmes Committee (APC)

This section of the report covers the 25 March 2025 meeting of the Academic Programmes Committee.

A. New Programmes/programme amendments (CUAP approval required) for Academic Board approval

Faculty	Faculty Reference Number	Proposal Title	APC Reference
FHSS	DipLang/1, CertLang/1	Two new programmes: Certificate and Diploma in Languages	APC25-11
FHSS	BPols/1, BA/6	New Bachelor of Politics	APC25-12
FADI	MConst/1	Master of Construction	APC25-13
Science		Master of Natural Hazard Science and Policy and nested PGDip and PGCert	APC25-14
EDUC	MECL/1	Master of Early Childhood Leadership and nested PGDip and PGCert (MECL)	APC25-15
WSBG	PGCertIS/1, PGDipIS/1	Amend entry requirements for PGCertIS and PGDipIS	APC25-16

B. Programme amendments for reporting to CUAP for Academic Board approval

Faculty	Faculty Reference Number	Proposal Title	APC Reference
Science	MEnvStud/3, PGDipEnvStud/	Modifying the MEnvStud to add a PG Certificate	APC25-17 Leigh

C. Programme Amendment for Academic Board approval

Faculty	Faculty Reference Number	Proposal Title	APC Reference
Science	MSC/3	Adding new thesis codes to the MSc	APC25-18

D. Course amendments approved by the Academic Programmes Committee (for noting)

Faculty	Faculty Reference Number	Proposal Title	APC Reference
FHSS	BA/4	Make two SOSC special topics permanent as SOSC 221 and 307	APC25-19
FHSS	BA/3	Make a CRIM special topic permanent as CRIM 329	APC25-20
Science	EnvStud/1, MDevStud/2	Making Special Topic ENVI 530 into a permanent course	APC25-21

E. Micro-credentials approved by the Academic Programmes Committee (for noting)

Faculty	Faculty Reference Number		APC Reference
WUPL		Micro-credential - Empowering algebra teaching: Strategies for motivation, engagement, and success	APC25-22
	AC21/127	Restorative Foundations Health and Disability Sector Re-approval of micro-credential with minor changes requested. Recommendation that the MC is re-approved for two more years.	APC25-23
	AC21/130	Introduction to Digital Accessibility Re-approval of micro-credential with no changes requested. Recommendation that the MC is re-approved for two more years	APC25-24
	AC21/128	Restorative Responses Health and Disability Sector Re-approval of micro-credential with minor changes requested. Recommendation that the MC is re-approved for two more years	APC25-25
	AC22/84	Te Rou (Introduction to te reo Māori) Re-approval of micro-credential with no changes requested. Recommendation that the MC is re-approved for two more years	APC25-26

	AC22/93	Restorative Foundation Re-approval of micro-credential with minor change requested. Recommendation that the MC is re-approved for two more years	APC25-27
	APC23/16	Micro-credential - Privacy in the Public Sector: Doing the right thing with personal information. Re-approval of micro-credential with no changes requested. Recommendation that the MC is re-approved for two more years.	APC25-28

F. Other matters (for noting)

The following Special Topic was noted by the Academic Programmes Committee

Faculty	Faculty Reference Number	Proposal Title	APC Reference
Health		Special Topic HPSY 506 for notification	APC25-29

MEMORANDUM

To	Academic Board
From	Rob Stratford
Date	15 April 2025
Subject	One-year update report on Academic Programme Review

Executive Summary

In April 2024, the Programme Review Report for Marketing and International Business was presented to Academic Board. The presentation of this 2022 Academic Programme Review report followed a delay in progressing such reports to Academic Board linked to the uncertainties of the financial sustainability processes in 2023.

Since April 2024, the programme has continued to work through an Implementation Plan and this 'one-year' update informs Academic Board members of the progress made by programme staff since the review.

As per changes made to the Academic Review procedures in 2024, this 'one-year' update will be the only update report made to Academic Board by the Faculty.

Attached is the update for the programmes review of marketing and international business.

It is requested that the Academic Board:

Receive the One-year update report on Academic Programme Review.

One Year Update Report on Academic Programme Review

Review of the Marketing and International Business Programmes

Date Review Report submitted to Academic Board:

One-year update report sign-off	Date:
Head of School	18 March 2025
Dean	19 March 2025

Overall comment from the programme (eg 1 paragraph)

In this section you should provide a brief overarching narrative on:

- How the Implementation Plan has progressed in the current context
- What your priorities are following this update, eg What you'll focus on for future implementation

The academic program review resulted in 11 key recommendations, six related to the programs and five to the staff. The key learnings involved staying relevant to students' needs, future employees' needs, and Māori and Pacifica's needs while aligning with the holistic WSBG approach.

Two significant developments impacted the implementation: the faculty's BCom refresh exercise and the university's financial sustainability exercise. Further, some recommendations' implementation lies beyond the school to the faculty/university, which has been finalised.

The first three recommendations are interrelated: updating the school's action plan, benchmarking programs, and aligning course offerings. Both programs have 'future proofing groups' that benchmark and review programs. This is being achieved alongside the faculty's strategy and BCOM refresh exercise.

The following three recommendations are at the 'well-advanced' stage of implementation. These include professional development for PhD students, teaching allocation models, and developing industry advisory groups. The PhD Development plan is in the pilot testing stage; teaching allocations are made according to clear guidelines, and the formation of an industry advisory group is in process for both programs. Both programs are also establishing student clubs.

Recommendation 7 (gender balance plan), recommendation 9 (tutor development plan) and Recommendation 10 (formal information sharing with students) are 'well-advanced' while recommendation 11 (L&T systematic information sharing) is 'business-as-usual'. However, we see 'limited progress' on recommendation 8 (strategic approach to Māori and Pacifica Students). Now that the faculty's strategic plan is in place, the school will plan its initiatives accordingly, including recommendation 8.

The school will continue leveraging these recommendations to carry on initiatives in light of the faculty's strategy and BCom refresh exercise.

Progress Made on Recommendations

Note: Out of the eleven recommendations, some had several parts (see Appendix 1). This table provides an overall holistic assessment of the progress made.

No.	Recommendation – use the recommendation from the report and Implementation plan (<i>Use Bold type to indicate any recommendations prioritised by the review panel.</i>)	Original response to the Panel's recommendation (<i>Accepted / Not Accepted, with Comment</i>)	Summary of progress 1. No progress 2. Limited progress 3. Well advanced 4. Completed/BAU 5. N/A	Brief comment on issues related to progressing this recommendation <i>eg. This recommendation has now been picked up by a new project related in the Faculty.</i>
1.	Develop an updated action plan for their programmes: The sub-recommendations focused on enhancing the distinctiveness of offerings, reflecting the university's strategic objectives, reflecting the faculty's BCom Refresh initiative, and incorporating the perspectives of key stakeholders.	Accepted	Limited Progress	The school's strategic plan will be formed this year in line with the faculty's strategy, which is now in place. An industry advisory group for both programs is being formed to consult with stakeholders regularly. Staff regularly engages with local industry and the community, which will be expanded. The marketing program has initiated a Marketing Future Proofing Group, which is working on reviewing its offerings considering these recommendations. Likewise, the IB group has initiated their future-proofing group. It aligns well with the WSBG Strategy and the faculty's BCOM Refresh exercise. Initial contact with CAD is undertaken, and further interactions will take place to finalise an updated action plan incorporating the perspectives of key stakeholders.
2.	Benchmark programmes against New Zealand and Australian examples to help clarify their distinctiveness, identify any gaps in their offerings as well as any possible improvements in their internal systems, workload management and programme structure.	Accepted	Well advanced	In addition to the initiatives stated above, Program Directors undertake benchmarking alongside the examiners' meetings each trimester. Both the marketing and IB programs are working in their 'future proofing groups' to benchmark and enhance the distinctiveness of the programs. Feedback will also be sought from the industry advisory group being formed.

No.	Recommendation – use the recommendation from the report and Implementation plan (<i>Use Bold type to indicate any recommendations prioritised by the review panel.</i>)	Original response to the Panel's recommendation (Accepted / Not Accepted, with Comment)	Summary of progress 1. No progress 2. Limited progress 3. Well advanced 4. Completed/BAU 5. N/A	Brief comment on issues related to progressing this recommendation <i>eg. This recommendation has now been picked up by a new project related in the Faculty.</i>
3.	Align its current offerings to ensure that as part of the programmes' distinctiveness, students develop employability skills . The sub-recommendations focussed on updating contents, assessment items, strategic positioning, and work-integrated learning.	Accepted, although such an initiative will be guided by the WSBG BCom Refresh initiative.	Limited Progress	The faculty's BCOM refresh initiative is in phase 2 (200 and 300-level courses). The BCOM Refresh core courses on grand challenges and essential tools of study and work in business and government provide solid foundations. The second phase, 200 and 300-level courses, will focus on analysing and addressing grand challenges in business and government. The school's future-proofing group initiatives are already working on it and align well with the BCom Refresh initiative. The proposed industry advisory group is also likely to help in enhancing work-integrated learning further.
4.	Adopt a proactive professional development plan for each PhD student that supports their skills in teaching, in the first instance, and subsequently allows for more regular systematic cover for academics required to undertake strategic, leadership and evaluative tasks for the programmes;	Accepted	Well Advanced	The school L&T Director, in consultation with the PhD Director, has planned a PhD Development Programme (Learning & Teaching). The program begins with a buddy system that evolves into independent tutoring and Te Arawai Ako Teaching Fellowship, awarded by the Higher Education Academy (AdvanceHE) certification. It is undergoing consultations and will be pilot-tested this year. It will benefit the current three PhD students who are in the early stages of their PhD. It will also set a pathway for future PhD students.
5.	Review the teaching allocation model to ensure there is a fair and transparent distribution of workload for teaching staff throughout the academic year, taking into account any additional	Accepted with comment	Well Advanced	Teaching allocations are made according to clear guidelines in an open democratic forum that ensures transparency and fairness. However, sometimes, scarcity of teaching resources, e.g., academics on RSL, and administrative demands necessitate

No.	Recommendation – use the recommendation from the report and Implementation plan (<i>Use Bold type to indicate any recommendations prioritised by the review panel.</i>)	Original response to the Panel's recommendation (Accepted / Not Accepted, with Comment)	Summary of progress 1. No progress 2. Limited progress 3. Well advanced 4. Completed/BAU 5. N/A	Brief comment on issues related to progressing this recommendation <i>eg. This recommendation has now been picked up by a new project related in the Faculty.</i>
	strategic, leadership and evaluative tasks undertaken in the programmes or School;			deviation from the guidelines. Nevertheless, all efforts will be made to avoid such situations.
6.	Develop industry advisory groups for both programmes.	Accepted	Well Advanced	The formation is in progress. Membership invitations and Terms of reference have been sent to the invitees. One school-wide industry advisory group consisting of industry members for both programs is being finalised to keep things manageable. The first meeting is expected to take place in mid-this year.
7.	Develop a plan to address the gender imbalance of senior academics to ensure that there is even representation of women at professorial level.	Accepted in principle but to be guided by the University.	Well Advanced	We have a good balance up to the associate professor level. Since the programme review, one female academic has been promoted to Associate Professor. Another female academic will be applying for Associate Professor promotion this year. The RC is now chaired by a female academic. However, both the professors in the school are male. The Head of the School collaborates with the female staff to enable their career progression.
8.	Develop a strategic approach to engaging Māori and Pasifika students.	Accepted, although such an initiative will be guided by the WSBG.	Limited Progress	It will be planned alongside the school's strategic planning, which will follow the faculty's strategy. As the faculty's strategy is finalised, the school will plan its initiatives incorporating a strategic approach to engaging Māori and Pasifika Students. An initial contact with CAD has been established. Āwhina and the PSST will be consulted in developing this approach.

No.	Recommendation – use the recommendation from the report and Implementation plan (<i>Use Bold type to indicate any recommendations prioritised by the review panel.</i>)	Original response to the Panel's recommendation (<i>Accepted / Not Accepted, with Comment</i>)	Summary of progress 1. No progress 2. Limited progress 3. Well advanced 4. Completed/BAU 5. N/A	Brief comment on issues related to progressing this recommendation <i>eg. This recommendation has now been picked up by a new project related in the Faculty.</i>
9.	Develop a more strategic approach to developing and using tutors to support teaching and learning, with a focus on supporting postgraduate students in particular to take on these roles.	Accepted, although such an initiative will be guided by the WSBG.	Well Advanced	The tutors' hiring and training are done according to university procedures. All new tutors go through an initial tutor training programme offered by the university (CAD) comprising of introduction to tutoring, marking and feedback, Nuku for tutors new to Canvas and tutoring online. There is also professional development for new and current tutors: 1. Te Arawai Ako-Student Stream – for tutors with at least one year of experience; and 2. Contemporary Approaches to University Teaching – for new and experienced tutors. Honours and Masters students also follow the same training if they are new to tutoring.
10.	Develop more formal systems of sharing information with students about the strategy, content and delivery of the programmes.	Accepted, although such an initiative will be guided by the WSBG.	Well Advanced	Students have information shared with them through the course pages. The formation of student clubs for both programs is also in progress, which will help their engagement and dissemination of information.
11.	Develop more systematic practices to identify and share good practice in teaching and learning across the lecturing and tutoring staff, including good practices in teaching and learning with technology.	Accepted, although such an initiative will be guided by the WSBG.	Business as Usual	The faculty is running various workshops on teaching and learning with technology. The faculty Associate Dean L&T Director regularly communicates on various learning and teaching best practices. The school L&T also builds on that and reinforces such information through emails and school meetings.

Appendix 1: Full list of recommendations from the 2022 Programme Review report for Marketing and International Business

The panel recommends that the School of Marketing and International Business:

- 1) develop an updated action plan for their programmes which:
 - a) clearly identifies the core rationales and competitive advantage of the School, the distinctiveness of its offerings and, in particular, the place-based advantage of being in the city where national policy and business decisions are made;
 - b) reflects the strategic objectives of the University, including the University's goals for Māori education and realising its responsibilities in relation to Te Tiriti o Waitangi;
 - c) reflects the future decisions to be made by the Faculty in relation to work such as the 'How we teach' initiative and the Bachelor of Commerce refresh;
 - d) can provide an improved focus on its future decisions about course offerings;
 - e) incorporates the perspectives of all key stakeholders, including academic staff, support staff (including Āwhina and the Pasifika Student Success Team), tutors, employers, alumni and students;
 - f) leverages the School's location in New Zealand's capital city and therefore in the heart of business policy;
 - g) is underpinned by an analysis of best-practice and benchmarking against comparable programmes (see also recommendation 2);
 - h) is well-aligned to the employment skills students need (see also recommendation 3)
 - i) is regularly updated in response to student achievement patterns, course feedback, retention data and graduate destinations;
 - j) identifies the staffing and resources required;
 - k) provides a suitable approach to how new technologies will be employed to effectively deliver content, learning and assessment; and
 - l) is regularly reviewed and reported on to the Dean.
- 2) benchmark programmes against New Zealand and Australian examples to help clarify their distinctiveness, identify any gaps in their offerings as well as any possible improvements in their internal systems, workload management and programme structure. An approach to the relevant academic bodies such as ANZMAC, AIB Oceania and ANZIBA to facilitate a best practices study could be useful and cost-effective.
- 3) align its current offerings to ensure that as part of the programmes' distinctiveness, students develop employability skills. This alignment should be informed through an audit of their current offerings that:
 - a) is framed by the new strategic positioning of the programmes;
 - b) identifies content and assessment areas in need of updating;
 - c) identifies what, if any, new staff capabilities are required;
 - d) includes any new work-integrated learning opportunities that may be required;
 - e) draws on student, alumni and industry advice about employable skills;

- f) helps clarify what marketing or positioning processes would be useful for the programme.
- 4) adopt a proactive professional development plan for each PhD student that supports their skills in teaching, in the first instance, and subsequently allows for more regular systematic cover for academics required to undertake strategic, leadership and evaluative tasks for the programmes;
- 5) review the teaching allocation model to ensure there is a fair and transparent distribution of workload for teaching staff throughout the academic year, taking into account any additional strategic, leadership and evaluative tasks undertaken in the programmes or School;
- 6) develop industry advisory groups for both programmes which support:
 - a) the strategic positioning of the programmes;
 - b) public sector and industry-wide communications and updates from the School;
 - c) the programme's connections to the public sector and government policy-making;
 - d) the relevance of content and assessment practices;
 - e) work-integrated learning and the employability of students;
 - f) connections with Māori and Pasifika networks;
 - g) possible connections to external funding and research opportunities.
- 7) develop a plan to address the gender imbalance of senior academics to ensure that there is even representation of women at professorial level. This plan should:
 - a) identify the key barriers that prevent women in the school from being promoted;
 - b) include a co-designed a development programme that addresses key barriers;
 - c) provide opportunities for women to gain relevant experience that qualifies them for promotion to senior levels.
- 8) develop a strategic approach to engaging Māori and Pasifika students which:
 - a) aspires to lift the proportion of Māori and Pasifika students in the programmes and their overall levels of academic success;
 - b) is informed by academic and professional staff from across the University, including the Office of the DVC Māori;
 - c) includes feedback from Māori and Pasifika personnel from outside the University (and who may, for example, be part of an advisory group or work in a relevant industry setting);
 - d) draws on student perspectives and feedback; and
 - e) fosters Māori and Pasifika as postgraduate students and tutors in the programmes.
- 9) develop a more strategic approach to developing and using tutors to support teaching and learning, with a focus on supporting postgraduate students in particular to take on these roles. This approach could, for example include:
 - a) guiding principles for how tutors help realise the strategic intent and positioning of the programmes;

- b) any additional resources needed to support tutors; such as office space and technology; and
 - c) any particular training and support documentation required.
- 10) develop more formal systems of sharing information with students about the strategy, content and delivery of the programmes. This could include, for example, a dedicated student consultation or liaison group for each programme; and
- 11) develop more systematic practices to identify and share good practice in teaching and learning across the lecturing and tutoring staff, including good practices in teaching and learning with technology.

MEMORANDUM

To	Academic Board
From	Trish Wilson, University Librarian
Date	15 April 2025
Subject	Te Pātaka Kōrero - Library Annual Report 2024

Executive Summary

Attached is the Te Pātaka Korero – Library Annual Report 2024. It summarises activities and achievements of the University Library.

It is requested that the Academic Board:

Receive the Te Pātaka Korero – Library Annual Report 2024

LIBRARY ANNUAL REPORT 2024





This report highlights Te Pātaka Kōrero - the Library's activities and achievements for 2024.

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COLLECTIONS

2024 COLLECTION BUDGET AND EXPENDITURE OVERVIEW

The Library collection annual budget was \$12,014,000 (OPEX \$5,014,000 and CAPEX \$7,000,000), which is a 0.36% increase on 2023.

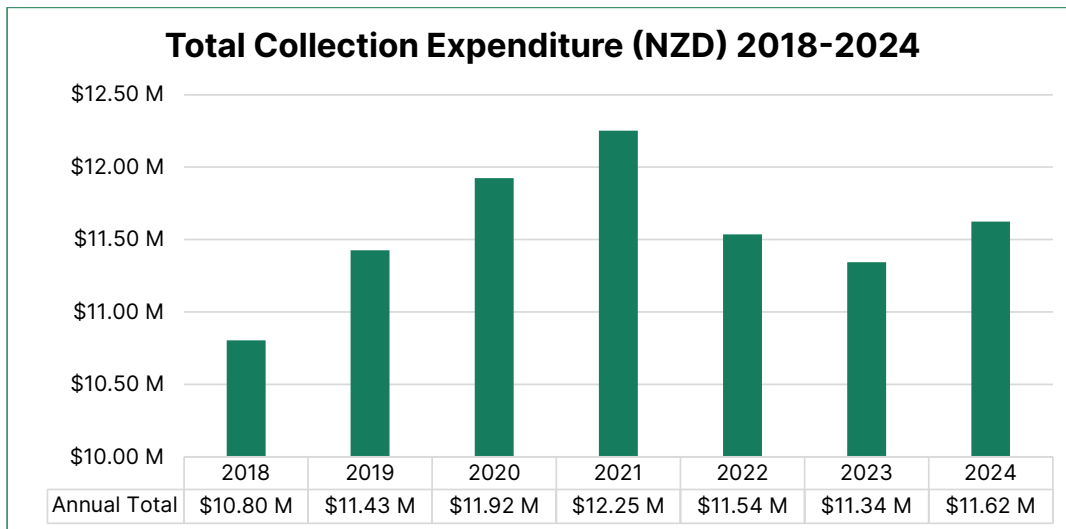
Most collections are purchased in foreign currency, and the Library uses a 'budgeted' exchange rate rather than the unpredictable 'spot' rate. In 2024, the NZD was weak against foreign currencies.

While the CAPEX expenditure was \$176,000 underspent against the budgeted foreign currency exchange rates (FX) by the year-end, it was overspent by \$137,000 against spot rates. Similarly, OPEX expenditure was underspent by \$215,000 against the budgeted FX rates, which was the result of cancelling the OPEX databases at the end of 2024.

	2024 CAPEX Expenditure	2024 OPEX Expenditure	2024 Total Expenditure	2024 Total Budget
Budgeted rates *	\$6,823,825	\$4,799,385	\$11,623,210	\$12,014,000
Spot rates **	\$7,137,043	\$4,998,097	\$12,135,140	
FX rate Differences	\$(-313,218)	\$(-198,712)	\$(-511,930)	

*The annual Budgeted rates are the projected exchange rates for the fiscal year provided by the university finance team, helping with financial planning and reporting.

**Spot rates are the exchange rates for immediate currency transactions reflecting real-time expenditures.



2024 COLLECTION DEVELOPMENT HIGHLIGHTS

There were several new purchases made in alignment with our strategic priorities, including:

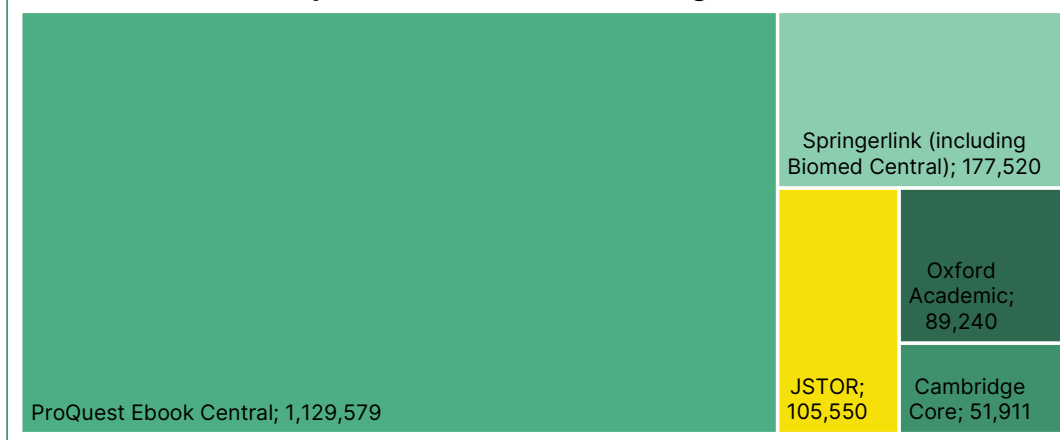
- Purchased several primary resources following the special offer from ProQuest/Clarivate, which was good value for money and supports subjects such as music, history and politics, including: Historical newspapers; Los Angeles Times;



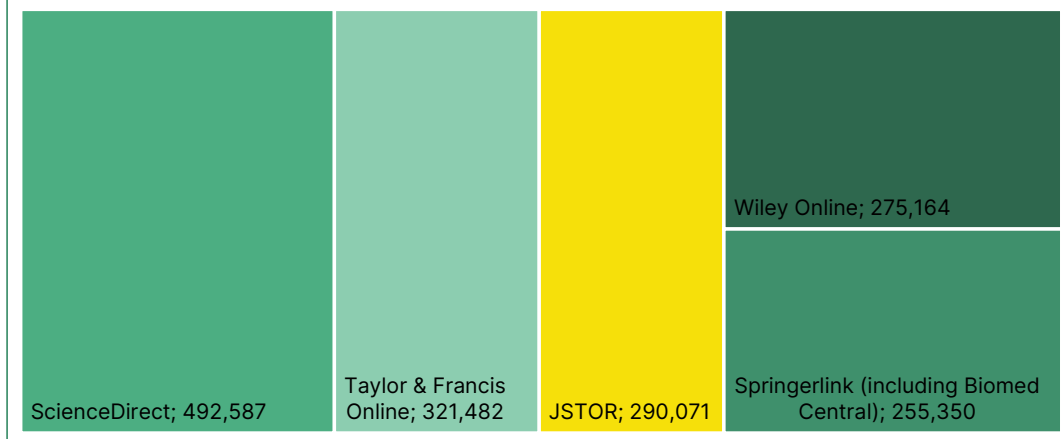
House of Commons Parliamentary Papers; Music Online and the Qwest TV Collection.

- A subscription to the Wiley eTextbook collection in Physical Science & Engineering was commenced, this offered unlimited access to 238 electronic textbooks.
- Based on the turn away data, we purchased JAMA (Journal of the American Medical Association) backfiles 1970-1997 to compliment the front file access of the journal from 1997.
- 790 electronic books purchased via ProQuest's Title Matching Fast (TMF) service. This identified physical titles in the Law Library that were available online.
- 41 Māori and Pasifika electronic books purchased from one of the vendors with special discounted offers. Some titles complement existing print books as well as bringing in new additions in both areas.
- Renewed Policy Commons, which started in June 2023 to replace Overton.

Top Five Platforms eBook Usage 2024



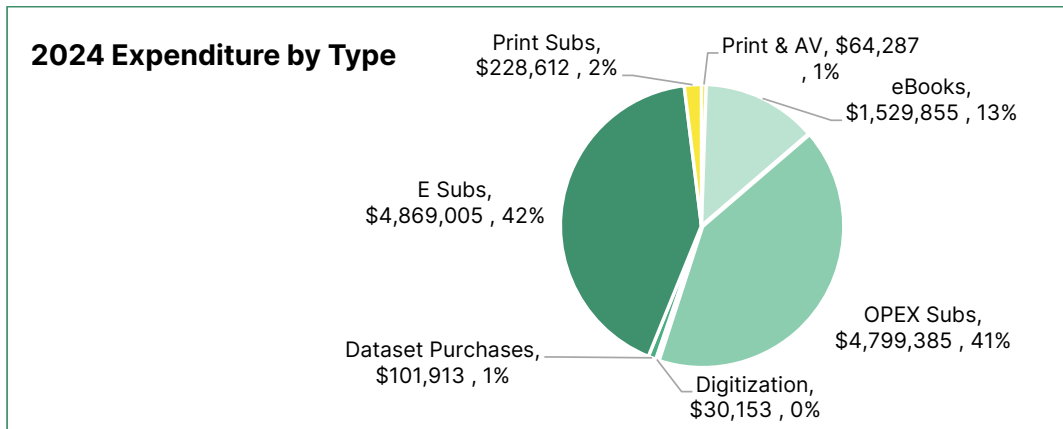
Top Five Platforms eJournal Usage 2024



2024 EXPENDITURE - ELECTRONIC VS. PHYSICAL COLLECTION

We spent \$64,000 in print books and DVDs, which was 22% of the print expenditure and 1% of the total collection expenditure. Physical journals and serials formed the other 78% of the print expenditure. The print books expenditure continues to decline to \$64,287 from 2023's \$73,000. The average book cost was approx. NZD\$100 in 2024.

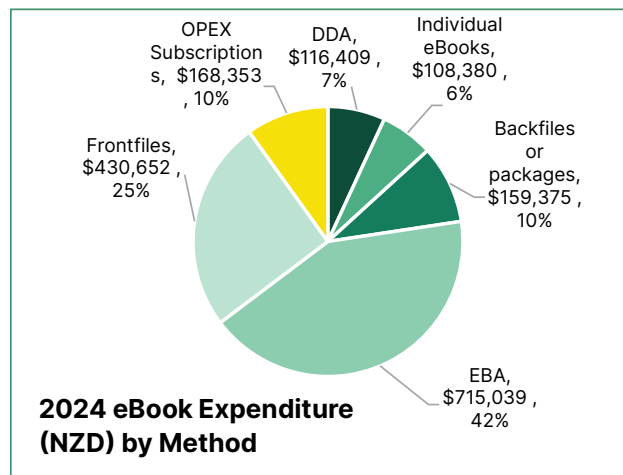
Digitisation focussed on at-risk AV materials housed in Tapuaka (Heritage and Special Collections), such as historical reel-to-reel recordings from the Te Kawa a Māui archives, and fragile photographs documenting staff and students from the earliest years of the Wellington College of Education.

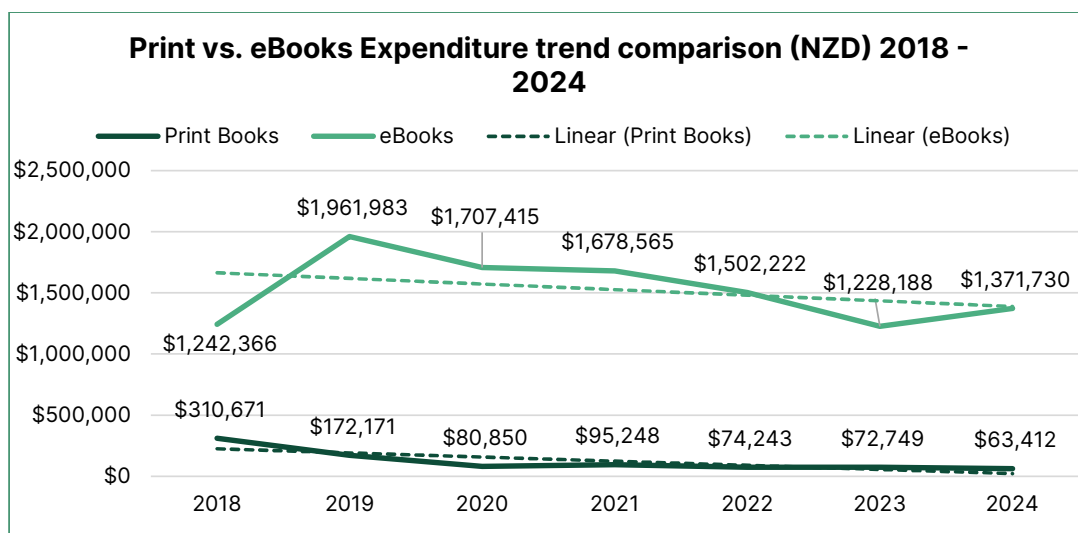


EBOOK ACQUISITION STRATEGY

We continue to develop our eBook collection with a comprehensive model including collection purchases from the major academic publishers, or via aggregators, delivered through outright purchases and/or subscriptions. We purchased \$1.5m eBooks through various acquisition models, e.g. Evidence Based Acquisitions (EBA), front-files (CAPEX), and spent \$168,000 on subscribed eBook collections (OPEX). We continue to support learning and teaching by providing more electronic textbooks through platforms such as VitalSource and SAGE Catalyst. As noted earlier, we also subscribed to Wiley's eTextbook collection for Physical Science & Engineering.

Usage of eBooks has increased each year since 2019, and the cost per use is now trending below \$1.00.





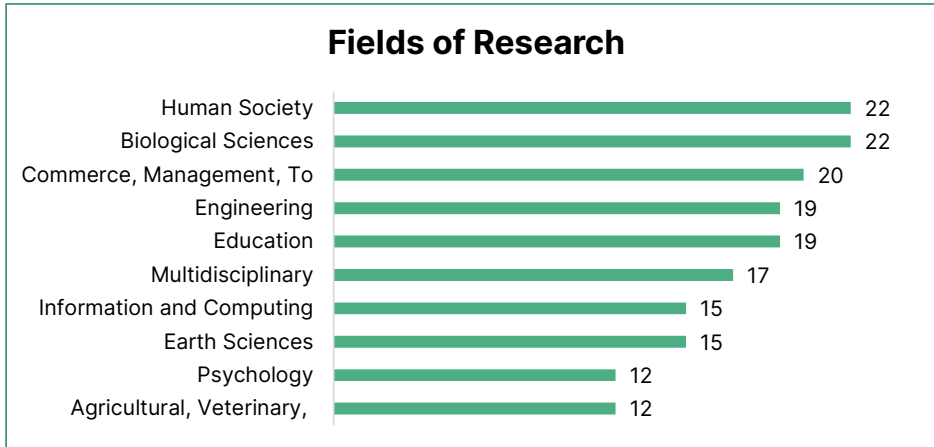
READ AND PUBLISH AGREEMENTS

As part of our support of Open Access (OA) initiatives, we have extended the Read and Publish (R&P) agreements, adding publishers such as Emerald (from 2025) under the CAUL (Council of Australasian University Librarians) Consortium. During 2024, VUW authors published a total of 244 OA articles using the library's R&P agreements. This saved authors and/or other parts of the University approximately \$1.29 million in APCs (Article Processing Charges).

Trends of taking advantage of these agreements vary from publisher to publisher. Comparing 2023 to 2024, Taylor & Francis went up significantly from 40 to 72 in its second year of the 3-year agreement. Elsevier doubled from 33 to 66 but Springer dropped from 38 to 24.

Publisher *	Number of articles	Estimate APCs avoided (NZD)	Subscription cost (NZD)
Taylor & Francis	72	359,406	388,182
Elsevier	66	359,264	1,219,630
Wiley	41	248,887	844,755
Springer Nature	24	118,430	364,652
SAGE	24	132,460	244,490
IOP	6	26,259	85,805
Cambridge Uni Press	5	24,644	70,886
Royal Society	2	7,980	17,844
De Gruyter	2	4,226	56,342
Other publishers	2	11,041	74,434
Total	244	1,292,597	3,367,020

*Caul Read and Publish



PHYSICAL COLLECTIONS

We evaluated 44,000 books, primarily science and mathematics, on Level 6 of the Kelburn Library. Following consultation with relevant schools and faculties, approximately 17,000 books were identified for deselection. Of these, 64% were last borrowed before 2010, and 36% were last borrowed between 2010 and 2013.

This work aims to address deferred collection management, realign collections with current needs, and tailor library spaces to student preferences identified through UX initiatives and surveys.

Planning for the Law Library evaluation began later in the year, including consultation with academics. A phased deselection process was planned to begin in early 2025.

A programme of work at Kelburn Library was completed, relocating a section of the Level 3 collection to Level 0. This involved moving 15,000 books along with the Junior Collection. The freed-up space has expanded student study areas, enabling us to better respond to study preferences identified through our UX initiatives.

TAPUAKA – HERITAGE AND ARCHIVE COLLECTIONS

Tapuaka – our heritage and archive collections are accessible in the J.C. Beaglehole Room on level 4 of Kelburn Library.

In 2024 there was an increase in classes visiting and using the collection for teaching purposes, partly due to outreach work with Te Kawa a Maui and the Adam Art Gallery. During 2024 this included:

- Class visits from ARTH304, ENGL/ARTH489 and MAOR501;
- Pasifika O-Week pop-in;
- Hosting and providing assignment support for the first class of Pacific Studies students since pre-COVID;
- Museum and Heritage Studies postgraduate students worked on two interpretation projects for the archive as part of their course assessments;

- In conjunction with Wai-te-ata Press, Tapuaka supported a student in a 200-level directed individual study project over Trimester 3, focused on appraisal of the papers of late Emeritus Psychology professor Tony Taylor.



ARTH304 presentation in Tapuaka, 2024

Research Support

We fielded more than 250 unique requests for material or research advice over the year, including support for a number of postgraduate and PhD students, alumnus and staff members.

Regular scholars continued to drop in – these include: Mary Schirato-Roberts (papers of Big Jim Roberts) and Takeshi Ohno (visiting Stout academic); David Grant – ARANZ records (50th anniversary book).

Engagement

We have seen an increase in visits from groups of high school students during 2024, related to the new NZ history curriculum. Newlands College and Wellington East Girls College brought student groups during the year to view and learn about materials relating to events in NZ history, including the 1981 Springbok Tour.

Staff have also developed and given a talk about our union-related collections for VUW union members, and hosted a well-attended event focused on our literary archives for Wellington Heritage Month, including authors Damien Wilkins and Jenny Bornholdt from the New Zealand Literary Archive. In addition, there have been regular displays highlighting various collections.



Collection Management

- The Tapuaka collection principles document was reviewed and updated.
- Accessioning for all 2023 Tapuaka acquisitions was completed in early 2024.
- Additional deposits of material were received for the New Zealand Literary Archive. We also began considering the criteria for adding new authors to the scheme and discussed potential candidates with the Director of the Institute of Modern Letters and Te Herenga Waka University Press (publisher).
- As previously noted, the focus for digitisation was at-risk AV materials.
- The Oral History of Abortion Care in New Zealand (OHACANZ) collection (donated in 2023) was made available online for open research access.
- Papers of historian, the late Ben Schrader, were accepted and accessioned.
- Agreements were facilitated to take the archives of the recently disestablished NZUSA, and papers relating to the early years of the Antarctic Research Centre from Emeritus Professor Peter Barrett.
- Material from Wai-te-ata Press archives was also added.

Recollect

Digitised content continues to be added to [Recollect](#), with over 2,000 new items added in 2024, including:

- A page for Rainbow History at Victoria, that includes material relating to Homosexual Law Reform from the papers of Jim Robb;
- Historic photos from the Vice-Chancellor’s office;
- VUWSA executive photos;
- Early Wellington College of Education publications Cooee and Ako Pai;
- Sir Robert Stout’s scribbling journal and a selection of pamphlets from his collection.

Recollect Usage Activity

	2023	2024
Page users	36,000	39,009
Active users	1,812	6,253
Items	5,461	5,865
Searches	2,262	5,323

LEARNING AND TEACHING SUPPORT

The Library continued to provide learning and teaching support with a greater on-campus demand for student 1:1 assignment consultations, support for course coordinators, and library research skills workshops through 2024.

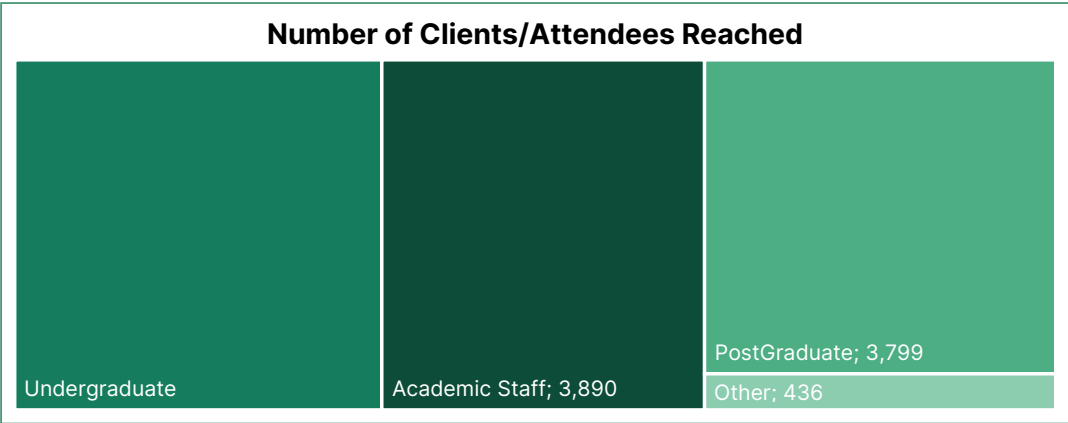
The Library works pan-university primarily with Tītoko, Student Learning, Āwhina and Pasifika Student Success to support student learning. This ensures cohesive planning for orientation, service point support, student support drop-ins, workshops and other significant student events.

Orientation was a collaborative cross-team success, ensuring coverage met demand due to four new subject librarians starting in March. In-person workshop attendance increased compared to 2023.

Course coordinators were supported to create reading lists in Talis by running group training sessions throughout the year. The Library supported the First Year Retention (Gateway courses) project and provided data on reading list use to help highlight student reading workload/expectations.

The Library continues to support Pasifika student success, contributing to Pasifika orientation, assisting with graduation, and hosting language weeks in the Library’s Wan Solwara space. In addition, the Library continued to work with the Pasifika Pillars group, run library research skills sessions with the Pasifika Pathways students, and hold regular support for Pasifika students in Wan Solwara.

Four new subject librarians filled vacancies in March, covering the portfolios of Māori, Pasifika, Languages, Criminology, Education, Health, and Commerce.



COPYRIGHT & READING LISTS

The Copyright Licence Ltd (CLL) licence, negotiated by Universities New Zealand on behalf of the eight universities, extends the amount we can copy from print (hardcopy) for distribution in courses.

The Copyright Act allows 3 pages or 3% (whichever is greater), the licence extends this to one chapter or 10% (whichever is greater).

While there has been an increase in print items under the CLL licence, fluctuations are anticipated depending on what courses are being offered in any given trimester or year.

Year	No. of items provided from print under the CLL license
2021	2,246
2022	2,104
2023	1,784
2024	2,050

The number of print course packs provided continues to decline.

Year	No. of courses
2021	74
2022	67
2023	46
2024	43

In 2024 we received copyright queries regarding the provision of course readings for courses co-taught with other universities. We are also receiving more queries about the use of copyright materials in AI tools, and expect that trend to continue in 2025.

Talis usage data between 2020 and 2024 shows course readings are increasingly sourced from our digital collections. Items digitised from print (which the University pays for via its CLL license) are decreasing, and print items on reading lists are proportionately small (7.4% of all item types in 2024).

	2020	2021	2022	2023	2024
Total Talis reading lists	1540	1496	1386	1442	1341
Average No. of items per list	35	36	37	39	43

Item types by percentage

	2020	2021	2022	2023	2024
Online	81%	83%	86%	86%	84%
Digitised	10%	9%	7%	6%	7%
Physical	9%	8%	7%	8%	8%

RESEARCH SUPPORT

OPEN ACCESS

Based on data from Unpaywall and OpenAlex, the number of open access published articles fell in 2024 to **61.77%** from **66.57%** in 2023. This was a trend across all NZ Universities. The tables below show the numbers for Te Herenga Waka and all NZ universities.

Te Herenga Waka

	2023	2024
Open Access Articles	1,161 (67%)	926 (62%)
Closed Articles	583 (33%)	573 (38%)

All NZ Universities

	2023	2024
Open Access Articles	10,848 (69%)	8,919 (68%)
Closed Articles	4,820 (31%)	4,439 (33%)

The Library continued to support the development of the open educational resource (OER) textbooks with academics through the CAUL OER Collective initiative. Academic

workload continued to affect authors intending to publish in 2024. There are five OERs set for publishing in 2025. These new textbooks will better meet the needs of course coordinators and students, helping alleviate copyright concerns and allowing content to be used in engaging ways through tools like [Talis Elevate](#).

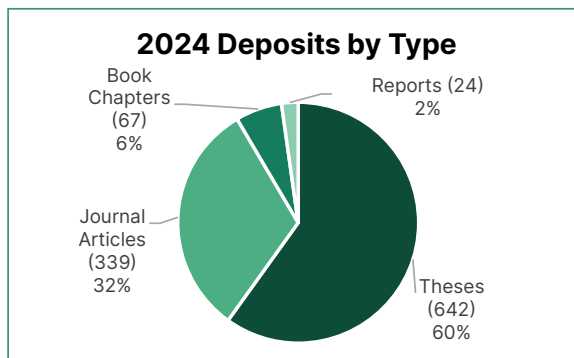
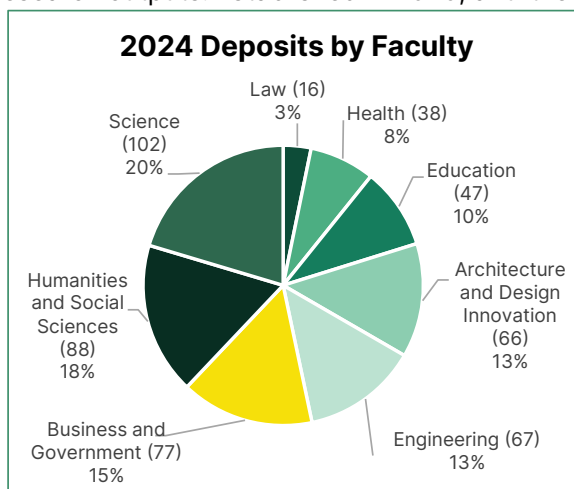
Open Access Repository

The University [Open Access Repository](#) is an important avenue for increasing the engagement, reach and visibility of research outputs. Established in 2020, a further **1150 outputs** were deposited into the repository in 2024, inclusive of all publicly available University theses.

By the end of 2024 the repository holds a total of **12,287** items: **3826** research outputs and **8461** theses.

For 2024, there have been over **1.8 million views** (compared to 1.7 million in 2023 and 1.4 million in 2022), and over **1.3 million downloads** (compared to 1.9 million in 2023, 2.2 million in 2022). The increase in views activity can be partly attributed to AI bot querying and our system attempts to filter for these.

Deposits by research institutes and centres totalled 73 in 2024 with Robinson Research Institute accounting for 46 (63%) of these, followed by MacDiarmid Institute with 17 items.



Open Journal System

This [platform](#) now hosts 21 titles. Two new journals were started in 2024: the [New Zealand Journal of Health and Safety Practice](#), which has published two issues, and the [Wellington Faculty of Engineering Symposium](#).

WORKSHOPS, TRAINING AND SUPPORT

A coordinated response between CSUs and FGR was offered for academic and postgraduate professional development. This included the Library running a series of well attended research support workshops across Trimesters 1 and 2 focussing on



topics including: Open Access resources, research visibility and engagement, and strategic publishing.

There were also workshops and support for FGR on publishing and disseminating further research from their thesis, preparing for oral defence, and research data management. There is also a regular contribution of a monthly research advice column for the FGR Reading Room blog.

The Library contributed to streamlining the Research Hub, an intranet page, where researchers can find research services and support across the University.

International Open Access (OA) Week was held in October. The Library Research Services team ran workshops to help researchers understand open access and open initiatives at Te Herenga Waka including; OA publishing options, how to deposit in our OA repository, using the Open Access Toolkit, and how to take advantage of the [Read & Publish agreements](#). This was supplemented by engaging with external events hosted by [Open Access Australasia](#).

REPORTING

The Library continues to provide yearly analysis and/or data to other areas in the university. In 2024 this included the Strategy and Planning Office, the Rankings Analyst, the Sustainability Office, AVC Pasifika, the Research Office, the National Centre for Women's Health Research Aotearoa, and WSBG.

DOCUMENT DELIVERY - INTERLOANS

We observed a 17% decline in requests borrowed from other libraries, while the volume of material we lent remained steady.

Of the items we borrowed, 55% were books and 45% were articles. As a lender, 37% of the material supplied to other libraries were books, with scanned articles making up the remaining 63%.

The significant increase in postage costs (rising between 30–40%); impacted the mail budget, however, this was offset to some extent by the decline in borrowing requests.

OUR SPACES

We have welcomed 1,321,279 people to our libraries for the 2024 calendar year. While entry levels remain a lot lower than 2019 figures, it is the highest recorded entry for our libraries since then.

We continue to review usage of library spaces and explore options for improvement so that we meet the needs of the Library users. This includes:

- A reshuffle of furniture at the Law library following discussions with the Law Students' Society;
- Continuing to work collaboratively with Property Services, including trialling new furniture and layouts in a student study area at the south end of Kelburn Library on level 3;

- Working with Digital Solutions to trial computer docking stations, allowing students to bring their own device to use at the south end of Kelburn Library on level 2;
- Working with Adam Art Gallery to add and replace artwork throughout our libraries.

TECHNOLOGY AND INFRASTRUCTURE

Discovery

At the tail end of 2024 the Library was confirmed as early adopters for the new version of Primo (Te Waharoa). This represents a major rebuild of the front end and will allow the Library to be one of the first institutions in NZ to get access to it with the target of going live at the end of 2025. Users will get the opportunity to try it out and offer feedback as it gets configured.

Libanswers

Our online ticketing, chat and knowledgebase solution 'LibAnswers' has been in use for 12 months. During this time, 1,167 points of activity have been recorded, including client interaction with live chat, creating tickets for client requests to action, and selecting resources. In 2025, further work is planned to enhance the LibAnswers service by building an FAQ knowledge base for clients to use.

Institutional Repository

The [institutional repository](#) (IR) was upgraded to use the latest version of DSpace, which brings a new user experience and more granular access controls. This was a large project that involved the entire Systems & Integration Development team in preparing and testing to ensure the upgrade was successful.

Thesis Deposit

The Library was the first in New Zealand to support Local Contexts, a global initiative that supports Indigenous communities with tools that can reassert cultural authority in heritage collections and data. This was integrated into the Thesis Self Deposit.

Development Infrastructure

In 2024, there has been a number of improvements around the infrastructure and processes supporting the development of library systems. This means that deployments to production are robust and issues can be quickly identified and fixed.

LIBRARY ENGAGEMENT ACTIVITIES

EVENTS

Over 2024, we ran a number of workshops and tours, hosted drop-ins and way-finding sessions with students. These include events to promote collections or services aligned to national or international events, e.g. Chinese Spring Festival, International Women's Week, Copyright Week, Māori Language Week, and NZ Sign Language Week. Some of our events are accompanied by a book display of relevant texts. Events are promoted via the appropriate channel, depending on the audience.

CHANNEL ENGAGEMENT

The Library website remains an important channel, with **670,205** page views from **208,638** users in 2024. While most of the traffic was from users going directly to the site, **273,968** views were the result of a Google search.

We have seen increases in engagement with our website and most social media channels.

	2023	2024
Library Website Page views	338,154	670,205
Facebook engagement	17,361	17,375
Viva Engage new members	69	105
YouTube	494	1,158
QR codes (total scans)	986	13,602

At the end of 2023, we introduced QR codes linked to the room booking systems. There has been excellent engagement with this in 2024:

	No. of scans
Law Library (16 rooms)	2,496
Rankine Brown (12 rooms)	6,962
Rutherford House (3 rooms)	1,566
Te Aro (4 rooms)	1,802
TOTAL	12,826

In 2024, we consolidated our Client Services phones and email addresses across campuses, meaning calls and queries will be handled quickly, irrespective of location.

USER EXPERIENCE PROJECTS

Throughout 2024, we used UX methodologies to inform improvements to services and spaces, including:

- Preferences for new study space on Kelburn's Level 3 (Southend);
- Seeking student feedback on social media channels;
- Student Library website behaviour;
- Te Waharoa – Improving the interface to respond to researchers' needs, including a "Get the PDF" option and "person pages" to learn more about authors.

TE RAUTAKI MĀORI

Te Rōpū Tautoko (Working Group) met throughout the year to support Te Rautaki Māori (Library Māori Strategy) initiatives, library events and staff learning te reo Māori. The rōpū was comprised of representatives from across the library and campus locations. Of note:

- Te Rautaki Māori action plan was reviewed and updated;
- Tyson Kingi, our new Kairauhi Māori (Subject Librarian Māori) was welcomed in March;

- Opportunities for library resources, spaces and service delivery in the future were considered;
- Developed guidance for new library staff to help find support, key documents, groups and workshops that are available for staff to get involved in Māori activities and professional development;
- Supported Matariki activities, bringing staff and students together to share kai, promoting library resources, and creating Matariki star walls for students to write notes aligned with Matariki, Pōhutakawa or Hiwi-i-te-rangi;
- Combined Ngā Hau e Whā (library waiata group) with Te Pātaka Toi Adam Art Gallery, School of Geography, Environment and Earth Sciences and other University staff for weekly waiata practice;
- Engaged with Āwhina to combine on shared support activities;
- Te Wiki o Te Reo Māori brought staff and students together for shared kai, a quiz and morning karakia. There were displays at campuses and an internal blog keeping library staff engaged;



*He Te Pātaka Koreoro – The Library celebrates Te Wiki o Te Reo Māori
with shared kai & waiata, Te Taratara ā Kae, 2024*

OUR PEOPLE

After filling vacancies in the early part of 2024, Library staffing remained stable at 82 EFTS, with few vacancies throughout the year.

Library staff responses to the 2024 Your Voice Survey were reviewed by the Library Leadership (LLT) and Team Leaders, with suggestions also sought from teams. Areas for improvement were identified, and actions developed to respond to these. For example, LLT is being more deliberate about communications to staff, including updating them following each leadership team meeting. In addition, the Library held a

staff-led hui; Pūtahi Tangata – A Hui for connection and development in November. This brought staff together to enhance collaboration and knowledge across the library. This was in addition to the successful all of staff day-long hui, that was held at the Port Nicholson Yacht Club in July that included an AI panel discussion; workshopping the Library service principles; a session on working together with social styles facilitated by HR advisors and an opportunity for Library staff to meet and engage with our Te Hiwa representative, Robyn Longhurst. Staff were engaged and feedback on the day and its content was positive.



Rachel Day, Aneta-Rea Harris-Campbell, Jane Eaves, Piper Kilmister, Jaime Matthews & Lauren Connolly at the Staff led Hui - Pūtahi Tangata, 2024



Library staff at the He Te Pātaka Korero Hui, Royal Port Nicholson Yacht Club, 2024



LIBRARY STAFF ACHIEVEMENTS

Graduates:

- Alfred Chikomba, Doctor of Philosophy in Information Systems
- Jasmine Redpath, Master of Information Studies – MIS (graduated December)
- Relda Matthews, Master of Information Studies – MIS (completed and graduates next year)
- Taeao Filo, Bachelor of Arts in Pacific Studies and Samoan Studies & minor in Cultural Anthropology
- Bridgid Wright, Bachelor of Arts Hons
- Bridey Newell, Bachelor of Arts
- Jane Eaves, Bachelor of Arts in English Literature & Sociology
- Jo Lander, NZ Diploma in Library and Information Studies (Level 5)

PROFESSIONAL DEVELOPMENT

We continue to invest in our people through conferences and workshops, including:

- Disaster recovery training in July for 20 staff. This training acts as a refresher and gives new staff an opportunity to learn good practice for handling damaged material and understand how the Library would respond to a disaster in either the Tapuaka collection or the University Archive;
- An AI oversight group has been formed with representatives from across the Library's teams and functions. This group will assist with how we develop staff understanding and capability in relation to AI, prepare library staff and clients for any changes, and integrate AI technologies across library functions to better serve our university community;
- Through an EOI process, Library staff have the opportunity to gain professional development skills with heritage materials by contributing to project work in Tapuaka;
- Jasmine Redpath attended the ASA, ARANZ and Parbica conference "Opening the Archives";
- Carmel Maclachlan attended the RIMPA (Records Management Professionals Australasia) Day
- Alex Cass attended 22nd VALA Biennial Conference "ReITerated – Getting IT back to grass roots";
- Bo Paterson and Matthew Arrowsmith attended the online Aurora Leadership programme;
- Team Leaders participated in a tailored UniProfessional leadership programme over one and a half days that was facilitated by Andrew Fox.

University Recognition

- Eseta Malua-Faafia (Pasifika Library Navigator) 2024 Ki te Pae Excellence Award



- Dr. Rebekah Galbraith (Research Services Librarian) 2024 EDI Excellence Award

Sector Wide Contributions

- Ivy Guo began her appointment as President of the Library and Information Association of New Zealand Aotearoa (LIANZA): Te Rau Herenga o Aotearoa for 2024/2025.
- In November, CONZUL (Council for Aotearoa New Zealand Libraries) colleagues hosted the annual IATUL (International Association for University Libraries) four-day conference at Auckland University. Ivy Guo was on the Communications and Marketing Programme Committee, and Trish Wilson facilitated two of the panel sessions at the conference. Given its location, four other staff, Kōichi Inoue, Tyson Kingi, Jenny Zades and Alfred Chikomba also attended.
- Trish Wilson was on the programme committee for the CAUL (Council for Australasian University Librarians) two-day face to face meeting held in Auckland.
- Marcus Harvey coordinated a webinar for CONZUL colleagues in December entitled: Navigating AI in Aotearoa University Libraries: Building Our Knowledge and Networks. This webinar brought together 121 library staff across all New Zealand universities to discuss experiences and insights using AI in our context. The webinar also included a presentation from this university's Dr Simon McCallum.

Presentations and Publications

- Aisha Le Franz and Emma Cullen presented at the 2024 "Opening the archives" conference (joint ASA, ARANZ and Parbica conference) entitled "We don't believe in marriage, but we love a bit of engagement: rebooting engagement with our heritage and archive collections post-COVID"
- Marcus Harvey presented at the LIANZA Wellington Regional Hui - Library and Information Futures. *AI in Libraries: opportunities, risks and your role in the great robot wars*; and the Association of Parliamentary Libraries of Australasia (APLA) Conference. *AI adoption in libraries: integrity, trust and uncertainty in the AI era*.

17,293

Frontline Service Interactions



2,550

Items borrowed from other libraries



2,280

Items supplied to other libraries

67,638



Nuku Library Widget views

1,821



Physical Items Received

1.77

Million

Te Waharoa Searches



425

Active electronic platforms

4,305

Subject Librarian enquiries/interactions



12,653

Subject Librarian clients/attendees reached

2,066



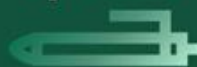
Items added to Recollect

4,163,752



Total usage of eJournal and eBook (COUNTER reports)

1,128



Order Recommendations Processed

2,050

Items provided from print under the CLL license



1,321,279

Library Visitors

641

Thesis Deposits



509

Other Deposits

1.3M



Downloads



1.8M

Views

332



Citations

Open Access Repository

MEMORANDUM

To	Academic Board
From	Prof. Neil Dodgson, Dean, Faculty of Graduate Research
Date	7 April 2025
Subject	Annual Report of the Faculty of Graduate Research

Executive Summary

The Faculty of Graduate Research (FGR) presents its annual report for 2024 to Academic Board. In addition to the usual statistical summary of the year's performance, Board members may be interested in the University's strategic membership of the group coordinating MBIE's new Applied Doctorates Programme, the DVCR and Dean's initiatives in improving the visibility of New Zealand to potential students from Latin America, the projects to replace Research Master and Community Force with more modern computer systems to improve the management of doctoral candidature and doctoral admissions (respectively), and the substantial support given to supervisors and research candidates through a range of workshops.

It is requested that the Academic Board:

Receive: the annual report of the Faculty of Graduate Research

ANNUAL REPORT ON POSTGRADUATE RESEARCH STUDENTS

FACULTY OF GRADUATE RESEARCH

ANNUAL REPORT TO ACADEMIC BOARD 2024

Postgraduate research students play an important role in the University's research. The Faculty of Graduate Research (FGR) provides substantial support for students, alongside leadership and advice to the Vice Chancellor, the Deputy Vice-Chancellor Research, and Academic Board. This report summarises key 2024 activities and outcomes related to postgraduate research leadership, strategy, facilitation, policy and practice.

STRATEGIC CONTEXT

Doctoral and masters-by-thesis students are a key part of the University's research strategy. Their education is at the highest level offered by the university, preparing them to go on to do extraordinary things. At the same time, their research forms part of the University's ambitious aim to produce transformative impact. In some disciplines, postgraduate research students are a substantial force in generating research outputs that contribute to the University's global reputation and ranking. In all disciplines, postgraduate research students form part of a dynamic active research community, challenging and inspiring the academic staff who engage with them. The University aspires to increase the number of postgraduate research students, which requires all schools to consider ways to fund and care for this cohort of emerging researchers.

FGR supports the entire University in taking our doctoral and masters-by-research students from admission application to successful defence of their completed work. We provide expert advice on all aspects of a research student's progress. Our procedures are designed to enable equitable outcomes for all postgraduate research students, regardless of personal circumstances. We are constantly looking at how we work and aim to make positive transformations to deliver an outstanding service

SIGNIFICANT PROJECTS DURING 2024

Strategic initiatives.

MBIE Applied Doctorates Programme. In late 2024, FGR worked with its equivalent units at Auckland, Otago, and Massey to submit a bid to run MBIE's new Applied Doctorates Programme. This bid was successful and was announced by the Minister, Dr Shane Reti, in February 2025. The initiative will receive \$20 million in funding over the next five years.

Up to 30 research students will be supported via this scheme each year. In addition to undertaking industry-relevant research, students in each cohort will take part in a new programme of extra-curricular learning, to develop professional skills including innovation and entrepreneurship, so when the students graduate, they are primed to be the future leaders in their sector.

Students will work on real-world research projects, embedded in partner-organisations. Each year's cohort will have a research theme aligned with national priorities. The themed cohorts will allow development of a community of expertise across the country.

In the first half of 2025, MBIE will work through details of the scheme and contracting with the Universities, with the aim to invite applications for PhD students later in 2025.

Latin America. In late 2024, the Dean visited four Latin American countries, alongside his counterpart from the University of Auckland. The visit was supported by Universities New Zealand, with the intention of improving the visibility of New Zealand as a destination for postgraduate study. The combined New Zealand universities received over 500 expressions of interest from students in Mexico and Colombia at two postgraduate recruitment fairs. Funding arrangements for postgraduate students were discussed with scholarship and loan providers in Mexico, Colombia, and Chile. The Dean also helped to run a networking initiative, connecting early career researchers in

New Zealand with their counterparts in Chile and Brazil. The aim was to start collaborations that would lead to applications for collaborative research funding.

Research Master Replacement Project

A Business Case was put to Te Hiwa in early 2023 recommending replacement of the Research Master system as the product was at the end of life and would become unsupported by the vendor. The replacement of the Research Master system was identified as strategically important to the University and was incorporated into the 2023 Digital Roadmap. Two suitable vendors were selected, Cayuse's Graduate Education Manager (gifted the name *Panoho*) for Candidature Management, and OmniStar's (gifted the name *Hōkai*) for Ethics Management.

The introduction of new software, which happens only once every 10–20 years, has allowed FGR to thoroughly review its processes and the authorisations needed for those processes. We have aimed to simplify and streamline processes, reducing the number of authorisations and pushing decision making to a local level. This will reduce the workload on Heads of School and Associate Deans. The new software will be better integrated with our other software, dramatically reducing the need to double (or triple) enter data into multiple systems, so reducing the workload of professional staff across all the schools, freeing time to devote to more important tasks, such as pastoral care of research students. The new software will also have improved reporting functions so that any staff member who is responsible for research students will be able to get a detailed overview of the progress of all research students under their care.

Over the course of 2024, FGR staff have worked alongside the vendor to streamline processes taking into account the various different pathways of Masters by thesis, Masters by Portfolio, Professional Doctorates and PhDs. This required meeting tight deadlines, engaging with schools where there were clear differences in the way they handled examination processes, and having detailed discussions with Digital Solutions on integration and data migration issues. As is often the case with software development, this project has taken longer than expected. The primary challenge has been owing to the vendor choosing to design a new platform for their software at the same time as working with us to specify our processes. For example, the vendor redesigned their examination process workflows after FGR had already put in a significant amount of work to make our processes compatible with their previous workflow. Digital Solutions also faced significant challenges with integrating the new software with our existing software platforms: the new product needs to communicate correctly with up to a dozen other pieces of software, produced by multiple other vendors, to ensure that it is correctly integrated into the University's digital ecosystem and therefore is reporting up-to-date and accurate information to staff and research students.

Replacing CommunityForce for doctoral admissions

During the later part of 2024, Digital Solutions and FGR were engaged in the beginning of a project to move doctoral admissions out of CommunityForce and bring them into Kurawai and Pūaha, the centralised university system for admissions. This project consisted of workshops where a range of academic and administrative staff were invited to discuss the needs of a new admission system. This then evolved into further detailed design workshops with the preferred supplier, Fusion5. In December we received notice that building the new software will be stalled due to lack of funding, but the remaining needs assessment and design workshops would continue in early 2025. The build of the new platform would remain on hold until funds are appropriated to complete the project, which will not now happen until 2026 at the earliest.

FGR service delivery review

A quarter of FGR's staff were disestablished in the 2023 University Financial Stability Project. Although we successfully streamlined processes during the year, it became clear that there was an inequitable workload split across the various teams that needed to be addressed. A consultation document was released mid year to address the challenges. After receiving substantial and useful feedback from the staff in FGR and from other interested parties, we settled on a structure that addressed the need for staff progression, and identified gaps where we could improve on student experience. This change was welcomed within FGR with the new roles going live in January 2025.

2024 POSTGRADUATE RESEARCH PERFORMANCE OUTCOMES

Appendix 7 shows the TEC's EFTS count for doctoral students (Level 10) over the past decade for all eight universities. Five universities have seen a rise in doctoral EFTS over the nine years 2014–2023, with AUT (50% rise) and VUW (38% rise) seeing the biggest increases. Only VUW and AUT have seen a rise since 2019 (the last full year before the pandemic).

Enrolments, Commencements and Completions 2020–2024

Doctoral :

	2020	2021	2022	2023	2024
New doctoral students (Headcount)	217	273	233	269	279
New doctoral students (EFTS)	103	139	121	145	142
New to VUW (Headcount)	152	154	145	193	193
New to VUW (EFTS)	72	72	70	102	95
Enrolments (Headcount)	1144	1237	1266	1331	1375
Enrolments (EFTS)	707	740	766	792	843
Completions (Headcount)	211	188	178	184	184

See subgraphs as per below for a further breakdown.

New Doctoral students	2020	2021	2022	2023	2024
Total Headcount	217	273	233	269	279
Total EFTS	103	139	121	145	142
Māori (Headcount)	9	19	19	17	16
Māori (EFTS)	7	11	10	9	8
Pasifika (Headcount)	2	6	11	8	5
Pasifika (EFTS)	1	4	7	3	3

New to VUW	2020	2021	2022	2023	2024
Total Headcount	152	154	145	193	193
Total EFTS	72	72	70	102	95
Māori (Headcount)	5	9	7	3	7
Māori (EFTS)	3	4	4	2	2
Pasifika (Headcount)	1	3	4	4	2
Pasifika (EFTS)	1	1	3	2	1

Enrolments	2020	2021	2022	2023	2024
Total Headcount	1,144	1,237	1,266	1331	1,375
Total EFTS	707	740	766	792	843
Māori (Headcount)	71	85	96	102	105
Māori (EFTS)	46	55	59	55	54
Pasifika (Headcount)	41	41	47	44	41
Pasifika (EFTS)	18	18	22	22	22

Masters by Thesis 90/120points:

	2020	2021	2022	2023	2024
New Masters by Thesis 90/120 points (Headcount)	380	383	377	375	349
New Masters by Thesis 90/120 points (EFTS)	240	255	261	254	235
New to VUW (Headcount)	58	47	47	55	54
New to VUW (EFTS)	33	30	26	34	31
Enrolments (Headcount)	928	878	880	894	856
Enrolments (EFTS)	383	398	389	368	351
Completions(Headcount)	347	351	370	312	320

¹Commencements: *New doctoral students* are students whose first year of study on a *doctoral programme* is equal to the Calendar Year of the SDR reporting. *New to VUW* are PhD students whose first year of study at *VUW* is equal to the Calendar Year of the SDR reporting.

²Enrolments are all students for whom a confirmed student enrolment has been made in a TEO's student management system are required to be reported. Note that enrolled EFTS in the case of PhDs will be limited to 4.0 EFTS as those EFTS that exceed this threshold are not funded

³Completions are thesis course completions that meet the PBRF definition of ≥ 0.75 EFTS (i.e., this feeds the RDC calculation of completions).

The target is for Research Postgraduate EFTS to be 8% of the University's total EFTS. In 2024, Research Postgraduate EFTS comprised 7.6% of the University's EFTS, up from 7.3% in 2023.

Commencing EFTS for research postgraduate students stood at 123, below the 150 EFTS target and below the 133 EFTS from 2023. However, FGR contends that "commencing EFTS" is not a useful metric for doctoral students. "Commencing EFTS", a TEC reporting metric, counts EFTS within the calendar year for students who have not studied at VUW before. Owing to the structure of the PhD, students can begin at the start of any month, so only those starting on 1 January count as 1.0 full EFT. All other start dates during the year, the EFTS are calculated as the time remaining until 31 December, giving an inaccurate count of the actual number of new students. A more reliable measure is the total headcount, which hit its highest point in 2024, marking the largest number of enrolments and total students in the past decade.

Master's by Thesis have seen a decline in new enrolments, but we have yet to see if this is an ongoing trend or a blip for 2024.

In 2024, 1,674 completed doctoral applications were received, up on the 1,576 received in 2023. Of the 473 applicants approved, 136 were offered a Wellington Doctoral Scholarship. This includes 12 Te Herenga Waka Māori Doctoral, 3 Wellington Pasifika Doctoral, and 4 Wellington Strategic Co-Funded Doctoral Scholarships.

The Wellington Master's by Thesis, Te Herenga Waka Māori Master's by Thesis and the Wellington Pasifika Master's by Thesis Scholarships are all offered in November each year. In 2024, we offered 57 Master's by Thesis, three Te Herenga Waka Māori, and four Wellington Pasifika Scholarships.

Hardship figures

The Wellington Doctoral Hardship Scholarship (WDHS) was established in January 2015 to support doctoral students nearing the end of their research and struggling financially. In 2024 a total of \$77,265.36 was paid to 20 different doctoral students in hardship. This is up on the \$60,589.99 spent in 2023. Students whose applications were unsuccessful were advised of alternative sources of funding or action where appropriate. No further breakdown is provided in order to protect the privacy of applicants.

WDHS is one of the mechanisms by which the Scholarships Office and FGR meets the strategic aim of providing equitable outcomes for all. FGR and the Scholarships Office are able to provide advice to Faculties, Schools, supervisors and students about other ways to address life issues that can challenge postgraduate research students.

Support for PGR Supervision

FGR is committed to supporting supervisors of research students. During 2024 FGR hosted 9 specialized supervisor sessions throughout the year, a decrease from 2023 when we offered 14. This reduction was due to transitioning the supervisor information on the oral examination process to a video recording and offering one fewer “Orientation to supervision” due to lower participation. The remaining sessions were designed to support academic staff in their roles as research supervisors, focusing on providing research-based strategies while cultivating a collaborative community of practice. These efforts provided supervisors with opportunities to enhance their expertise and improve the research experience for both themselves and their students. These sessions attracted 144 registrations, with 86 actual attendees (60% confirmed academic staff who registered to attend engaging). (Appendix 5).

These sessions included the already established workshops, including “Orientation to PGR Supervision” which is a minimum requirement for all supervisors who are new to supervision or experienced supervisors who are new to the university

As noted above, we moved the session on the oral examination to be a video recording and accompanying slides accessible in Nuku. This session was held in person three times a year but was largely structured as providing information to supervisors, rather than discussing issues with them. It therefore lent itself to this asynchronous mode of delivery. This experiment has freed resources to allow us to concentrate on running workshops that have a more interactive approach to developing supervisors’ professional skills.

Workshops for PGR students

In 2024, the Faculty of Graduate Research (FGR) offered a wide range of tailored learning development opportunities for doctoral and master’s by thesis students through workshops on different topics relevant to our research cohort, facilitated by international presenters and experienced professionals from across the campus.

FGR adopted a strategic and innovative approach to program design, curating a fresh and dynamic lineup of sessions that avoided repetition while meeting the evolving needs of our community. By bringing in diverse expertise, FGR invited colleagues from across the university to co-facilitate many of these sessions, enriching the learning experience with a wide array of perspectives. As in previous years, the response was overwhelmingly positive, with staff eager to engage and contribute.

Throughout the year, we delivered 37 workshops designed to empower students at every stage of their research journey. To ensure a strong start for newly enrolled PhD candidates, three induction sessions provided invaluable guidance on thriving and surviving the PhD journey, complete with practical tips, tricks, and an overview of essential information. For those nearing the finish line, two immersive 3-day writing bootcamps offered dedicated support, helping late-stage students make significant strides toward completion. These initiatives reflect our commitment to providing tailored support to meet the diverse needs of our research community. A total of 2,999 registrations were received with 1,816 actual attendees engaged with events hosted by FGR, highlighting interest in the diverse opportunities provided (Appendix 6).

2024 Annual Research Student Survey

In 2024, continuing the practice of previous years, an online survey was developed and distributed to the University's research student community. The primary goal was to gather research students' perceptions and experiences regarding FGR events, while also collecting valuable insights into their overall research journey. With 221 students participating, the survey provided a rich source of feedback, shedding light on key areas for improvement. This input has been instrumental in shaping the planning of FGR events for 2025.

This report summarizes the key findings from the main student survey, providing an overview of the most significant insights. For a more detailed analysis of the survey results, including specific data and additional breakdowns, please refer to the attached survey report.

- Overall, the data showed that respondents were satisfied with FGR's training in 2024, with 84% rating the workshops as 'Good' (54%) or 'Very Good' (30%). Participants frequently noted that the workshops met their expectations and expressed satisfaction with various aspects, including presenters, handouts, visual aids, content, and structure.
- The findings revealed students' favourable intention to attend future FGR workshops (51%). However, it is important to note that the main reasons for not attending or being unsure included a lack of time due to other commitments, nearing submission deadlines, and uncertainty about their training or skill needs for the upcoming year.
- Their preferred delivery mode is online sessions (55%), and they favour one-hour training sessions (64%).
- The survey results indicated that students' preferred workshop topics closely align with those planned for next year. Key areas of interest included thesis writing, presentation skills, publishing, research methods and tools, software usage, and aspects of wellbeing.
- Participants reported high levels of satisfaction with their decision to pursue a postgraduate degree, with 84% stating they were "very satisfied" (43%) or "satisfied" (41%). This positive response highlights a strong sense of fulfilment among students in their academic journeys, suggesting that the decision to continue their studies is largely viewed as a rewarding experience.
- The majority of respondents expressed a need for further guidance in 'Research methodology' (50%), 'Academic writing' (57%), and 'Publishing research' (50%). These results highlight the importance of providing targeted resources and workshops in these critical areas to better support students in their academic and research journeys.
- The survey findings revealed that a significant portion of respondents, 34%, identified academia as their primary career goal upon completing their degree. This was followed by 17% of students who aimed for a career in industry and another 17% who expressed an interest in continuing their work in research.

APPENDIX 1: Summary of completed Doctoral admissions and scholarship applications

	2022	2023	2024
March	339	433	538
July	448	514	512
November	480	629	624
Total completed applications	1267	1576	1674
<i>Applications started but not completed</i>	3139	4108	4682

APPENDIX 2: Breakdown of applications received and offers made by School and Faculty in 2024

This table provides a summary of completed applications reviewed and decisions made by each School and Faculty, including all Exception route and 'Scholarship only' applications.

2024 Doctoral Applications	Total Applications Received	VUW Scholarship Offered	Admission Only Offered	Total Offers	Declined by School	% Applications Declined by School
Architecture	88	5	28	33	55	63%
Design	44	3	3	6	38	86%
Faculty Architecture & Design	132	8	31	39	93	70%
Mathematics and Statistics	38	3	11	14	24	63%
Engineering & Comp Sci	247	17	78	95	152	62%
Faculty of Engineering	285	20	89	109	176	62%
Nursing, Midwifery and Health	43	7	8	15	28	65%
School of Health	59	5	14	19	40	68%
Faculty of Health	102	12	22	34	68	67%
Education	129	11	12	23	106	82%
Faculty of Education	129	11	12	23	106	82%
English, Film, Theatre, Media, Art History	60	5	6	11	49	82%
History, Phil, Pol Sci & IR	54	4	13	17	37	69%
Int'l Inst of Modern Letters	7	3	0	3	4	57%
Languages and Cultures	31	4	11	15	16	52%
Linguistics & Applied Language	102	5	11	16	86	84%
New Zealand School of Music	33	0	8	8	25	76%
Social & Cultural Studies	40	4	11	15	25	63%
Stout Research Centre	8	2	0	2	6	75%
Te Kawa a Maui	10	7	1	8	2	20%
Faculty of Humanities & Soc Sc	345	34	61	95	250	72%
Law	35	3	8	11	24	69%
Faculty of Law	35	3	8	11	24	69%
Biological Sciences	87	10	31	41	46	53%
Centre for Science and Society	13	3	4	7	6	46%

Chemical & Physical Sciences	48	4	9	13	35	73%
Ferrier	6	1	0	1	5	83%
Geog, Environment & Earth Sci	73	8	13	21	52	71%
Psychology	42	7	13	20	22	52%
Faculty of Science	269	33	70	103	166	62%
Accounting & Commercial Law	36	2	4	6	30	83%
Economics & Finance	104	3	12	15	89	86%
Government	17	2	0	2	15	88%
Information Management	43	3	17	20	23	53%
Marketing & Int'l Business	71	3	11	14	57	80%
School of Management	106	2	0	2	104	98%
Wellington School of Business and Government	377	15	44	59	318	84%
Grand Total	1674	136	337	473	1201	72%
<i>Percentage from total apps</i>		8%	20%	28%	72%	

APPENDIX 3: Grade Point Average (GPA)

GPA's are calculated centrally by the Scholarships and Doctoral Admission Office. The table below shows trends over the last four years.

GPA Range	# 2021	% 2021	# 2022	% 2022	# 2023	% 2023	# 2024	% 2024
A+ (9)	46	4%	74	6%	71	5%	75	4%
A (8 – 8.99)	323	28%	340	27%	390	25%	459	27%
A- (7-7.99)	351	30%	389	31%	518	33%	558	33%
B+ (6-6.99)	245	21%	259	20%	337	21%	345	21%
B (5-5.99)	86	7%	118	9%	149	9%	160	10%
Below 5	40	3%	44	3%	63	4%	52	3%
No grades to convert	74	6%	43	3%	27	2%	25	1%

Appendix 4: Doctoral Scholarship Funding Breakdown

The table below provides a breakdown of funding sources for doctoral scholarship recipients that received a scholarship payment during the relevant calendar year.

Funding Source	2021	2022	2023	2024
<i>Internally funded Scholarships</i>				
Wellington Doctoral Scholarship (*includes Māori/Pasifika & Co-funded doctoral)	508	479	458	*508
Internally funded by School / CSU	14	22	26	22
Total	522	501	484	530

<i>International Agreements</i>				
VIED (Vietnam)	2	1	4	8
CSC (China)	7	20	29	51
Xiamen (China)	0	0	0	0
DIKTI Scholarship	0	0	0	0
NZIDR	1	0	0	0
KNZACS	1	0	0	0
Commonwealth Scholarships	1	1	1	0
Samoa	0	0	1	1
HEC Pakistan				1
Shanghai Normal University				5
Total	12	21	35	66

Foundation Trust Funded	3	4	5	8
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<i>Externally Funded Scholarships (RTV)</i>				
GNS	8	3	5	4
Callaghan	7	4	3	2
HRC	3	3	8	7
MacDiarmid	9	5	9	10
Marsden	38	32	65	70
MBIE	62	40	56	86
NIWA	2	3	3	2
Rutherford	9	4	8	7
Te Punaha Matatini	3	4	6	7
Other external	47	22	39	38
Total	188	120	202	233
Total # funded doctoral students	725	646	726	837

Appendix 5: Discussion sessions for supervisors

Month	n	Workshops (Students)	Date	Registrations	Attendees			
				n	n	%	Online	In-person
March	1	Orientation to PGR Supervision	01.03.24	12	9	75	--	9
	2	The Oral Defence: Notes for Supervisors	21.03.24	11	10	91	10	--
April	3	Research Supervision as a pedagogical encounter	30.04.24	13	9	69	3	6
May	4	Dealing with different types of research students	30.05.24	16	9	56	4	5
July	5	How to help your students write	26.07.24	19	11	58	5	7
September	6	Evaluating your own supervision practice	20.09.24	16	4	25	4	--
	7	Effective supervision meetings and monitoring student progress	26.09.24	22	11	50	11	--
October	8	Orientation to PGR Supervision	18.10.24	16	13	81	--	13
	9	How to manage conflict in research supervision	31.10.24	19	10	53	10	--
TOTAL				144	86	60		

Appendix 6: Workshops for research students

Table 1: Doctoral workshops (other than inductions and bootcamps)

Month	n	Workshops (Students)	Date	Registrations	Attendees			
				n	n	%	Online	In-person
February	1	Creative research tools to use everyday	20.02.24	74	50	68	50	--
	2	Navigating the path to academic Integrity in Research	22.02.24	48	34	71	34	--
March	3	The lifecycle of the PhD	08.03.24	75	41	55	41	--
	4	How to structure your proposal and thesis	13.03.24	130	74	57	74	--
	5	How to cite and critique other people's work	14.03.24	92	50	54	50	--
	6	Effective data visualisations	19.03.24	96	50	52	50	--
	7	The Oral Defence: What happens and how to prepare	21.03.24	87	36	41	36	--
	8	Turbocharge your writing	27.03.24	120	60	50	60	--
April	9	MS Word: Thesis formatting	09.04.24	106	58	55	43	15
	10	How to write a winning abstract	16.04.24	105	61	58	61	--
	11	What makes a good literature review	18.04.24	144	71	49	45	26
	12	AI for Literature reviews	18.04.24	87	53	61	32	22
	13	How to write the introduction chapter	23.04.24	136	70	51	53	17
May	14	What examiners expect of a quality thesis	07.05.24	121	66	55	48	18
	15	How to write your methodology chapter	15.05.24	146	77	53	52	25
	16	How to publish & promote your research work	21.05.24	88	37	42	22	15
June	17	Thesis formatting: Drop in session	11.06.24	36	11	31	--	11
	18	The art of intercultural communication	20.06.24	34	12	35	9	3
	19	How to edit and proofread your thesis	24.06.24	102	34	33	26	8
July	20	How to report research findings	09.07.24	81	35	43	35	--
	21	How to use SPSS like a pro	16.07.24	46	30	65	23	7
	22	Managing conflict in research supervision	30.07.24	29	15	52	15	--
	23	The lifecycle of the PhD	31.07.24	47	27	57	27	--
August	24	Statistical analysis with 'R'	14.08.24	64	41	64	25	16
	25	The discussion chapter	20.08.24	100	52	52	36	16
	26	Writing a winning ethics application	21.08.24	89	46	52	30	16
September	27	How to manage my research data	17.09.24	86	35	41	35	--
	28	Writing and pitching opinion pieces	19.09.24	72	24	33	24	--
	29	How to survive the oral defence: Tips & tricks	24.09.24	62	33	53	22	11
October	30	How to write a convincing conclusion chapter	01.10.24	72	28	39	16	12
	31	Effective supervision meetings	03.10.24	33	17	52	17	--
	32	CVs and Cover letters that stand out	15.10.24	79	33	42	33	--
	33	Understanding the job market	15.10.24	65	29	45	29	--
	34	How to make/give a great presentation	22.10.24	81	40	49	28	12
	35	Promoting yourself and your research	23.10.24	89	42	47	42	--
November	36	Thesis formatting: Drop in session	07.11.24	29	7	24	--	7
	37	The Lifecycle of the PhD	15.11.24	48	30	63	30	--
TOTAL				2999	1509	50		

Table 2: Doctoral Inductions

Month	n	Induction sessions (Students)	Date	Registrations	Attendees			
				N	n	%	Online	In-person
March	1	Doctoral Induction: Getting off to the best start	05.03.24	85	86	101	46	40
July	2	Doctoral Induction: Getting off to the best start	23.07.24	79	71	90	31	40
November	3	Doctoral Induction: Getting off to the best start	12.11.24	85	87	102	41	46
TOTAL				249	244	98		

Table 3: Thesis Writing Bootcamps

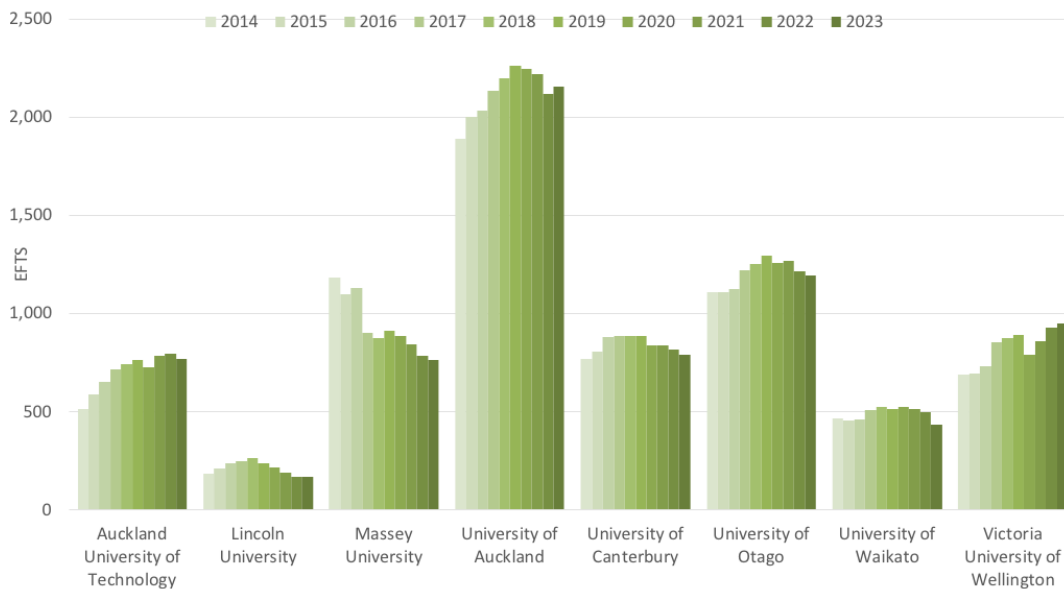
Month	n	Bootcamps (Students)	Date	Selected	Full Attendance	
				n	n	%
June	1	Bootcamp I: Come write with us	25-27.06.24	27	27	100
November	2	Bootcamp II: Come write with us	07-09.10.24	37	36	97
TOTAL				64	63	98

Appendix 7: EFTS count of doctoral students over the past decade

Source: Tertiary Education Commission

	AUT	Lincoln	Massey	Auckland	Canterbury	Otago	Waikato	VUW
2014	515	185	1,180	1,890	765	1,110	465	690
2015	585	210	1,095	2,000	805	1,110	455	695
2016	650	235	1,130	2,035	880	1,125	460	730
2017	715	245	900	2,135	885	1,220	505	855
2018	740	260	875	2,200	885	1,250	525	875
2019	760	235	910	2,260	885	1,295	515	890
2020	725	215	885	2,245	835	1,255	525	790
2021	785	190	840	2,220	835	1,265	515	860
2022	795	165	785	2,120	815	1,215	495	925
2023	770	165	760	2,155	790	1,195	435	950

EFTS at Level 10



MEMORANDUM

To	Academic Board
From	Professor Margaret Hyland, Tumu Maruārangi / Deputy Vice Chancellor, Research
Date	16 April 2025
Subject	University Research Committee 2024 Annual Report

Executive Summary

The University Research Committee (URC) has an institution-wide responsibility for research in support of the University's Strategic Plan and maintains responsibility for the development and execution of research strategies, supporting policies along with the monitoring of research performance. The URC is also responsible for receiving the reports for the Animal Ethics Committee, the Human Ethics Committee, and the Faculty of Graduate Research.

The URC report encompasses the achievements of 2024, along with reflections on the objectives over the last five years. It also celebrates and highlights some of the excellent research undertaken by our researchers and the recognition they have received.

The Animal Ethics Committee and Human Ethics Committee Reports are summarised in the URC Annual Report and are available on request.

It is requested that the Academic Board:

Receive: the 2024 University Research Committee Annual Report.

UNIVERSITY RESEARCH COMMITTEE **ANNUAL REPORT**

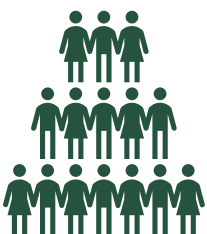
Reporting Period
Jan – Dec 2024

Research by the numbers: 2024 snapshot

What did the research community look like?

Researchers
754
Headcount

Doctoral Students
1375
Total Headcount
105 **41**
Māori Pasifika



Funding and support for researchers

Internal research grants & awards
2.6M

Conference & Research Study Leave
1.3M

Research student scholarships
200

External Research Income
99M

New research contracts awarded
69M

External funding applications
500+

Human Ethics applications
460
Plus 210 amendments

Research outputs

Scopus-indexed publications in the top 25% of journals
55%
*Latest data (2023)

Research outputs
1.8K **8.4K**
Publications by VUW authors Open Access Repository Outputs

Co-authorship
77.2% **60.9%**
with Non-VUW collaborators International collaborators

Commercialisation

Shares in 12 spin-outs
7.2M

Patents and applications
71

New invention disclosures
31

Research recognition

3 Research Honours Aotearoa Awards

8 Ki te Pai Research Excellence Awards



Introduction

The 2024 Annual Research Report provides an overview of our research performance and achievements here at Te Herenga Waka–Victoria University of Wellington. It reflects the work undertaken by our researchers and those that support research within the University; the University Research Committee, along with the Research Office, the Faculty of Graduate Research, Wellington UniVentures, the Human and Animal Ethics Committees, and the Library.

The University's ***Ambitious research for transformative impact*** strategy set goals to be achieved by 2025. We have set out our progress to meeting the goals of:

- improved external research income
- increased co-authorship or co-creation of research outputs with external colleagues
- increasing our Scopus-indexed publications
- lifting new invention disclosures; and
- Increasing research postgraduate students.

The role of the University Research Committee

The University Research Committee is tasked with:

- Providing governance and leadership of the University's research **Ambitious research for transformative impact** strategy and the development of the research culture.
- Supporting the development and implementation of initiatives, policies and practices that underpin the successful delivery of our strategic aims and statutory goals.
- Providing oversight of the University's internal strategic research funding as well as institution-wide research awards, fellowships and medals.
- Supporting and monitoring research performance against the strategic aims.
- Receiving reports from, and monitoring the activities of, the Human Ethics Committee, the Animal Ethics Committee, and the Faculty of Graduate Research.

It also has responsibility for:

- giving effect to the principles of Te Tiriti o Waitangi as set out in the University's Te Tiriti o Waitangi statute, and the University's Equity, Diversity and Inclusion Framework.
- developing and supporting research leadership across the University, and building a research culture that:
 - supports mātauranga Māori in all its forms
 - encourages engagement and mobilisation of research
 - supports individuals and groups of scholars to reach and extend their research potential
 - realises the University's disciplinary strengths
 - strengthens the integration of disciplines internally and externally, and
 - ensures the relevance of the University's research for its internal and external stakeholders.
- monitoring and evaluating both the University's investment in, and support of, research activity, and the University's research activity and its impact.
- advising Academic Board on all matters relating to research leadership, strategy, facilitation, policy and management within the University.

You can find the 2024 URC membership in the [Appendix](#).

Providing governance and leadership of the University's research strategy and the development of the research culture



Strategic context

For the last five years, research at the University has been underpinned by the 2020–2024 research strategy, *Ambitious research for transformative impact*.

This strategy has guided our approaches to the policies, practices, incentives and initiatives that support research, and the progress towards achieving its strategic objectives. The high-level trends can be seen on the following page, with more detail in the relevant sections of the report.

The [new University strategy](#) with the priorities of Collaboration, Community and Connection will support the future direction of research from 2025.

2024 has brought significant actual and potential changes to the wider research system from the government. As further decisions are announced and implemented, we will need to respond to these going forward. The decisions announced in 2024 include:

- The review of the science system and the University sector by the Science System Advisory Group and the University Advisory Group (UAG) formed in March. These reviews are still underway, with the direction of the reviews remaining unknown.
- The cancellation of the Performance-Based Research Fund 2026 Quality Evaluation in March. A replacement process is being considered by the UAG. Our preparations have been utilised as part of the 'Grow our research momentum' Te Hiwa strategic initiative, focusing on supporting researcher development and celebrating and creating research momentum.
- Significant changes to the funding of humanities and social sciences research were announced in December. From 2025, the Marsden Fund will not assess proposals in the social sciences and humanities, and proposals to the Horizon Europe fund for the Culture, Creativity & Inclusive Society Cluster will not be eligible for top-up funding to cover the indirect costs or 'overheads' not included in Horizon Europe grants.
- Another change to the Marsden Fund was also announced in December. From 2025, all funding applications must describe their potential to generate economic, environmental, or health benefit for New Zealand, and half of all funded grants must have the potential for economic benefit. This is a significant shift away from supporting the fundamental or 'blue skies' research the fund was originally established for.

There is a high level of uncertainty about the direction of the research system, but we have, and will continue to, actively engaged with government, the advisory group consultations and with other research institutions and organisations on the changes.

University strategic initiatives

'Grow our research momentum' and 'Diversify external research revenue' were the two research priority initiatives from Te Hiwa's [2024 Areas of Mahi](#).

'Grow our research momentum' focused on maintaining a vibrant research community and research environment through supporting growth of our academic pipeline growth, supporting researcher capability development, and celebrating and creating researcher momentum.

This initiative was successful delivered, with on-going work to be transferred into 'business as usual' in the Faculty of Graduate Research and the Research Office for 2025.

We supported the growth of our academic pipeline through:

- A successful joint bid with three other universities to provide doctoral scholarship funding and other aligned activities beginning in 2025. This will enable doctoral studies to be carried out alongside part-time work or internships.
- Engagement with Latin American Universities that resulted in a number of memorandums of understanding, and the potential for postgraduate scholarships and research collaborations are aimed at building our international postgraduate pipeline.

In order to celebrate and reinvigorate our research community we delivered:

- The Matira–Research Showcase which provided an opportunity for stakeholders and partners from government, industry and the community to interact with a diverse range of our researchers on their work, and attend a panel discussion focused on how research can be truly 'engaged' to create wider societal, environmental, and economic benefits.



University strategic initiatives

We delivered other initiatives to create research momentum included:

- Revised Ki te Pae Research Excellence Awards that introduced a new Research Mobilisation Award and also allowed for excellence in inter-disciplinary research and excellence as a team to be recognised.
- Grants were allocated to Faculty/Schools for new or expanded initiatives that supported research momentum and encouraged staff to engage in their research activity after the changes in 2023 and the cancellation of the 2026 PBRF Quality Evaluation.
- The new Research Mobilisation Fund was piloted. The fund is unique as it supports the engagement activities needed to enable and facilitate the collaboration, co-design and/or uptake with the users of the research in the community, professional practice, business and industry, or government.



The launch of the new fund also included a panel discussion with Associate Professor Emily Beausoleil (School of History, Philosophy, Political Science and International Relations), Dr Annie Te One (Te Ātiawa, Ngāti Mutunga) (Te Kawa a Māui), Associate Professor Cherie Chu-Fuluifaga (School of Education), Professor Catherine Iorns (Faculty of Law), and Dr Kevin Shedlock (Ngāpuhi, Ngāti Porou, Whakatōhea) (School of Engineering and Computer Science), facilitated by Professor Margaret Hyland (DVC, Research).

We supported researcher capability development by delivering:

- A comprehensive review and gap analysis of both current researcher development initiatives and researcher needs was also completed undertaken by the Researcher Development Working Group established to support this work.
- The online Research Hub to support researcher development, including an integrated and web-accessible set of development and training offerings from across the University.

University strategic initiatives

‘Diversify external research revenue’ focuses on maintaining our overall level of external research income (ERI) which is dependent on diversifying our sources of revenue, particularly international funding. It aims to take a more strategic approach to bidding including developing larger research programmes and Centres that have scale. This initiative continues into 2025.

In 2024, a key deliverable was the new University ERI Bidding Strategy. This strategy enables us to trial a more intentional and reflective approach to bidding for ERI. Previously our activity has been focused around individual researcher’s application activity which makes aligning resources significantly more difficult to manage.

This approach will be implemented during 2025 as the Research Office works with Faculties to determine:

- The forms of funding (e.g. domestic, international) are most important to them and how that reflects in their bidding activity.
- Mapping points at which major contracts end and therefore new larger contracts need to come on stream.
- Identifying the next ‘generation’ of ERI-active researchers and determining what support is needed for their career development.
- Identifying potential large-scale collaborations and opportunities, e.g. via the Strategic Science Investment Fund.
- Creating and maintaining a pipeline of high-quality ERI bids, supporting development with internal funding where possible.

Strategic Partners in the Research Office are working with Deans and Associate Deans (Research) in setting targets along these lines for bidding activity.

Supporting mātauranga Māori in all its forms

Building indigenous collaborations and partnerships

Billy van Uitregt (Ngā Rauru, Te Ātihaunui-a-Pāpārangi, Tūhoe) has continued to grow connections across both academia and communities. Find out more about the [Kūaka connections project](#) in the [case study here](#).

Faculty of Science

Gene technology through a mātauranga Māori lens

Dr Sara Belcher (Te Arawa) with Raine Hananui (Kāi Tahu) and Ocean Ripeka Mercier (Ngāti Porou) undertook a review of the Hazardous Substances and New Organisms Act 1996 in relation to fitness for purpose from a Māori and Tiriti perspective. Recent Tiriti-led research has resulted in nationwide collaborations with mana whenua towards the culturally inclusive development of gene technology for invasive species management. [This paper](#) and its recommendations are particularly relevant with the introduction of the Gene Technology Bill which will replace parts of the Act.

Faculty of Science and Te Kawa a Māui

Recognising excellent design

David Hakaraia (Ngā Puhi, Ngāti Paoa) was one of the creative directors of Storybox recognised in the [2024 Best Design Awards](#) from the Designers Institute of New Zealand. Storybox showcased the interactive projection 'Ngā mātaiarorangi – The Stargazers' as part of Wellington City Councils 2024 Matariki festival's Ahi Kā event. The work tells the story of te waka o Tamarereti through a pathway of glowing stars and let the public engage through interactive content including the meanings of stars, their significance within local Māori culture, and unlock narratives associated with Māori star knowledge. David was also part of the team that received a gold award in the [Workplace Environments category](#) for the refit for the Te Kāhui Tika Tangata – Human Rights Commission office.

Faculty of Architecture and Design Innovation

Decolonising Māori collections

Associate Professor Spencer Lilley's (Te Āti Awa, Muaūpoko, Ngāpuhi) internationally recognised research into Māori and Indigenous engagement with libraries and other cultural heritage institutions included [a comprehensive article](#) that considers whether it is possible for libraries to create a mātauranga Māori collection that is decolonised.

Wellington School of Business and Government

Explaining Māori atheism in Aotearoa New Zealand

As part of a wider project included in the Explaining Atheism programme, Dr Sara Rahmani, Professor Peter Addis (Te Āti Awa) and Rebekah Senanayake published their paper [Māori atheism: a decolonising project?](#) Māori perspectives on non-religion haven't been explored before, and this unique research looks into some of the reasons for a significant increase in Māori identifying with 'no religion' on the census returns between 2006 and 2018 and what drives this pattern of religious change.

Faculty of Humanities and Social Sciences and Te Kawa a Māui

History helping to restore our freshwater ecosystems

Professor Rewi Newnham (Ngā Puhi) and a multi-disciplinary, multi-organisational team have investigated the history of raupō (bulrush) in the Aotearoa New Zealand wetlands over the last 1,000 years using pollen records. The [paper](#) and discussion piece in [The Conversation](#) speaks to the potential of this research. While more work is needed, history shows raupō has an important role in restoring the health of our freshwater ecosystems. While raupō has the ability to act as an ecological buffer soaking up nutrients and contaminants, this native and taonga species can also help develop ecologically and culturally supportive and sustainable solutions to remediate our severely damaged natural wetlands.

Faculty of Science

Case study: Calls to flight: collectivising for Indigenous leadership in national and global manu conservation

Dr Billy van Uitregt (Ngā Rauru, Te Ātihaunui-a-Pāpārangi, Tūhoe) – School of Geography, Environment and Earth Sciences

Indigenous-led manu (bird) conservation collectives at both the national and global scales are being supported by Te Herenga Waka researchers embedded within uri- and iwi-based research programmes. Residing in Whanganui allows Dr Billy van Uitregt (Ngā Rauru, Te Ātihaunui-a-Pāpārangi, Tūhoe) to support uri, hapuu and iwi leadership in environmental management with two key initiatives and associated research programmes have emerging.

As a Te Kaahui o Rauru nominated representative on the Bushy Park Tarapurui Trust, a fenced ecosanctuary 25 minutes west of Whanganui, Billy has worked with manawhenua representatives across five other fenced ecosanctuaries to build a collaborative collective that aims to grow their leadership in manu conservation efforts, particularly at ecosanctuary sites. Their [first wānanga](#) in November of 2023 saw the collective adopt the name *Te Āhuru Tautaiāo*, conceptualising their collective efforts as an incubator for Aotearoa's unique biodiversity, and particularly for our forest manu that have seen a great resurgence through the work of ecosanctuaries.

Indigenous leadership is also growing for conservation of Aotearoa's shorebirds, particularly Kūaka (bar tailed godwits). In a collaborative work lead by Cecelia Kumeroa, their kaumatua told her and Billy "to not forget the Kūaka". A little bit of research locally had the pair showcasing their work in Alaska as a way to tono (request) First Nations in Alaska (where Aotearoa's Kūaka breed) to collaborate with their Whanganui uri-based research team toward collective care for Kūaka, their habitats across their global range, and the deep-time connections they manifest between our distant lands, peoples, and cultures. This collaboration has grown with Māori around Aotearoa's coastline, First Nations Australians and Alaskans establishing the "Migratory Kin Collective" and the University's representation on the Flyways University Alliance, established by the East Asian Australasian Flyway Partnership and led by the Beijing Forestry University.

In both collectives, Māori and Indigenous knowledge traditions are front and centre and must often grapple with the principles and practices of contemporary conservation science. That relationship is not always easy and Billy's contribution to the projects is how to create collective structures, including governance and policy, where all aspects of Indigenous knowledge traditions can sit in balance with one another, and not be subordinated to the principles and practices of conservation science. Each of the programmes have been supported by FTE contributions from MBIE Endeavour programmes – Precision Pest Control and Our Changing Coastline, and operational budget provided by Te Herenga Waka's Mātauranga Māori Research Fund and from Manaaki Whenua – Landcare Research.

Encouraging engagement and mobilisation of research

Taking great science out of the lab and into the real world

2024 saw the launch of [Bonita Bio](#), a biotech spin-out from the Ferrier Institute's Synthetic and Chemical Biology lab. Co-founded by Dr Taylor Hibbard (Ngāti Rangī), Dr Kelly Styles, Dr Matt Nicolson, and Professor Emily Parker (leader of the Synthetic and Chemical Biology lab) – Bonita Bio reflects our shared commitment to creating real-world impact. The company applies synthetic biology and precision fermentation to develop sustainable bioactive products for animal health and crop protection. Their flagship project targets flea and tick infections in companion animals using fungal-derived compounds that are safe and effective.

Ferrier Research Institute

Creating accessible healthcare environments for people of size

Associate Professor Caz Hales' research is a call to reframe obesity in healthcare from an individual issue to a system-wide challenge – advocating for an inclusive, patient-centred approach.

With the goal of improving service delivery on both sides of the Tasman, Associate Professor Hales partnered with Tracey Carr, a lived experience advocate for people of size, to engage with health professionals at nine Australian hospitals. Changing behaviours, practices and policies through education is at the heart of the required paradigm shift. The importance of this research was recognised by [Essential HelpCare](#), who provide bariatric care services and education to hospitals across Australasia, and they funded this first stage of engagement.

Associate Professor Hales, Dr Brian Robinson and Dr Nadia Pantidi (School of Design Innovation) are also collaborating on an early-stage project using virtual reality (VR) to improve those services.

Faculty of Health

Mobilising world-leading research to support Aotearoa's autistic community

The work of Dr Hannah Waddington, Dr Jessica Tupou and their team at The Autism Clinic continues to grow and deliver benefits to autistic children, their whānau and those who support and advocacy. The unique [Raupō \(RtR\) programme](#) pilot provided free, tailored support to 60 children and their families delivered by 'coaches' through weekly sessions. The team is also partnering with Ngāti Toa to pilot and adapt RtR to better suit the needs of mana whenua, while Autism NZ have also agreed to deliver RtR as part of their community services from 2025. There are also plans to digitise the programme. From December, the academic research and community services delivered by The Autism Clinic is now embedded as Autism NZ.

Faculty of Education and The Autism Clinic

Rethinking prison architecture for the benefit of all

Christine McCarthy has engaged the public on the impact of prison architecture on prisoner population in a series of articles published in [Newsroom](#) in 2024. Informed by her research and her professional experience as president of the Wellington Howard League for Penal Reform, this series draws attention to important issues including holding low security prisoners in high-security conditions and the affect this has on mental wellbeing, rehabilitation and reintegration. She highlights how prison design can support positive outcomes for current and former prisoners, and the benefits this brings to communities and society.

Faculty of Architecture and Design Innovation

Case study: Turning the tide: Combatting racialized online hate through listening and civic engagement

Associate Professor Emily Beausoleil – School of History, Philosophy, Political Science and International Relations

Nobody would deny the online world can be a toxic place. In Aotearoa New Zealand racialized hate, particularly towards Māori, is rampant in online civic discourse. The 2018 the [People's Report on Online Harassment](#) found that toxic comments online outnumber others 5-to-1 on Facebook, while one in three Māori experience racial abuse and harassment online.


Many people ask, is there anything that we as regular citizens do to change this? Emily Beausoleil, Associate Professor of Politics at Te Herenga Waka, thought there was. Partnering with Te Raukura O'Connell Rapira (Te Ātiawa, Ngāpuhi, Te Rarawa, Ngāti Whakaue), then-Director of the non-profit community campaigning organization [ActionStation](#), Associate Professor Beausoleil created a powerful, research-informed, initiative to counter online, racialized hate against Māori in Aotearoa New Zealand.

The team have created a nationwide, anti-racism training program that equips non-Māori with tools to productively engage with racist thinking. Based on years of field research with cross-sectoral practitioners on how to foster listening in the face of challenge, the project's novel approach moves beyond "calling out" and fact-checking errant claims to using listening- and value-based strategies.

As at March 2025, over 600 participants have participated in the free public eight-week trainings to learn these engagement techniques. Independent assessments show that this approach leads to several positive outcomes: changes in tone and position from racist commentators; appreciation from those targeted by racism; changes in opinions; and improvement in the overall online discourse.

The training has sparked significant civic and community engagement in Aotearoa New Zealand and beyond. It has been adapted for use by other organisations and individuals – from teachers and medical associations to faith leaders and youth organisations – and insights from the project have informed work at Ministries of Health, Justice, and Social Development. The training has also garnered interest and uptake by community and activist organisations and academics in Canada, Ireland, Australia, Germany, the United States, and the United Kingdom. It has also been adapted by Greenpeace to promote climate conversations and by Every Gender to counter anti-trans discrimination

Associate Professor Beausoleil's work has been recognised by the American Political Science Association (APSA) and in 2024 she won their [APSA Distinguished Award for Civic and Community Engagement](#), which honours significant civic or community engagement activity by a political scientist which merges knowledge and practice and has an impact outside of the profession or the academy.



Supporting individuals and groups of scholars to reach and extend their research potential

International approaches to justice

Dr Mele Tupou-Vaitohi received a Borrin Foundation Travel and Learning Award which enabled her to visit and undertake research at Penn State Dickinson Law in the United States. The main objective was to learn its whole-of-organisation approaches, including the critical race theory and the system design approach that it uses to disrupt systemic racial and intersectional inequities. However, it also provided the opportunity to gain first hand experience in promoting racial justice and inclusivity in the USA and build contacts and collaboration internationally.

Faculty of Law

Building interdisciplinary connections

Dr Courtney Addison organised the inaugural Science, Technology, & Human Values Science and Technology Studies Summer School, with colleagues from UNSW, Deakin University, Goldsmiths University, University of Washington, Singapore Management University, St Olafs College, and the National University of Singapore. The event was held in Singapore and brought together 26 early career participants from 14 countries, for four days of workshops, field trips, keynotes, and mentoring. The event was designed to build knowledge, skills, and connections for Science and Technology Studies scholars based outside of the major centres, and was an immense success.

Faculty of Science

Venice Biennale

Dr Mizuho Nishioka was invited to present for a second time at the 2024 Venice Biennale. Following her 2022 exhibition, she presented her work, *Movement_17; Tasman Sea*, as part of the *Personal Structures* exhibition which encourages exploration beyond boundaries, fostering a broader perspective, and overcoming restrictions to promote personal, social, and global growth. Dr Nishioka's research has focused on the development of a critical photographic practice, and *Movement_17; Tasman Sea* is a direct extension of her research into how natural environments can shape photographic output.

Faculty of Architecture and Design Innovation

Recognising excellence

Professor Alejandro Frery Orgambide has been elevated to an IEEE Fellow, a distinction reserved for select IEEE members whose extraordinary accomplishments in any of the IEEE fields of interest are deemed fitting of this prestigious grade elevation.

Professors Mengjie Zhang and Bing Xue featuring in the prestigious 2024 Clarivate Highly Cited Researchers list—among the top one percent in the world. They are the only two on the list for Computer Science from New Zealand.

Dr. Fangfang Zhang received the IEEE Computational Intelligence Society Outstanding Dissertation Award 2025.

Faculty of Engineering

Growing future innovators

Dr Nathaniel Davis was selected for KiwiNet's Emerging Innovator Programme. This provides targeted support to scientists from the public research community who want to develop their commercialisation/entrepreneurship expertise and become the future innovators of New Zealand. Dr Davis' work on a novel type of solar cell has huge commercial potential and is being supported by Wellington UniVentures and KiwiNet to help realise this potential.

Faculty of Science

Research Honours Aotearoa Awards



The Royal Society Te Apārangi recognised the research excellence of three of our outstanding early career researchers. Their work demonstrates how identifying sustainable solutions to real-world problems, and working closely with the community creates positive impacts.



Dr Bella Duncan
Antarctic Research
Centre

Hamilton Award: Early Career Research Excellence Award for Science

Dr Duncan received this award for her research which presents a novel 45-million-year record of ocean temperature from Antarctica and examines the ocean temperature thresholds for ice sheet retreat. She is a pioneer of the use of 'molecular fossils' to understand climate impacts on the Antarctic Ice Sheet.



Dr Luke Fitzmaurice-Brown
(Te Aupōuri)
Faculty of Law

Early Career Research Excellence Award for Humanities

Dr Fitzmaurice-Brown's award recognises his sole-authored paper 'Te Rito o Te Harakeke: Decolonising Child Protection Law in Aotearoa New Zealand', which presents a roadmap to legislative reform of the child protection system, based on six tikanga Māori principles that could be implemented to decolonise the system.



Dr Lara Greaves
(Ngāpuhi, Pākehā, Tararā)
Faculty of Humanities and
Social Sciences

Early Career Research Excellence Award for Social Sciences

Associate Professor Greaves received the award for her work interrogating large datasets to explore and reshape the understanding of the complex relationships between Māori identity, social well-being and health. Her research spans political science and social psychology, informing public policy and reshaping public understanding of the experiences of Māori in our society.

Mana Tūānuku Research Leader Fellowships

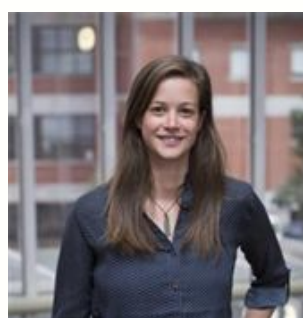
These fellowships support mid-career researchers to allow them to further establish themselves as research leaders in their research fields.

The Royal Society Te Apārangi awarded ten New Zealand Mana Tūānuku Research Leader Fellowships to excellent mid-career researchers in 2024, with each recipient receiving \$1,160,000 over the next four years.



Dr Moses Faleolo
School of Social
and Cultural
Studies

Dr Faleolo's fellowship will support him to study how Pacific perspectives and traditions from community members, as well as practitioners, managers, and decision makers in the criminal justice sector, can be used to develop a better understanding of Pacific-specific justice theorising, and new approaches to prevent gang violence.



Dr Jenni Hopkins
School of
Geography,
Environment and
Earth Sciences

Dr Hopkins' fellowship will support her to study the composition and dispersal of toxic volcanic ash from previous eruptions and characterise the hazard for each volcano in Aotearoa New Zealand. This internationally leading research will help forecast the impact of future volcanic hazards and provide crucial information to protect our communities.



Dr Helen Woolner
School of
Biological
Sciences

Dr Woolner's fellowship will enable her to bring together combine Pacific Indigenous knowledge with the full range of genetic and biochemical analyses to investigate the potential of marine organisms from the Cook Islands and Samoa to provide a new generation of antibiotic drugs. Identifying new antimicrobial compounds with promise as new antibiotic drug candidates will help address the increasing threat of antimicrobial resistance of disease-causing bacteria.

Aotearoa New Zealand Tāwhia te Mana Research Fellowships

These new fellowships were awarded for the first time in 2024. They support researchers at different career stages to produce excellent and impactful research and to develop into leaders in their fields, host organisations and the wider research system in Aotearoa.

Mana Tūārangi Distinguished Researcher Fellowship



**Professor Patricia
Hunt**

School of
Biological
Sciences

Professor Hunt was awarded one of two New Zealand Mana Tūārangi Distinguished Researcher Fellowships valued at \$220,000. It was awarded to enable her to use quantum chemical modelling to investigate ionic liquid micro-propulsion systems for mini satellites. Working with collaborators in aeronautical engineering, she will test ionic liquid electrospray thrusters under realistic conditions. This new knowledge, at the interface of fundamental chemistry and applied aeronautical (space) engineering, will be used to tailor and design better ionic liquid fuels.

Aotearoa New Zealand Mana Tūāpapa Future Leader Fellowships

The New Zealand New Zealand Mana Tūāpapa Future Leader Fellowships were awarded to promising early career researchers and are valued at \$820,000.



**Dr William Holmes-
Hewett**

Robinson Research
Institute


Dr Holmes-Hewett's fellowship will enable him to study new materials for advanced components in quantum computers which cannot be built with existing technology. His research will look to demonstrate the functionality of new materials that leverage the electronic and magnetic properties of rare-earth nitrides. These will be key to the development of future superconducting and quantum computing.



Dr James Berghan
(Te Rarawa, Te
Aupōuri)

Faculty of
Architecture and
Design Innovation

Dr Berghan's fellowship will enable research that bridges the gap between evidence-based urban design and community understanding of its benefits. His research will engage with mātauranga Māori, community, and stakeholders to explore how urban initiatives are communicated and received, before investigating the best ways to achieve understanding and build a better future.



Realising the University's disciplinary strengths

Supporting our exploration of space

Paihau–Robinson Research Institute shipped their applied-field magneto plasma dynamic thrusters to the United States as part of the landmark [Hēki mission](#) with partners Nanoracks and Voyager Space. The payload will be launched in early 2025 and installed by the astronauts on the International Space Station. The high temperature superconducting magnet technology developed by Paihau–Robinson project creates many new opportunities for us to be on the leading edge of space research.

Paihau–Robinson Research Institute

Social divides and the 2020 election

Professor Jack Vowles, with co-editors Associate Professor Lara Greaves (Ngāpuhi, Pākehā, Tararā) and Professor Jennifer Curtin (University of Auckland) published [A Team of Five Million? The 2020 'Covid-19' New Zealand General Election](#). The book analyses voting behaviour that saw the Labour Party secure an overwhelming majority, the first time any political party has done so in Aotearoa's history of MMP elections. You can find out more about the work Professor Vowles and his team have undertaken looking into our political environment and general elections in the [case study here](#).

Faculty of Humanities and Social Sciences

International collaboration

Professor Nicole Moreham published the fourth edition of *The Law of Privacy and the Media*, the Commonwealth's leading work on the protection of privacy. It examines every aspect of the law of privacy as it relates to the media in England and Wales and a broad range of comparative jurisdictions. For this edition, Professor Moreham completely reworked the book's two central chapters focused on the misuse of information privacy tort and on defences to breaches of privacy. She was also lead author on three other chapters and co-edits with leading London media barrister, Adam Speker KC. This treatise is a highly successful collaboration between academia and the profession and has significant 'real world' impact, as well as academic standing.

Faculty of Law

Growing expertise in vaccine development and effectiveness

[RNA Platform](#) activity ramped up considerably in 2024, following appointment of the co-directors (Professors Gary Evans and Kjesten Wiig). The structure of the Platform is based around 7 technical domains or [Pillars](#). The leads for these have also been appointed. 8 [Fast-start projects](#) received funding and are underway – 4 are now 90 percent complete. Draft Pillar Plans were formed, which will guide the shape of the project, and criteria were prepared to support selection of Flagship Projects which will unite the Pillars. The central facilities in Wellington began producing and sending encapsulated RNA products to partners. The Production Facility is supporting 45 different projects and providing over 200 products across the country. The first RNA Platform Symposium was held on 14 November 2024.

Te Kāuru—Ferrier Research Institute

Associate Professors Bridget Stocker and Mattie Timmer are a part of an international team who have been awarded a \$15.7 million grant from the United States National Institutes of Health. The project aims to improve the effectiveness of vaccines against a range of major diseases. They will focus on developing vaccine adjuvants—ingredients that work to increase vaccine efficacy—that provoke a specific immune response. They lead the successful Immunoglycomics research group and this grant in the latest recognising their innovations in this area.

Faculty of Science

Research by Professor Colin Simpson on vaccine effectiveness continues to provide important data in the fight against COVID-19. A study published in September analysed health data for more than five million Kiwi residents shows COVID-19 vaccinations have been most effective at preventing infections and hospital admissions in the first month after they're administered.

Faculty of Health

Case study: Understanding how we vote

Professor Jack Vowles – School of History, Philosophy, Political Science and International Relations

What explains changes in New Zealand's electoral turnout? What explains those changes and how can greater turnout be encouraged? What might explain the move away from Māori rolls to General rolls? Jack Vowles and his team, with the assistance of a Marsden Fund grant over 2017 to 2020, sought to work towards answers by learning more about the people who move in and out of voting. The research was originally pitched to account for turnout decline. Unexpectedly since 2014, the first election in the dataset, turnout in New Zealand began to increase after a long period of decline, although has fallen back again in 2023.

The study examined the connection between one's first election and subsequent voting behaviour, effects of one's first election being local, turnout behaviour as people get older, and Māori enrolment, turnout, and roll choice and factor affecting these.


Previously such data came from surveys, with their typically low response rates and sampling biases. Jack and team, however, took a 'big data' approach using marked electoral rolls, and is seeking to explain stability and change in voting and not voting over four general elections and three local elections. The study also tracked movement between the general and Māori rolls.

The study has already made some useful findings. Voting over the age cycle follows a roller coaster path, and is higher for young women than for young men. Voting among the youngest voters living with their parents is higher than for those in their mid 20s who have usually left home. Voting then increases with age, before peaking for those in their late 70s. The roller coaster effect is particularly strong for local government elections, with the youngest age group being as likely to vote as people in their mid-40s. Hence attempts to increase voting rates should not be concentrated just on the youngest age group.

The study has also found that identity as Māori, expressed most strongly through language context, has strong effects on Māori roll enrolment, but other factors offset its impact on the number of Māori electorates. Choice of roll is made at the time of enrolment and is rarely changed.

More analysis is needed to shed light on fluidity of voting patterns in older voters, and on how first voting in local elections affects subsequent general election turnout.

The research provides real opportunity to promote and share the data matching techniques used in the study, but also to build and improve the dataset itself. Continuation of the study by data collection at elections into the future will require further funding, and would be greatly facilitated by an update of the legislation permitting the use of the roll for social science research. Jack Vowles has been discussing what needs to be done with the Electoral Commission and Parliament's Justice Select Committee.



Cross-disciplinary research: Strengthening the integration of disciplines internally and externally

Bringing science to society

Pūtaiao ki te Pāpori – School of Science and Society has been working to bring disciplines together and share expertise. In 2024, the School including hosting two talks by international scholars.

Australian scholar Jathan Sadowsky from Monash University gave a keynote at VUW as part of his speaking tour. Dr Sadowsky outline three key concepts that are crucial for a political economic analysis—and a ruthless criticism—of AI and capitalism: 1) innovation realism, 2) cheap data, and 3) the perpetual value machine. The tour was presented by the TEU, in collaboration with Science and Society, the Media Studies/Communications programmes at VUW and the Universities of Otago and Auckland programme, along with Dark Times Academy and Counterfutures journal.

Kenneth A. Gould, a renowned environmental sociologist from Brooklyn College – part of the The City University of New York, gave a talk to the Faculty of Science.

Professor Rebecca Priestly also delivered an inaugural lecture [End times—writing about climate change, nukes and existential angst](#). She talks about the issues that keep her up at night and how she uses writing to explore and respond to her anxieties about the future.
Faculty of Science

Speed gaming

Dr Simon McCallum in the School of Engineering and Computer Science, and Tuakana Metuarau (Ngati Porou, Ngati Tahu, Rarotonga and Mauke) in the School of Design Innovation brought their students together for Wellington's Global Game Jam. This worldwide event brings thousands of developers, designers, and creatives together to conceptualise and build games in just 48 hours.

Faculty of Engineering and Faculty of Architecture and Design Innovation

Urban design for the future

Associate Professor Victoria Chanse's research and practice on solving problems associated with sea level change, flooding, stormwater and disaster preparedness. She serves as an Associate Investigator for Nature-based Urban design for Wellbeing and Adaptation in Oceania (NUWAO) – a collaboration between AUT and VUW funded by the Marsden Fund. The project aims to develop nature-based urban design solutions rooted in Indigenous knowledges that support climate change adaptation and enhance individual and community wellbeing in different contexts across Aotearoa and Oceania. The group is investigating new approaches of urban climate change adaptation that are unique to Oceania. Additionally, Chanse is an Associate Investigator for Te Hiranga Rū QuakeCoRE, a Centre of Research Excellence funded by the New Zealand Tertiary Education Commission. Through this project, her research examines how to make cities more resilient in the face of climate change and disasters, including collaborative work with graduate researchers on social resilience, urban agriculture and landscape design for disaster recovery and preparedness in Wellington.

Faculty of Architecture and Design Innovation

Ensuring the relevance of the University's research for its internal and external stakeholders

Recognising impactful research

The Kiwibank New Zealander of the Year Awards Ngā Tohu Pou Kōhura o Aotearoa honour those who use their passion to make our country a better place. Professor Bev Lawton (Ngāti Porou) from the Faculty of Health has been named a semi-finalist in the New Zealander of the Year Award for her role as founder and director of Te Tātai Hauora o Hine—National Centre for Women's Health Research Aotearoa. Dr Mike Joy from the School of Geography, Environment and Earth Sciences has been named a semi-finalist in the Sustainability Leader of the Year Award, recognising his role as a leading freshwater ecologist and science communicator.

Faculty of Health and Faculty of Science

Connecting academia and industry

Professor Robyn Phipps was recognised for her work advancing and furthering the interests of women in the building, construction, and infrastructure industry at the National Association of Women in Construction Excellence Awards.

Faculty of Architecture and Design Innovation

Engaging young minds with technology

Paihau-Robinson Research Institute launched the Evolocity programme in March. This unique programme engages rangatahi with a hands-on experience in engineering, science, and innovation for a sustainable future. The opportunity to design and engineer their own electric vehicle and compete in the nationwide races is an exciting step that encourages exciting careers in science and technology.

Paihau-Robinson Research Institute

Enabling evidence-based policy

Raumata – Policy Hub was established in 2023 with the goal of connecting New Zealand's academics with the policy community to ensure well founded evidence underpins key policy decisions. Initiatives supporting the goal of 'Growing reputation in the public sector as an effective partner for research and support on long term public governance' in 2024 included:

- The extremely successful Spotlight lecture by Dr Simon McCallum and Professor Ali Knott 'Can AI language models be used to improve the efficiency and effectiveness of public services?' focused on the impacts of AI in the public sector. This has led to a number of projects with the Department of Internal Affairs related to the use of AI by the public sector.
- The launch of the Building trust in institutions project which is a key long-term piece of work. This project takes an interdisciplinary look at the factors that affect trust in institutions and the steps that we should take to build that trust, with a view to enhancing social cohesion and maintaining a healthy democracy. A public lecture 'Trust in institutions and democracy in Aotearoa New Zealand' featured Sir Ashley Bloomfield and Dr Mona Krewel was held in September, and contributors to the wider project include The University of Auckland, the Ministry of Health and the Department of Internal Affairs.
- Initiating a programme of research for the Counter Terrorism Coordination Committee on pathways into and how to manage violent extremism funded by DPMC.

Raumata – Policy Hub

Case study: Reimagining ocean law for equity and sustainability

Professor Joanna Mossop – Faculty of Law

Marine ecosystems and biodiversity are facing an unprecedented crisis. Overexploitation, pollution, and climate change are critically endangering the health of marine ecosystems, undermining food security, health, economic development and cultural values derived from our ocean resources. And whilst the number of conservation rules have increased, the laws meant to protect our oceans are not always fit for purpose. They are often out of touch with scientific, social, and ecological realities, and poorly integrated with other areas of law. They are rooted in a Western-centric, human-focused, exploitative, and colonialist world view.

Traditional legal frameworks, like the United Nations Convention on the Law of the Sea, are not leading to needed transformational change. Even new efforts, such as the treaty to protect marine biodiversity in areas beyond national jurisdiction, depend too much on flawed existing approaches.

Thanks to the Marsden fund 2022, these are some of the challenges that Professor Joanna Mossop and her co-investigators have been tackling by exploring how new legal approaches can transform three key areas of ocean management for sustainable and fair use of marine biodiversity:

High Seas Treaty: Evaluating the new Agreement on the Conservation and Sustainable Use of Marine Biodiversity of Areas beyond National Jurisdiction (BBNJ Agreement) and exploring the scope for new approaches to be integrated into its implementation. This includes exploring ecosystem-based management and global stewardship to overcome limitations of existing laws.

Area-based Management: Studying how marine protected areas (MPAs) can be better managed using new approaches including rights-based, indigenous and stewardship paradigms.

Fisheries Management: Focusing on improving fisheries management, which significantly impacts marine biodiversity. For example, studying how adopting a stewardship approach could make Regional Fisheries Management Organisations more effective and equitable.

The researchers challenge conventional ideas and values, incorporating overlooked legal traditions and perspectives, such as indigenous knowledge, human rights, and the rights of nature.

Professor Mossop has shared her work globally, presenting to conferences and workshops for example at Cambridge University, the National University of Singapore, University of Victoria Canada, and even the United Nations. The team's framework, consisting of around ten papers, is set to be published next year.

Support the development and implementation of initiatives, policies and practices that underpin the successful delivery of our strategic aims and statutory goals



Faculty strategic research initiatives

Faculties have an important role in developing and implementing initiatives, policies or practices that support the wider University's strategic aims.

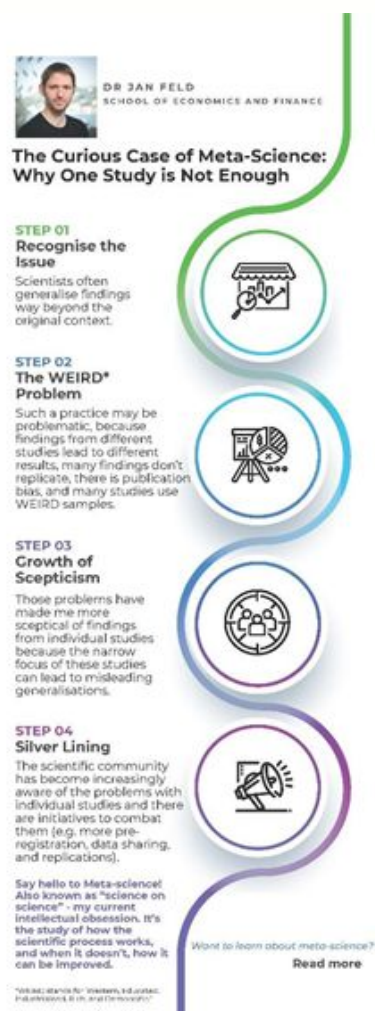
With the cancellation of the 2026 Performance-Based Research Fund Quality Evaluation, Faculties have also focused on ways of keeping up research momentum and maintaining excellence.

One of the strategic research initiatives delivered in 2024 included **Spotlight@WSBG**. The Wellington School of Business and Government (WSBG) enabled its researchers to focus on communicating complex research in an accessible and engaging manner through [visually appealing and simple infographics](#).

This initiative highlighted the diverse and impactful work of WSBG researchers, celebrated achievements, inspired collaboration, and sparked new research ideas across and beyond our community.

As part of the Te Hiwa 'Grow our research momentum' initiative, each Faculty also received financial support through the University Strategic Research Fund to develop initiatives which included:

- Writing/research retreats targeted at different groups (i.e. early career researchers, supervisors) and different topics (i.e. media engagement, grant writing), with follow up activities including seminars/colloquium to present their work, and mentoring support.
- Research mobilisation capability development, including support to develop materials that enable researchers to share their work with potential partners and end-users.
- Strategic research development hui focused on understanding the current state and developing a more strategic approach to research in their areas, for both staff and the Faculty more broadly which feeds into the Faculty Research Strategies and the ERI Bidding Strategy.



Engagement on research policy, processes and procedures

The University engages on, and responds to, a range of research-related issues including submissions to formal external consultations coordinated through the URC and the Office of the Deputy Vice-Chancellor (Research).

In 2024, there has been significant changes proposed to the science system and university sector – with consultations released by both the Science System Advisory Group (SSAG) and the University Advisory Group (UAG), both chaired by Sir Peter Gluckman.

The first phase of the SSAG focused on high-level sectoral questions that considered the role of science and innovation in New Zealand. This resulted in decisions to reform the Crown Research Institutes and develop an advanced technology public research organisation, establish a Prime Minister's Science, Innovation and Technology Advisory Council, develop a national policy for managing intellectual property, and disestablish Callaghan Innovation. The second phase, which opened in March 2025, will relate to the funding tools and mechanism and broader aspects of the science, technology, and innovation system (e.g., workforce, and infrastructure).

The first phase of the UAG consultation considered the role of Universities in New Zealand, while the second focused on the core activities of teaching, research and knowledge transfer in New Zealand's universities, and universities' governance and management. A third phase consulted on efficiencies and prioritisation as well as funding for teaching, learning and research, and capital expenditure. Our submissions to both groups can be read [here](#).

There has been a focus both externally and internally on free speech, with the Government announcing proposed changes to the Education and Training Act 2020, to "...set clear expectations on how universities should approach freedom of speech issues".

In 2024, the University hosted two debates on freedom of expression and academic freedom. As part of the University's continuing discussion on how universities can support academic freedom and speech on campus, [six short pieces](#) on this topic from a range of viewpoints and perspectives were published from staff. The development and consultation on a proposed Academic Freedom and Freedom of Expression Policy was jointly led by the DVCs, Research and Academic, with the policy published in February 2025.

Other internal policy work that was completed in 2024, was the approval and release of the new Responsible Research Policy and the updated Intellectual Property Policy.

Provide oversight of the University's internal strategic research funding as well as institution-wide research awards, fellowships and medals



Internal grants

The University Research Committee oversaw decisions on internal research funding initiatives, allocating just over \$2.3 million in 2024.

There was a more diverse internal funding landscape in 2024, with more funding awarded through the Mātauranga Māori Research Fund Grant and the Cross-Disciplinary Research Fund than in previous years. Significant contributions by the Gama Foundation Fund and the introduction of the Research Mobilisation Fund also supported a wider range of research activity.

In addition to the \$2.3m for these internal funds and awards, \$1.67m was allocated for other research support like conference and research study leave and small faculty grants.

Faculty grants

The Faculty Strategic Research Fund (FSRF) is one of two internal research funds that supports the Strategic Research Funding Framework for the University. It has two components; **Faculty Strategic Research Grants** (FSRGs) and **Faculty Research Establishment Grants** (FREGs).

- 17 of the 26 applications received for the FSRG were successful this year. Across the four funding rounds run by Faculties, a total of \$471,989 was awarded to FSRGs.
- 13 of the 17 applications for the FREG were successful this year. A total of \$191,468 was awarded to our early career researchers.

A portion of the FRSF budget was designated for small faculty grants. Faculties allocated a total of \$350k to these grants.

University grants and awards

The University Strategic Research Fund (USRF) is the second of the internal research funds that supports the Strategic Research Funding Framework for the University.

The **Research Mobilisation Fund** was piloted in 2024. It supports the engagement activities needed to enable and facilitate the collaboration, co-design and/or uptake with the users of the research in the community, professional practice, business and industry, or government. Five projects were approved for funding for a total of \$141,701.

The **Cross-Disciplinary Fund** is designed to support cross-disciplinary and cross-faculty collaborative research with potential to lead to external investment. In its third year, six of the 13 applications were awarded a total funding of \$288,251 (up from \$186,245 in 2023). The projects in this round have shown a greater degree of collaboration indicating that researchers are engaging positively with the purpose of the fund.

Internal grants

University grants and awards

The **Mātauranga Māori Research Fund** is a distinctive grant programme established in 2019. It seeks to advance the potential of mātauranga Māori and kaupapa Māori research through 'on-call' grants and a primary funding round. A total of \$141,339 was allocated in 2024 (compared to \$86,068 in 2023). One project was allocated through the primary funding round, valued at \$39,633, and 12 smaller projects (compared to 7 in 2023) were funded through the 'on-call' grants process, valued collectively at \$101,706.

The **Returning Carers' Research Fund**, introduced in 2020, supported:

- One grant of \$20,000 was approved for academic staff re-establishing research following extended leave due to caring responsibilities, and
- Two of the annual writing retreats for those with caregiving responsibilities, with 40 participants – find out more on [page 30](#).

The **Ki te Pae Research Excellence Awards** were revised this year following the cancellation of the Excellence Awards in 2023. This provided an opportunity to review the award criteria and refocus the awards offered. This year we recognised excellence in research mobilisation, teams and interdisciplinary research, and early career excellence. The value of each award was \$10,000. Three Research Excellence (two for individuals and one team excellence), four Early Career Excellence awards and one new award for Research Mobilisation were given out for a total of \$80,000. You can find out more about the winners and their research on [pages 30-31](#).

Other grants

The only other internal grants awarded this year were from the Gama Foundation Fund.

We administer this funding as an internal grant on behalf of the Gama Foundation. It funds independent, high quality and high impact research and communication that informs the public and policy-making process and influences policy development and implementation in several important areas. Six projects were funded through Gama for a total of \$986,133 (up from \$668,279 in 2023).

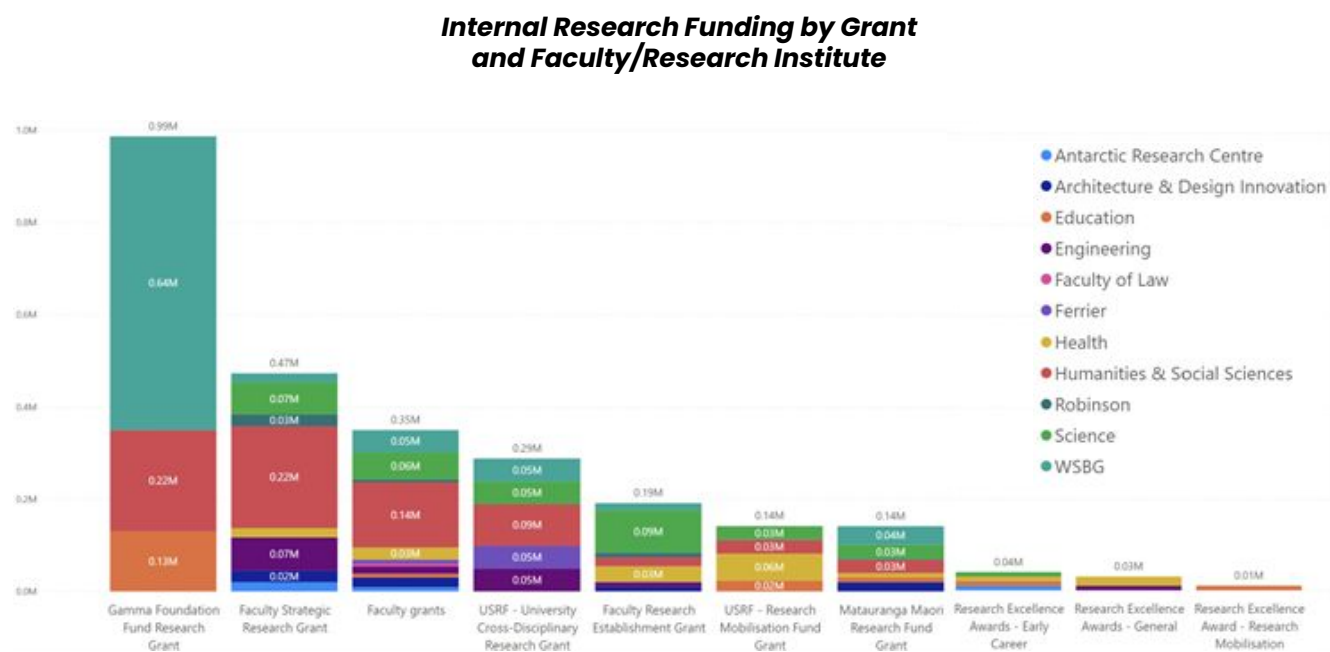
The URC also supports the Postgraduate Research Student Association Awards; however, these were not held in 2024.

You can find information on the successful grant recipients from the internal grant funding rounds between 2021-2024 including their projects, the relevant Faculty/School, and funded amounts [here](#).

Internal Research Grant Allocations in 2024

Academic staff in Faculties and the Research Institutes can apply for internal research grants.

The graph below shows the distribution of our core internal grants by Faculty, excluding grants for conference and research study leave.



Writing Retreats for Academics with Caregiving Responsibilities

These retreats are funded through the Returning Carers' Research Fund to support our researchers. The retreats have a significant impact not only on the academic productivity of the attendees, but also on their overall wellbeing.

The two four-day retreats were held in July and November 2024 and offered three key opportunities for attendees to: focus deeply on their research; rest and reflect; and connect with other academics with caregiving responsibilities.

The Zealandia retreat in Wellington was held in July. This provided an opportunity for caregivers for could not leave Wellington overnight. 23 researchers attended, from: Science (8) Health (3) Humanities, Social Sciences and Education (6) Architecture and Design (4), CAD (1), and Law (1).

The residential retreat at Waihōanga in Ōtaki hosted 17 researchers in November. They were from: Science (4), Architecture and Design (2), a research centre (1), Law (1), Health (6), and Humanities, Social Sciences and Education (3).

Participants at both retreats report that they produced and created a lot of wonderful research work, including completed paper drafts, book proposals and chapters, journal articles, grant and/or study applications, a series of paintings, conference presentations, and opportunities for consolidation of ideas and projects.

The retreats for academic caregivers continue to be deeply appreciated by attendees, and feedback continues to be very positive about the opportunities and care provided.

"The Wellington based retreats are my favourite writing retreats offered by the university...In addition to the value these retreats provide by enabling me to block out time in my calendar for dedicated reading, writing and thinking time, I also really value the community facilitated by these retreats. I get to spend time with colleagues from across the university who I would never otherwise meet/get to talk with and this enables us to discuss various aspects of our research/work, and to feel connected to the broader academic community".

"The fact that the DVC Research Margaret Hyland funds this retreat demonstrates real institutional support for carers and fixing inequity, particularly faced by carers (and predominantly women). Environment is a key factor in productivity, so providing a beautiful, relaxing space, where food is catered, means people can have the head space and energy to do meaningful, deep-thinking work. I can't praise or thank the organisers enough for this retreat, but am deeply grateful for it"

"I really appreciate and value attending these retreats and being part of the carer's community. I hope I will be able to give back to the community but at the moment really appreciate the support."

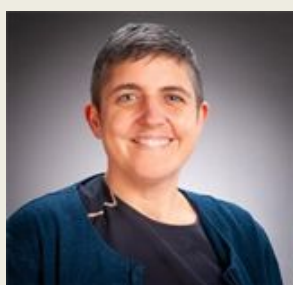
"The main barriers I face are overwhelm, service burden and lack of contiguous free minutes in which I can think, write, or even think about thinking or writing! It helped me hugely by giving me space attend to myself as a researcher, to recover from burn out and overwhelm, and to reconnect with WHY I am an academic, which is the biggest motivator for me in sharing my research"

"40% of my position is about research, and the retreat gives permission to actually attend to the needs of that 40%. It is helpful to be with others who also find the balance tricky, but are also amazing academics"

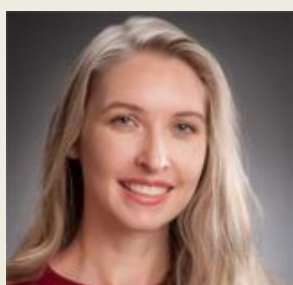
"...this was the first time I have been able to attend a residential retreat ... For me both versions of the retreats have been the most valuable mentoring and networking experiences I have ever had at the university. They produce a really special peer to peer support culture, where mentorship comes through collective care rather than hierarchical relationships of power. I bloody love it!"

Ki te Pae Research Excellence Awards

This year four early career researchers were recognised in the **Early Career Research Excellence Awards**.



Dr George Parker (School of Health) works in health and health services delivery, with their research programme devoted to the study of LGBTQIA+ reproductive health and family building with a focus on reproductive healthcare access. Dr Parker is already a leader in this critical research field with 12 peer review publications and another six under review/in-press, and has been recognised through multiple grants, prizes and invitations to share their research. Their deeply engaged and impactful research highlights the excellence of our early career researchers.



Dr Abby Sharrock (School of Biological Sciences) has made significant contributions to the local, national and international biochemistry research communities. Dr Sharrock's dual research focus on enzyme engineering and the discovery and evolution of defensive enzymes capable of protecting therapeutic cells has huge potential in cancer therapies. She has also has success with multiple grants and fellowships, and various highly cited publications including as first author and a patent filed with collaborators – this award recognises her research excellence and potential.



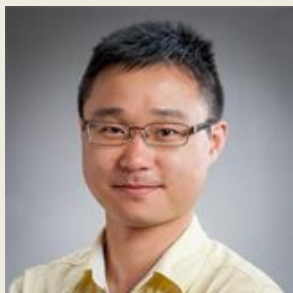
Dr Jessica Tupou (School of Education) work developing culturally responsive autism support for autistic Tamariki Māori and their whānau has resulted in nine peer reviewed papers, including four in the leading journal for the field. She has been recognised with a Whitinga Fellowship and other external grants, and increasingly recognised by international Indigenous autism experts seeking to collaborate. Dr Tupou's excellent, innovative research not only identifies the disparities in access to autism services for Māori, but holds the potential to address it that we recognise with this award.



Dr Holly Winton (Antarctic Research Centre) leads a programme investigating how biochemical processes in the ocean, atmosphere and snow affect the global climate. This programme, based in the Southern Ocean and the Antarctic, includes a stream recognising the knowledge in maramataka (the Māori environmental and lunar calendar). Funded through a number of national and international grants, this interdisciplinary research (started in 2023) has already yielded multiple publications and engagements on the findings thus far, and partnerships with mātauranga Māori experts is helping to strengthen a bicultural perspective on environmental issues and inspiring wāhine rangatahi into environmental science. This award recognises her leadership and excellence.

Ki te Pae Research Excellence Awards

We recognised the notable achievements of two individuals and one team in the 2024 **Research Excellence Awards**.



Dr Yi Mei (School of Engineering and Computer Science) research focuses on developing novel algorithms to solve complex real-world optimisation and decision-making problems has shown academic and real-world impact. With over 100 peer-reviewed publications in the last five years, supervision of 27 doctoral students, multiple awards and national and international leadership roles, successful external funding grants, and collaboration with other research organisations and businesses, it is more than fitting that his achievements are recognised with this award.



Professor Colin Simpson (Faculty of Health) is an infectious diseases epidemiologist and his expertise in assessing vaccine effectiveness and safety helped guide national and international health policy decisions here and in the United Kingdom during the COVID-19 pandemic. His leadership has enabled partnerships between experts in health, technology and data sciences, advancing innovation in digital health to improve global public health. The impact of his work has been recognised with a number of national and international awards, and we are happy to include this award in that recognition.

The team at Te Hikuwai Rangahau Hauora | the Health Services Research Centre were recognised for their work on COVID-19 and long COVID. Led by Associate Professors Mona Jeffreys and Lynne Russell, they conduct the first national study of COVID-19 in Aotearoa in 202, leading to several subsequent projects. The work of the multi-disciplinary team embodies a Titiriki-based approach to research, and prioritising the dissemination of their work ensures it is highly impactful – this award recognises their achievements.



Dr Hannah Waddington was awarded the new **Research Mobilisation Award**.

Dr Waddington (School of Education), an educational psychologist, is the clinical lead of the Autism Clinic – the only research-based clinic of its kind in Aotearoa. Her work with autistic children and their whānau, is supported and used by Autism New Zealand, the Australian Autism Cooperative Research Centre, and professionals in the field. She co-designed the Raupā te Raupō (RtR) programme alongside autistic and Māori advisory groups to help whānau better understand and support young autistic children. The success of RtR in the community is significant, including Ngāti Toa piloting and adapting it to better suit the needs of mana whenua with Dr Jessica Tupou. Dr Waddington's work exemplifies how mobilised research can positively impact and benefit the end-user community.



Recognising excellence in our research centres and institutes

As world leaders in many research fields, our research centres and institutes RCIs leverage our research strengths, attract external research income, and deliver transformative outcomes with tangible social impact by bringing scale, sustainability, and extensive collaborations into research activities.

Te Tātai Hauora o Hine—National Centre for Women's Health Research Aotearoa

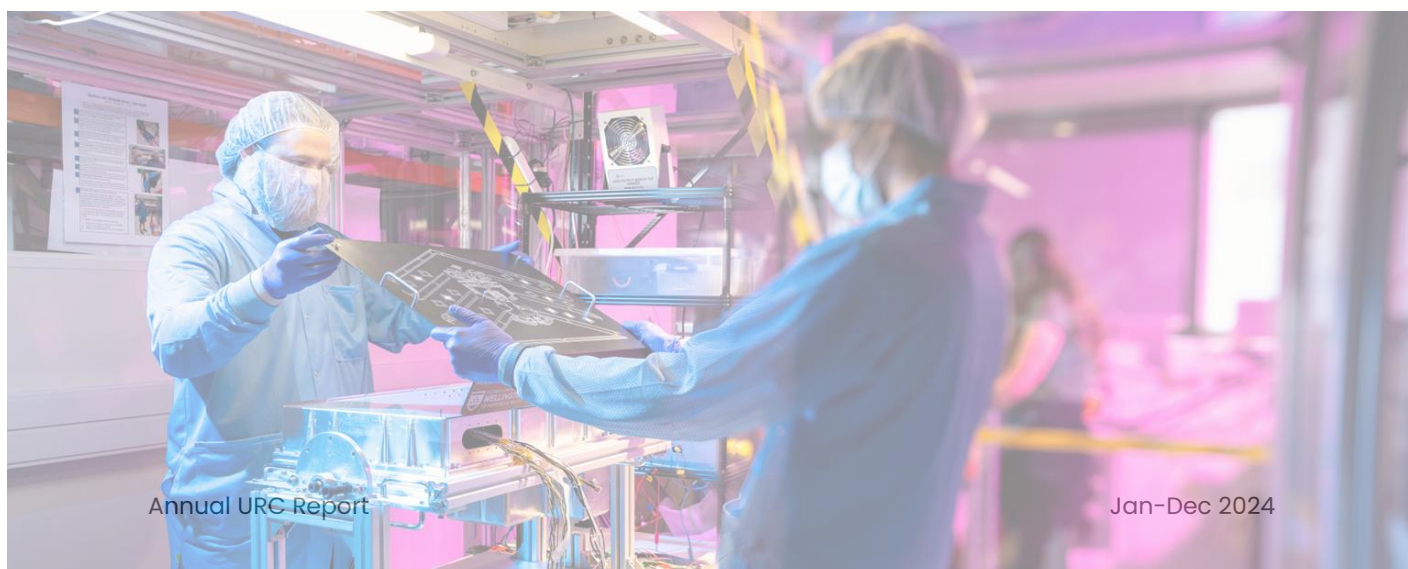
Professor Bev Lawton (Ngāti Porou) was awarded the [Maarire Goodall Award](#) and Dr Kendall Stevenson (Ngāti Awa, Ngāti Kurī, Ngāpuhi) received the Emerging Researcher award at the [World Indigenous Cancer Conference 2024](#).

Te Whiri Kawe—Centre for Data Science and Artificial Intelligence

Professor Mengjie Zhang was awarded the [Australasian Artificial Intelligence Distinguished Research Contribution Award](#).

Paihau – Robinson Research Institute

Professor Chris Bumby was awarded the [Shorland Medal](#) by the New Zealand Association of Scientists.



Support and
monitor research
performance
against the
strategic aims

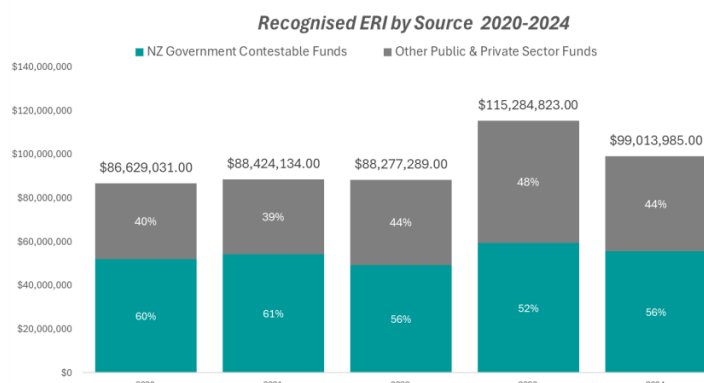


Strategic objectives 2020-2024

The University Research Committee provided oversight and leadership of the University's 2020-2024 research strategy and the performance against the five strategic objectives.

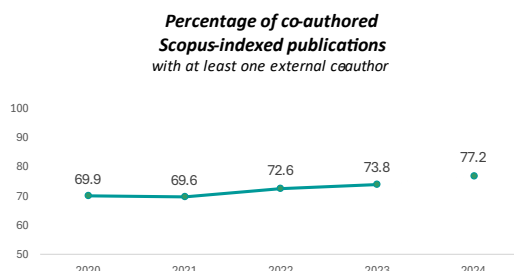
Strategic objective: Improved external research income (ERI) to \$100 million per annum, with 60 percent derived from sources outside the New Zealand Government contestable funding schemes.

[Find out more on pages 37-50.](#)



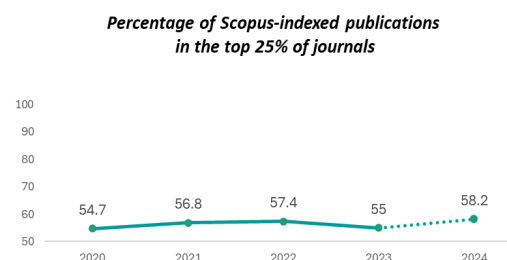
Strategic objective: Increased co-authorship or co-creation of research outputs with colleagues external to the University to 70 percent of research outputs by 2025. [Find out more on page 51.](#)

The finalised data for 2024 will be available in July 2025.

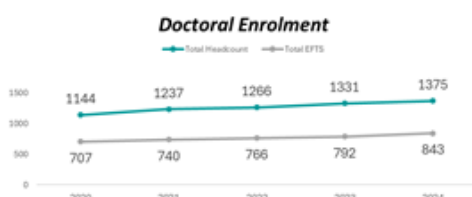


Strategic objective: 60 percent of our Scopus-indexed publications being in the top 25 percent of journals by 2025. [Find out more on page 52.](#)

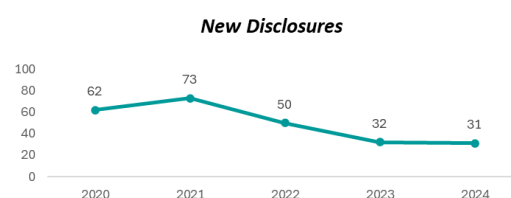
The finalised data for 2024 will be available in July 2025.



Strategic objective: Doubling the number of research postgraduate students. [Find out more on page 58.](#)



Strategic objective: Lifted new invention disclosures to 30 per annum. [Find out more on page 54.](#)





Research Funding Glossary

The majority of external research funding – approximately 90 percent – is managed by the University subsidiary the Research Trust (RTV). Other external funding is received via Wellington UniVentures, the Foundation and the University itself.

This Glossary explains how the funding information on external research income (ERI) is calculated in this report.

Recognised ERI

ERI as formally recognised in Financial Statements (using generally accepted accounting principles).

Consolidated ERI

Total ERI including VUW and subsidiaries.

Invoiced Funding

Total Invoiced by year (RTV only).

Newly Awarded Funding

The total of new research contracts, by contract start date (RTV only).

External research income

External research income (ERI) is an enabler of ambitious research and an important metric used in all major international university ranking schemes.

The ERI we receive provides additional financial support to researchers, research teams and projects. It's also an important revenue stream to the University through the mechanism of charging overheads. It is also the basis of one component of the Performance-Based Research Fund (PBRF).

Research and development expenditure in Aotearoa New Zealand was reported at 1.45% in 2021 according to the World Bank collection of development indicators, compiled from officially recognised sources. This is significantly below the 2020 OECD average of 2.74% of GDP. It would require significant additional investment from both public and private sectors to lift our country to a more equitable position with our global counterparts.

Diversifying our ERI is important for all Universities – for us this diversification is not just the sources of income we seek, but also encouraging and enabling a wider range of researchers and disciplines to seek and successfully receive funding.

The benefits of accessing a broader range of research funding, apart from reducing dependency on single sources of funding, include enabling a wider range of research projects, and encouraging wider partnerships that strengthen the connections between the University and local, national and international organisations, communities and industries.

As noted in the Strategic Context on [page 6](#), the changes to research funding from Government announced last year haven't impacted our ERI. However 56 percent (~\$55 million) of our 2024 ERI has come from the Government contestable funds. We will need to balance maintaining as much of our 'bread and butter' funding as possible, with seeking funding from other potential sources here in New Zealand and overseas.

Improving our external research income

Performance against our external research income target.

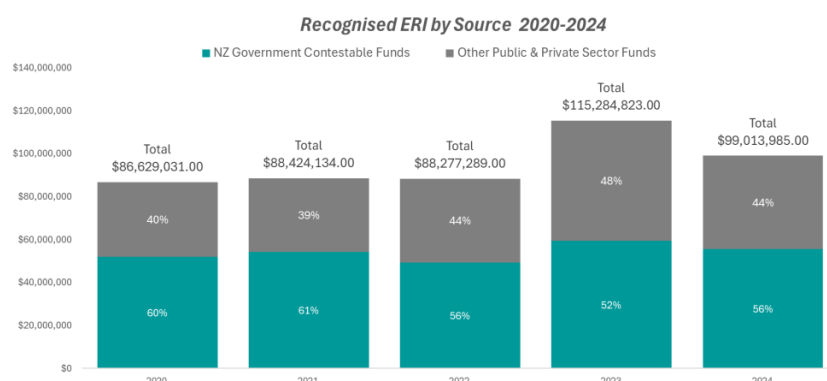
This year we are just shy of the strategic objective of “improved external research income (ERI) to \$100 million per annum...”.

A one-off international donation meant we exceeded the target for total ERI received in 2023. We have been slowly increasing our ERI over the last two years after a plateau between 2020 and 2022. This is a positive trend, which has been boosted with the \$13.6 million bequest in 2023.

The second part of the objective “...with 60 percent derived from public and private sources outside the New Zealand Government contestable funding schemes” was a target aimed at encouraging diversification of our funding sources.

The target of 60 percent was aspirational and would require us to have increased our total ERI to \$132 million – effectively doubling our revenue from other public and private sector sources to \$82 million (compared to the \$43 million in 2024).

Shifting the proportions of ERI received from the different sources is complex. External factors include availability and eligibility for other funding sources, while internal factors include capability and capacity of researchers and support staff. There are also implications related to how different funders support the direct costs that the University. These factors are also discussed within the report.



	2020	2021	2022	2023	2024 *Subject to audit
NZ Government Contestable Funds	60%	61%	56%	52%	56%
Other Public & Private Sector Funds	40%	39%	44%	48%	44%

External Funding Sources

The majority of external research funding – approximately 90 percent – is managed by the University subsidiary the Research Trust (RTV). Other external funding is received via Wellington UniVentures, the Foundation and the University.

Our ERI is reported from two sources:

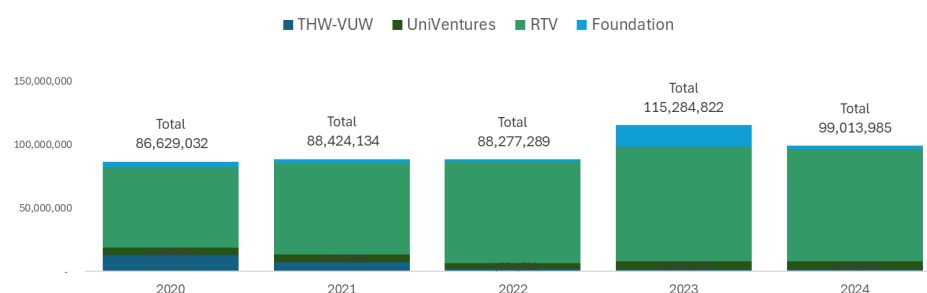
- **New Zealand Government contestable funds** is primarily funding from the three main research funding bodies; The Royal Society Te Apārangi, the Ministry of Business, Innovation and Employment, and the Health Research Council.
- **Other public and private sector funds** which includes research funding from other Government sources like central and local government, Crown Research Institutes, other Universities, and private sector research funding from industry, iwi, charities, and overseas organisations.

Our ERI growth continues to plateau since 2020 as seen in our largest source of income – grants coming into the RTV. The impact of the one large philanthropic bequest received by the Foundation in 2023 is highlighted below.

Our ERI is measured on spend which means it is a measure of research activity. This activity has increase over the last two years – increasing the spend on grants and a consequent increase in ERI.

The Research Office and Wellington UniVentures continue to undertake activities designed to increase and diversify our ERI, including more commissioned research and advisory services, encouraging and supporting researchers to apply for international funding, and developing strategic international relationships.

Consolidated ERI by Funding Source 2020-2024



Note: the decreased funding for THW-VUW from 2020 to 2022 reflects the MacDiarmid funding now being reported under RTV.

	2020	2021	2022	2023	2024 <i>*Subject to audit</i>
Foundation	4,556,367	2,708,274	1,719,033	16,894,118	2,676,096
RTV	63,450,870	72,372,813	80,200,361	90,710,443	88,400,551
UniVentures	5,939,589	6,005,820	4,551,762	5,983,528	6,240,605
THW-VUW	12,682,206	7,337,227	1,806,133	1,696,734	1,696,734
Total	86,629,032	88,424,134	88,277,289	115,284,822	99,013,985

New Zealand Government Contestable Funds

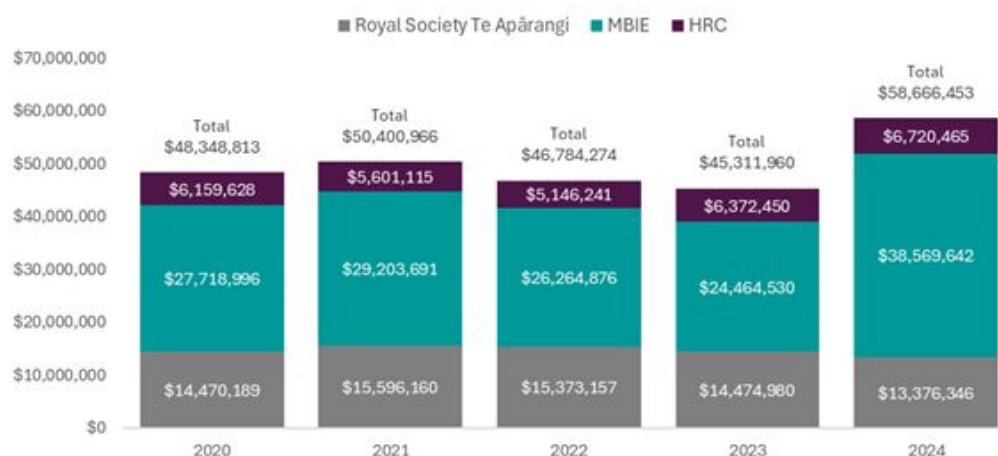
The RTV manages the grants received from the three main research funding bodies.

These funding bodies are:

- The **Royal Society NZ Te Apārangi**, which administers funds including Marsden and Marsden Fast Start grants, Catalyst funds, and various Fellowships on behalf of MBIE.
- The **Ministry of Business, Innovation and Employment (MBIE)** which includes the Endeavour Fund (Research Programmes and Smart Ideas), Catalyst funds, and the Vision Mātauranga Capability fund among others.
- The **Health Research Council (HRC)** which includes Project and Programme funding, Explorer grants, and a variety of Fellowships for early-career researchers, including emerging leaders in Māori and Pacific health research.

A \$13 million increase in invoiced funding in 2024 signals increased research activity. This has come primarily from MBIE funded projects, including the RNA Platform. This is a positive sign after two years of invoice funding levels dropping.

Invoiced contestable funding received by the Research Trust from the Royal Society, MBIE and HRC, 2020-2024



Research funder	2020	2021	2022	2023	2024
HRC	6,159,628	5,601,115	5,146,241	6,372,450	6,720,465
MBIE	27,718,996	29,203,691	26,264,876	24,464,530	38,569,642
Royal Society Te Apārangi	14,470,189	15,596,160	15,373,157	14,474,980	13,376,346
Total (RSNZ, MBIE & HRC)	48,348,813	50,400,966	46,784,274	45,311,960	58,666,453

Note: These figures represent Invoiced Funding as opposed to Recognised ERI. See the [Glossary here](#).

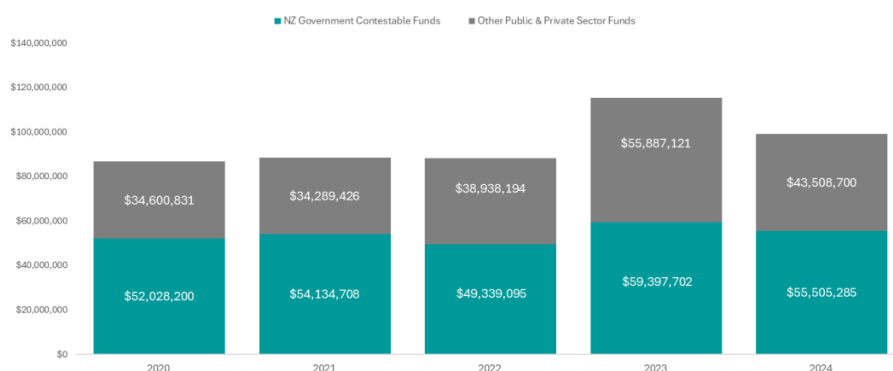
Other public and private sector funds

There is potential to increase and diversifying our ERI from public and private sector funds.

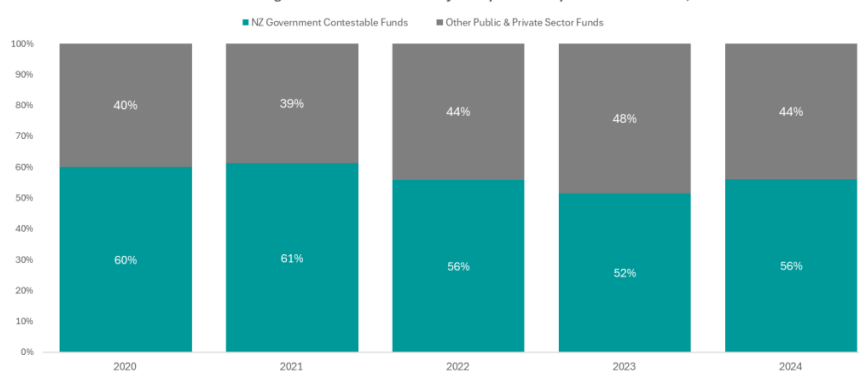
The proportion of ERI we receive from these sources has remained relatively consistent over the last five years. As noted previously, the target of our strategic objective was to achieve 60 percent of our total ERI from these sources. We would have required an additional \$38.7 million in revenue from these sources to meet this target in 2024. Diversifying our ERI in these areas is important, and a future target needs to be carefully considered. Our limited resources need to be directed towards the highest rewards.

Shifting to a higher percentage of ERI from these sources has the potential to impact on the University's financial position. This is because grants from private and international sources are less likely to provide fully funded direct costs or overheads.

External research income recognised across the University from public and private sector funds, 2020-2024



External research income recognised across the University from public and private sector funds, 2020-2024



ERI Funding Source	2020	2021	2022	2023	2024 *Subject to audit
Other Public & Private Sector Funds	34,600,831	34,289,426	38,938,194	55,887,121	43,508,700
NZ Government Contestable Funds	52,028,200	54,134,708	49,339,095	59,397,702	55,505,285
Total	86,629,031	88,424,134	88,277,289	115,284,823	99,013,985

Other public and private sector funds

The value and proportion of the 'other funding sources' are outlined below.

New Zealand non-Government income comes from private sources. Contract research and consultancy services provide the majority of this funding. These services also make up our New Zealand public contract research. These sources have been grown slowly over the last five years. The increased focus on contract research from Wellington UniVentures and Raumata – Policy Hub have both shown good growth in 2024.

Overseas research income has also been growing, and the \$13.6 million bequest in 2023 was a extremely welcome boost. As our involvement in Horizon Europe grows, and other awarded international contracts start to deliver, we expect to see a modest but steady increase going forward.



Research Funding Source	2020	2021	2022	2023	2024 *Subject to audit
NZ non-Government income	\$8,283,804	\$7,785,889	\$8,718,080	\$9,442,844	\$9,288,591
Overseas research income	\$4,736,234	\$3,338,100	\$3,372,601	\$18,469,285	\$6,239,242
NZ Public Contract Research	\$21,580,793	\$23,165,437	\$26,847,513	\$27,974,991	\$27,980,868
NZ Government contestable	\$52,028,200	\$54,134,708	\$49,339,095	\$59,397,702	\$55,505,285
Total Consolidated	\$86,629,031	\$88,424,134	\$88,277,289	\$115,284,822	\$99,013,986

Understanding our international funding

International research funding is crucial for New Zealand universities as it enhances their ability to collaborate globally, access cutting-edge technology, and attract top-tier talent.

The level of external research incomes from international sources has been relatively static – an average of \$4.5 million per annual over the last five years. There was a small increase of \$6.2 million in 2024.

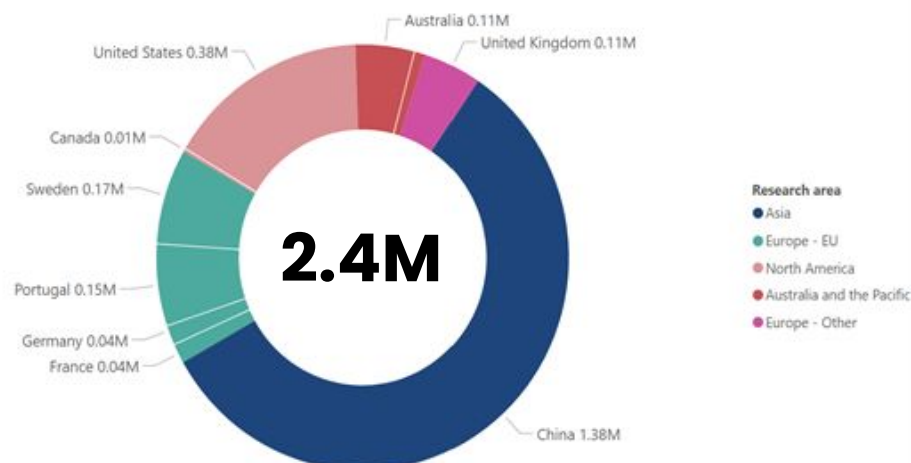
The main funders we apply to include the United States National Institutes of Health (NIH) which is the world's largest biomedical research agency, the John Templeton Foundation which is a philanthropic organisation that funds a wide range of research, and now Horizon Europe which is the European Union's main funding programme for research and innovation. There are a range of other public and private organisations we also seek funding from around the world.

In 2024, we submitted 23 applications to international funding sources. Our researchers are also on eight other international funding bids led by other research organisations.

The graph below highlights the value of all international research contracts awarded in 2024. While this overseas funding is positive in the context of diversifying our funding sources, the current total value is still low compared to domestic funding sources.

An increase in successful bids to Horizon Europe, which has a budget of more than €95 billion, could make a difference to our ERI and provide another funding source for researchers in the humanities and social sciences.

Overseas funding awarded in 2024 By Region and Leading Country



Data source: RTV, RO

The potential of Horizon Europe

Since 2023, our researchers have been able to apply for Horizon Europe funding, join research consortia with some of the world's leading research organisations, and access Europe's world-leading research infrastructure.

We are able to directly bid into one of the three Pillars – Pillar 2 Global Challenges and Industrial Competitiveness which has a budget of €53.5 billion. This Pillar consists of 6 thematic 'Clusters':

1. Health
2. Culture, heritage and inclusive society
3. Civil security and society
4. Digital, technology and space
5. Climate, energy and mobility, and
6. Food, bioeconomy, natural resources, agriculture and environment.

For the 2024 round, we submitted six bids and were successful with one – Associate Professor Lara Greaves (Ngāpuhi, Pākehā, Tararā) (School of History, Philosophy, Political Science and International Relations). We have already submitted one bid for the 2025 round, with another seven in the pipeline – four of these bids are with an established consortia. These will be submitted in the second half of 2025.

We have also submitted an application for an ERC Synergy Grant. These grants are funded through the European Research Council (ERC) which is one of the major funding schemes in Pillar 1 Excellence Science. If this is successful, it would be the first awarded in Aotearoa New Zealand.



Supporting Horizon Europe bids

The Research Office provides support to researchers across the University to apply for Horizon Europe funding.

The Research Office has undertaken a number of initiatives during 2024 to encourage and support researchers participate in Horizon Europe. This includes:

- Hosting a workshop with EURAXESS Australia and the New Zealand Regional Coordinator, and co-hosting the MBIE Horizon Europe Roadshow which included members of the European Union Delegation.
- Facilitating two Horizon Europe workshops at the annual URONZ conference with speakers from MBIE, University Research Offices and the National Contact Point for the Civil security for society Cluster.
- Presenting on the Horizon Europe programme and opportunities for New Zealand at the MacDiarmid Symposium.

In 2025, they will facilitate a two-day “Horizon Europe Project Development” workshop that will include targeted work on specific proposals, and an “Unlocking Horizon Europe” workshop targeting the Humanities and Social Sciences faculties with practical strategies and information on applying for funding.

Two of the Research Partners will also travel to Europe to establish collaborations with European institutions and explore ways of integrating our research capabilities and expertise into the European funding environment.

Meetings have been planned with KU Leuven and Universiteit Gent (Belgium), Wageningen University & Research (Netherlands), University of Orleans, University of Nantes and IFREMER (France), the University of Oxford (UK), and UNiLiON Universities network (Brussels).



Operating in the contestable research funding environment

Significant amounts of time and effort are put into funding applications by our researchers, as well as the professional staff that support them.

The contestable research environment means that excellence research projects don't always get funded, and we want to acknowledge and recognise the tenacity and dedication of our researchers who commit to the development of a proposal and the multitude of actions required to submit an application.

In 2024, the Research Funding team in the Research Office submitted ~500 applications for funding. We bid for more than \$215 million from the three main government funders, compared to \$210 million in 2023. Our average success rate across these applications was 19 percent – comparable to other Universities and up from 15 percent in 2023. When it comes to bidding for other funding, the 2024 success rate is around 33% for charities and foundations, and 25% for joint bids with other universities, and 29% for other New Zealand government funds.

Our success rates highlight the unpredictable and complex nature of the contestable funding environment. The increasingly competitive funding processes, combined with relatively static funding pools, means that the increases in application volumes have not had a significant impact on our success rate or the funding we received across years.

The increase in volume of applications, combined with the reduction in FTE in the Research Office as a result of the 2023 Achieving Financial Sustainability programme, has meant the bidding strategy developed as part of the 'Diversify our ERI' Te Hiwa initiative is increasingly important.

The Government contestable funding system is even more heavily weighted to science and technology than ever before. This means there are fewer funding opportunities for researchers outside of those disciplines. Faculties and Schools will need to have strategies and initiatives in place to identify other external research income sources, or join efforts in collaborative, cross-disciplinary projects. The Strategic Partners in the Research Office are providing support to Faculties as they develop their research strategies.

Major funds: Applications overview

We submitted 340 applications to the three main Government contestable funding rounds in 2024.

Our success rates tend to reflect the range of organisations that can apply. There are a small number of organisations that undertake health research in New Zealand – this combined with the excellent research undertaken at the University in the Faculty of Health – particularly Te Hikuwai Rangahau Hauora –Health Services Research Centre and Te Tātai Hauora o Hine – National Centre for Women’s Health Research Aotearoa – means our applications to the Health Research Council have a significantly higher success rate.

The Endeavour Fund is New Zealand’s largest contestable research fund, with a budget of \$236.5m in 2024. It has a significantly broader remit and supports projects with the potential to deliver significant economic, environmental, and societal benefits. Our success rate for Smart Ideas was extremely low, mainly due to the volume of applications we submitted. MBIE has now placed a cap placed on Smart Ideas means that we can only submit 11 applications for 2025 funding, instead of the 61 applications submitted in 2024. This cap required a new internal triage process to be developed in 2024, which is not a part of applications for Research Programmes at this point.

The Marsden Fund has a two-stage process, with Expressions of Interest (EOI) submitted and then successful applicants are invited to submit a full application. The applications that are successful following the second stage are then funded. In 2024, we submitted 132 EOIs and 34 went forward to the full application stage. We had 20 successful grants and our researchers are also Associate Investigators or Co-Principal Investigators on another seven grants led by other organisations.

Funding	Submitted Applications	Successful Applications	Success Rate	Total Funding
Royal Society Total	210	30	23%	\$17,812,000
Marsden	132	20	15%	\$11,914,000
Catalyst Seeding	19	1	5%	\$160,000
Catalyst Leaders	5	3	60%	\$398,000
Fellowships	54	6	11%	\$5,340,000
MBIE Endeavour Total	76	7	11%	\$27,700,000
Smart Ideas	61	5	8%	\$5,000,000
Research Programmes	15	2	13%	\$22,700,000
HRC Total All rounds	54	22	41%	\$5,347,416

Marsden Fund: Humanities and Social Sciences Panels

The Government removed the Humanities and Social Sciences panels from the Marsden Fund at the end of 2024.

The Humanities Panel assessed applications in the following areas: English; languages; history; religion; philosophy; law; classics; linguistics; literature; cultural studies; media studies; art history; and film.

While the Social Sciences Panel considered applications in the following areas: sociology; Māori studies; indigenous studies; social, developmental, organisational, community and health psychology; social, cultural and human geography; social anthropology; education; urban design and environmental studies; public health; nursing; public policy; political science; socio-linguistics; architecture.

Over the last five years, the Humanities and Social Sciences panels have funded 30 research projects to our researchers. Over this period, an average of 26 percent of our total Marsden funding awarded has come from these grants. Over this same period, an average of 21 percent of all the grants awarded in the Humanities and Social Sciences panels were led by our researchers.

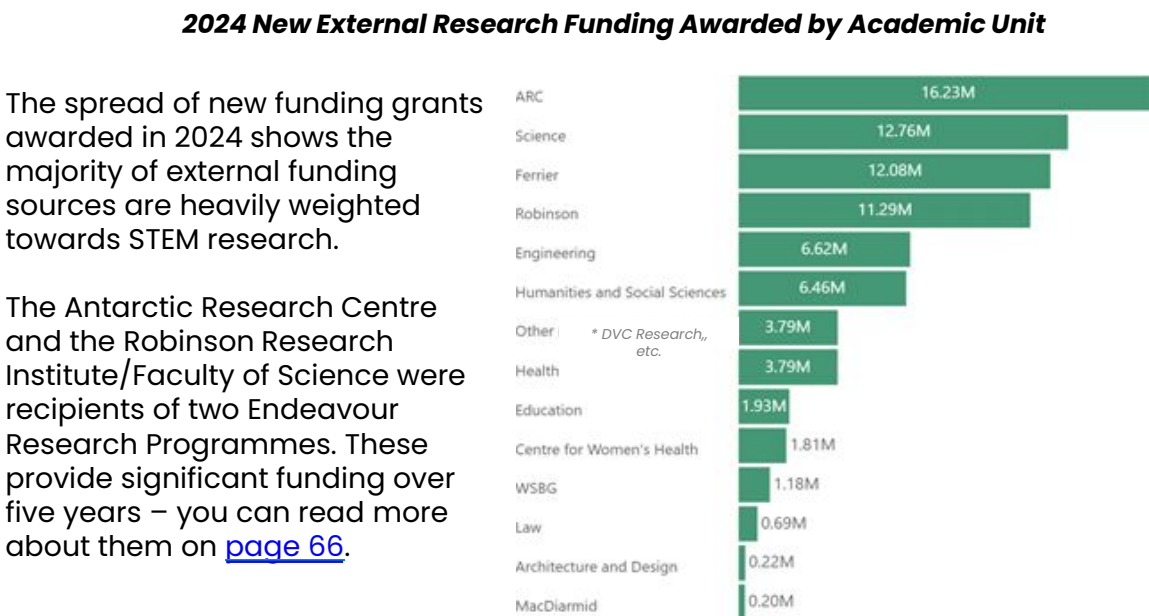
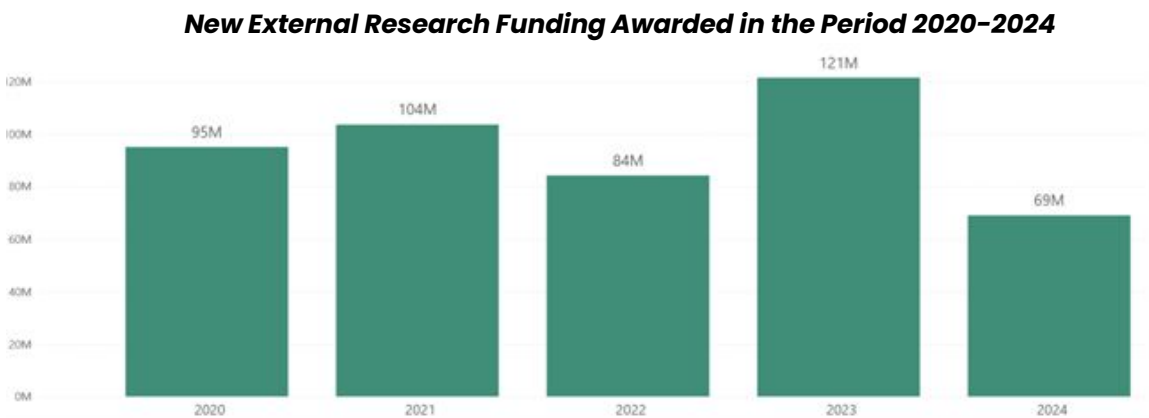
In 2024, 38 EOIs were submitted by most Faculties to these panels, with Humanities and Social Sciences (17) and Science (6) the two highest. Of these EOIs, 12 went forward to the full application stage. The Humanities and Social Sciences panels awarded three Fast Start and two Standard grants: three in the Faculty of Humanities and Social Sciences, one in the Faculty of Science and one in the Faculty of Law. These grants are valued at \$2.4 million.

2024 new research contracts

Each year we are awarded new research contracts. These usually have a life of three to five years, so the total value of each grant is distributed across the different periods.

In 2024, we were awarded external research grants with a total value of almost \$69 million – of this \$6.9 million was awarded to projects led by Māori researchers and \$2.1 million was awarded to projects led by Pasifika researchers, you can see more on [page 50](#).

The graph below shows the total amount of new research contracts that we were awarded each year between 2020 and 2024. The total awarded in 2024 is considerably less than in previous years. This will have an affect on our revenue and also a reduction in overheads to cover direct costs. It will be important to increase the value of our new contracts in future years to help smooth this drop.



The spread of new funding grants awarded in 2024 shows the majority of external funding sources are heavily weighted towards STEM research.

The Antarctic Research Centre and the Robinson Research Institute/Faculty of Science were recipients of two Endeavour Research Programmes. These provide significant funding over five years – you can read more about them on [page 66](#).

New Māori-led and Pasifika-led research projects in 2024

\$6.9 million was awarded to projects led by Māori researchers and \$2.1 million was awarded to projects led by Pasifika researchers.

The majority of this external research funding came from the Royal Society Te Apārangi and the Health Research Council – these are highlighted throughout the report. Funding also came from a range of other sources.

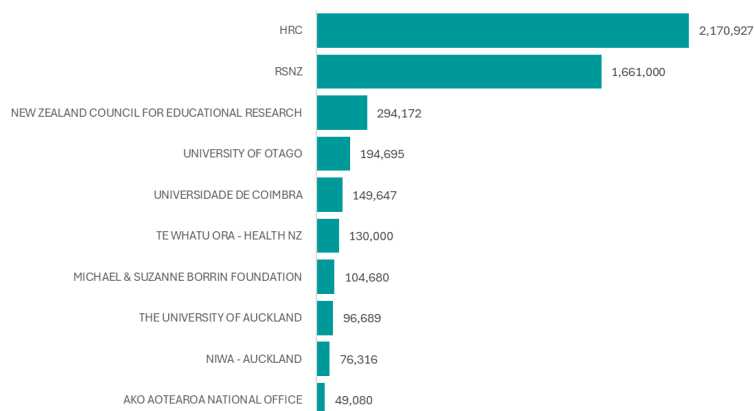
The **New Zealand Council for Education Research** awarded funding to our School of Education reserachers; Dr Hiria McRae (Te Arawa, Ngāi Tūhoe, Ngāti Kahungunu) for the *He Kaiako Tū Rangatira* project which aims to equip kaiako Māori with skills and support to assume leadership roles, and Associate Professor Cherie Chu-Fuluifaga for the project *Beyond the classroom: Pacific-School partnership, leadership development and structural change* which aims to enhance the overall teaching and learning experience, ensuring it reflects and respects the cultural traditions of Pacific communities.

Reader Māmari Stephens' (Te Rarawa, Ngāti Moetonga, Te Rokekā) (Faculty of Law) project *Te Rauhi i te Tikanga – A Tikanga Companion* is supported by the **Borrin Foundation**.

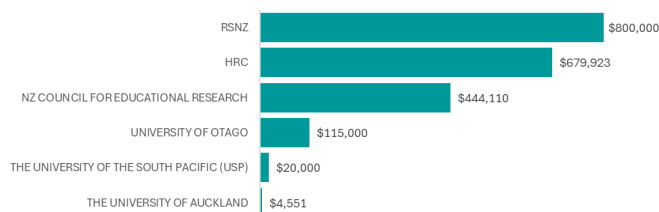
Dr Tia Neha (Ngā Puhi, Ngāti Porou, Te Whānau Ā Apanui me Ngāti Kahungunu) in the School of Psychology has an **Ako Aotearoa** funded project *A Tiriti-led approach to psychology | The effectiveness of Te Kete o Hinengaro in supporting whānau, community and learning environments*.

Associate Professor Kabini Sanger (Education) received funding from the **University of South Pacific** as part of the Tupu Programme aimed at meeting the needs of children in Fiji, Tonga, Niue, Cook Islands and Vanuatu.

Key Funders of Māori-led Research Projects



Key Funders of Pasifika-led Research Projects



Research outputs

The University shares our research with the world through the publications and creative works of our academic staff.

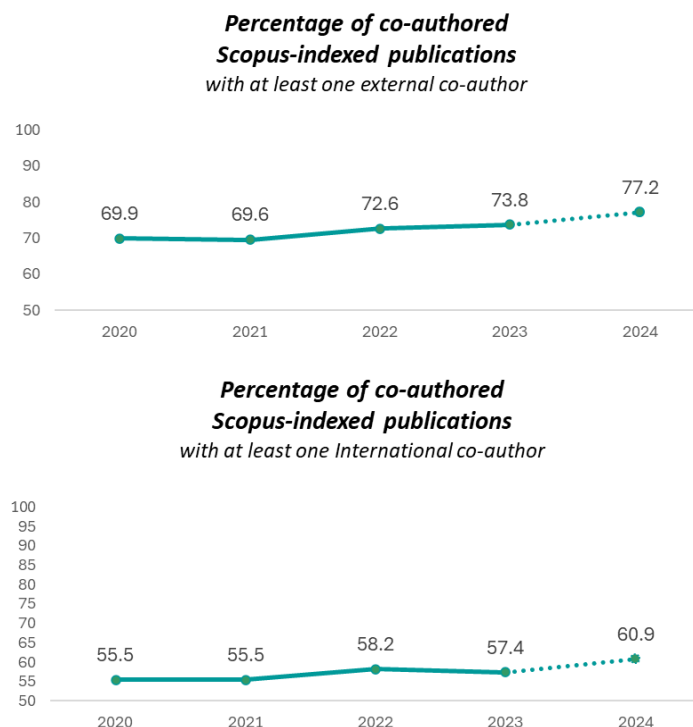
The creation of research outputs facilitates domestic and international collaboration and knowledge exchange, and contributes to the professional advancement and reputation of individual academics and the university.

The Scopus publications database does not reflect the broadest range of research outputs produced by our researchers, but it does capture the majority of the most commonly produced research outputs (books, book chapters, conference papers, and journal articles) produced by most of our faculties.

Over the last five years, 9,176 publications identified by SciVal had authors affiliated to the University – this includes 1,824 in 2024.

We continue to exceed our strategic objective of increased co-authorship or co-creation of research outputs with colleagues external to the University to 70 percent of research outputs by 2025.

77.2 percent of joint publications identified by SciVal had at least one co-author or co-creator outside of the University, with 60.9 percent of co-authors or co-creators considered international.



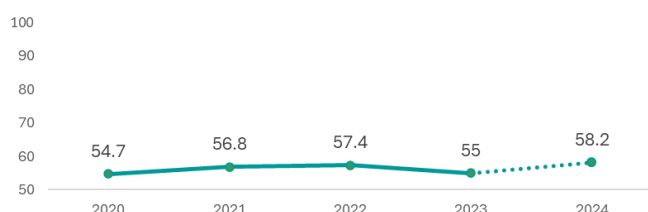
Research outputs

Highly cited Scopus-indexed publications contribute significantly to the University's international ranking outcomes.

We are making progress on our strategic objective of 60 percent of our Scopus-indexed publications being in the top 25 percent of journals by 2025, however this did drop to 55 percent in 2023. Despite the drop, the data for 2024 indicates an improvement in the numbers which will be confirmed in July 2024.

The reason for the drop cannot be confirmed, but it is possible that journal status may no longer be the top priority when researchers are choosing a journal to publish in. It is possible that funding mandates and personal ethics may be leading many to prioritise Open Access options in lieu of "top journals". While this metric does indicate our work in prestigious journals as defined by expected citation outcomes and peer review, it does not indicate external changes in the academic publishing environment.

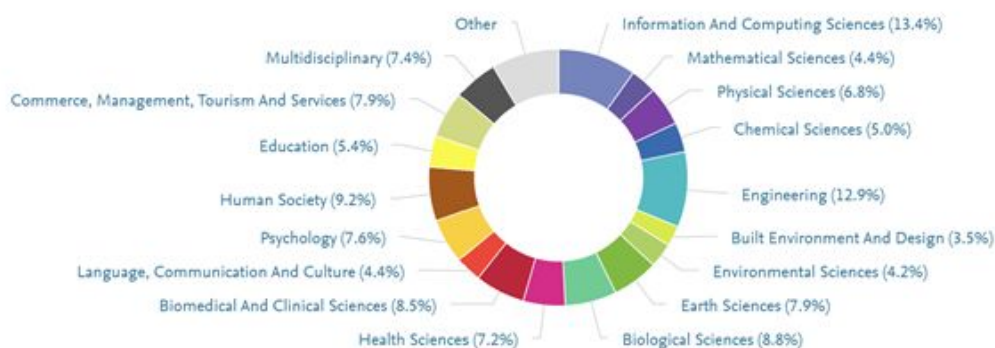
Percentage of Scopus-indexed publications in the top 25% of journals



Note: The revised indicator is now lagged by one year as provisional data is not available on the annual reporting timeline. The results that were confirmed on 21 June 2024 are based on 2023 publications.

We continue to publish across a range of fields of research, noting that some disciplines where we perform well internationally are not well represented in Scopus. However, the graph below does provide an indication of the comprehensive nature of research undertaken across our University.

Key Field of Research Areas for Victoria University of Wellington Publications 2019–2024



Research outputs

Times Higher Education (THE) Rankings provide metrics relating to our scholarly output.

Metrics like these are just one way of measuring research outputs, and need to be considered alongside other factors when considering research performance.

THE Citation Impact Score can help assess the relative importance and influence of different journals or research areas.

It is an average of the THE Global Citations Score and Country-Normalized Citations Score, using the snapshot of Scopus data provided around May each year.

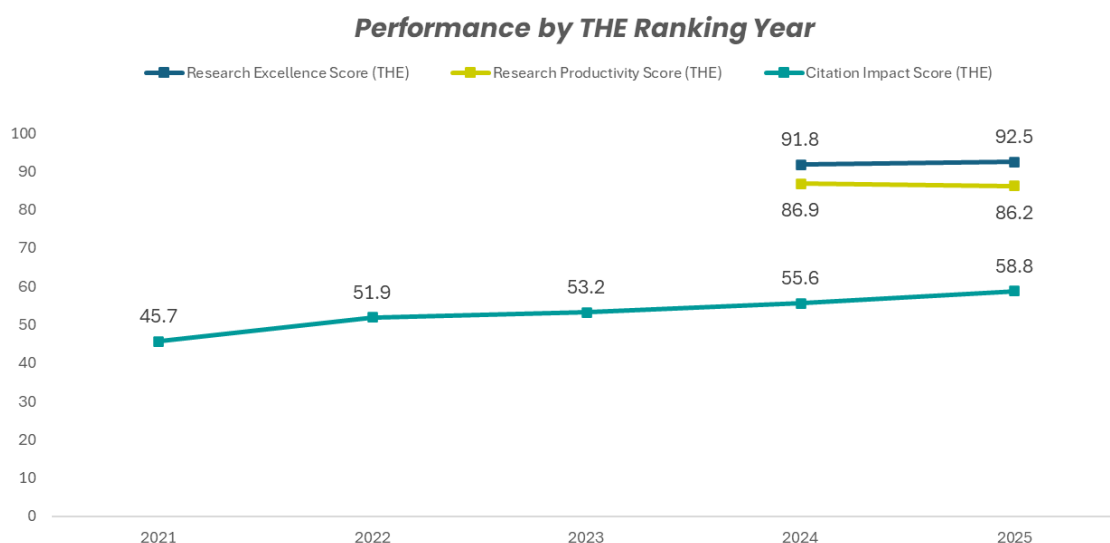
THE Research Productivity Score aims to measure how effectively a research organisation generates research outputs.

It is generated by dividing the subject-weighted Scholarly Output (captured by THE) by the sum of the total subject-weighted number of FTE research staff and FTE academic staff. The result is normalised and weighted at 5.5% of the overall THE World University Rankings Score 2025.

THE Research Excellence Score measures a research organisations contribution to the best research in each subject and overall.

It is measured considering the total number of publications by an institution that are among the top 10 percent of publications worldwide by Field Weighted Citation Impact 5Y (FWCI 5Y). The resulting number is adjusted by year, subject, and the total number of academic and research staff. The indicator is weighted at 5.0% of THE World University Rankings Score.

The university's research output shows an annual improvement in its Citation Impact Score. The Research Productivity and Research Excellence Scores, which are only available for 2024 and 2025, are above the New Zealand average.

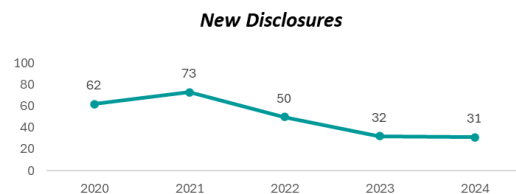


Commercialisation, knowledge transfer and impact

We want our research to deliver fundamental and transformative impact within the academy and for our city, nation and the wider world.

Bringing academic research from lab to market, as well as connecting researchers with government and industry to solve real-world problems, is an important part of realising the benefits of research. Wellington UniVentures—Te Paewai partners with researchers to turn their discoveries into impactful solutions for society.

The strategic objective of 50 invention disclosures was adjusted to 30 per annum. The company achieved **31 new disclosures in 2024**, including 5 as part of its external consulting services.



Prior to 2022, UniVentures had a team of analysts that could do market research for all researchers, including early market/commercial research for research grants. These were all considered "invention disclosures". The invention analyst team was reduced in 2022 then disestablished in 2023 as a result of the University's financial position. Since 2023, invention disclosures numbers reflect projects at a later stage, and more likely to proceed to full commercialisation projects – stabilising at around 30.

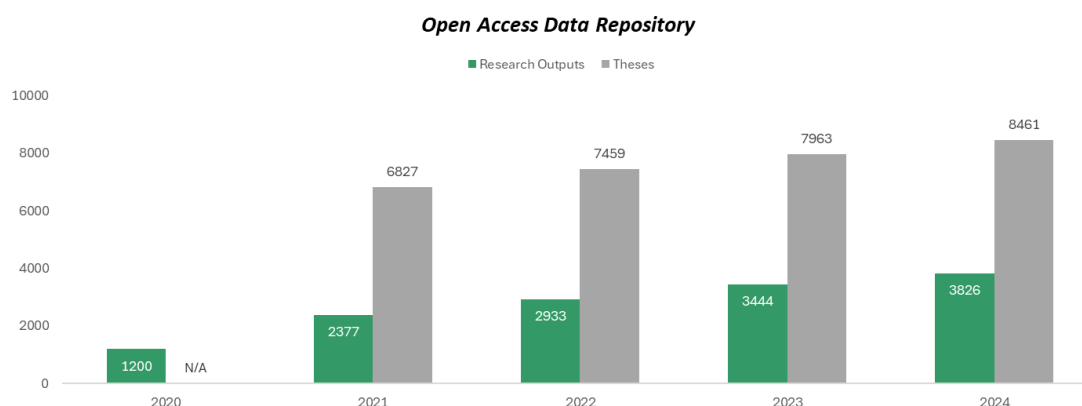
2024 was a challenging but positive year for Univentures. Despite the subdued market conditions, the team worked with university staff to deliver on its purpose to deliver impact through research by:

- Managing **20 new intellectual property commercialisation (IPC) projects** into the pipeline arising from invention disclosures, including 1 through to project implementation stage.
- Managing **35 contracts** under its new Commissioned Research & Advisory (CRA) work.
- Bringing **\$3.5m gross** revenue from CRA and **\$1.6m gross** from external research income.
- **Supporting 8 new** early career researchers through KiwiNet's "Emerging Innovators" programme.
- Engaging **with 15 (CRA) + 24 (IPC) -> Lead = 39** researchers on CRA and commercialisation projects.
- Securing KiwiNet funding **for 24 research** commercialisation projects, including:
 - PreSeed funding **for 21 new projects, totalling \$415,000**, to support market validation, business case preparation, securing intellectual property and prototype development.
 - Funding for **3 projects, totalling \$1,380,280**, to develop projects to 'private-sector-ready' stage.

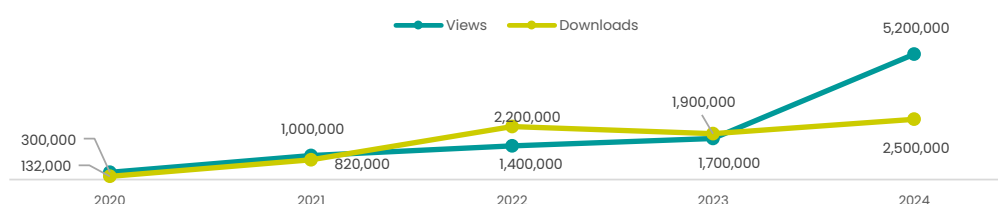
Raising the profile and accessibility of our research

Open access (OA) repositories have become a global standard, facilitating the widespread dissemination of scholarly work across the world.

Our OA repository has been in place since 2020. It provides an important avenue for increasing reach and visibility of research, and holds a wealth of digital research outputs that are available to the public. The number of outputs in the repository has slowly increased over the last five years.



There has been a dramatic increase in views and download in the last year. We believe, but cannot confirm, it is potentially due to the rise of AI querying open content for training purposes.



Supporting our approach around Open Access, the Library (as part of the Council of Australian University Librarians (CAUL) Consortium) participates in several transformative agreements. These allow authors at the University to publish their work in an Open Access journal without paying an article processing charge (APC).

This has been operating since 2022, and over that time, VUW authors have had **247** articles published amounting to an estimated **\$1,183,292** AUD in APC costs covered by these read and publish agreements.

Reports from the Human Ethics Committee, the Animal Ethics Committee, and the Faculty of Graduate Research



Report summaries

The University Research Committee is responsible for receiving reports from the Human Ethics Committee, the Animal Ethics Committee and the Faculty of Graduate Research on an annual basis.

A brief summary of the reports is provided, along with information on the performance of Postgraduate Research which is one of the University's strategic outcomes.

Human Ethics Committee

Our Human Ethics Committee reviews applications for human ethics approval from staff and students throughout the University. In 2024, the committee was chaired by Convenor Associate Professor Rhonda Shaw (School of Social and Cultural Studies). The Human Ethics Committee approved 460 applications in 2024, and 210 amendments to existing applications. The committee had 35 members at the end of 2024.

The full 2024 Human Ethics Committee report is available on request.

Animal Ethics Committee

All research and teaching involving animals must be approved by an Animal Ethics Committee (AEC) operating under a gazetted Code of Ethical Conduct approved by the Ministry of Primary Industries as required by the Animal Welfare Act 1999. The University's Code is independently reviewed every five years and defines how the AEC operates. The AEC also undertakes monitoring of research and teaching involving animals.

In 2024, the AEC continued to represent four external organisations in the Wellington region, which are the Malaghan Institute of Medical Research, the Zealandia Wildlife Sanctuary, Arotec Diagnostics Ltd, and the Wellington Zoo.

The main areas of focus for the AEC in 2024 were:

- The successful implementation of the Hōkai ethics management system.
- Improving the documentation of inspection visits enabled by the appointment of a new fixed term, part time Risk and Compliance Advisor.
- Continuing to implement the New Zealand Openness Agreement on Animal Research and Teaching, including engaging with other New Zealand signatories to this agreement, hosting a tour of the Small Animal Facility for the Editor of the Salient and various external researchers, and hosting a workshop on improving communication around animal-based research.

The full 2024 Animal Ethics Committee report is available on request.

Report summaries

Faculty of Graduate Research

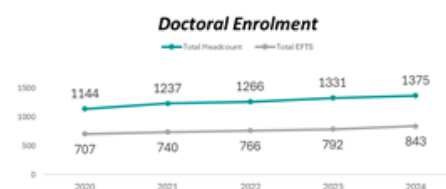
Doctoral and masters-by-thesis students are key to the success of the University's strategic plan. Their education is at the highest level offered by the university and their research is an important component of our ambitious research for transformative impact aims.

The full 2024 Faculty of Graduate Research report is available on request.

Faculty of Graduate Research – Postgraduate Research

The University target for Research Postgraduate EFTS is 8% of the University's total EFTS. In 2024, Research Postgraduate EFTS comprised 7.6% of the University's EFTS, up from 7.3% in 2023.

Over the last decade, only five of the eight universities have seen a rise in doctoral students (Level 10) numbers. The increase in our numbers (38% rise between 2014 and 2023) is second only to AUT (50% rise). Only VUW and AUT have seen increases in doctoral student numbers since 2019, the last full year before the pandemic.



You can find data relating to Māori and Pasifika doctoral students on the next page.

New enrolments in Master's by Thesis programmes have declined, although we will need to see if this is an ongoing trend or a particular feature of 2024.

Faculty of Graduate Research – Postgraduate Scholarships

In 2024, 1,674 completed applications were received, up on the 1,576 applications received in 2023.

Of the 473 successful candidates, 136 were offered a Wellington Doctoral Scholarship. This includes:

- 12 Te Herenga Waka Māori Doctoral
- 3 Wellington Pasifika Doctoral, and
- 4 Wellington Strategic Co-Funded Doctoral Scholarships.

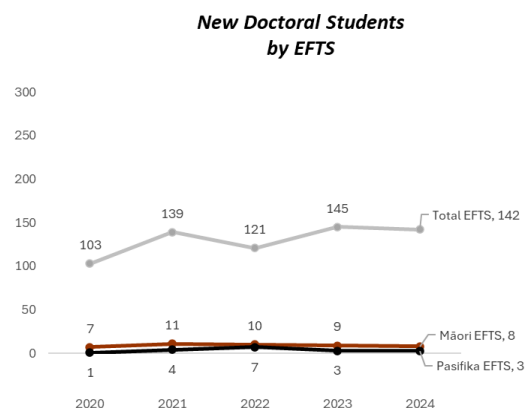
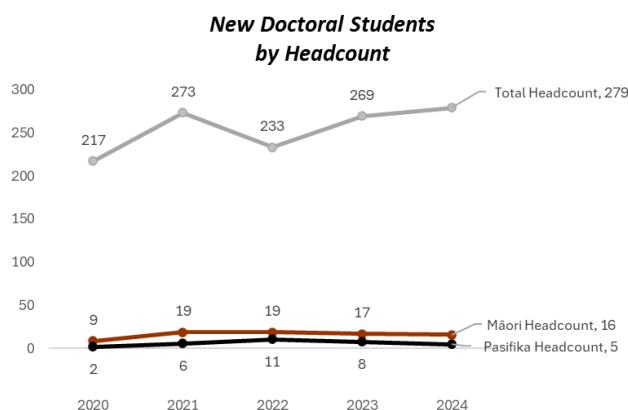
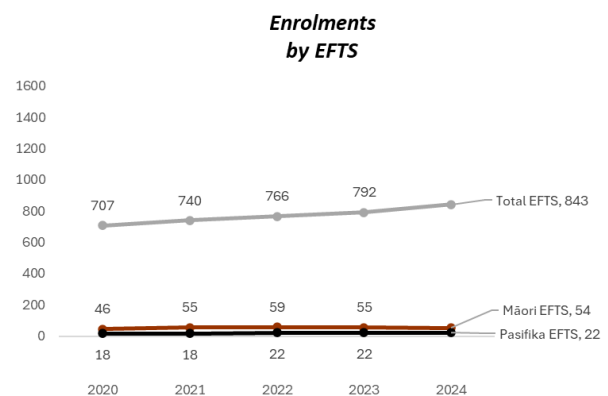
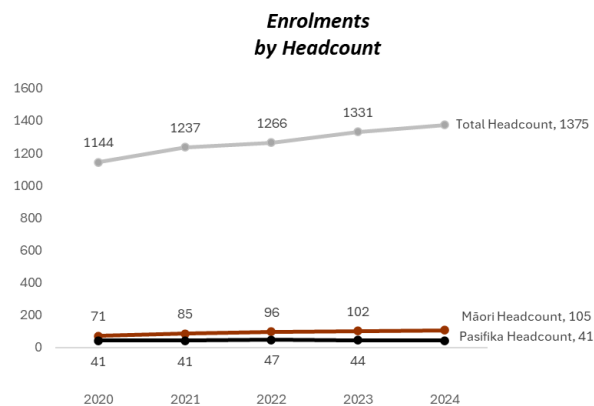
The Wellington Master's by Thesis, Te Herenga Waka Māori Master's by Thesis and the Wellington Pasifika Master's by Thesis Scholarships are all offered in November each year.

In 2024, we offered 57 Master's by Thesis, 3 Te Herenga Waka Māori, and 4 Wellington Pasifika Scholarships.



Māori research students & Pasifika research students

Māori students and Pasifika students make up respectively 8% and 3% of the doctoral enrolments by Headcount and 6% (Māori) and 2% (Pasifika) of the enrolments by EFTS.



Appendix 1

2024 Successful Research Grants: the Marsden Fund, the Health Research Council, and the Endeavour Fund

Te Pūtea Rangahau a Marsden, the Marsden Fund

The Marsden Fund invests in excellent, investigator-led research aimed at generating new knowledge, with long-term benefit to New Zealand. It supports excellent research projects that advance and expand the knowledge base and contributes to the development of people with advanced skills in New Zealand. It also encourages New Zealand's leading researchers to explore new ideas that may not be funded through other funding streams and fosters creativity and innovation within the research, science and technology system.



Professor Lisa Marriott
School of
Accounting and
Commercial Law



Dr Brian Tunui
(Ngāti Awa, Ngāti
Pūkeko, Te Arawa,
Ngāti Māhino, Ngāti
Hamoā)
Te Kawa a Māui

*Mā te tāke tika, e mau roa te iwi:
with a just tax system, the
people are sustained.
Researching a Te Tiriti-affirming
tax system design*

Lisa and Brian were awarded a Marsden Standard Grant of \$853,000 for their [project](#) which will investigate how tax models that recognise Te Tiriti o Waitangi can be used to support a more just and equitable society.



Professor Ivy Liu
School of
Mathematics and
Statistics



Professor Richard Arnold
School of
Mathematics and
Statistics

*Methods for identifying
clusters and making
predictions of cluster
membership in survey data
analysis*

Ivy and Richard's [project](#) to develop new methods for analysing surveys and extrapolating findings to the wider population, potentially improving decision-making. They will receive \$706,000 through a Marsden Standard Grant.

Te Pūtea Rangahau a Marsden, the Marsden Fund



Professor Astrid An Heuf

School of Mathematics and Statistics

Project: *Contributing to the debate on the definition of C^* -algebras of semigroups, the mathematical foundation of quantum mechanics* - \$706,000



Associate Professor Bridget Stocker

School of Chemical and Physical Sciences

Project: *A stabilising influence—making MAIT cells work* - \$941,000



Professor Peter Smith

School of Mathematics and Statistics

Project: *Information theory for Gaussian fields* \$706,000



Dr Luke Liu

School of Chemical and Physical Sciences

Project: *A new route to highly selective methane capture materials* - \$942,000



Associate Professor Marcus Fread

School of Engineering and Computer Science

Project: *Ensuring reputation can be measured in a nuanced way in survey scores* - \$706,000



Professor Nicole Moreham

Faculty of Law

Project: *Death's impact on privacy, reputation, and mana—a comparative exploration of Pākehā law and tikanga Māori* - \$660,000



Professor Nikki Hessel

School of English, Film, Theatre, Media and Communication, and Art History

Project: *How 18th century poetry influenced settlers' treaty making with Indigenous peoples* - \$660,000



Dr Matt Crawford

School of Psychology

Project: *Holding on and letting go—autobiographical memory, fading affect, and emotional wellbeing in older adults* - \$853,000



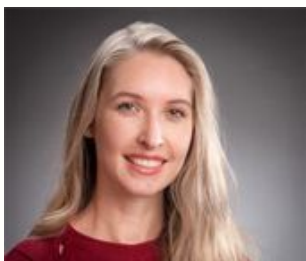
Dr Paul Hume

School of Chemical and Physical Sciences

Project: *Developing a new, flexible, low-cost class of organic solar cells that convert sunlight directly into electricity* - \$941,000

Te Pūtea Rangahau a Marsden, the Marsden Fund

Marsden Fund Fast-Start grants are for Aotearoa's emerging researchers who receive \$360,000 for their projects over three years.



Abby Sharrock
School of Biological Sciences

Project: Developing enzymatic tools to enable precise ablation of complex cell types within transgenic model organisms.



Alex Beattie
School of English, Film, Theatre, Media & Communication, & Art History

Project: Navigating the digital maze—experiences of people with ADHD in unplugging from the internet



Dr Hannah Waddington
School of Education

Project: A difference, not a deficit—exploring the effects of positive framing on attitudes towards autism.



Becky Armstrong
School of Mathematics and Statistics

Project: Collaborating to use a twisted groupoid approach to solve problems in abstract and operator algebra, thus advancing a mathematical framework for quantum mechanics.



Dr Joe Schuyt
Robinson Research Institute

Project: Developing an efficient photonic analogue of an electronic memory resistor that will allow ultra-fast, energy-efficient optical computing



Dr Sara Rahmani
School of Social and Cultural Studies

Project: What drives the rise of indigenous nonreligion and how does it connect to broader trends? A comparison between Aotearoa New Zealand and Canada.



Dr Amanda Thomas
School of Geography, Environment, and Earth Sciences

Project: Policing protest in a climate of change



Rory Little
School of Biological Sciences

Project: Do bacteria from New Zealand insects hold solutions for new anti-microbial drugs?



Isabelle Montgomerie
School of Biological Sciences

Project: Protecting infants from infectious disease by amplifying antibody in the breast milk

Health Research Council

The **Health Services Research Centre** were awarded multiple grants from the Health Research Council in 2024.

Associate Professor Lynne Russell

(Ngāti Kahungunu; Rangitāne; Kāi Tahu; Kāti Māmoe; Ngāti Porou)

Project: *Māori lived experience of suicide loss: Collective to inform pre/postvention policy and practice*
Health Delivery Research Activation Grant - \$30,000

Associate Professor Mona Jeffreys

Project: *Determining a minimum dataset for a proposed ME/CFS Registry*
Health Delivery Research Activation Grant - \$29,269

Julia Milne

Project: *Kai sovereign communities*
Health Delivery Research Development Award - \$123,948

Dr Marianna Churchward

Project: *Palliative care for Pacific families: what matters most and in what context*
Health Delivery Research Activation Grant - \$29,683



Kahurangi Dey

(Ngāti Pūkenga, Ngai Te Rangi)

Project: *Scoping pae ora with Māori Communities and tāne Māori after a DTP in Prison*
Māori Health Explorer Grant - \$150,000

Project: *Exploring Life In The Maara And The Moana: Nutrition Security In Rural Aotearoa*
Health Delivery Research Activation Grant - \$29,966

Project: *Ground to table count*
Health Delivery Research Activation Grant - \$29,998

Dr Claire O'Loughlin

Project: *Social return on investment methodology: a narrative review of evaluations*
Health Delivery Research Activation Grant - \$29,992

Dr Fiona McKenzie

Project: *Axes Of Inequity: How Should We Track The New Health Targets?*
Health Delivery Research Activation Grant - \$29,183

Bailey Yee

Project: *Understanding palliative care data in breast cancer research*
Health Delivery Research Activation Grant - \$29,999

Researchers at **Te Tātai Hauora o Hine—National Centre for Women's Health Research Aotearoa** were awarded four significant grants from the Health Research Council in 2024.

Associate Professor Liza Edmonds

Project: *Ahi Kā: Near to whānau testing to make a difference*
Health Delivery Project - \$1,387,488.70

Professor Beverley Lawton

(Ngāti Porou)

Project: *Point-of-care testing: Improving access to timely and safe care for rural whānau*
Māori Health Project - \$1,199,496.60

Dr Kirsten Smiler

(Te Aitanga-a-Māhaki; Rongowhakaata; Whakatōhea)

Project: *Whāia te ōritetanga o Ngāti Turi: Health equity and equality for Ngāti Turi*
Māori Health Emerging Leader Fellowship - \$646,645

Dr Samantha Jackson

Project: *Taimaha rukiruki: A kaupapa Māori approach to pēpi loss*
Māori Health Clinical Training Fellowship - \$259,984

Health Research Council

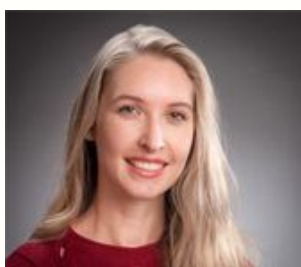
Researchers from across the University were awarded significant grants from the HRC this year, including increasing recognition for the work of our early career researchers.



Dr Zaramasina Clark

School of Biological Sciences

Project: *Theca progenitors: 'gate-keepers' of ovulation potential of ovarian follicles?*
Pacific Health Emerging Leader Fellowship- \$650,000



Abby Sharrock

School of Biological Sciences

Project: *Engineering enzymes to enable CAR T-cells to synergise with chemotherapy*
Emerging Researcher First Grant - \$400,000



Dr James Mbinta

School of Health

Project: *Prevention of Zoster in Immunocompromised People in Aotearoa*
Health Delivery Research Development Award-\$126,236



Olga Zubkova

Ferrier Research Institute

Project: *Scalable Heparan Sulfate Mimetics As Dual-Mechanism Antiviral Agents*
Explorer Grant - \$150,000



Mattie Timmer

School of Chemical and Physical Sciences

Project: *Positively Selecting Your MAIT Cells*
Explorer Grant - \$150,000



Professor Kevin Dew

School of Social and Cultural Studies

Project: *Trust and healthcare, health institutions and health systems: a research agenda*
Health Delivery Research Activation Grant - \$30,000

Health Research Council

The span of research awarded grants in 2024 highlights the significant impact our researchers make in their communities of practice, reflect the needs of different groups, and highlight innovative approaches to health.



Professor Colin Simpson

Faculty of Health

Project: *Data pipeline and synthetic data for health research with data-centric AI*

Health Delivery Research Activation Grant – \$29,933



Associate Professor Steven Bowe

School of Health

Project: *Prevention of Zoster in immunocompromised people: A systematic review*
Health Delivery Research Activation Grant – \$30,000



Dr Aliitasi Su'a-Tavila

School of Health

Project: *Collaborating with a rural Pacific organisation to explore health needs*
Health Delivery Research Activation Grant – \$29,923



Dr Awanui Te Huia
(Ngāti Maniapoto)

Te Kawa a Maui

Project: *He Oranga Whānau, he Oranga Marae: Mangatoatoa Marae-based Hauora Practices*
Health Delivery Research Activation Grant – \$30,000



Dr Edgar Rodriguez Ramirez

School of Design Innovation

Project: *The impact of bras on mental health*
Health Delivery Research Activation Grant – \$30,000



Associate Professor Deborah Harris

School of Nursing, Midwifery, and Health Practice

Project: *Nurse Practitioner Workforce Survey*
Health Delivery Research Activation Grant – \$29,799

Endeavour Fund

The Endeavour Fund encourages researchers to consider a diverse range of ideas and conduct excellent research. It will provide the highest potential impacts across a range of economic, environmental, and societal objectives, and give effect to the Vision Mātauranga policy. Funding comes through two processes: Research Programmes and Smart Ideas.

Research Programmes

This funding supports ambitious, excellent, and well-defined research ideas which, collectively, have credible and high potential to positively transform New Zealand's future in areas of future value, growth, or critical need. Two Research Programmes were funded in 2024.

Antarctic Sea-Ice Switch – Preparing for New Threats

is led by Professor Nancy Bertler from the Antarctic Research Centre. The Programme aims to understand recent abrupt changes in sea ice. We will improve models of future trends to forecast impacts on global climate, sea-level change, as well as the structure and function of ecosystems in the Ross Sea region Marine Protected Area. They have received \$13,635,539 over five years for this work which will provide insights to facilitate adaptation to unavoidable change and identify additional impacts to expect if we cannot curb carbon emissions.



***Scalable cryogenic memory technology for superconducting and quantum computing** is led by Dr Simon Granville from the Robinson Research Institute, and Associate Professor Ben Ruck from the School of Chemical and Physical Sciences. Their programme will build prototypes of the cryogenic memory arrays required for the high-performance computers of the future. The Programme will receive \$9,053,616 over five years which will enable the establishment of a pilot manufacturing line for cryogenic memory, leading to prototype manufacture of memory arrays. These will be integrated with cryogenic logic circuits supplied by their implementation partner in the United States.

Endeavour Fund



Smart Ideas

This funding catalyses and rapidly tests promising, innovative research ideas with high potential for benefit to New Zealand, to enable refresh and diversity in the science portfolio. Each grant is worth \$1m over three years.

In 2024, an application cap was placed on all research organisations by the Ministry of Business, Innovation and Employment. The University has a cap of 11 applications for the funding that will be awarded in 2025.

Professor Steven Marsland

School of Mathematics and Statistics



Who's Calling: Individual bird recognition from vocalisation will develop knowledge, methods, and tools that automatically identify individual kiwi from their calls and use that to identify the number of birds present. This information can be incorporated into statistical tools to track changes in population size over time for our taonga species and help them thrive.

Dr Andreas Luxemburger

Ferrier Research Institute



A safer drug for heart failure will focus on creating a new MRA drug with a selective mode of action that will protect the heart but also spare the kidneys, unlike current MRS drugs. This will put a new drug in the position to cater to the needs of a wide range of heart failure patients, and also help grow New Zealand's knowledge-intensive biotech industry.

Dr Bach Nguyen

School of Engineering and Computer Science



AI Evolutionary Learning for Modelling Multi-millennial Sea Level Processes will create a model that can predict sea level rise over the next several thousand years. Current models must balance desired accuracy with computational efficiency – due to costs, long-term accurate predictions over several millennia are missing. This model will address these issues.

Professor Peter Tyler

Ferrier Research Institute



Bypassing Resistance Mechanisms in Breast and Ovarian Cancers plans to develop drug candidates for the new drug target (DNPH1). There are no drugs currently available for this target. This precision medicine approach to drug resistant has the potential for the rapid development of new anti-cancer agents for chemo-resistant breast and ovarian cancers.

Dr Andrew Lensen & Dr Rachael Shaw

School of Engineering and Computer Science

School of Biological Science



Recognising Taonga with AI: Facial Recognition for Kākā Conservation Management will create a new AI-based approach for identifying individual birds, in partnership with tangata whenua (Taranaki Whānui) and conservation organisations. By developing an AI tool capable of identifying many more individual kākā in the Wellington population than currently possible, will add valuable knowledge on the behaviour and movement of birds in the city. In doing so, this project will expand mātauranga and our ability to effectively mitigate new threats to this taonga.

Appendix 2

University Research Committee

University Research Committee 2024



The University Research Committee (URC) operates under this [Terms of Reference](#).

Two new members were appointed in 2024 to represent the views and perspectives of Pasifika researchers and research centres and institutes respectively – Dr Mele Tupou Vaitohi and Professor Gary Evans.

The URC is constituted from the roles set out in the table – this also notes the individuals who served during the year. Additional contributions were made on an ad hoc basis by other staff members co-opted for specific purposes and reporting.

They met eight times in 2024, with meetings held on 21 February, 27 March, 22 May, 24 July, 28 August, 25 September, 24 October and 28 November.

The URC was supported by Amber Flynn, Principal Advisor, Research Policy and Strategy and Jo Meaclem, Secretariat and Executive Officer to the Deputy Vice-Chancellor, Research.

Name	Role
Prof Margaret Hyland	Deputy Vice-Chancellor, Research (Chair)
Prof Neil Dodgson	Dean, Faculty of Graduate Research
Prof Nicole Moreham	Associate Dean (Research), Faculty of Law
Prof Samuel Becher	Associate Dean (Research), Wellington School of Business & Government
Prof Wayne Patrick	Associate Dean (Research and Innovation), Faculty of Science
Assoc Prof Yi Mei	Associate Dean (Research and Innovation), Faculty of Engineering
Prof Giacomo Lichtner Assoc Prof Corinne Seals (from July)	Associate Dean (Research), Faculty of Humanities & Social Sciences
Prof Leon Gurevitch Dr Nadia Pantidi (from September)	Associate Dean (Research and Innovation), Faculty of Architecture & Design Innovation
Assoc Prof Judith Loveridge	Associate Dean (Research), Faculty of Education
Prof Colin Simpson	Associate Dean (Research), Faculty of Health
Assoc Prof Meegan Hall	Assistant Vice-Chancellor (Mātauranga Māori), Toiuharewa
Dr Mele Tupou Vaitohi (from July)	Senior Lecturer, Faculty of Law
Professor Gary Evans (from May)	Director, Ferrier Research Institute
Dr Holly Winton	Senior Research Fellow, Antarctic Research Centre
Dr Julia Talbot-Jones	Senior Lecturer, School of Government
Di Bao (until September)	Postgraduate Student Association
Liz Prendergast	Director, Research Office
Trish Wilson	University Librarian

MEMORANDUM

To	Academic Board
From	Dave Harper - Dean of Te Pukenga Wai
Date	15 April 2025
Subject	Terms of Reference for Faculty Board of Te Pukenga Wai – The Faculty of Education, Health, and Psychological Sciences

Executive Summary

On 1 January 2025, a new faculty, Te Pukenga Wai – the Faculty of Education, Health, and Psychological Sciences, was established through the merger of Te Wāhanga Tātai Hauora – Faculty of Health, Te Whānau o Ako Pai – Faculty of Education, and Te Kura Mātai Hinengaro – School of Psychology.

The inaugural Faculty Board meeting of the new faculty was held on 4 February 2025. At that meeting, a draft Terms of Reference (ToR) was presented, and feedback was invited. The ToR were developed based on those of the original faculties and school, updated to reflect the expanded scope of the new faculty, as well as broader changes in the University's structure and roles in recent years.

The final Terms of Reference, attached to this memo, were formally agreed upon at the Faculty Board meeting on 27 March 2025. These are now presented to the Academic Board for noting.

It is requested that the Academic Board:

Note the Terms of Reference for Te Pukenga Wai.

Te Pukenga Wai
Faculty of Education, Health, and Psychological Sciences
A Committee of the Academic Board
Terms of Reference

Person Responsible: Provost

Convenor: Dean of Te Pukenga Wai - Faculty of Education, Health, and Psychological Sciences

Purpose

1. To provide a forum for the discussion of academic and research matters relevant to staff and students in Te Pukenga Wai – The Faculty of Education, Health, and Psychological Sciences (the 'Faculty').
2. To advise the Academic Board, Provost, Vice-Chancellor, and the committees of the Academic Board on all aspects of academic qualifications, academic programmes, and research matters for which the Faculty has responsibility, and on any other academic and research matters referred to it.
3. To provide a forum that supports the building of a positive community culture, opportunity for reflection, advising, as well as sharing of information and best practice.

Scope

1. **Advancing and Maintaining Academic Quality:**
 - To advance and maintain the quality of academic programmes.
 - To monitor and review school procedures for the review of academic programmes and courses.
2. **Academic Proposals and Course Review:**
 - To consider proposals for new programmes and courses, and to forward recommendations to Te Hiwa, Toi huarewa, and the Academic Committee as appropriate.
 - To amend or delete existing programmes and courses referred to it by schools within the Faculty.
3. **Academic Programme and Policy Implementation:**
 - To monitor the implementation of the University's academic statutes, policies, and regulations within the academic programmes for which it has responsibility, including:
 - The curriculum, teaching, student workloads, and assessment of courses.
 - The admission of students to programmes and courses.
 - Scheduling and timetabling of courses.
4. **Research Support:**
 - To oversee the development and monitoring of Faculty-wide initiatives to support staff and postgraduate research student research success.

- Advise on and monitor University Research Committee policies and University processes for supporting research as they apply to the Faculty.

5. Compliance with University-wide statutory obligations, policy, and success goals.

- Advise, monitor, and review Faculty-wide performance with respect to Te Tiriti o Waitangi obligations.
- Advise, monitor, and review with respect to University-wide performance indicators and outcomes frameworks, including but not limited to Mai i te Iho ki te Pae; Pasifika student success; sustainability goals; and equity, diversity, and inclusion outcomes.
- To provide an opportunity to reflect and advise on matters related to staff and student health, safety, and wellbeing.

6. Support Services and Resources:

- To monitor and review the academic support services of the University as they apply to the Faculty, including accommodation, resources, and support for staff and postgraduate students.

7. Reporting and Referrals:

- To consider and report on academic matters referred by the Vice-Chancellor, Provost, members of Te Hiwa, Academic Board, or other committees of the Academic Board.

Constitution

1. Core Members (*ex-officio, elected, and nominated*):

- Dean of the Faculty (Convenor)
- Associate Deans of the Faculty
- Heads of Schools contributing to the academic programmes within the Faculty
- The Faculty Operations Manager
- Directors of the Faculty's research centres or institutes
- All academic staff members whose teaching and research contribute to the Faculty's programmes¹
- School and Centre Managers from the schools and centres within the Faculty
- A member of Toihuarewa
- Up to three students enrolled in the Faculty's programmes nominated by VUWSA
- One Ngai Tauira representative
- One PGSA representative

2. In Attendance:

- Professional staff from within the Faculty
- Academic Programmes Adviser for the Faculty
- Senior Faculty HR Adviser for the Faculty
- Senior Students Recruitment Advisor for the Faculty
- Manager Student Success for the Faculty or nominee
- Director, Student Experience and Wellbeing or nominee
- Senior Communications and Marketing Advisor for the Faculty

- Nominated representative from Wellington University International
- Finance Business Partner or Management Accountant for the Faculty
- A Subject Librarian representative, nominated by the Library
- Student Representation Coordinator, VUWSA
- One representative each from Māori and Pasifika Student Services
- Other persons as determined by the Convenor

3. Executive Officer:

- Executive Assistant to the Dean (or delegate)

Comments:

1. A core member, nominated by the Convenor, will deputise for the Convenor when required.
2. The Deputy Vice-Chancellor (Academic), Deputy Vice-Chancellor (Students), Deputy Vice-Chancellor (Research), Deputy Vice-Chancellor (Māori), Assistant Vice-Chancellor (Pasifika), and Director of the Centre for Academic Development will receive papers and may attend by invitation or at their request.
3. Quorum for the Faculty Board is 20 voting ('Core') members, with at least 50% being academic staff ¹.
4. Decisions will be made by a majority vote, with the Convenor (or their delegate) having the ability to make the casting vote where the vote is even.
5. In the event that insufficient voting members are in attendance at a scheduled meeting to meet the quorum, those present may still discuss any agenda items.
 - Should the discussion result in a recommendation or response on behalf of the Board, a summary of the discussion will be disseminated to absent members by the Executive Officer and members will be permitted to make further comments. The Convenor will collate and summarise all comments as the final recommendation or response of the Board.
 - Should the discussion result in a proposal to be voted on, at the discretion of the Convenor, the vote may be deferred to a subsequent Board meeting or an online vote may be taken (following dissemination of the discussion and proposal to all members).
6. The Faculty Board will meet at least four times per year, with the flexibility to meet face-to-face, fully online, or in hybrid mode, based on necessity and preference.

¹ For the purposes of membership of the faculty, academic staff shall include all staff employed on the following contracts within the Faculty:

- Academic staff as identified in the Academic Collective or General Terms and Conditions contracts,
- Heads of School contract,
- Research Assistants and Research Fellow Collective or General Terms and Conditions contracts,
- Teaching Fellow contract,
- An independent employment agreement that constitutes at least 50% research and/or teaching

To be eligible for membership, staff must holders of fixed term appointments of at least six months duration, and holders of fractional appointments of at least 50%

Approval process

Approval	Date	Recorded by
Te Pukenga Wai - Faculty of Education, Health, and Psychological Sciences	27-03-25	Dave Harper, Dean of Faculty
Academic Board	15-04-25	
<p>Terms of reference in effect from above date.</p> <p>Terms of reference to be reviewed no later than 01-07-26</p>		